



Accreditation Workshop: working through the new form

*Karen McCargar, Wilfrid Laurier University
Karen Reimer, University of Guelph
Rocco Fondacaro, University of Waterloo*

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Overview: Why the changes?

Simplify

- Plain “language”
- Section descriptions with examples and rationale
- Structural logic – appendix for each criterion

Streamline

- Minimize redundancy
- Focus on essential information
- Common form – accreditation and re-accreditation

Stimulate (applications)

- Less confusion, work, and overview easier to use



Where To Begin

Why Apply for Accreditation?

- Build quality and provide a benchmark
- Undergo a peer review
- Train new staff and orient faculty
- Learn from members and share best practices

Review, Research, Plan

- Accreditation Guide & Application
- Accreditation Standards and Rationale
- Serve on an accreditation review team
- Submit by February 1 or August 1
- Key documents



Application Process

Guidelines

- Must be a CAFCE member and have graduates
- Accreditation period is for 6 years

Submission

- Part A; one submittal page for similarly designed and operated programs
- “Co-op (alternating)” or “Co-op Internship”
- “Mandatory”, “Optional” or “Selective”
- Parts B to G; important to organize and document as requested!
- Meet required criteria (Part G for optional enhancements)
- Submit copy of Part A, electronic narrative (without appendices) and \$100 fee to CAFCE
- 4 complete copies; 3-ring binder to each of the 3 review team members



Application Process (cont.)

Assessment

- Review chair establishes timeline; team members consult by phone/email. Chair contacts you if clarification necessary
- Written recommendation submitted to council for decision at next meeting
- Council chair advises applicant of decision; may appeal in writing with 30 days if not approved

Recognition of Accredited Programs

- Council chair informs senior official in writing and requests institutional representative to council
- Accreditation certificate, listing on CAFCE site, "Accredited by CAFCE" logo



Part B: Structural Criteria

1 - Official publication, usually institutional calendar, to provide evidence of the following (in one appendix)

- Time spent in workplace comprises at least 30% of time spent in academic terms
- Work terms approximately the length of academic terms
- Work terms full time and alternate with study terms; programs begin and end on academic term
- Programs with more than one work term normally expose students to work environment during more than one season
- Co-op internships



Part C: Co-op In The Institutional Context

Structural

2 – History of co-op @ your institution

3 – Centralized/decentralized/org chart

4 – Information management system

5 – Advisory support

Marketing

6 – Marketing & promotional material



Part C: Co-op In The Institutional Context

Internal Mechanisms/Review

7 – Evaluation and review processes

8 – Co-op statistics demonstrating scope



Part D: Institutional Commitment Criteria

9 – Sample document recognizing successful completion of co-op

10 – Evidence of the strategic priority of co-op



Part E: Quality Program Delivery Criteria

11 – Student qualifications

12 – Student preparation

13 – Equitable and fair job competition process

14 – Paid co-op work term approval

15 – Shared student-developed job requirements

16 – Written communication to employers re: position



Part F: Monitoring and Evaluation Criteria

Rationale – ensuring quality of program

Must “Show how...”

17 – Your employers play an integral role

- Communication and/or education employers
- How informed – meetings, emails, tutorials, etc.

18 – Inform employers and students of monitoring

- Key means of “monitoring” – site visits; job performance evaluations
- How and why are they done
- Tools to explain – documentation, manuals, guide books, other?



Part F: Monitoring and Evaluation Criteria

Must “Show how...”

19 – Student program on work term

- plan, schedule, structured protocols, for doing site visits
- each work term evaluated separately (even with same employer)

20 – Work reports, work term assignments

- both students and employers are aware of requirement
- explain rationale (goal is work place learning)
- examples of aides for employers
- guidelines for students



Part F: Monitoring and Evaluation Criteria

Must “Show how...”

21 – On-the-job performance is assessed

- Evaluation tools (forms) for employer use
- Role of coordinator – explain coaching/mentoring/observer practices
- Examples of documentation, guides, manuals

22 – Employers and students review performance

- Explain how is evaluation done
- Explain how review process is verified



Part G: Nice-to-haves and innovations

Rationale – making it all better for all

Not compulsory items for accreditation, but...

- Helpful for reviewers to know the “extras”
- Cite stats that demonstrate superior quality
- Unique/innovative techniques
- Level of commitment
- Showcase leadership
- Toot your own horn
- Ideas for others