



WILLIAM WOODS
UNIVERSITY

**William Woods University
ASLEI Program Handbook**

ASL~EI Bachelor of Interpreting

American Sign Language ~ English Interpreting

Last updated August 2026

About This Handbook

Welcome to the William Woods University ASL–English Interpreting Program.

This handbook serves as a guide to the policies, procedures, expectations, and professional standards of the ASLEI Program. It is intended to supplement the William Woods University Student Handbook and should be reviewed carefully by all students.

Because interpreting is an evolving profession, policies and procedures may be updated as needed. Students are responsible for remaining informed of current program requirements and any changes communicated by the Department of Interpreting Programs.

Questions regarding this handbook or the ASLEI Program should be directed to the Director of Interpreting Programs.

For more information about our ASLEI Program, please contact:

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About This Handbook.....	2
Welcome from the Director.....	5
A Commitment to Professional Growth.....	6
ASLEI Program Mission & Goals.....	7
ASLEI Mission Statement:	7
ASLEI Philosophy:	7
ASLEI Program Objectives:.....	7
Our History.....	8
ASLEI Department Faculty.....	9
Full-time Faculty.....	9
Adjunct Faculty.....	10
ASLEI Program Courses.....	14
Program Course Sequence.....	14
IMPORTANT Placement ≠ Progression.....	16
STEP 1 Determine Your Starting Point.....	16
STEP 2 Understand ASL Course Placement.....	17
Transfer Students.....	18
ASLEI Program Requirements.....	19
Language Placement Requirement.....	19
Declaring Interpreting as Your Major.....	19
Industry Standards:.....	19
ASLEI Student Requirements.....	20
ASLEI Student Information Form.....	20
Professional Recording Standards.....	20
Recording Environment.....	20
Camera Position and Framing.....	20
Professional Appearance.....	21
Technology Expectations.....	21
Viewing Source Material.....	22
Confidentiality.....	22
ASLEI Program Internship Information.....	23
Internship Overview.....	23
ASLEI Internship FAQs.....	26
ASLEI Internship Application.....	28
ASLEI Transfer Credits & Prior Learning Credits.....	29
Transfer Credit Information.....	29
Transferring credits from another higher education institution:.....	29

Internship Hours:.....	29
Prior Learning Credit.....	29
Academic Advising and Registration Expectations.....	29
ASLEI ASL Lab.....	30
ASL Lab Registration.....	30
ASL Lab Scheduling.....	31
ASLEI Program Hands Up ASL Club.....	31
Interpreter Mentorship & Advancement Program (IMAP).....	31
Appendix A.....	33
Language Placement Requirement.....	34
Registering for the SLPI.....	34
Registration and Payment.....	34

Welcome from the Director

Congratulations on choosing Interpreting as your major!

Our American Sign Language ~ English Interpreting (ASLEI) program includes both new interpreting students and seasoned professionals, all looking to take the next step in their careers. Whether you're just beginning or building on years of experience, we are committed to equipping you with the skills and knowledge to excel in this field and provide essential communication access to the Deaf community.

Interpreters are in high demand across various settings, including education, healthcare, legal, corporate, government, and community organizations. Interpreting is a lifelong learning process that requires self-reflection and adaptability. Feedback—both giving and receiving—is essential to growth. Our program emphasizes structured feedback through peer reviews, faculty assessments, and real-world evaluations to help you refine your skills and confidence.

William Woods University offers a robust, student-centered curriculum available both on-ground and online. Our faculty and mentors span the U.S., and our Internship Coordinator ensures high-quality placements and training for students nationwide.

Internships are a required component of the program, with tailored experiences for both new and experienced interpreters. New interpreters engage in supervised fieldwork, while seasoned interpreters focus on advanced professional development. All students must complete a 300-hour internship to graduate, reinforcing the skills and values essential for success. If you've already completed an interpreting internship through another university, please connect with your academic advisor about the possibility of transferring in up to 150 hours.

To support your journey beyond the classroom, we also offer the Interpreter Mentorship & Advancement Program (IMAP)—a post-graduate mentoring initiative designed to guide recent graduates as they transition into the profession and work toward certification.

Our mission is to develop ethical, reflective, and highly skilled interpreters who understand power dynamics, cross-cultural interactions, and social equity. If you have questions, please reach out to your advisor, any faculty member, or me—we're here to support you.

I am excited to see all of the great things you will do!

Hilary Maag, Ph.D. CI, CT, NIC-Master

Director of Interpreting Programs

A Commitment to Professional Growth

Success in this program—and in the interpreting profession—requires a commitment that extends beyond coursework. Whether you are enrolled in our online or on-ground program, developing as an interpreter requires ongoing engagement with the Deaf community, continuous language development, regular self-reflection, and a willingness to seek feedback and embrace new learning opportunities.

Coursework provides the foundation, but becoming a skilled interpreter is ultimately shaped by the effort you invest beyond your classes. Meaningful interactions with the Deaf community, authentic language experiences, mentorship, professional involvement, and a commitment to lifelong learning are essential to your growth as an interpreter.

Our faculty are committed to providing exceptional instruction, guidance, and support throughout your educational journey. In return, we ask that you actively engage in your own professional development by seeking opportunities to strengthen your language skills, expand your cultural understanding, build professional relationships, and embrace feedback as an essential part of the learning process.

The students who experience the greatest success in our program are those who recognize that becoming an interpreter is not simply about earning a degree—it is about developing the knowledge, judgment, professionalism, and cultural humility necessary to serve the Deaf community with excellence throughout their careers.

ASLEI Program Mission & Goals

ASLEI Mission Statement:

Our mission is to empower students with the skills and knowledge necessary to excel in the field of interpreting, providing crucial access to the Deaf community. We are committed to fostering an environment that promotes proficiency in self-assessment, critical evaluation, and continuous improvement, ensuring our graduates are well-equipped to provide access with strong ASL proficiency and professional competence.

ASLEI Philosophy:

Our program is grounded in the belief that effective ASLEI requires a blend of technical skill, cultural competence, and ongoing self-reflection. We emphasize the importance of self-assessment as a cornerstone of personal and professional development, encouraging students to critically analyze their work and impact. By cultivating these practices, we aim to produce interpreters who are not only skilled but also adaptive, reflective, and dedicated to lifelong learning. We are dedicated to enhancing access and inclusion for the Deaf community by developing interpreters who are deeply aware of power dynamics, cross-cultural interactions, and social equity. Committed to the highest standards, we aim to cultivate interpreters who understand the profound impact of these dynamics and strive to provide equitable and effective interpretation.

ASLEI Program Objectives:

- **Program Objective 1:** Students exhibit competencies in interpreting theory and knowledge.
- **Program Objective 2:** Students will demonstrate linguistic competency in ASL.
- **Program Objective 3:** Students will demonstrate linguistic competency in English.
- **Program Objective 4:** Students will develop a comprehensive understanding of the interpreting profession.
- **Program Objective 5:** Students will analyze cultural and power dynamics influencing interpreted interactions.
- **Program Objective 6:** Students will apply ethical principles based on the Code of Ethics for interpreters.

Our History

Today, the William Woods University American Sign Language–English Interpreting (ASLEI) Program prepares students through both on-ground and online pathways, serving learners throughout the United States and Canada. Our program combines rigorous academic coursework with Deaf mentorship, experiential learning, internships, and post-graduation mentoring to prepare ethical, reflective, and culturally responsive interpreters. This commitment to professional growth extends beyond graduation through the Interpreter Mentorship & Advancement Program (IMAP), which supports recent graduates as they transition into professional practice.

One of the defining strengths of the ASLEI Program is its long-standing partnership with the Deaf community. Deaf mentors play an integral role in students' language development through the ASL Lab, providing authentic language models, meaningful feedback, and opportunities to deepen cultural understanding. Together with experienced faculty who remain active in the profession, these partnerships help bridge classroom learning with real-world interpreting practice.

The ASLEI Program has continually evolved alongside the interpreting profession while remaining committed to its core mission of preparing highly qualified interpreters. In 2025, William Woods University expanded the program to include a fully online four-year bachelor's degree, building on the success of the online degree-completion program that was established in 2012 for practicing interpreters seeking to further their education and professional development.

The program began in 1991 as a two-year associate degree and expanded to a bachelor's degree in 1993 following federal funding that supported the continued growth of interpreter education. Since its inception, the program has remained committed to providing students with the knowledge, skills, and professional experiences necessary to serve the Deaf community with excellence.

As the interpreting profession continues to evolve, so does the ASLEI Program. While our curriculum and opportunities continue to grow, our commitment remains unchanged: preparing interpreters who value lifelong learning, meaningful engagement with the Deaf community, and the responsibility of providing equitable communication access.

ASLEI Department Faculty

The ASLEI faculty at William Woods University are experienced interpreter educators and professionals who bring extensive real-world experience into the classroom. Faculty remain actively engaged with the Deaf community, the interpreting profession, and professional organizations, ensuring that instruction reflects current best practices and the evolving needs of the field. In addition to teaching, faculty contribute through professional service, leadership, scholarship, and community partnerships. They are committed to supporting students' academic, professional, and personal growth while preparing them for successful careers as interpreters.

Full-time Faculty

Hilary Maag, Ph.D., CI, CT, NIC-Master

Director of Interpreting Programs | Assistant Professor

Dr. Hilary Maag is a highly respected academic and leader in interpreting, with a Ph.D. from The Chicago School of Professional Psychology. Her dedication to fostering inclusive environments is rooted in her personal commitment to the Deaf community, shaped by her experiences with Deaf/hard of hearing family members. Dr. Maag specializes in empowering interpreters to excel in serving the Deaf community, driven by her passion for teaching and mentoring. Throughout her career, she has been instrumental in advancing teaching practices within educational settings, focusing on curriculum development, pedagogical innovation, and creating transformative educational initiatives. Her leadership is characterized by a commitment to cultivating inclusive learning environments that support professional growth and excellence among interpreters. Dr. Maag's strategic vision and expertise in organizational development underscore her efforts to equip interpreters with the skills and knowledge needed to meet the evolving needs of the Deaf community.

Carrie McCray, Ph.D., MICS-Master

Professor | Associate Dean of Assessment | Internship Coordinator

Dr. Carrie McCray is a seasoned professional in the field of American Sign Language (ASL) and interpreting, currently serving as a Professor of ASLEI at William Woods University. She has a strong educational background with a Ph.D. in Educational Leadership and Policy Analysis from the University of Missouri, and both a M.Ed. in Curriculum and Instruction and a B.A. in Psychology and Sign Language Interpreting from William Woods University. McCray's career spans over two decades, during which she has focused on educational interpreting, the ethics of interpreting, and interpreting in various specialized settings such as mental health and theatrical environments. She has a passion for teaching and mentoring students, emphasizing active learning and practical application in her courses. McCray also supports students through comprehensive internships that connect academic learning with real-world experience in diverse settings across the United States. Dr. McCray has also served on the Missouri State Committee of Interpreters for more than 20 years, contributing to the regulation and licensing of interpreters throughout the state.

John Brand III, M.A., Assistant Professor

John Brand III comes from a family with a long history of ASL instruction and is a member of a Deaf family spanning more than six generations. Several members of his immediate family have taught ASL, and John has continued that family tradition through his own career in education. John began teaching ASL while pursuing his degree in Community Health at the University of Illinois Urbana-Champaign. After graduating, he joined the university as a part-time faculty member while also teaching at a local community college and within the community. He later earned his master's degree in Sign Language Education (MASLED) from Gallaudet University. Throughout his career, John has taught at several colleges and universities, including the University of Wisconsin–Milwaukee, DePaul University, and Waubesa Community College. In 2020, he joined William Woods University, where he teaches ASL, Deaf Culture, Non-Manual Markers, and Fingerspelling & Numbering. He also serves as the faculty advisor for the Hands Up ASL Club and remains actively engaged with students and the Deaf community.

Jessica Weggenmann, M.A., Instructor | ASL Lab Director

Jessica Weggenmann is an American Sign Language (ASL) teacher who blends enthusiasm, humor, and a deep passion for language into every lesson. She believes laughter is essential to learning and that shared experiences—whether in language or over a good meal—bring people together. Known for her engaging style, Jessica brings the beauty and richness of ASL to life, often infusing her teaching with cultural insights, interactive activities, and a few lighthearted moments. Her favorite part of teaching is watching students experience the “aha” moment when a new concept clicks. In her classes, students not only build language skills but also explore the vibrant culture of the Deaf community, gaining a deeper understanding of communication beyond spoken words. Outside the classroom, Jessica is a mother of energetic three-year-old twin daughters and a creative cook who specializes in quick, family-friendly meals (often with a few hidden vegetables). She enjoys unwinding with a good cookbook, planning her next culinary adventure, and appreciating the rare quiet moments at the end of the day.

Adjunct Faculty

Vanessa Bishop, M.S., NIC, CoreCHI-P, Oregon CHI

Vanessa Bishop is a nationally certified ASL-English interpreter, healthcare interpreter, educator, facilitator, and instructional designer whose career has been dedicated to advancing interpreter education, professional development, and lifelong learning. A proud graduate of William Woods University's online ASLEI program, where she earned her B.S. in ASL-English Interpreting, she later earned an M.S. in Learning Experience Design and Educational Technology with a specialization in Adult Education and a Graduate Certificate in Adult Learning. Since her earliest days as a student volunteer, Vanessa has dedicated her service to strengthening the interpreting profession through leadership, community engagement, mentoring, interpreter education, certification maintenance administration, healthcare interpreting initiatives, and professional development at the local, state, and national levels. She currently serves on the Registry of Interpreters for the Deaf Professional Development Committee and as a CMP Administrator,

where she supports continuing education opportunities for interpreters. Having completed her education through fully online programs and developed expertise in online learning design and adult education, Vanessa is passionate about creating engaging and meaningful online learning experiences. Her teaching philosophy is grounded in the belief that learning is a lifelong process. She strives to foster intellectual curiosity, reflective practice, and self-assessment while supporting students in learning from their experiences, colleagues, and communities long after graduation.

Andrew Byrne, Ph.D.

Dr. Andrew P. J. Byrne is an accomplished academic with a robust background in American Sign Language (ASL) and Deaf Studies. He currently serves as a Teaching Associate Professor and the Director of the ASL Program at the University at Buffalo. Dr. Byrne holds a Ph.D. in ASL literature from York University in Toronto and has a strong focus on ASL literary theory, criticism, and the formation of literary canon. His professional journey includes significant contributions to ASL education, notably through his publications on ASL literature and literacy, as well as his research on the impact of special education on Deaf children. Dr. Byrne's commitment to ASL is evident in his leadership roles and his dedication to advancing the field through both teaching and scholarly work.

Catherine Copeland, M.Ed., CI and CT

Catherine Copeland has served as the Lead Sign Language Interpreter at Montana State University Billings for over 30 years. She also teaches as an adjunct instructor at William Woods University and Yellowstone Christian College, specializing in ASL and Deaf Culture. She holds a Master's in Education with a focus on Adult and Continuing Education from Capella University and earned a Master Mentor certificate from Northeastern University. Her extensive experience in both interpreting and teaching makes her a valued member of the interpreting community.

Margie Hoskins, M.A., BEI-Master

Margie Hoskins is a seasoned sign language interpreter and educator with over 20 years of experience in the field. She holds a Master of Education in Teaching and Technology, along with a Bachelor of Science in ASL/English Interpreting from William Woods University. Margie has deeply rooted ties to our ASLEI interpreting program as she first joined WWU as a student twenty-six years ago, and went on to serve as the University's staff interpreter, previously taught as a full-time associate professor for our on-ground program, and now serves as an instructor in our online program. She holds both BEI-Master and MICS-Master certifications, and her interpreting work spans a range of settings including higher education, mental health, legal, and medical. Over the past five years, she has embraced the complexities and challenges unique to providing interpreting services in the mainstream K–12 educational setting, supporting deaf students impacted by language deprivation. Margie is passionate about interpreter education and advocates strongly for equitable access to education for deaf and hard-of-hearing students.

Valarie Howard, M.A. (Teaching ASL), M.A. (In Communication), NIC, MICS IV

Valarie Howard is a full-time faculty member at John A. Logan College in southern Illinois. With years of experience in interpreting and education, she is committed to inspiring and equipping students to become confident, capable professionals. She holds a Master of Arts in Teaching ASL from the University of Northern Colorado and a Master of Arts in Communication with an emphasis in Health Communication from Southern Illinois University Edwardsville.

During her graduate studies, Valarie developed a training program for medical professionals to improve communication access for Deaf patients in healthcare settings. She is passionate about bridging gaps in access and preparing interpreters to serve effectively in a range of settings. Her commitment to professional development ensures her courses reflect current standards and best practices. Valarie's work is grounded in a belief that inclusive, equitable communication practices benefit everyone—and she strives to model that in both the classroom and the community.

Damon Johnson, M.A. (Signed Language Education), M.A. (Education)

Damon Johnson is entering his 27th year as an American Sign Language educator and currently teaches at Mounds View High School in Minnesota. His extensive teaching experience also includes more than 15 years of college-level ASL instruction. Damon holds a Master of Education from Capella University and a Master of Arts in Sign Language Education from Gallaudet University. For the past 25 years, Damon has served as a Deaf mentor, supporting pre-certified and certified interpreters, families with Deaf children, and individuals preparing to become Deaf mentors. He has also presented numerous workshops on classroom instruction, ASL linguistics, Deaf culture and Deaf Mentoring. Damon has contributed to various committees within the American Sign Language Teachers Association (ASLTA) and currently serves as a board member of the Minnesota Association of Deaf Citizens (MADC). His dedication to education, mentorship, professional service, and community advocacy has made him a respected and valued leader in the ASL and Deaf communities.

Brittney Moore, M.A., MBA, NIC, EIPA

Brittney Moore is a nationally certified American Sign Language interpreter with over 16 years of professional experience working in diverse settings across the United States and internationally. She holds a Master of Arts in Interpretation from Gallaudet University and an MBA from St. Catherine University. Brittney has earned the National Interpreter Certification (NIC) and holds EIPA certification, reflecting her commitment to professional standards and excellence in educational interpreting. Throughout her career, Brittney has provided interpreting services in a wide variety of settings. Her work is grounded in linguistic precision, cultural competence, and a deep respect for the Deaf community. Brittney also has extensive experience developing interpreting services and language access programs from the ground up. She has led the design and implementation of systems that ensure equitable access to communication, including establishing policies, coordinating services, building interpreter teams, and collaborating with institutional stakeholders to create sustainable access models. In addition to

her interpreting practice, Brittney has contributed to interpreter education through mentoring and instructional roles within interpreter training programs. She is committed to preparing interpreters who demonstrate strong ethical reasoning, cultural awareness, and reflective practice. Brittney's professional philosophy centers on equitable access, collaboration, and continuous growth. She remains engaged in ongoing professional development and is dedicated to advancing high standards within the interpreting field while supporting meaningful communication access for Deaf and Hard of Hearing individuals.

Rebecca Thomas, M.A., SLPI-Superior

Rebecca Thomas is a seasoned ASL educator with over 24 years of high school teaching experience and 25 years at the college level. In addition to her teaching, she has actively collaborated with the Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing, advocating for improved accessibility and greater awareness of Deaf culture. Her work with the Commission and dedication to education make her a valued leader in the ASL and Deaf communities. In addition to her Master's degree in Deaf Education, Rebecca has an additional 60 credit hours of specialized graduate training in education and training. Rebecca is a current nominee for Minnesota Teacher of the Year and has already earned over eleven other awards for her exceptional work in the field of education.

Norlian Vickers, Adjunct Instructor, MICS-Master

Norlian Vickers is a Master Sign Language Interpreter with over 18 years of experience spanning Special Education, Mental Health, Medical, and Government settings. As a certified MICS-Master Interpreter, she brings expertise in ASL, Cultural Mediation, Trauma-Informed Practices, and the IEP process. A CODA (Child of Deaf Adults), Norlian's deep connection to Deaf Culture informs her commitment to fostering inclusive communication. She holds a BA in Liberal Studies from Lincoln University of Missouri and is pursuing her M.Ed. in Curriculum and Instruction at William Woods University. Known for her leadership and dedication, Norlian is a trusted advocate, educator, and resource in the interpreting profession.

ASLEI Program Courses

Program Course Sequence

The current ASLEI degree requirements and course checklist are provided in Appendix A. Students should use the checklist in conjunction with their academic advisor and degree audit to monitor progress toward graduation.

B.A. American Sign Language – English Interpreting (ASL-EI) 57.00 credit hours		2026-2027 Checklist
student name		student ID
advisor		

- * Students are required to have 120 distinct credits for graduation
- * 30 credits of said 120, must be from upper level courses (*i.e.* 300/400-level)
- * All students must complete General Education program for graduation

* Students must complete the appropriate ASL I-V pre-requisite courses with a grade of “C” or higher, or demonstrate equivalent experience for instructor waiver of pre-requisite before they can register for designated courses.

** Students must earn a final grade of “C” or higher to continue on in their sequence of major courses.

Required Courses: 54.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ASL 120 **	Deaf Culture – D	3.00			
ASL 336	Topics in Deafness	3.00			
ASL 345 *	American Sign Language VI	3.00			
ASL 425 * **	Linguistics of American Sign Language	3.00			
ASL 316	Linguistics of Non-manual markers	3.00			
ENG 301	Grammar & Syntax	3.00			
ITP 211 *	Theory of Interpretation	3.00			

ITP 217 *	Discourse Analysis	3.00			
ITP 241	Fundamentals of Interpreting	3.00			
ITP 301 **	Interpreting I	3.00			
ITP 310 **	Interpreting in Advanced Settings I	3.00			
ITP 351 **	Interpreting II	3.00			
ITP 375 **	Interpreting III	3.00			
ITP 380 **	Interpreting IV	3.00			
ITP 410 **	Interpreting in Advanced Settings II	3.00			
ITP 450 **	Senior Capstone	3.00			
ITP 451 **	Field Practicum	3.00			
ITP 452 **	Field Practicum	3.00			

Upper Level Elective – 3.00 credits		Choose ONE	Semester Completed	Grade Earned	Substitutions
ASL 3XX-4XX		3.00			
ITP 3XX-4XX		3.00			

ASL & Interpreting Student Registration Guide

Before registering for ASL or Interpreting courses, review the information below. Your starting point and progression through the ASLEI Program may depend on previous coursework, transfer credit, ASL proficiency, and/or interpreter credentials.

You do not need an SLPI, ASLPI, or interpreter certification to begin the program. ASL proficiency is demonstrated as you progress, with specific benchmarks required before Interpreting I and Internship.

IMPORTANT | Placement $\neq$ Progression

ASL Course Placement determines where you begin in the ASL sequence.

Program Progression determines when you are eligible for Interpreting I and Internship.

Placement into an advanced ASL course does not automatically qualify you for interpreting coursework. You must also meet the required prerequisites and ASL proficiency benchmark.

STEP 1 Determine Your Starting Point
Never taken ASL? Begin with ASL 1.
Completed ASL courses? You will typically register for the next ASL course in the sequence. If you are seeking advanced placement, an SLPI or ASLPI score may be used to determine placement.
Already have an SLPI or ASLPI score? Your score may be used to determine your initial ASL course placement.
Completed interpreting coursework or hold an interpreter certification? Your transcript and credentials will be evaluated to determine your remaining program requirements.

STEP 2 | Understand ASL Course Placement

Transfer credit and ASL course placement are two different things.

Transfer credit determines which courses may apply toward your degree. ASL placement determines which ASL course best matches your current language proficiency.

Transfer credit does not guarantee placement into the next ASL course. The ASLEI Program may place a student into a different ASL course when demonstrated language proficiency does not align with the expected skill level.

Initial ASL Course Placement

ASL Course	SLPI Rating	ASLPI Rating
ASL 1	No Functional Skills	N/A
ASL 2	Novice / Novice+	1
ASL 3	Survival / Survival+	2
ASL 4	Intermediate / Intermediate+	3
ASL 5	Advanced / Advanced+	4
ASL 6	Superior / Superior+	5

STEP 3 | Before Registering for Interpreting I (ITP 301)

You must complete the required course prerequisites and meet at least one of the following:

Assessment/Credential	Minimum Requirement
SLPI	Survival or higher
ASLPI	2 or higher

Interpreter Certification	BEI, NIC, CI, CT, VQAS, MQAS
EIPA	3.0 or higher

STEP 4 Before Registering for Internship (ITP 451/452)	
You must meet at least one of the following:	
Assessment/Credential	Minimum Requirement
SLPI	Intermediate Plus or higher
ASLPI	3 or higher
Interpreter Certification	BEI, NIC, CI, CT, VQAS, MQAS
EIPA	3.0 or higher
Already met the Internship requirement? You do not need additional ASL proficiency testing. Qualified for ITP 301 but don't yet meet the Internship requirement? You must demonstrate the higher ASL proficiency level before registering for ITP 451/452.	

Transfer Students
If you are transferring ASL or Interpreting coursework, your transcript will be evaluated to determine which courses apply toward your degree.
Transfer credit and previous interpreting coursework do not waive the ASLEI Program's ASL proficiency requirements (above).

Students with an associate's degree in ASL-English Interpreting, interpreter certification, or an approved articulation agreement will have their transcripts and credentials reviewed to determine their remaining program requirements.

ASLEI Program Requirements

Language Placement Requirement

Students requesting advanced placement into ASL coursework must complete either the Sign Language Proficiency Interview (SLPI) or the American Sign Language Proficiency Interview (ASLPI). Assessment results will be used to determine the appropriate ASL course placement. Students may not receive advanced placement based solely on previous coursework or experience.

Declaring Interpreting as Your Major

Students who intend to earn an ASLEI degree may declare interpreting as their major at any time, preferably upon admission to the University. You can declare your major or change your existing major by completing a Declaration of Major form in the Office of the Registrar (Room 111, Academic Building) for Fulton students or through your academic advisory for online students. When doing so, be sure to note your major as interpreting and the degree as Bachelor of ASL-English Interpreting (ASLEI). Once you declare interpreting as your major, your academic advisor will help ensure that you are on track.

Industry Standards:

See the link below for the Job/Task Analysis for National Interpreter Certification.
<https://www.casli.org/wp-content/uploads/2017/07/NIC-JTA-Report.pdf>

ASLEI Student Requirements

ASLEI Student Information Form

Students who declare ASL-English Interpreting (ASLEI) as their major are required to complete the ASLEI Student Information Form. This form provides the ASLEI Program with important student information and includes confirmation that you have reviewed and understand the policies, requirements, and expectations outlined in the ASLEI Program Handbook.

Complete the ASLEI Student Information Form:

<https://forms.cloud.microsoft/r/Hupd9H580S>

Professional Recording Standards

Many courses within the ASLEI program require students to submit recorded ASL or interpreting assignments. These recordings allow faculty to evaluate language proficiency, interpreting skills, and professional development. Because recorded assignments are intended to simulate professional interpreting settings, students are expected to present themselves and their work in a manner consistent with professional interpreting practice.

Students are responsible for ensuring that all recorded assignments meet the expectations outlined below.

Recording Environment

Students should record assignments in an environment that supports clear visual communication and minimizes distractions.

Recordings should:

- Be completed in a quiet location free from interruptions.
- Use a solid-colored or uncluttered background.
- Be well lit so that facial expressions, fingers, and handshapes are clearly visible.
- Avoid strong backlighting, shadows, or other lighting that obscures visibility.
- Be recorded with the camera positioned on a stable surface.

Camera Position and Framing

Students are responsible for ensuring that their entire signing space remains visible throughout the recording.

Recordings should:

- Clearly show the face, shoulders, upper torso, arms, and hands throughout the assignment.
- Provide adequate space above the head and to each side so signs remain fully visible.
- Keep the student centered in the frame.
- Maintain consistent framing throughout the recording.
- Avoid unnecessary camera movement or zooming.

If recording quality prevents faculty from accurately evaluating a student's performance, the instructor may require the assignment to be re-recorded.

Professional Appearance

Students should present themselves as they would for a professional interpreting assignment.

Students should:

- Wear clothing that is appropriate for professional interpreting settings.
- Wear solid-colored clothing that contrasts with their skin tone.
- Avoid busy patterns, logos, sequins, or distracting graphics.
- Wear clothing that provides appropriate professional coverage while allowing unrestricted arm movement.
- Ensure hair does not obscure the face or signing space.
- Limit jewelry and accessories that create unnecessary visual distractions.
- Maintain fingernails in a manner that does not distract from visual communication.

Technology Expectations

Students are responsible for ensuring that recordings meet basic technical standards before submitting an assignment.

Prior to submission, students should verify that:

- The video is clear and in focus.
- Audio is recorded when required for the assignment.
- The recording plays from beginning to end.
- The correct file has been uploaded.
- The uploaded file is accessible to the instructor.

Students are encouraged to complete recordings well before assignment deadlines to allow time to address unexpected technology issues.

Viewing Source Material

Students are responsible for using equipment that allows them to accurately perceive the source message.

Assignments requiring interpretation from a recorded source should be completed using a screen large enough to clearly distinguish fingerspelling, non-manual signals, facial expressions, and other linguistic features. Choosing to complete an assignment on equipment that limits visibility is not considered an acceptable reason for omissions or interpretation errors.

Confidentiality

Students must maintain confidentiality when recording assignments that involve authentic or sensitive source material. Recordings may not be shared outside the course unless permission has been granted by the instructor and all applicable confidentiality requirements have been met.

ASLEI Program Internship Information

Internship Overview

The internship is a key component of the ASLEI program and a requirement for earning a Bachelor's degree. This is not a requirement unique to William Woods University but a standard in higher education to ensure students graduate with advanced, real-world experience.

All students, regardless of prior certifications or associate's degrees, must complete the internship to fulfill the academic and professional standards of a Bachelor's program. Your prior experiences, skills, and certifications are a tremendous asset, and we look forward to seeing how they will enrich this next phase of your professional journey. The internship builds on that foundation by providing opportunities for advanced practice, mentorship, and continued growth as an interpreter.

Course Options and Structure

Students can complete the internship requirement in one semester or spread it over two semesters. Here's how the options work:

Option 1: One Semester

- Enroll in **ITP 451 & ITP 452 simultaneously (6 credits)** to complete 300 hours of combined observation and hands-on interpreting experience in a single semester.
- This requires an average of 20 hours per week dedicated to the course.

Option 2: Two Semesters

- Enroll in **ITP 451 (3 credits)** during one semester and **ITP 452 (3 credits)** in a later semester.
- Each course requires 150 hours of observation and hands-on interpreting experience, for a total of 300 hours across the two courses.
- Students taking this option will dedicate an average of 10 hours per week to the course during each semester.

This flexibility allows students to distribute the workload over two semesters or complete it in one, depending on their schedule and educational timeline. Internship courses are offered every semester as needed to fit students' schedules and availability. Students must complete all required prerequisites prior to completing the Internship.

Course History Note

If you completed an internship as part of a previous program, you might only need to take **ITP 452 (3 credits)**, requiring a total of 150 hours rather than 300 hours. This will be noted in your transcript evaluation. Please discuss your specific situation with your academic advisor.

Supervising Mentors

Supervisors play a critical role in the internship experience. They must:

- Be **present during the interpreting process** to provide direct supervision. For on-site internships, this means being physically present; for remote internships (e.g., video remote interpreting), this means being virtually present during interpreting sessions.
- Provide immediate feedback and corrections during assignments to enhance the learning process and ensure accuracy.
- Additionally, mentorship can happen outside of “live” interpreting assignments and includes video practice and analysis and mock interpreting scenarios.
- Have **at least 5 years of professional interpreting experience** and hold one of the following certifications:
 - NIC
 - CI
 - CT
 - CDI
 - BEI Advanced/Master
 - State QAST (upper level)
 - EIPA 4.0 or higher

Supervisors with alternative certifications must be approved by the Internship Coordinator. Exceptions are considered on a case-by-case basis to ensure appropriate supervision in all locations.

Placement Flexibility

For on-ground students based in Fulton, placements are not restricted to the immediate area, and students are encouraged to pursue internships in locations that align with their post-graduation career goals. Internship placement must be approved by the Internship Coordinator prior to completing the OwlNet Internship Application and signing up for the course.

Online students, already located across the U.S. and Canada, have the same flexibility in selecting a placement that meets their needs and aspirations. Internship placement must be approved by the Internship Coordinator prior to completing the OwlNet Internship Application and signing up for the course.

Legal and Regulatory Requirements

Students are responsible for understanding the interpreting laws and regulations in their state, which may vary widely. Some states have no regulations, while others have requirements for certification, licensing, or specific roles like public school interpreting. Students must research these requirements and secure any necessary paperwork before starting their internship.

Enrollment Process

Enrollment in the internship course follows university protocols and differs from traditional course registration. Students must complete and submit the "Internship Form" through the Student Forms Portal on OwlNet. This form requires multiple levels of approval, so students should plan ahead to avoid delays.

In addition to university requirements, students must also complete the **ASLEI Internship Application**. [ASL-EI Interpreting Internship Application – Fill out form](#)

Key Takeaway

The internship is a crucial and required part of the ASLEI program. It ensures that all students graduate with the advanced skills, mentorship, and experience expected of a Bachelor's degree holder. Your prior experiences are highly valued and will serve as a strong foundation as you take on new challenges and continue to grow within the program. We are excited to support you in reaching new levels of proficiency and confidence as an interpreter.

ASLEI Internship FAQs

Who can be a mentor:

Your mentor(s) can be hearing or Deaf. Many students have two mentors, dividing the hours between the two so that it is not overwhelming for any one mentor. An interpreting mentor must have a minimum of 5 years' experience and hold advanced certification. A Deaf mentor must be a CDI or have evidence of mentoring experience. This will be determined through submission of the resume to verify experience. Mentors are responsible for identifying and structuring learning opportunities for the student interpreter and guiding them through the learning process on site or remote. The student is responsible for following the guidelines and expectations of the mentor and taking advantage of all learning opportunities as they arise.

How do I find a mentor:

Students can find a mentor in a variety of ways, but generally mentors are found through personal networks. Some students are more limited than others due to location, so working through a mentoring agency to fulfill the mentor role is also an option. The majority of students reach out to interpreters or Deaf individuals that they know for recommendations on where and who to approach for an internship. Most locations do not have an "internship program" so asking about opportunities to complete an internship with a working interpreter is a better way to ask about internship availability. Common places where students have completed internships: School districts, colleges and universities, interpreting agencies, schools for the Deaf. If assistance is needed in how to search for internship locations or how to start the process, please reach out to the Internship Coordinator.

How is my grade determined:

Your grade is determined by the total number of points earned in the course. The course syllabus outlines the total number of points for the class with the point distribution laid out by assignment. It is possible for students to fall short of the 150 hours and still pass the course if they are diligent and do well on the other assignments in the class.

Is the course pass/fail:

The course is not pass/fail. The course is evaluated like all others in the program on the A-F scale.

How many hours must be hands up or observation:

There is not a set number of hours that must be hands up or observation. Due to the diversity in placements, skillset, Deaf and hearing consumer preferences, and students' signing preparedness; the availability of hands up hours will vary greatly. The opportunity for hands up time is granted at the grace of the consumer and interpreter. The certified interpreter is ultimately responsible for a successful interpretation and must be able to take over at any point if needed.

Can I use online workshops/training for hours:

Yes – online training and workshops are allowed for internship hours. The Internship Coordinator will also send out online workshops and training information as it becomes available. It is important to get into the habit of participating in continuing education as a student, since it is a requirement of all professional interpreters in the field.

When can I start to accrue hours:

This is the hardest part – but you cannot start to count hours until you are actually in the course. Many students want to collect hours a year in advance, but while students can observe and do additional hands-on learning – those hours will NOT count for the hours of the internship course. If students do additional hands-on learning they are responsible to ensure that they are following all state laws pertaining to certification/licensure. *students are not exempt and often have special permit needs.

I’m already an interpreter so do I need to do this:

Yes! American Sign Language is a dynamic language that is constantly growing and changing; therefore, our learning of the language is also continual. Most of us are second language learners and continue to have avenues of the language that we could improve. We also have areas of interpreting where we are not as competent; DB/ Working with a CDI/ Working with little kids... putting ourselves in the learning role again allows us to play with the language and grow in exponential ways.

I completed an internship in my AA/AAS degree, do I have to do this again:

You will need to review your transcript to see if credit was awarded for ITP 451 (150 hours). Based on the course descriptions and requirements of some AA/AAS internship/internship courses, students can transfer in one of the internship courses. This information is available to you in OwlNet, under the Students Tab and click on the Registration/Advising block of links and click on “unofficial transcript”. This will show you what courses transferred in as elective and as degree credit.

Can I count my employment:

If you are working as an interpreter, you can count some of your employment for hours. As a working interpreter, you are continuing to work on your skills, so 30% of the 150 hours can be from your employment. The important thing about the course is that it is to stretch your skills so your internship cannot be the same 100% as your employment. For example, if you are an educational interpreter, you cannot do an internship in the same setting. It is important to stretch your skills and find a space where you are uncomfortable– this will make you a stronger interpreter when across the board.

Can I get paid for internship:

There is NO requirement that internships must be voluntary. If you are able to secure a location with an agency or entity that has a stipend or will pay you for the work, that is fine as long as it's legal interpreting within the state where you are working.

When do I fill out the Internship form in OwlNet:

When you are ready to register for the Internship course, you will have to log into OwlNet and complete the Internship form. To find this form, students need to log into OwlNet and on the “Students” tab, click on “Student Forms Portal” on the left side of the screen. Scroll down until you see the “Internship form” and fill out the required information. This form is used for every program across campus when applying for internship placement.

To complete the form you will need the Contact information for your mentor and the name of the agency or business if applicable. You cannot fill out this form until you have a location that has been approved by the Internship Coordinator and you have met the prerequisites for the course. You will also need to know how many credit hours you have completed (this is on your advising needs worksheet and is in reference to your total number of credit hours completed as a student). You will

submit the form and then it will go through a series of verifications before you are manually entered into the course from the Registrar's office.

Do I need to purchase Malpractice/Liability Insurance:

It is not a requirement of the university but could be requested by your supervising agency or school. Students can find policies for a nominal fee through the RID or other insurance agencies.

ASLEI Internship Application

There are two forms to complete to register for ASLEI Internship:

1. In OwlNet you need to complete an Internship Form
2. There is an ASLEI specific internship application (found below)

OwlNet Registration

- Student
- Left side, click Student Forms Portal
- Forms are listed alphabetically, choose Internship Form
- You do NOT need to upload a document when submitting this form
- This will initiate the approval process for the Registrar to complete the process

ASLEI Internship Application Requirements

- Complete Form: [ASLEI Internship Application](#)

The ASLEI Internship Application will be due during ITP 351 (Interpreting II) or the semester prior to registering for the Internship course.

All students, regardless of prior certifications or associate's degrees, must complete the internship to fulfill the academic and professional standards of a Bachelor's program. Your prior experiences, skills, and certifications are a tremendous asset, and we look forward to seeing how they will enrich this next phase of your professional journey. The internship builds on that foundation by providing opportunities for advanced practice, mentorship, and continued growth as an interpreter.

If you completed an internship as part of a previous program, you might only need to take **ITP 452 (3 credits)**, requiring a total of 150 hours rather than 300 hours. This will be noted in your transcript evaluation. Please discuss your specific situation with your academic advisor.

ASLEI Transfer Credits & Prior Learning Credits

Transfer Credit Information

We work with other colleges and universities to transfer credits. Many 2-year interpreter training programs work with us to make transferring your credits easy. The credits from an Associate's degree are taken at a lower level than credits in a Bachelor's degree. For example, if you took a 200-level course at another institution, it will not transfer in as a 400-level course here.

Transferring credits from another higher education institution:

Students may transfer in ASL and Interpreting courses taken at other higher education institutions upon review of official transcripts.

Internship Hours:

If you completed an internship at a previous institution, you may be eligible to transfer in up to 150 of the required 300 hours. You will need to review your transcript to see if credit was awarded for ITP 451. Based on the course descriptions and requirements of some AA/AAS internship/internship courses, students can transfer in one of the internship courses. This information is available to you in OwlNet, under the Students Tab and click on the Registration/Advising block of links and click on "unofficial transcript." This will show you what courses transferred in as elective and as degree credit

Prior Learning Credit

Prior Learning Credits are determined by a University policy. The policy can be found here: <https://williamwoods.smartcatalogiq.com/en/2026-2027/academic-catalog/academic-policies/assessment-of-prior-learning>

Academic Advising and Registration Expectations

ASLEI students are encouraged to take an active role in planning their academic progress. Knowing important dates, planning ahead, asking questions, and communicating with your Academic Advisor are all part of successfully navigating your program—and are the same professional habits you will need in your future interpreting career.

Academic Advisors work with students to map out course schedules and help ensure appropriate progress through the program. Advisors assist students in the order in which they are contacted and must prioritize registration for the current semester before beginning registration for future semesters.

The earlier you register, the better. Please contact your Academic Advisor at least a few weeks before the semester begins. This gives you and your advisor time to review your schedule, address questions, and make adjustments if needed. Waiting until the week before classes begin may result in limited course availability or delays in registration. Advisors will do their best to assist with late requests, but a last-minute request does not change the order in which students are assisted.

Please allow your Academic Advisor 1–2 working days (Monday–Friday) to respond to emails. Saturday, Sunday, holidays, and university closures do not count as working days. An email sent on Friday may not receive a response until Monday or Tuesday.

An important resource for planning is the WWU Academic Calendar. It includes semester start dates, registration periods, add/drop deadlines, breaks, and other important academic dates. You can always search “Academic Calendar” on the William Woods University website to find the most up-to-date information.

Your Academic Advisor is an important resource and partner, but you are responsible for planning ahead and allowing adequate time for the advising and registration process. Just as professional interpreters must manage schedules, meet deadlines, communicate effectively, and anticipate what is needed before an assignment, students should begin developing those same habits in their academic lives.

Plan ahead, know your deadlines, communicate early, and ask for help when you need it. These habits will help you successfully navigate the ASLEI Program while building the independence, resourcefulness, and professionalism expected in the interpreting field.

ASLEI ASL Lab

The ASL Lab is in Burton Hall and is available to both our on-ground and online students. The on-ground students meet with Mentors face to face while our online students meet with Deaf ASL Mentors remotely.

The ASL Lab Mentors meet with students as part of required ASL Lab hours for ASL and Interpreting courses as well as by appointment.

If you need to cancel or reschedule an ASL Lab session, please do so **at least 24 hours in advance**. Late cancellations and no-shows do **not** count toward your required ASL Lab sessions. Because ASL Lab participation is a course requirement, missed sessions may impact your ability to meet the required number of sessions and **may affect your course grade**. Repeated late cancellations or no-shows may also result in limits on your ability to schedule future sessions.

ASL Lab Registration

Students enrolled in courses requiring ASL Lab hours must complete the **ASL Lab Registration Form** each semester for each course requiring lab participation. For example, if you are enrolled

in two courses that require ASL Lab hours, you will submit the form twice—once for each course. The form is brief and helps the ASL Lab organize mentoring schedules, track course requirements, and ensure appropriate mentor availability throughout the semester. Students should complete the form as early as possible each semester so the ASL Lab can plan effectively and provide consistent support to all students.

Form: [ASL Lab Student Registration Form – Fill out form](#)

ASL Lab Scheduling

Completing the ASL Lab Registration Form does **not** schedule your ASL Lab sessions. To schedule individual or group sessions, email asl-lab@williamwoods.edu. If scheduling a group session, include the names of everyone in your group. You can find your classmates' contact information by selecting **Classlist** in your Brightspace course and use it to connect with peers who may want to form a group.

If more than one of your courses requires ASL Lab sessions, you must schedule sessions for each course separately. ASL Lab requirements are course-specific, and a session may only be counted toward the course for which it was scheduled.

ASLEI Program Hands Up ASL Club

There is an ASL Club in Fulton for our on-ground students called HANDS UP. This club has a variety of activities and events in ASL. They are working on adding some online activities, to try and include online students.

There are currently no fully online clubs, since clubs are funded through the Student Activities fee, which is only charged to on-ground students.

Hands Up Faculty Advisor: John Brand III

john.brand@williamwoods.edu

Interpreter Mentorship & Advancement Program (IMAP)

Recognizing that professional growth continues long after graduation, Dr. Hilary Maag and Dr. Carrie McCray secured funding to establish the **Interpreter Mentorship & Advancement Program (IMAP)**. Created to strengthen the interpreting profession and support high-quality communication access for the Deaf community, IMAP extends the university's commitment to mentoring graduates as they transition from student to professional interpreter.

IMAP is a post-graduation mentoring program designed to support recent graduates through individualized mentorship, professional development, and ongoing guidance. Participants have the opportunity to continue developing their interpreting skills, professional judgment, and confidence as they begin their careers and work toward their individual professional goals.

Scholarship opportunities are available for eligible participants. For additional information about IMAP, including eligibility requirements and the application process, please contact **imap@williamwoods.edu**

Appendix A

B.A. American Sign Language – English Interpreting (ASL-EI) 57.00 credit hours		2026-2027 Checklist
student name	student ID	
advisor		

- * Students are required to have 120 distinct credits for graduation
- * 30 credits of said 120, must be from upper level courses (*i.e.* 300/400-level)
- * All students must complete General Education program for graduation

* Students must complete the appropriate ASL I-V pre-requisite courses with a grade of “C” or higher, or demonstrate equivalent experience for instructor waiver of pre-requisite before they can register for designated courses.

** Students must earn a final grade of “C” or higher to continue on in their sequence of major courses.

Required Courses: 54.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ASL 120 **	Deaf Culture – D	3.00			
ASL 336	Topics in Deafness	3.00			
ASL 345 *	American Sign Language VI	3.00			
ASL 425 * **	Linguistics of American Sign Language	3.00			
ASL 430	ASL Literature	3.00			
ENG 301	Grammar & Syntax	3.00			
ITP 211 *	Theory of Interpretation	3.00			
ITP 217 *	Discourse Analysis	3.00			
ITP 241	Fundamentals of Interpreting	3.00			
ITP 301 **	Interpreting I	3.00			
ITP 310 **	Interpreting in Advanced Settings I	3.00			
ITP 351 **	Interpreting II	3.00			
ITP 375 **	Interpreting III	3.00			

ITP 380 **	Interpreting IV	3.00			
ITP 410 **	Interpreting in Advanced Settings II	3.00			
ITP 450 **	Senior Capstone	3.00			
ITP 451 **	Field Practicum	3.00			
ITP 452 **	Field Practicum	3.00			

Upper Level Elective – 3.00 credits		Choose ONE	Semester Completed	Grade Earned	Substitutions
ASL 3XX-4XX		3.00			
ITP 3XX-4XX		3.00			

Language Placement Requirement

Students requesting advanced placement into ASL coursework must complete the Sign Language Proficiency Interview (SLPI) or the American Sign Language Proficiency Interview (ASLPI) to determine appropriate placement. Students transferring ASL coursework from another institution will typically be placed into the next course in the ASL sequence; however, the ASLEI program reserves the right to place students in the ASL course that best matches their demonstrated language proficiency.

Applicants who hold one of the following certifications may waive the Language Placement Requirement*:

- Educational Interpreter Performance Assessment (EIPA) score of 3.0 or higher
- National Interpreter Certification (NIC)
- Board for Evaluation of Interpreters (BEI)
- State-level interpreter certification

*Applicants must submit documentation of the certification for formal review.

Registering for the SLPI

Registration and Payment

- Students should complete the National SLPI: ASL Services Application Form:
 - [National SLPI:ASL Application Form](#)
- Payment should be submitted via PayPal to:

- nationalslpi.asl@gmail.com
- Each student must register and pay individually.

Interview Scheduling

SLPI manages scheduling through a shared Google Sheets system. [Fill out the Spreadsheet](#)

Please provide **two possible dates and times** for the interview. (Multiple students may be scheduled on the same day; however, flexibility in availability helps us distribute interviews efficiently based on interviewer coverage). *include your timezone please

Options and Fees

- Standard Assessment: \$185 (plus a \$5.40 PayPal processing fee)
 - Results are typically provided within **25-30 days** of the interview date.
- Expedited Results: Additional \$50 (results within one week)
 - Results are provided within **one week** of the interview date.
- Reporting Options:
 - Final rating only
 - Full report including feedback and suggestions for improvement

Students are responsible for submitting their official SLPI or ASLPI results to the ASLEI department at ASL-EI@williamwoods.edu.