

Application Process

An Application can be submitted at any time.

The original of the completed application is sent to the Vice-Chair of the Accreditation Council. The application, including the application form, the profile data sheet and support documents in appendices should be emailed and the Affirmation of Facts form should be mailed in a manner (e.g. US Postal Service - Certified or Federal Express) that requires a signature upon receipt.

Applications will be reviewed by the Vice-Chair of the Accreditation Council to ensure that the application is technically complete. If not complete, the applicant will be notified by email that there is a specific omission(s). An application for accreditation will not proceed until the applicant has submitted all required materials, including the Affirmation of Facts form and the submission of the application fee. An applicant can voluntarily withdraw from the review process at any point. Once all the documentation and fees have been received, the application is sent to the review team by the Vice-Chair of the Accreditation Council.

The accreditation process should take 6 months. The process involves the formation of a review team, a site visit by the team, the preparation of a report by the review team, and a final determination on granting accreditation by the Accreditation Council of Coop and Academic Internship.

The Accreditation Council for Coop and Internship (ACCI) is an association dedicated to encouraging and recognizing excellence in programs of cooperative education and academic internship. ACCI membership is comprised of programs or units that have current accreditation status as granted by ACCI. These members establish standards and procedures regarding ACCI accreditation, respond to suggestions and queries regarding those standards and procedures from recognized cooperative education and academic internship organizations, and serve as the body that grants or withholds accreditation in accordance with the established standards.

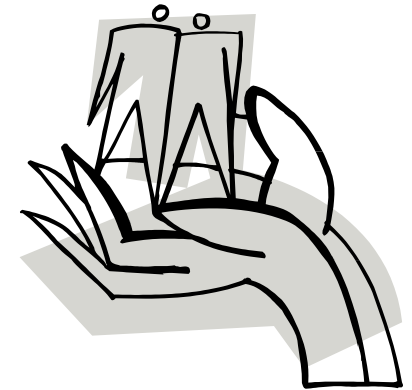
To Request Mentoring contact:
Dr. Cheryl Cates
ACCI Chair
University of Cincinnati

Phone: (513) 556-2801
E-mail: Cheryl.Cates@uc.edu

To **Submit an Application** contact:
Gladys Miller
ACCI Vice Chair, Accreditation
Eastern Kentucky University

Phone: (859) 622-1298
E-mail: Gladys.Miller@eku.edu

The Accreditation Council for Coop and Academic Internship



Encouraging & Recognizing
Excellence in Programs of
Cooperative Education and
Academic Internship.

www.co-opaccreditation.org

What are the Standards to Become Accredited?

There are actually two sets of standards to ensure that each unique form of experiential learning can attain it's highest form of excellence.

Cooperative Education

Standard One: Mission and Goals

The program's mission must clearly define its purpose in the context of its host institution and clearly state whom the program serves and what it seeks to accomplish. The program's goals must describe how its mission will be achieved. Mission and goals should be used to guide the program's practices and policies and to evaluate effectiveness.

Standard Two: Institutional Relationships

The institution must effectively include cooperative education as an integral part of the academic program and must have implemented policies and practices appropriate to the achievement of program mission and goals.

Standard Three: Employer The program must effectively select, prepare, engage, and monitor employers so that students achieve learning outcomes consistent with program goals. In addition, employers must be included in periodic reviews of program effectiveness.

Standard Four: Student Learning Environment

The program must demonstrate that it provides an environment at employer locations that supports the achievement of student learning outcomes. In addition, programs must demonstrate that a student learning and development focused approach guides preparation, reflection, and monitoring activities.

Standard Five: Student Learning Outcomes and Program Effectiveness

The program must demonstrate the effective use of a student learning assessment process for each work term and a cumulative one at the end of the student's participation. In addition, the program must have developed and implemented an assessment process that evaluates its overall effectiveness and its impact on its constituencies.

Academic Internship

Standard One: Mission and Goals The program's mission clearly defines its purpose as consistent with and an integral part of the mission and goals of its host. The program's goals describe how its mission will be achieved. Mission and goals are used to guide the program's practices and policies and to evaluate effectiveness and are recorded, disseminated, implemented and regularly reviewed.

Standard Two: Institutional Relationships

The institution has effectively included academic internships as an integral part of the academic program and has implemented policies and practices appropriate to the achievement of program mission and goals. Strong institutional relationships help to determine program quality, protect the student, protect the faculty or staff member, protect the institution, and protect the employer/site sponsor.

Standard Three: Employers and Community Partners

The program effectively selects, prepares, engages and monitors employers so that students

achieve learning outcomes consistent with program goals. Employers are included in periodic reviews of program effectiveness. Institutions, their employers and community partners embrace diversity, respect differences and eliminate barriers that impede student learning as demonstrated through their ongoing relationships.

Standard Four: Student Learning Environment

The program demonstrates that it provides an environment at employer locations that supports the achievement of student learning outcomes. In addition, programs demonstrate that a student learning and development focused approach guides preparation, reflection, and monitoring activities. Educational programs and services exist in environments that provide students with appropriate levels of challenge and support. Institutions, employers and community partners provide opportunities for learning yet responsibility for learning rests with the student.

Standard Five: Outcomes Assessment and Program Effectiveness

The program demonstrates the effective use of a student learning assessment process for each work term. In addition, the program has developed and implemented an assessment process that evaluates its overall effectiveness and its impact on its constituencies. Changes resulting from assessment and evaluation activities are communicated broadly with stakeholders.