

**Standards and Criteria for Approved Sponsors**  
**Certification Maintenance Program &**  
**Associate Continuing Education Tracking**

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# **STANDARDS AND CRITERIA FOR APPROVED SPONSORS**

## **I. INTRODUCTION**

### **Certification Maintenance Program Mission**

The integrity of RID Certification requires a commitment to life-long learning. It is the mission of the Certification Maintenance Program (CMP) to ensure the quality and effectiveness of educational opportunities provided for certified members, to establish standards for professional development and to provide a framework for certification maintenance, which will guarantee full and fair participation for all certified members. (Motion 96.07)

### **Associate Continuing Education Tracking Mission**

It is the mission of the Associate Continuing Education Tracking (ACET) program to promote professional advancement through a culture of life-long learning. (Motion 96.08)

### **Professional Development Committee Philosophy**

Excellence in the delivery of interpreting and transliterating services is contingent upon the pursuit of life-long learning. (Motion 96.43)

There are three major components of the Registry of Interpreters for the Deaf (RID) system for credentialing Interpreters and Transliterators:

1. Certification (includes the demonstration of meeting knowledge, skills, and experience requirements with oversight by the Certification Committee (CC)).
2. Ethical Practices (enforcement of ethical standards among interpreters and transliterators) administered by the Ethical Practices System with oversight by the Ethics Committee.
3. Certification Maintenance (through continuing education) with oversight of the policies and standards for the Certification Maintenance Program (CMP) and the Associate Continuing Education Tracking (ACET) program by the Professional Development Committee.

Each of these components is essential to ensuring the quality and effectiveness of services delivered by Certified Interpreters and Transliterators.

In addition, the RID Certification Maintenance Program (CMP) and Associate Continuing Education Tracking (ACET) system are utilized by external organizations under contract with RID.

The RID CMP and ACET rely heavily on RID Approved Sponsors (hereafter, Sponsors) to provide appropriate opportunities for the advancement of individual professional competencies

to all CMP participants. This manual is designed to assist the Sponsor by outlining the requirements and responsibilities of all Sponsors.

## **II. RID CONTINUING EDUCATION BASIC COMPONENTS**

### **A. RID Certification Maintenance Cycle**

An RID certification maintenance cycle is the period of time during which members engage in and track their professional development. For newly-certified interpreters, the first cycle can be as long as 5+ years. For all subsequent cycles, the cycle duration is four (4) years.

### **B. CMP Participants**

All RID Certified interpreters and transliterators are automatically enrolled in the CMP system upon awarding of certification, and CMP is only available to certified members. The CMP requires participants earn a minimum of eight (8.0) Continuing Education Units (CEUs) during each certification maintenance cycle. These CEUs are earned by successfully completing educational programming through educational activities approved by Sponsors.

### **C. ACET Participants**

RID Associate members are automatically enrolled in the ACET Program when the member pays the annual fee to RID for the fiscal year (July 1 through June 30), and it is only available to Associate members. This program allows Associate members to document the continuing education activities that they have attended and to demonstrate professional participation in the interpreting field. The ACET program does not follow the CMP cycle system.

When an Associate member becomes certified, they automatically transition from the ACET program into the CMP system, with no additional fees for that fiscal year. All new CEUs earned will count in the CMP system towards their certification maintenance. Previously-earned CEUs in the ACET program do not transfer over to apply to the CMP requirements.

### **D. RID Approved Sponsors**

Approved Sponsors are responsible for endorsing and ensuring the quality of educational activities offered for RID CEUs. Any organization (i.e., agency, institution, interpreter referral agency, affiliate chapter, etc.) or individual may apply to be an Approved Sponsor. The approval process involves an initial review of the Sponsor's application where they indicate their understanding of the RID CMP; as well as their prior educational experience, expertise, resources; and ability to identify, review, and approve quality continuing education activities. Sponsor applicants may choose whether or not to apply to administer Independent Study Activities (See [Section IX](#)).

Sponsors are subject to ongoing monitoring, including mandatory participation in regular program reviews to ensure the integrity of their Sponsorship and the RID CMP system. (See [Section XI](#)).

To maintain the CMP Sponsorship status, Sponsors must pay annual dues to RID. The Sponsorship fee is reassessed annually based on activities and expenses and will be announced to Sponsors well in advance of the deadline for renewal. RID's fiscal year is July 1 through June 30.

Dues and fees schedule:

- June 30 - Dues should be paid for the upcoming fiscal year.
- July 1 - If dues have not been paid, Sponsorship will be suspended until paid in full, including fees. (\$50 late fees for individuals and affiliate chapters and \$100 late fees for organization.) Suspension means that no new activities can be processed, but the Sponsor can continue with events already submitted.
- August 1 - Sponsorship revoked if dues and late fees are not paid in full. If Sponsorship is revoked and a Sponsor wants to renew their Sponsorship, they will have to go through the full re-application process.

## **E. The Professional Development Committee**

The Professional Development Committee advises the RID Board of Directors and assists RID Headquarters in the oversight of the policies and standards for the CMP and ACET program. This entails approving Sponsors, providing Sponsor training, monitoring Sponsor performance through spot and regular program reviews, guiding policy and procedures, and performing other related duties. Committee membership is composed of representatives from RID, the Conference of Interpreter Trainers (CIT) and the National Association for the Deaf (NAD). Members are appointed by the respective associations' presidents and serve two-year terms beginning and ending on December 31st in the year following each RID National Conference.

## **F. RID Headquarters**

All records, including the CMP and ACET databases, are housed at RID Headquarters. The CMP Manager serves as liaison with the Professional Development Committee and as the point of contact for participants and Sponsors. RID Headquarters oversees the processing of CEUs by Approved Sponsors, communicates with participants and Sponsors regarding program updates, coordinates the yearly Program Review, provides information and materials to the Sponsors, resolves transcript discrepancies, follows through with the revocation of members' certification when the requirements of the CMP are not met, collects dues and fees, and serves as a general resource for program participants and Sponsors.

## **G. Continuing Education Units**

The RID CMP uses an industry standard measure for documenting educational endeavors of members. The standard for documenting earned education credits is the Continuing Education Unit (CEU), as developed by the International Association of Continuing Education and Training (IACET).

The CEU is an internationally standardized measurement, where ten (10) hours of direct instruction (historically, the most common mode of education) equals 1.0 CEUs. CEUs can be broken down into increments.

Time outside of educational programming - such as lunch hours, social time, networking, and breaks between sessions - do not earn CEUs credit. Brief breaks during an educational program that are considered standard procedure (e.g., stretch and restroom breaks) do not detract from calculation of earned CEUs credit (e.g., a 3-hour program with a 15-minute break will still earn 0.3 CEUs).

Sponsors must assess non-traditional educational programming (i.e., programming that does not take place in a classroom or workshop setting, and which is not primarily of direct instruction) to determine how to assign the appropriate CEUs credit in a manner consistent with the concept and philosophy of the traditional CEU. With non-traditional educational programming, CEUs will be awarded using time-to-CEUs ratios that consider the complexity of the work involved and the time that the average person might need to complete the work. Rather than 1:1, as in a traditional direct-instruction setting, ratios for awarding credit might be 3:1 or 2:1, depending upon the activity.

As Sponsor administrators are determining the CEUs credit to be awarded, they should document their rationale and calculations for future administrators, or in the event that their materials are submitted for Program Review.

Not all activities warrant the earning of CEUs (See [Section X](#)). CEUs should not be awarded for repeating an identical activity within the same maintenance cycle (e.g. same presenter, title and objectives).

CEUs may not be awarded for overlapping/simultaneous educational programs that occur during the same time and/or in the same location (virtual, or otherwise). RID members may only earn credit for one event at a time. Please note, this policy does not preclude an RID member from engaging in a long-term independent study (or similar program) and also taking workshops or attending other presentations for credit that are separate from the IS.

## **H. CMP/ACET Transcripts**

A transcript of a members' CMP or ACET activities is maintained through the RID database. This transcript reflects the continuing education activities completed by an Associate or Certified member. Each member may access their transcript by individually logging into myaccount.rid.org.

**Certified Members:** The transcript displays CEUs earned during a certified member's current CMP cycle. Once a Certified member starts a new cycle, only the CEUs documenting educational activities completed during the new cycle will be displayed.

**Associate Members:** The transcript displays CEUs earned during the current fiscal year (July 1 through June 30). Once the Associate membership has been renewed, only the CEUs documenting educational activities completed during the new fiscal year will be displayed.

## **I. Maintenance of Certification**

Certified members must complete at least eight (8.0) CEUs every CMP cycle in order to maintain their certification. The typical CMP cycle is four years, beginning on January 1 the first year, and ending on December 31 the final year. A newly-certified member's first cycle can last as long as 5+ years, and all subsequent cycles will be the standard four calendar years. Members of RID must abide by CMP and EPS guidelines.

All certified members must complete:

- A minimum of six (6.0) CEUs in the Professional Studies (PS) content area
- A minimum of (1.0) CEUs in the Power, Privilege and Oppression (PPO) content area

Certified members with special certificates must additionally complete (Motion C2001.06):

- 2.0 CEUs in legal studies for members with the SC:L
- 2.0 CEUs in performing arts studies for members with the SC:PA
- NOTE: There may be limited educational opportunities specific to interpreting within specializations. Sponsors are encouraged to support the design of customized educational programming in specialties as they develop.

### **1. Specialist Certificate – CEU Requirement**

To maintain any Specialist Certificate, a member must engage in educational programming specific to the specialty area in which s/he is certified. At least two (2) of the six (6) CEUs are required to be within the field of specialization, effective with the beginning of the next new CMP cycle.

## **2. Loss of Certificates as a result of insufficient CEUs**

Any active Certified member not satisfying the requirements of the CMP will lose their certification.

Any active Certified member not satisfying the requirements of the CMP for their specialty certificate will lose their specialty certification. They will retain their generalist certification if they have otherwise satisfied their educational requirements by the end of their cycle. (Motion C99.21)

## **3. Extension Requests**

RID will consider granting a one-year, once-in-a lifetime CMP cycle extension upon submission of the Certification Cycle Extension application. The application and accompanying documentation must be submitted prior to the end of the participant's cycle in order to avoid a late fee. Applications will be considered and granted based on the member's inability to accrue the required number of CEUs. An extension can be granted only once in the participant's lifetime.

The granting of an extension does not delay the beginning of the participant's new cycle. Once sufficient educational programming has been documented through CEUs to complete the extended cycle, all subsequent programming credits earned will be applied to the participant's new cycle.

## **4. Exceptions**

RID Membership Status:

- Inactive: This category is available for Certified members who are not currently interpreting and will not be interpreting for a period of time because of a life-altering event. While on Inactive status, the CMP cycle is halted. No CEUs can be earned, but no time passes in the cycle. When the Certified member returns to active status, they will resume their cycle with the same amount of time and the same number of CEUs they had when they went to Inactive status.
- Retired: This category is available for Certified members who are retired from interpreting and are over 55 years of age. A member must be currently certified to change to this category. It is assumed the retired member has ended their career and will no longer provide interpreting services. Their official professional status will be "Certified: Retired". There are no CMP requirements for this category and CEUs cannot be earned on "Certified: Retired" status.

### **III. CONTENT AREAS**

The Content Areas in which interpreters/translators can receive Continuing Education Units (CEUs) are divided into two categories: Professional Studies (linguistic and cultural studies; theoretical and experiential studies; specialization studies) and General Studies (human service and leadership; general knowledge studies). In determining the Content Areas, the RID Professional Development Committee (PDC) considered the recommended standards in the curriculum section of the Conference of Interpreter Trainers' (CIT) Educational Standards Package.

#### **A. Professional Studies**

Professional Studies (PS) are areas of study that directly pertain to interpreting. Exploration through these studies enhance the work of interpretation and deepen interpreters' abilities to provide excellence through their work.

RID members must earn a minimum of 6.0 PS CEUs during each Certification Maintenance Cycle in topics such as, but not necessarily limited to, those listed in this section.

The Professional Studies Categories:

- Language and Cultural Development
- Settings-Based Studies
- Cognitive Processes of Interpreting
- Professional Interpersonal Interactions
- Ethical Considerations
- Supporting Knowledge and Skills
- Studies of Healthy Minds and Bodies
- Power, Privilege, and Oppression

Professional Studies categories are described below, and lists of likely topics are provided. Some topics may appear in multiple categories. The topics suggested are not exhaustive, and CMP Sponsors are encouraged to consider other topics that seem appropriate, and document their rationale.

#### **Language and Cultural Development**

This area of study focuses on language, culture, and human behavior. The focus is likely to be around languages that interpreters use, and how interpreters continue to develop their linguistic and cultural competency for the work they do as interpreters. These studies may address linguistic structures of languages; dialogic patterns in a language; language history and language change; rare forms of language; contrastive analysis across two or more languages; languages in a world context, including the power dynamics that affect their speakers; how one

or more languages/cultures interact with and affect one another; human behavior and interaction; cultural mores and tenets; social rules, manners, and etiquette; etc.

This type of study may also include the language(s) and culture(s) of specific consumers with whom interpreters are working (e.g., Deafblind people, people from specific backgrounds, etc.).

This type of study may also include the study of other languages and cultures which broaden interpreters' understanding of people and the world, and in which interpreters do not currently provide interpreting work. These studies may be introductory or advanced.

In the case of Academic Coursework (AC), interpreters should only count advanced studies of language and culture (beyond the introductory levels) for PS CEUs.

Certified ASL/English interpreters may not earn PS CEUs for ASL classes that are offered at the undergraduate level, or for equivalent community-based classes, which are presumed to be a prerequisite to achieving interpreter certification.

Topics and areas of study may include, but are not limited to:

- Studies of Language Mechanics and Linguistics
  - Phonology, morphology, syntax, semantics, pragmatics, discourse
  - Language variation and language change
- Sociolinguistics
  - Language and power
  - Language and cognition
  - Language in society (including variation amongst different cultural groups)
- Languaculture and Cultural Studies (Note: languaculture refers to language mechanics and the use of language, including cultural components that inform the use of language, such as history and traditions. Term attributed to anthropologist Michael Agar.)
  - Cultural Studies
    - Deaf culture, and the many subcultures
    - American culture, and the many subcultures
    - Other foreign culture studies
    - Religious Studies
  - Intracultural dynamics
    - Communication studies (e.g., interpersonal communication)
    - Studies of group dynamics
    - Language, power, and social capital
  - Intercultural dynamics
    - Studies of power, privilege and bias
    - Studies of social justice
    - Cross-cultural studies
    - Minority group dynamics

- Language domination, suppression and elevation
- Studies for Language Learning and Development
  - Advanced development of languages in which an interpreter provides interpreter services:
    - Specifically, ASL and English; as well as other languages, in the case of trilingual and multilingual interpreters
    - Introductory language studies do not qualify
    - Studies might include, but are not limited to, specialized vocabulary; grammar development; analysis of linguistic register; exploration of language use in various settings; exploration of language styles used for different purposes, etc.
  - Other languages studies: e.g., Protactile Language, Spanish, Diné (Navajo), Japanese, Somali, Hmong, Langue des Signes Francaise (LSF), Deutsche Gebärdensprache (DGS), Kata Kolok (Benkala Sign Language, Balinese Sign Language), etc.

### **Setting-based Studies**

This type of study focuses on the places where interpreters work and all that happens in those environments. It includes specialized settings. It also includes in-person or virtual settings. It might address the purpose of the environment, the protocols of that environment, typical participants, the content and terminology that is specific to that environment, power dynamics, discourse patterns in that environment, skills and knowledge that interpreters need to have, etc. (E.g., legal settings, medical settings, educational settings, substance-abuse recovery settings, etc.).

Topics and areas of study may include, but are not limited to:

- Educational settings where interpreters are working, and the challenges therein (e.g., philosophies of Deaf education; graduate research strategies; undergraduate mathematics; classes in foreign language; etc.)
- Rehabilitation Services settings
- Legal settings (e.g., courtroom protocol; mediation law; the role of Proceedings Interpreters and Table Interpreters; etc.)
- Medical or mental health settings (e.g. medical terminology; anatomy & physiology; strategies for medical professionals to inquire about patients' mental and physical health; etc.)
- Substance abuse recovery programs
- Technical areas
- Ethics as applied in specialized settings, etc.

## **Cognitive Processes of Interpreting**

This area of study focuses on the process of interpretation and how it happens in the mind. This type of study is concerned primarily with interpretation: navigating consumers' creation of messages (which have meaning and intent, and which include or reflect mood and affect, as well as implied social attitudes, among other metalinguistic information); how interpreters access messages and analyze them to extract meaning; how interpreters make decisions about the interpretation; how interpreters endeavor to express equivalent messages; etc.

The study of interpretation is separate and distinct from the study of languages in which interpreters provide interpreting services.

Topics and areas of study may include, but are not limited to:

- Message analysis - how meaning is accessed, identification of aspects of messages, etc.
- Exploration of the representation of meaning in the mind (nonlinguistic representation)
- Exploration of different types of interpreting strategies and their application (e.g., consecutive interpreting, simultaneous interpreting, escorting, etc.)
- Exploration of effective use of working memory and its applications
- Exploration of effective problem-solving
- Exploration of effective decision-making - identifying needs and conditions, and considering options, and possible outcomes
- Exploration of cognitive flexibility
- Etc.

## **Professional Interpersonal Interactions**

This area of study focuses on how interpreters interact with colleagues and consumers. It might address how interpreters work together as teams; interpreters' differing expectations about the task of interpreting; implicit biases and beliefs that interpreters hold about others; and the human psychosocial underpinnings of professional interactions, which includes the studies of human interaction broadly. It also includes studies of how best to support emerging interpreters, as well as mentorship.

Topics and areas of study may include, but are not limited to:

- Exploration of teaming and how interpreters work together
- Exploration of social etiquette in a variety of settings, and how interpreters navigate situations where multiple etiquettes are present and might conflict
- Frameworks for mentoring, and the exploration of effective mentoring techniques

- Exploration of power and empowerment, and how to maintain empowerment without detracting from others' empowerment
- Ethical behavior in complex social situations
- etc.

A note on mentoring: Mentoring as an area of study should explicitly relate to the individual's own learning and growth.

In the case of mentors, they may explore effective strategies for mentoring and their application, and they should reflect upon outcomes and how to refine their mentoring approach. They may also explore and reflect upon their own changing understanding, attitudes, beliefs about interpreting, and upon the way their own practice as interpreters has shifted as a result of mentoring experiences. Studies for mentors do not qualify for CEUs if the focus is only on the mentee/protégé's learning and development, and educational goals for the mentor themselves are not identified.

In the case of mentees or protégés, they may also be exploring effective strategies for mentoring, identifying what might lead to their own learning and development, and learning to identify effective mentors. They may also explore and reflect upon their own changing understanding, attitudes, beliefs about interpreting, and upon the way their own practice as interpreters has shifted as a result of mentoring experiences.

## **Ethical Considerations**

This area of study focuses on how interpreters think and view the world. It might address moral judgment, personal orientation to morality, and ethical theories and their application.

Topics and areas of study may include, but are not limited to:

- Ethical decision-making in specific settings
- Exploration of ethical frameworks
- Exploration of one's own personal ethical framework and its application
- Etc.

## **Supporting Knowledge and Skills**

This area of study focuses on the activities, knowledge, and skills that interpreters need in order to function professionally, or that allow the field to grow and develop, but that might not be directly concerned with the act of interpreting.

Topics and areas of study may include, but are not limited to:

- Theoretical studies
  - Theories of learning, development, and change;
  - Theories of thinking and decision-making;
  - Theories about interpreting, and interpreting models;
  - Theories of translation, and translation models;
  - Theories and frameworks around mentoring;
  - History of and issues in interpretation;
- Studies of the work of translation
  - Common and best practices
  - Exploration of the similarities and differences between interpreting and translation
  - Emerging trends and needs for translation work
- Studies of the business of interpreting
  - Business practices;
  - Tax law that affects independent contractors;
- Studies of world trends and new developments that affect the interpreting field
  - New and existing technologies that affect interpretation, interpreters, and consumers (e.g., how best to capture video and audio signals for high-quality interpretation provided remotely, or captured on camera)
  - Artificial Intelligence as a tool, and in its impact on interpretation and the interpreting field
- Studies of Engagement in Professional Organizations
  - Personal and social empowerment for effective engagement in professional organizations;
  - Frameworks for effective and transformational leadership;
  - Credentialing processes;
- Etc.

### **Studies of Healthy Minds and Bodies**

This type of study focuses on overall wellness of interpreters and how they support, or minimize the detraction of, the wellness of others.

The work of interpreting is often physically and mentally demanding. Interpreters work with people, necessitating personal and social awareness. Society has become much more aware of and engaged in physical, mental, and social wellness. It is important for interpreters to gain an understanding of these topics to sustain and refine their work, and for their own good health. Studies may include, but are not limited to:

- Physical Studies - developing awareness and understanding of the physical wellness of the body; exploring ergonomics; exploring the types of physical problems that interpreters are prone to, as well as the remedies to common problems, and ways to guard against their onset; exploration of the physical

manifestation of trauma; exploration of the development of a physical wellness plan; etc.

- Mental and Cognitive studies - developing awareness and understanding of the mind and thinking; exploring the effects of stress and trauma on thinking and decision-making; exploring methods for maintaining mental clarity, and general brain health; exploration of the development of a mental and cognitive wellness plan; etc.
- Studies of Social and Emotional Well-being - developing awareness and understanding of the impact of emotions on thinking and decision-making; identification of indicators of emotional distress; exploration of the management of emotional wellness in social environments, and while alone; exploration of the impact of witnessing difficult situations while at work and how to manage the experience; exploration of direct and vicarious trauma; exploration of personal and professional boundary-making; exploration of ethical decision-making in complex situations; exploration of methods for maintaining emotional wellness; exploration of the development of a social and emotional wellness plan; etc.

Interpreting work can be demanding. Studies of Healthy Minds and Bodies can directly support the work we do and is an area worthy of our study; however, this area of study is not intended to document the personal development we do as individuals. This area of study does not include when interpreters engage in activities that might maintain wellness, such as, but not limited to:

- Taking a yoga class
- Getting a massage
- Going to the gym
- Eating a healthy diet
- Doing meditation
- Attending therapy and counseling sessions for oneself
- Etc.

## **Power, Privilege and Oppression**

This area of study focuses on exploring systems of power and privilege in society, personal and systemic bias, opportunities to wield privilege to reduce (and work towards eliminating) oppressive harm, and the impact of systems on society, the Deaf Community, interpreters, and our organizations. It may also address the impact of trauma on consumers and colleagues and trauma-informed interpreting.

Power, Privilege & Oppression refers to the phenomena by which members of a society are unfairly advantaged and may be unaware of - or unwilling to recognize - the advantage. The result is oppression at the systemic, societal, and individual level wrongfully limiting another's access to resources. This is rooted in the perception of entitlement - or lack thereof- based on

social group membership and may manifest in covert and overt practices/behaviors that seek to keep that advantage, and result in abuse of assumed power and privilege. All of which contribute to perpetuating the privilege, individual biases, and social and systemic oppression.

These behaviors can be but are not limited to:

- Narratives/perspectives of fear and hate/stereotyping by those who are privileged
- Assumed authority/dominance over “others” (internalized biases)
- Agent & Target group membership ( e.g., exclusionary/preferential practices)
- Control over social mobility
- Unearned advantages and conferred dominance
- Systems of oppression (e.g. ableism, ageism, audism, classism, racism, sexism, heterosexism, transgender oppression, vidism, etc. )
- Dynamics of oppression (e.g. institutionalized oppression, prejudice, vertical and horizontal violence/bullying, etc.)
- Stereotyping
- Marginalization
- Support of the status quo
- Avoidance of conversations about “-isms”
- Creation of barriers (e.g. poverty, unemployment, and the school to prison pipeline)
- Unbalanced (or inequitable) access to wealth, professional/educational opportunities, social status
- Internalized supremacy

Consistent with the RID Code of Professional Conduct, interpreters are required to develop the sensitivity needed to identify such phenomena, and build competence and knowledge in the following areas with a goal of promoting and practicing social justice and dismantling oppressive systems.

Education in this sector should include, but not be limited to:

- Challenging injustice
- Respecting and valuing diversity
- Respecting and valuing humanity
- Protection of equal access
- Identifying and embracing individual “filters”
- Identifying and acknowledging individual perceptions of privilege
- Changing the narratives of compassion and respect
- Promoting inclusion, freedom and equality
- Challenging the status quo
- Engaging in conversations about “-isms”
- Removal of barriers
- Social Justice/Liberation studies
- Cultural competence

- Identity
- Intersectionality
- Invitational communication/interaction
- Accountability
- Trauma-informed approaches to interpreting

### **Some Clarifying Notes about PPO CEUs**

Programming that has the PPO designation should delve into content that covers systems of power, privilege, and the matrix of domination that create oppression, and how participants affect and are affected by these systems.

Targets of oppressive systems can include, but are not limited to, people who are Black or Brown and/or identify as Black Indigenous People of Color (BIPOC); people who are members of racial or ethnic minority groups; members of the Deaf, DeafBlind, DeafDisabled, Hard-of-Hearing, Coda, and Late-Deafened communities; people with disabilities; people who are neurodivergent; women; people from religious minorities; members of the LGBTQIA+ community; people from minority political ideologies (e.g., Marxists); immigrants and New Americans (in the US); people whose first language is not English (in the US), etc.

PPO programming entails a praxis - putting theory into action - where participants reflect on their own relationship to systems of power, privilege, and oppression. Programming that focuses primarily on presenters or panelists sharing their personal and professional lived experiences is not sufficient to earn the PPO designation.

In order to meet the requirements for the PPO CEUs programming content area, programming must create opportunities and processes for participants to:

- practice identifying and understanding systems of power, privilege, and oppression;
- engage in conversations, not only within the context of professional development, but also more broadly with other people about systems of oppression in society and how to work toward dismantling those systems in service of a more egalitarian society;
- and develop a practice where participants assess the contexts they find themselves in, and identify for themselves how they wield their own power and privilege when making decisions in order to reduce their own contributions to systems of oppression.

Sponsors should consider the following questions when reviewing proposed programming, which include, but are not limited to:

Does this programming ask:

- Are participants aware that systems of power, privilege, and oppression treat different groups in society differently?
- Are participants aware of the matrix of domination and how it creates oppressive harm, which impacts individuals and groups in different ways?
- Are participants aware of examples of oppressive harm?

- Are participants aware of what bias is, and are they aware of their own biases?
- Are participants aware that systemic biases exist?
- Are participants aware of how their own biases might, or do, exacerbate situations that are already oppressive toward some individuals?
- Can participants identify and describe ways in which they have been targets of oppressive systems? (not all participants will have had this experience)
- In retrospect, can participants identify ways they have knowingly or unknowingly negatively impacted others within already-oppressive situations?
- Can participants identify tools and resources to help them assess contexts and identify ways to wield their power and privilege when making decisions in order to reduce their own contributions to systems of oppression?
- Can participants identify tools and resources to help them minimize (and, ideally, eliminate) oppressive harm in situations?
- Can participants identify tools and resources to help them minimize the power of (and, ideally, eliminate) oppressive systems?

## B. General Studies

General Studies include topics that enhance the interpreter/transliterator's base of general or world knowledge. The study must still be a legitimate educational program with clearly defined educational goals and measurable objectives. There are no minimum requirements for CEUs in this category, however, only two (2) of the eight (8) required CEUs will be counted toward certification maintenance.

## **IV. TYPES OF CONTINUING EDUCATION ACTIVITIES**

Four broad categories of Continuing Education Activities have been defined: Sponsor Initiated Activities, Participant Initiated Non-RID Activities (PINRA), Academic Coursework, and Independent Study Activities. All Continuing Education Activities must involve endeavors that exceed the participants' routine employment responsibilities and/or are not proprietary to one's employer.

### **A. Sponsor Initiated Activities**

Sponsor Initiated Activities are developed by a Sponsor and presented for group instruction or for individual study. Examples include short courses, workshops, seminars, conferences, teleconferences, and distance learning (e.g. continuing education publications, teleconferences, multimedia instruction materials, and programmed learning materials) (See [Section VI](#)).

### **B. Participant Initiated Non-RID Activities (PINRA)**

Participant Initiated Non-RID Activities (PINRAs) are activities an interpreter/transliterator wishes to attend which are not offered by an RID approved Sponsor. The activity must be Sponsored by an organization with standards specific to its area of expertise. The activity must have a defined format and clearly identified educational objectives. If the application to interpreting is unclear, the application should provide a single page or more describing how attending the activity will improve the applicant's interpreting work. PINRAs include but are not limited to: auditing a college course, non-credit courses at an educational institution, association or corporate trainings (e.g., American Bar Association, Teacher's Union, and Social Work Association), school district in-service or an organization's conventions/workshops. Administrative paperwork is processed by the Sponsor. (See [Section VII](#)). NOTE: Participant must apply for approval from a Sponsor prior to the commencement of the activity.

**PINRAs should not be used for Sponsor initiated activities or group activities.**

### **C. Academic Coursework**

CEUs may only be awarded for Academic Coursework taken from an accredited institution during the participant's current cycle. This accreditation must be recognized by the Council for Higher Education Accreditation (CHEA) in the U.S. or the European Quality Assurance Register for Higher Education in the European Union. Any other institution must be reviewed by the Professional Development Committee. Successful completion is defined as receiving at minimum a letter grade of "C" (2.0) or pass for pass/fail courses. NOTE: If the participant is auditing the course or taking it through the continuing education office of the institution, they should contact a Sponsor to complete a Participant Initiated Non-RID Activity Plan (See [Section VIII](#)).

#### **D. Independent Study (I.S.)**

Participants should plan an Independent Study with input from and in consultation with the Sponsor. The Sponsor must review, approve and monitor any Independent Study project. Examples of successful Independent Study include research, curriculum development, or enhancement projects, study groups, developing effective mentoring strategies or evaluation rubric or the preparation of scientific/clinical materials for publication (See [Section IX](#)).

NOTE: Participants must apply for and receive approval from a Sponsor prior to the commencement of the activity.

## **V. RID APPROVED SPONSOR RIGHTS AND RESPONSIBILITIES**

### **A. Affiliation Requirements**

Sponsors are required to maintain membership in RID at organizational or individual levels for the duration of their Approved Sponsor status. Entities that are approved Affiliate Chapters satisfy the RID organizational membership requirement.

### **B. Administrator and Change of Administrator Requirements**

All Sponsors must have an identifiable and consistent contact person charged with the administration of continuing education activities. This individual shall have the responsibility for ensuring all of the requirements established by the PDC and specified in this document are maintained. An organization may change its designated contact person by notifying RID Headquarters of the change in writing, however these changes should be infrequent for the benefit of continuity and consistent operations.

### **C. Sponsor Discretion**

It is the Sponsor's responsibility to ensure the educational integrity of each activity. This presumes that the Sponsor has the necessary expertise (or access to expertise) in the subject area and the resources available to appropriately administer a given activity. Resources will include other approved CMP Sponsors, past Sponsor administrators, the RID CMP department, among others.

Sponsors should request revised activity proposals if a proposed activity lacks valid educational outcomes or measurable and observable learning objectives; if the identified presenters are not appropriate to the topic; or if there are other substantial issues. The Sponsor should also deny Sponsorship of the activity until missing elements are provided.

Sponsors have the discretion to approve programming, and should maintain their own supplementary notes to document their rationale when approving activities for CEUs. Supplementary notes are useful to future Sponsor administrators, and should be submitted along with other materials in the event that their activities are submitted for Program Review in the future.

As RID members may access any approved CMP Sponsor and not just Sponsors in their geographical area, Sponsors may use their discretion in declining to Sponsor activities that exceed their capacity.

### **D. Conflict of Interest**

Sponsors and their agents are to avoid, at all times, any actual or apparent conflicts of interest. A conflict of interest would include, but not be limited to, a Continuing Education

Administrator monitoring their own Academic Coursework, Independent Study and/or approving their own Participant Initiated Non-RID Activity.

## **E. Inactive Sponsor Status**

- Initiating Inactive Status: There may be times when a Sponsor must temporarily suspend active Sponsorship of RID Continuing Education activities. A Sponsor may secure Inactive Status by submitting written notification to RID Headquarters. The rights and responsibilities of the Sponsor will then be temporarily suspended as of the requested date
- Resuming Active Sponsorship: In order to resume active Sponsorship, the Sponsor must submit documentation to RID Headquarters identifying any changes in program administration, Continuing Education Activity oversight, location, etc. The Sponsor must be in good standing and not have had their Sponsorship suspended or revoked. The PDC will then make a determination as to whether the renewing entity continues to meet the minimum requirements for Sponsorship status. A Sponsor may remain inactive for no more than five years. After such time, a complete reapplication for Sponsorship status must be processed.

## **F. Records Retention**

- Beginning January 1, 2025, Sponsors should keep records of all new educational activities that are processed for CEUs for a minimum of 6 years. Documentation should be kept until Dec 31 of the 6th year. After that time, retention of documentation is left to the Sponsor's discretion. NOTE: The 6-year policy ensures that records will be kept, including for newly certified members of RID, some of whom will have a 5+ year first cycle.
- Should a Sponsor withdraw, have their Sponsorship revoked, or otherwise cease to provide services to RID members, provision should be made so that RID HQ can access the Sponsor's records for six (6) years prior to the Sponsor's end date.

## **VI. ADMINISTERING SPONSOR INITIATED ACTIVITIES**

### **A. Program Content and Delivery**

The Sponsor shall provide appropriate continuing education activities that meet the following requirements:

- The Sponsor shall formulate plans for advanced continuing education activities suitable for certified interpreters.
- The educational content shall follow the stated objectives of the continuing education activity.
- The continuing education activity shall be of sufficient duration to achieve the stated educational objectives.
- The content of the continuing education activity shall be designed to explore one subject or a group of closely related subjects. If the activity involves multiple components, such as in a lecture series, all segments should be devoted to integrally related subjects.
- The audiovisual aids and supportive materials shall be current, suitable and appropriate.
- The method of delivery should allow for and encourage active involvement on the part of the participant, feedback, and reinforcement of the learned knowledge or skill.
- The Sponsor shall verify that members of the teaching staff of all continuing education activities are qualified (credentials, training, experience and expertise in the subject matter to be presented).
- All activities shall strive to be sensitive, equitable, and inclusive of RID members and others with respect to their individual differences, including, but not limited to, age, gender, socioeconomic status, ethnic and cultural backgrounds, disability, and sexual orientation.

### **B. Administration of Sponsor-Initiated Activities**

Sponsors must collect the required documentation outlined in section J and enter the activity information in the RID database through their Sponsor account at [www.myaccount.rid.org](http://www.myaccount.rid.org) prior to the start of the activity. It is strongly suggested, but not required, that the activity be entered 30 days in advance to allow individuals an opportunity to search for activities in advance.

### **C. Co-Sponsorship with another Organization**

If a Sponsor collaborates with an entity not approved by RID for the purpose of providing a specific event, it shall be the responsibility of the Sponsor to assure the educational programs meet the CMP/ACET requirements. (See [Section VI. A](#)).

The Sponsor Administrator or designated representative, shall have direct and significant involvement in the planning, conducting and evaluating of all co-sponsored continuing education activities.

All promotional media, outreach and materials for co-sponsored continuing education activities must indicate the name of the Sponsor.

If two or more Sponsors join in offering continuing education activities, the administrative responsibility for compliance with the requirements shall be held by one of the Sponsors, agreed upon by both parties, prior to submission of the Activity Plan and all materials should identify the responsible Sponsor.

#### **D. Promotion of Continuing Education Activities**

To provide a reliable basis for participants to select continuing education activities that meet their personal learning objectives, all promotional media, outreach and material for activities offering RID CEUs are required to have all of the following types of information:

- Logistical information about the educational event, including, but not limited to: date(s), time(s), and location(s), and whether the event is in-person or virtual.
- The RID CMP and ACET logo. Copies of the logos will be provided for the RID Sponsor and may be reduced or enlarged to fit the design of the promotional materials.
- The following paragraph: [RID Sponsor] is an Approved RID CMP Sponsor for continuing education activities. This [Content Area] program is offered for [#] CEUs at the [Knowledge Level] Content Knowledge Level.
- A description of the event including information about the educational objectives of the activity. Information about the educational objectives may take a variety of formats and depth of detail.
- Biographical information about the presenters indicating their experience with the topic. This information may take a variety of formats and depth of detail.
- Information about the refund and cancellation policy of the Sponsor. It is acceptable to print a link or Internet address identifying contact information, applicable registration policies, and all other registration information rather than the entire policy.
- The target audience, as described in the Continuing Education Activity Plan.
- A statement soliciting requests for reasonable accommodations from potential participants.
- A statement identifying the Sponsor's policies on non-discrimination and the promotion of learning environments of mutual respect that minimize or eliminate bias.  
NOTE: this statement does not preclude "difficult conversations" and aims to create environments where learning and honest dialogue can happen.

## **E. Accessibility**

In conformance with local, state, provincial and federal statutes regarding disabilities, activities and facilities shall be accessible to all individuals. Promotional media, outreach or materials as well as complete continuing education activities provided through the Internet or via a distance must comply with access guidelines identified through Section 508, of the 1973 Rehabilitation Act.

## **F. Refund and Cancellation Policies**

The Sponsor shall have on record the policies and procedures for refund in the event of cancellation by the registrant. The Sponsor shall publish this policy in all promotional media, outreach and materials; or provide a link/web address that outlines the full policies.

## **G. Continuing Education Units for Sponsor Initiated Activities**

1. CEUs for Traditional Activities: One (1) CEU is equal to 10 contact hours of direct instruction. Each contact hour will be equivalent to 0.1 CEU. The number of CEUs must be noted on the Continuing Education Activity Plan, and the activity can, but is not required, to be submitted 30 days in advance to allow individuals an opportunity to search for activities in advance. For Sponsors hosting regional and/or national conferences, additional information on calculating CEUs is in the Sponsor Handbook document.
2. CEUs for Non-traditional Activities: The method of assigning credits shall be described in the activity plan. Reading, watching videos, immersion, observing interpretations, mentoring are all examples of activities that do not earn one to one credit. These are nontraditional activities that are typically weighted at two to one or three to one (hours to credit). In activities where the method of educational delivery does not lend itself to easy translation of one CEU for 10 contact hours, the Sponsor should contact the PDC or RID Headquarters to evaluate and determine the number of CEUs assigned. The number of CEUs must be noted on the Continuing Education Activity Plan, and the activity can but is not required to be submitted 30 days in advance to allow individuals an opportunity to search for activities in advance.
3. CEUs for Teaching: Instructors/presenters wishing to earn General Studies CEUs may do so by checking the appropriate box on the Activity Report Form or notifying the Sponsor in writing prior to the activity. CEUs will be awarded only once during the cycle for each activity presented.
4. CEUs for Course Development: Teachers wishing to gain Professional Studies CEUs for the preparation and development of classes/workshops may contact a Sponsor to complete an Independent Study Plan.

## **H. Requirements in the Awarding of CEUs to Participants**

1. The Sponsor, as is reasonable, shall verify participant attendance and completion of all course materials and requirements of each Continuing Education Activities.

2. The Sponsor shall conduct an evaluation of the activity which will be kept on file until called upon for program review purposes by the PDC.
3. RID shall not award CEUs retroactively. If an Activity Plan was not submitted prior to the activity, no CEUs may be awarded.
4. Sponsors are responsible for upholding the integrity of the CMP/ACET system. It is not recommended, but the Sponsor may assign variable credit to participants who do not attend an entire activity based on the following guidelines:
  - a. No credit shall be assigned for a participant who attends less than half of a continuing education activity (the critical objectives of the course have not been met);
  - b. One half (1/2) credit may be assigned to participants who attend at least one half but not more than three quarters of a continuing education activity;
  - c. Three quarters (3/4) credit may be assigned to participants who attend at least three-quarters of a continuing education activity, but are not in attendance for the entire activity.
  - d. If the Sponsor determines that less than full attendance renders the activity without value as a learning experience, they may recommend that no CEUs be awarded.
  - e. Sponsors should verify with program providers whether partial attendance is conducive to achieving critical educational objectives.

## I. Fees

The Sponsor may charge participants for the administration of the CEUs the Sponsor processes. This fee may only be assessed one time and be equitable fees justified for administering the specific continuing education activity.

## J. Required Documentation

Sponsors shall collect the information below for events that they review and approve. Sponsors may collect this information in formats (digital or otherwise) that work best for them. Some of the information collected will be provided by requestors, and some of the information will be created and documented by the Sponsor in their work.

- Activity Title
- Activity location
- Session contact person/people (e.g., phone number(s), email address(es))
- Website (if applicable)
- Activity start and end date and times
- Name of person/host requesting CEUs for this event
- Date person/host requested CEUs processing for this event
- Date Sponsor agreed to process CEUs for this event
- Total number of CEUs to be awarded to participants
- Participating programs (CMP, ACET, or both)
- Sponsor-assigned RID activity code (e.g., 5555.0124.01)
- Presenter/Instructor(s) Name(s)

- Presenter/Instructor(S) Biographical information (perhaps including résumés)
- Activity description
- Educational objectives: Working with the presenter/instructor(s), the Sponsor shall specify the observable, measurable educational objectives of each continuing education activity.
- Media/materials presenter will use, and who is responsible for providing them (i.e., the presenter, or the event host, or another designee, etc.).
- Evaluation and assessment: Describe how the presenter/instructors(s) will gauge participants' learning throughout the session, and measure the presentation's effectiveness. NOTE: Post-event evaluations will be used to solicit participants' experiences and response to the session, but these evaluations do not suffice in gauging participants' learning during the session.
- Target audience: Who is the educational session designed for? (i.e., working interpreters or student interpreters, or both; interpreters who identify as BIPOC only; CDIs/DIs; Coda Interpreters; trilingual interpreters (and for which languages?); interpreters who work with Deafblind people; interpreters who work in specific settings (legal, medical, educational, etc.); interpreters who have taken prerequisite modules in a learning series with scope and sequence, etc.) In reviewing proposals for educational events, Sponsors should ensure the proposal suits the targeted audience
- Content area: Professional Studies (PS) or General Studies (GS), and any specialty areas (Legal; Performing Arts; Power, Privilege, and Oppression (PPO). These areas are described in detail in [Section III](#).
  - NOTE: The content area designation should be clearly identifiable from the activity proposal. If more information is needed, particularly in the case of a specialty CEUs designation, the Sponsor should ask the host/requestor for additional information. The Sponsor should also keep their own supplementary notes in their own records to explicate their reasoning for the purposes of a future Program Review on the activity.
- Content knowledge level: What is the least amount of prior knowledge participants should have in the topic to benefit from attending? Content knowledge is not associated with years of general interpreting experience. The content knowledge level should be classified according to the following definitions.
  - Little/NO: This level assumes little or no information on the part of the participant within the topic area. The focus of the activity is a general orientation and increase of understanding. This category also includes activities that assume the audience to have diverse levels of knowledge due to the nature of the event (i.e., professional issues forums, conferences, one-time non-sequential discussion groups, etc.).
  - Some: This level assumes the participant has some familiarity with professional practice within the topic covered. The general focus of the activity is to increase understanding and possibilities for application on the part of the participant.

- Extensive: This level assumes the participant has extensive familiarity with the professional practice within the topic covered. The focus of the activity is upon recent advances, future directions and applications of new and emerging findings.
  - Teaching: This level assumes the participants to be educators or mentors. At this instructional level, the content of the CEU activity will focus on topics relevant to educators and mentors (i.e., current and emerging pedagogical techniques) to support the development of new and experienced interpreters.
- Sample of post-event Evaluation Form
- Evaluation Summary
- Promotional Materials, and all requisite information (see Section D above)
- Sample of Certificate of Attendance
- Verification of CEUs upload to RID database (after the event is over)
- Verification of attendance by participants requesting CEUs
  - Verification could take multiple forms: use of attendance lists; event coordinators vouching for attendance; use of attendance codes; among other possibilities
- Name of Sponsor administrator who approved the activity and vouches for it. NOTE: This information is required in the event of a change in CMP Sponsor administrator.

## **VII. ADMINISTERING PARTICIPANT-INITIATED NON-RID ACTIVITIES**

Participant Initiated Non-RID Activities (PINRA) are a unique feature of the CMP/ACET system. The PINRA provides a structure for bringing new information into the field as well as documenting innovative educational programs. Sponsors are encouraged to consider using a PINRA with participants seeking education and experiences for which connections to interpreting are not readily apparent. The PINRA is not designed for group activities or for RID Sponsored events that are pulled together quickly and without planning for CEU documentation.

### **A. Eligibility of Sponsors**

Any Sponsor may administer a Participant-Initiated Non-RID Activity (PINRA). This is not restricted to those Sponsors approved for Independent Study Activities.

### **B. Eligible Activities**

The participant may wish to attend professional development opportunities offered by organizations that are not involved with interpreting and are unlikely to seek working with an RID Sponsor. If a conference or workshop is not co-sponsored by an RID Approved Sponsor, the participant may apply to a Sponsor for CEUs for that event. This activity must be approved by the Sponsor prior to the activity.

### **C. Fees**

The Sponsor may charge the participant a reasonable fee for administering PINRA Activities CEUs.

### **D. Required Documentation**

Sponsors shall collect the information below for events that they review and approve. Sponsors may collect this information in formats (digital or otherwise) that work best for them. Some of the information collected will be provided by requestors, and some of the information will be created and documented by the Sponsor in their work.

- Participant name
- Date participant/RID member requested CEUs processing for this event
- Date activity was approved by Sponsor and after which the participant may pursue the activity
- Participant RID Member ID number
- Participant email address
- Activity Name
- Activity Theme or Focus
- Name of organization or entity that approved the activity for their own credits (e.g., American Medical Association, American Teachers' Association, etc.).
  - NOTE: If the organizing entity has not approved the event for any kind of continuing education credit, the activity should not be processed as a PINRA. The activity might be eligible for RID CEUs as part of an Independent Study (IS).
- Dates and times of activities participant will attend

- Number of CEUs to be awarded upon completion
- Content area (PS/GS/PS-PPO, etc.)
- Relevance Statement: the participant should describe why this activity is relevant to their professional development goals. PS CEUs should only be approved for relevant activities. Programming receiving GS CEUs does not require a relevance statement.
- Sponsor-assigned RID activity code (e.g., 5555.0124.01)
- Relevant and supporting materials used to determine educational value, CEU calculation and PS/GS content area (e.g. workshop/event outline, description, event brochures, registration forms, agendas, etc.).
  - NOTE: The content area designation and CEUs awarded should be clearly identifiable from the activity proposal. If more information is needed, particularly in the case of a specialty CEUs designation, the Sponsor should ask the host/requestor for additional information. The Sponsor should also keep their own supplementary notes in their own records to explicate their reasoning and CEUs calculations for the purposes of a future Program Review on the activity.
- Certificate of Attendance or other verification of attendance
- Name of Sponsor administrator who approved the activity and vouches for it.  
NOTE: This information is required in the event of a change in CMP Sponsor administrator.
- Date activity submitted to RID database
- Verification of CEUs upload to RID database (after the event is over)

## **VIII. ADMINISTERING ACADEMIC COURSEWORK**

Academic units are intended to serve as a standard unit for credit for educational experiences from accredited institutions of higher learning. This accreditation must be recognized by the Council for Higher Education Accreditation (CHEA) in the U.S. or the European Quality Assurance Register for Higher Education in the European Union. The acceptance of academic units recognizes individuals for their efforts to continue their learning in higher education and to pursue a degree. Academic units will be converted to CEUs.

*Certified RID members might want to take courses that are part of undergraduate interpreter training/education programs and earn academic coursework CEUs. As with all Academic Coursework, a clear relevance statement from the RID member will be required. The RID member should explain how taking the courses - typically designed for students prior to certification - will benefit their work as a certified interpreter. Some certified RID members did not attend ITPs/IEPs, and others who did might be returning to update their familiarity with current practices. In both situations, a relevance statement shall be required.*

### **A. Calculation of CEUs**

Academic credit is converted on the basis of 1-quarter credit hour equaling 10 contact hours (1 CEU) and 1 semester credit hour equaling 15 contact hours (1.5 CEUs).

### **B. Administration**

- The Participant must submit the required documentation listed below to the Sponsor. The participant must submit relevant materials in order to determine Content Area (e.g., course outline, syllabus, or catalog).
- Upon completion of the academic activity, the participant shall send the Sponsor a copy of their print or online grade report or transcript. The Sponsor will keep this on file with the rest of the activity information.
- The Sponsor shall verify participant's successful completion of the academic coursework. Successful completion is defined as receiving a passing grade [pass or letter grade of C[2.0 GPA] or better].

### **C. Fees**

The Sponsor may charge the participant a reasonable fee for administering the Academic Coursework CEUs.

### **D. Required Documentation**

Sponsors shall collect the information below for Academic Coursework activities that they review and approve. Sponsors may collect this information in formats (digital or otherwise) that work best for them. Some of the information collected will be provided by requestors, and some of the information will be created and documented by the Sponsor in their work.

- Participant name
- Date member requested CEUs processing for this event
- Date Sponsor agreed to process CEUs for this event
- Participant RID Member ID number
- Participant email address
- Participant cycle start date and end date
- Name of college or university
- Course title
- Course start and end dates
- Which university system: Semester or Quarter
- Number of credit hours assigned to course (i.e., Semester System, 3 credits; Quarter System, 2 Credits).
- Number of CEUs to be awarded for completion of the course
- Sponsor-assigned RID activity code (e.g., 5555.0124.01)
- Content area (PS/GS/PS-PPO, etc.)
- Relevant materials used to determine Content Area (e.g., course outline, syllabus, or catalog, etc.)
  - NOTE: The content area designation should be clearly identifiable from the activity proposal. If more information is needed, particularly in the case of a specialty CEUs designation, the Sponsor should ask the host/requestor for additional information. The Sponsor should also keep their own supplementary notes in their own records to explicate their reasoning for the purposes of a future Program Review on the activity
- Relevance Statement: the participant should describe why this activity is relevant to their professional development goals. PS CEUs should only be approved for relevant activities. Programming receiving GS CEUs does not require a relevance statement. NOTE: As mentioned above, ITP/IEP courses for AC CEUs credit require an explanation of how courses designed for students prior to certification will benefit a certified interpreter.
- Verification of upload of CEUs to RID database.
- Name of Sponsor administrator who approved the activity and vouches for it. NOTE: This information is required in the event of a change in CMP Sponsor administrator.
- Documentation of the college/university's accreditation status with either the Council for Higher Education Administration (CHEA) in the U.S.; or the European Quality Assurance Register for Higher Education; or other appropriate accreditation institution. In the USA, CHEA should be used. If the institution is not accredited by CHEA, CMP Sponsors should check with the RID CMP department and PDC before approving the AC request.
  - *Documentation could include, but is not limited to: a screenshot from the accreditation website showing the listing of the college/university; a screenshot from the college/university affirming its status under the accreditation institution; a typed statement from the Sponsor indicating that they have verified the college/university's status; etc.*

- A final proof of grade, or university transcript showing course completion and a grade.
  - *Proof of grade should be a clear official document, either by screenshotting a university webportal with the grade displayed, or by some other manner. If the document does not clearly appear to be an official document, the Sponsor and participant can both attest that the document is official and explain briefly in a typed statement why another official document is not available.*
  - Note: The participant does not have to pay for an official university transcript if another document is available.

## **IX. ADMINISTERING INDEPENDENT STUDY ACTIVITIES**

### **A. Independent Study**

An Independent Study is the most flexible tool in the CMP/ACET system. It is provided for the benefit of the member and designed to capture their customized learning activity while meeting the needs of practice professionals. It is best designed for RID members who desire an alternative to traditional instructional activities for capturing their innovative education pursuits. Independent Study Guidelines are provided by RID to Sponsors. With the guidance of a Sponsor, participants can undertake a self-designed educational experience for the enhancement of skill and knowledge in a specific area. Such a program can be less expensive, offer a flexible time schedule and need not require travel.

A list of Sponsors is available at [myaccount.rid.org](http://myaccount.rid.org) by clicking on “[Find a CMP/ACET Sponsor.](#)” A specific search in the online database for the Sponsors who have been approved to provide Independent Study is available. A Sponsor may decline to Sponsor an activity at their own discretion.

Under the direction of a Sponsor, individuals may design an Independent Study around many of their professional activities. However, Independent Study credit may not come from participants' routine employment responsibilities or training required by employers for continued employment.

Listed are some possible Independent Study options. This list is not exhaustive, and participants are encouraged to explore other options that suit their needs and interest.

1. Research: A participant may conduct original research.
2. Course Development: A participant may develop a course or something of the kind (a keynote address, a workshop, a short course, a teleconference, etc.) and earn Independent Study CEUs for the development and possibly for the presentation/delivery. Credit will be given only once during the cycle for each activity developed (For receiving credit for teaching a Sponsored Activity, see [Section VI G.3](#)).
3. Publication: A participant may develop and write materials for publication (VIEWS articles, journals and books).
4. Study Groups: A participant may meet with one or more persons at specified times to discuss topics related to the goals and objectives stated in the Activity Plan.
5. Review of literature: A participant may independently review literature (written or multimedia materials) and write a summary or a critical review and how this review will impact their professional work, and/or they may complete a questionnaire demonstrating an understanding of the reviewed materials.

6. Mentorship: A participant may engage in a focused learning relationship with pre-approved goals and learning outcomes. CEUs may be awarded to both participants in the mentorship relationship. Great care should be given to identify the learning goals of the mentor, as the target of the Independent Study. An Independent Study developed for a mentor will only consider the mentor's learning as a result of the mentor-mentee/protégé relationship. The mentor's IS will not consider the work done by the mentee/protégé.
7. Prefabricated Independent Study: A participant may complete a prefabricated individualized study plan.

## **B. Objectives**

The Sponsor must ensure the quality of the activity, accept the activity in advance as one that will earn CEUs, determine how many CEUs will be assigned, and document appropriate CEUs upon the satisfactory completion of the Independent Study.

The Sponsor works with the participant, providing feedback and constructive assistance as the Sponsor is able. When the Independent Study has been developed into a plan that both participant and Sponsor can support, the Sponsor will accept the proposal and sign-off.

## **C. Program Content and Delivery**

The Sponsor will attest that the following criteria will be met with respect to instructional approaches, materials, activities, etc.:

1. The content is based upon and appropriate to the stated goals and objectives of the Independent Study Activity.
2. The activity is of sufficient duration to achieve the stated educational objectives.
3. The content of the Independent Study Activity is designed to explore one subject.
4. Independent Study Activities are limited to at most one year in duration.
5. The method of delivery allows for active involvement on the part of the participant and encourages reinforcement of the learned knowledge or skill.
6. The Sponsor and the participant jointly determine appropriate intervals throughout the Independent Study Activity to review progress.

## **D. Administration**

1. The Sponsor is the authority charged with the administration of the Independent Study. The Sponsor shall have the responsibility of determining that the contracted requirements are met.
2. The Sponsor may designate an individual instructor/supervisor of the Independent Study Activity. However, the Sponsor retains the ultimate responsibility for administration and quality control.
3. After satisfactory completion of the Independent Study, the Sponsor shall submit the activity to RID Headquarters online at [myaccount.rid.org](http://myaccount.rid.org) no more than 45 days after the completion of the activity. All documentation (outlined in section G) for the

Independent Study should be kept on file by the Sponsor for future program review purposes.

## **E. Awarding CEUs for Independent Study Activities**

1. Most Independent Studies, while some of the most worthwhile educational experiences for interpreters, do not have the same documented value as traditional classroom or workshop studies. In the former, the participant is designing and exploring the educational content; in the latter the instructor has already completed most of this development work and delivers the most salient pieces for learning. In activities where the method of educational delivery does not lend itself to easy translation or calculation of CEUs, the Sponsor shall specify the method of determining the number of CEUs awarded for the Independent Study Activity. The PDC reserves the right to evaluate and determine the appropriateness of the number of CEUs assigned. It is a very rare situation where the Independent Study would qualify as an hour of work for every 0.1 CEU earned.
2. Independent Study Activities are limited to a maximum 2.0 CEUs per Independent Study. More than one Independent Study may be filed for activities which are broad in scope and time-consuming and which have identifiable components with distinct educational objectives.
3. The Sponsor and the participant shall verify the participant's successful completion of the Independent Study Activity.
4. In the event the Sponsor considers the participant's work unsatisfactory for awarding CEUs, a written statement citing reasons for such a decision and suggestions for successful completion must be sent to the participant. The participant has the right to appeal the denial of CEUs.
5. Under extenuating circumstances, Sponsors may grant additional time to complete an independent study, not to exceed one year.

## **F. Fees**

The Sponsor may charge a reasonable fee for administering the Independent Study CEUs.

## **G. Required Documentation**

Sponsors shall collect the information below for Independent Study activities that they review and approve. Sponsors may collect this information in formats (digital or otherwise) that work best for them. Some of the information collected will be provided by requestors, and some of the information will be created and documented by the Sponsor in their work.

- Participant name
- Participant RID Member ID number
- Participant email address
- Start and end dates for the IS

- Date member requested CEUs processing for this activity
- Date activity was approved by Sponsor and after which the participant may pursue the activity
- Content area (e.g., PS, GS, PS-PPO, etc.)
  - NOTE: The content area designation and CEUs to be awarded should be clearly identifiable from the activity proposal. If more information is needed, particularly in the case of a specialty CEUs designation, the Sponsor should ask the host/requestor for additional information. The Sponsor should also keep their own supplementary notes in their own records to explicate their reasoning for the purposes of a future Program Review on the activity.
- Number of CEUs to be awarded upon completion
- Activity title
  - “Activity Title” here refers to the title of the IS itself, and not to other educational activities that may be part of the overall educational plan for the IS.
  - Create an appropriate title for the IS, e.g. “Smith IS to Enhance Mentoring Skills and Knowledge”
- Activity description
  - “Activity Description” here refers to a description of the educational plan for the IS itself as a whole, and not just to educational activities or events that might be part of the IS.
  - The RID member should describe what they plan to do in order to achieve their educational goals.
  - Relevance Statement: the participant should describe why this activity is relevant to their professional development goals as part of their activity description. PS CEUs should only be approved for relevant activities.  
Programming receiving GS CEUs does not require a relevance statement.
- Sponsor-assigned RID activity code (e.g., 5555.0124.01)
- Specific educational objectives that are measurable and observable
- Description of the evaluation process (“How will I show my Sponsor what I learned?” e.g. How was learning measured and tracked?)
- Any supporting materials: What materials or activities were used to determine completion of the IS, and how were they documented? Please retain copies of these materials.
- Supplementary Sponsor notes: What additional, pertinent information or materials were used to substantiate the IS and the awarding of CEUs? Sponsors should keep supplementary notes in their own records to explicate their reasoning for the purposes of a future Program Review on the activity.
- Date the participant’s completion of IS is approved by the Sponsor for the awarding of CEUs to the participant
- Verification of upload of CEUs to RID database.
- Name of Sponsor administrator who approved the activity and vouches for it. NOTE: This information is required in the event of a change in CMP Sponsor administrator.

## **X. UNACCEPTABLE ACTIVITIES**

Some, but not all, of the activities for which CEUs will not be awarded include:

- Board/Committee activities
- Meetings of the association
- Professional service delivery, such as interpreting
- Lunch, dinner, socials, or entertainment not tied to educational programming
- Activities that are a part of one's employment, company education programs or routine employment responsibilities learning proprietary processes not open to individuals outside the company.
- Activities that are part of one's employment, including, but not limited to, yearly trainings to maintain compliance with state and federal laws and regulations; trainings about company-internal proprietary information and equipment, etc.
  - NOTE: Interpreter professional development that takes place in the context of employment is permitted, and the trainings might be internal for employees only, or open to the public.
- Introductory level ASL and English courses and introductory level interpreting courses.

NOTE: The PDC recognizes that aspects of these activities may provide valuable learning opportunities. An Independent Study may be designed to identify the specific learning objectives to be accomplished by virtue of these opportunities (e.g., while it would not be appropriate to earn CEUs for serving on a board, one might design an Independent Study that identifies specific lessons that one might set out to learn as a board member).

## XI. Program Review Procedures for RID Approved Sponsors

The integrity of the CMP/ACET system and the legal defensibility of RID Certification depends upon the high quality administration of our Approved Sponsors. A routine procedure to ensure Sponsors maintain quality operations is to conduct a regular program review (historically known as "Audits"). Each Sponsor will be reviewed annually on a single activity type (AC, PINRA, SIA, or IS). The PDC also reserves the right to review Sponsors' programs at any given time, in part or in whole. Program Review informs the PDC, RID Headquarters, and the RID Board of Directors on the quality of Sponsor operations. Regular reviews give the PDC an opportunity to provide ongoing feedback to Sponsors, identify exemplary service, identify areas where additional training or resources are needed, and ensure the integrity of the CMP and ACET programs. CMP Sponsors are asked to retain copies of all documentation related to activities Sponsored for at least six (6) years, as some RID members have a first cycle that could be up to 5+ years.

Below is the timeline to which the PDC will adhere in order to process program reviews in a timely manner. Additionally, consequences for deadlines missed by Sponsors are described, as are possible reasons for extension requests. If there are any questions, comments, or concerns, please contact the RID CMP Department as soon as possible at [CMP@RID.org](mailto:CMP@RID.org).

### Timeline

Please note - the PDC reserves the right to adjust the dates as needed and will provide notice of any changes to Sponsors. The following dates are approximate.

For all Sponsors:

- **March 15 - Notice of Program Review** - Letters are sent requesting the submission of program review materials. Sponsors will have 90 days to collect, organize and submit their materials to RID headquarters.
- **June 15 - Submission Materials Deadline** - Program Review materials are due to the RID Professional Development Department.
- **September 15 - Program Review Results Released** - Letters are sent outlining the results of the program review. These results will be released 90 days after the submission deadline.

For impacted Sponsors only - those Sponsors who did not meet the minimum standard during program review review, and whose program review results letter requires a Corrective Action Plan (CAP):

- **October 31 - Corrective Action Plans** (CAPs) are due to RID headquarters 45 days after the release of the program review results letter. Affected Sponsors will develop

CAPs to outline plans for improvement to address errors and issues identified during the program review.

- **November 15 - PDC's response to the CAPs** are sent to impacted Sponsors within 45 days from the CAP submission deadline.
- **Post-CAP Submissions** - Upon receipt, results of these submissions will be emailed within 30 days.

For more information about CAPs, please see the paragraph below that begins “**Corrective Action Plans (CAPs)...**”

#### Consequences for Missed Deadlines

Sponsors who do not submit their program review materials or who do not make other arrangements with the RID CMP Department by the program review materials submission deadline will be subject to the following:

- CMP Sponsorship will be immediately suspended as of the submission deadline until program review materials are received. Sponsors will not be able to approve continuing education activities of any kind once they are suspended.
- Sponsors will not be able to renew their CMP Sponsorship for the upcoming year until program review materials are received. Sponsors will be responsible for any late fees for yearly Sponsor dues incurred, once the Sponsor is removed from suspension.
- Once submissions are received, a late program review fee amounting to 50% of the yearly CMP Sponsorship fee will be assessed by RID. If the fee is not paid, the program review results letter will not be released to the Sponsor, and their suspension will not be lifted. If the fee remains unpaid, the Sponsorship may be revoked.
- If Sponsors submit no program review materials by the date that program review results letters are released, they will have their Sponsorship revoked. Those former CMP Sponsors interested in renewing their Sponsorship will have to reapply through the CMP Sponsor Application process, and will have to pay associated fees. Please note, the date that program review results are released marks 180 days from when the call for program review materials was first sent to Sponsors.

#### Extension Requests

Sponsors are given 90 days to prepare and submit their program review materials. This time period should be sufficient for most Sponsors. In very limited circumstances, Sponsors may request a deadline extension. Extenuating circumstances that will be considered include, but are not limited to: death; serious illness; catastrophic event, etc.

The extension request must be made before the program review materials submission deadline. Please note: if extensions are granted, they will not exceed 90 days.

## Program Review Results

There are two possible program review results statuses:

1. **Largely Aligns with the Standards and Criteria:** Program Review materials that are submitted on time and that consistently meet the Standards and Criteria requirements. No additional steps are required.
2. **Requires a CAP and Additional Support:** Program Review materials that are submitted do not consistently meet the Standards and Criteria requirements. Additional steps will be required.

Next steps for “Requires a CAP and Additional Support” status:

- a. The PDC will place the Sponsor’s specific CMP program (SIA, AC, IS, or PINRA) on suspension, and provide particular feedback about concerns that were not satisfactory that were identified during the program review. Ordinarily, other programs will not be affected or put on suspension. The PDC reserves the right to extend suspension to other programs as warranted, and/or might request an additional CAP from Sponsors to address systemic and longitudinal programmatic issues.
- b. The Sponsor will write a Corrective Action Plan (CAP) to describe how they will rectify issues identified during the program review, submit the CAP to the PDC for approval, and then follow subsequent CAP procedures. If the Sponsor does not complete the CAP process, their program will remain on suspension, and could be revoked. Please review the description of CAPs in this section.
- c. Throughout this process, the PDC will provide reasonable assistance to the Sponsor to come into compliance with the RID Standards and Criteria.

**Corrective Action Plans** (CAPs) are developed by Sponsors after they have been notified that their CMP administration has been put on suspension in their program review results letters. The reviewers will have identified areas for improvement from the Sponsor’s program review submission. Sponsors should use their program review results letter to provide a detailed response about how they intend to address the areas for improvement and bring their Sponsorship into compliance with the RID Standards and Criteria. Sponsors will submit their proposed CAP to the PDC for approval. Once a CAP has been approved, the Sponsor will take the actions described in their approved CAP. They will also submit the next two activities they intend to process to the PDC for review to ensure that they are implementing the strategies they identified. The activities materials must be submitted to the PDC prior to approving the activity for RID CEUs. Once the CAP actions have been taken, and the two activities submitted to the PDC have been approved, the PDC will remove the Sponsor from suspension status.

**A note on appeals:** Program Review results are not eligible for appeal; however, Sponsors may request additional clarification on their results, should that be necessary.

**A note on revocation:** Any Sponsor that does not respond to the Call for Program Review Materials, or who does not complete the program review and CAP processes could be revoked, as described in the Consequences for Missed Deadlines portion of this section. Additionally, the PDC reserves the right to revoke Sponsorship status for any Sponsor engaged in egregious and/or unethical behavior. Upon revocation:

- All educational activities for one-time events that have been filed prior to the notification date will be honored.
- All self-paced, open-ended events will be closed to additional participants.
- RID Headquarters will no longer accept activity plans.
- Further use of the Sponsor designation and/or logo will be prohibited.
- No promotional materials going forward may indicate that RID CEUs are approved by this (now-revoked) Sponsor.
- Any fees already paid to RID will be forfeited.
- After revocation, an individual or organization that would like to re-apply to become an RID Approved Sponsor must go through the new Sponsor application process.

## **XII. APPEALS**

### **A. Sponsor Appeals**

Applicants whose Approved Sponsor status has been denied or Sponsors whose status has been withdrawn by the PDC may appeal that decision. Such appeals should be directed to the CMP Manager in the form of requests for reconsideration and must be filed within thirty (30) days of receipt of notice of denial or withdrawal. The CMP Manager will refer the appeal to the PDC. The appellant may provide additional information to assist the PDC in its review.

### **B. Participant Appeals**

Individuals whose CEUs for a Continuing Education program have been denied by a Sponsor or RID Headquarters may appeal that decision. The appeal must be filed within thirty (30) days of receipt of notice of denial of credit. Please fill out the form completely. The form must be filled out online at <https://rid.org/participant-appeal-of-ceus-form/>. An appeal must be based on the following:

- Procedural error on the part of the approved Sponsor
- Procedural error on the part of RID Headquarters
- Sponsors decision was not based upon the policies within the Standards and Criteria
- Sponsor did not follow the policies within the Standards and Criteria

If the Sponsor has been paid, then the monies must be refunded, if the decision of the RID Headquarters is to recognize CEUs for the activity.