

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 Cooperative Education.



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

To **Request Mentoring** contact:

Col. Warren Riles
ACCE Educational Services Chair
Georgia Southern University

Phone: (912) 478-5197

E-mail: rileswl@georgiasouthern.edu

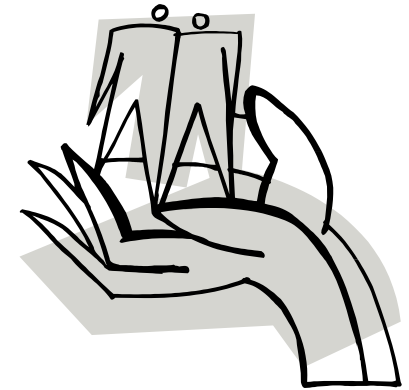
To **Submit an Application** contact:

Dr. Cheryl Cates
ACCE Vice Chair, Accreditation
University of Cincinnati

Phone: (513) 556-2801

E-mail: Cheryl.Cates@uc.edu

The Accreditation Council for Cooperative Education



Encouraging & Recognizing
Excellence in Programs of
Cooperative Education

www.co-opaccreditation.org

Why Become Accredited?

You are in the best position to answer that for yourself but here is what others who has achieved accreditation through ACCE have to say about why it was important to their programs.

“The question that seemed to resonate in the minds of Tech’s administration was not “Why pursue ACCE accreditation?” but rather, “Why NOT pursue it?” In contemporary vernacular, it was a “no-brainer” for Georgia Tech to desire this recognition of its Co-op Program. Being the largest totally optional program in the country, with a rich tradition among the students and alumni, it is considered a privilege to be among the leadership in the co-op community. With that privilege comes responsibility.”

*Thomas M. Akins
Executive Director, Georgia Institute of Technology*

“ACCE standards and accreditation reminds us internally and sends a strong message to our constituents that co-op learning is taken seriously at CWRU [...] We are quite proud to have this standard of excellence associated with our Co-op Program and proudly display this in our written literature and communications with students, faculty, staff, and prospective students and employers.”

*Mary Rose Tichar
Director Cooperative Education Program, Case Western Reserve University*

Accreditation Criteria

The ACCE Standards for Cooperative Education Programs will serve as the basis for the accreditation process. The five standards address:

Standard One: Mission and Goals

The program’s mission must clearly define its purpose in the context of its host institution and identify the distinctive nature and benefits of cooperative education. In addition, the mission must clearly state whom the program serves and what it seeks to accomplish. The program’s goals must describe how its mission will be achieved. The program’s mission and goals must be developed with and recognized by institutional leadership and in consultation with program constituents. 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: Employers

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.

For more information please visit:

www.co-opaccreditation.org