COMMISSION on COLLEGIATE INTERPRETER EDUCATION

The current accreditation process of CCIE is outlined below. This document is intended to give programs considering accreditation a clear idea of the process. Programs are encouraged to reach out to CCIE at president@ccie-accreditation.org with any questions or to request an introductory meeting to review the process.

CCIE Accreditation Process

Any interpreter education program wishing to begin the accreditation process must submit a completed Application for Candidacy with all supporting materials (see below), and a one-time, non-refundable Application Fee to the CCIE. The Executive Committee will review the submitted materials to determine if the program is sufficiently prepared to begin the self-study review process. The President contacts the program to let them know that the self-study review process may begin.

It is important to note that Candidacy is not an accreditation status, and may not be advertised as such. Candidacy does not guarantee eventual accreditation.

ORDER OF ACCREDITATION PROCESS

1. Application for Candidacy
2. Self-study Review: Commences upon acceptance of Candidacy
3. Submission of the Self-Study Report (SSR): Within one year of acceptance of Candidacy
4. SSR Review by CCIE: Completed by the Accreditation Team with final approval given by the full commission.
5. Site Visit: If recommended, will be scheduled by the Accreditation Team and the program, typically during the academic year following receipt of SSR
6. CCIE Accreditation Action: Usually within 60 days following receipt of Site Visit Report

APPLICATION FOR CANDIDACY

The completion of the CCIE Application for Candidacy constitutes a declaration of intent on the part of the sponsoring institution for the interpreter education program to begin the process of accreditation with the CCIE. The interpreter education program must offer a degree(s) at the associate or bachelor level, be housed in a nationally accredited

institution, offer a practicum and/or internship, and have graduated at least three classes. The application form includes:

- Name of the applicant program;
- Institutional data, such as degrees offered and institutional accreditation;
- Program data, such as name of the program coordinator and department chair, number of full and part-time faculty, length of program, practicum, individual(s) coordinating the SSR, etc; and
- A Signature page.

THE SELF-STUDY PROCESS

Purpose of the Self-Study Review

Self-study is the heart and soul of the accreditation process. The self-study review refers to a formal process during which an interpreter education program critically examines its structure and substance, judges the program's overall effectiveness relative to its mission, identifies specific strengths and weaknesses, and indicates a plan for necessary modifications and improvements. The process should flow naturally out of the ongoing program evaluation. It should include consideration of external factors influencing educational directions as well as an assessment of the extent to which the program is in compliance with the Commission on Collegiate Interpreter Education Accreditation Standards.

The self-study review is designed to address several questions in relation to the CCIE Accreditation Standards:

- What are the program's mission, goals, and objectives? Are they consistent with the mission, goals, and objectives of the institution? Are they appropriate to the current time, circumstances, and constituencies?

- Is the conceptual model on which the curriculum is based (curriculum design) consistent with the mission?

- Are all of the courses (objectives, teaching-learning strategies, evaluative methods) congruent with the curriculum design?

- Is there solid evidence that the objectives of the program are being achieved?

- Are the human, physical, and fiscal resources needed to achieve the program's objectives available now? Are they likely to be available for the foreseeable future?

Timeline

The self-study process begins approximately one (1) year before the accreditation team reviews the report, providing ample time to evaluate all facets of program operations and to reach conclusions concerning the extent to which the program is in compliance with the CCIE Accreditation Standards. The process should involve the various

constituencies of the program, including administration and faculty, practicum mentors, students, graduates, advisory committee members and employers if possible.

Recommended Internal Process

The program may find it useful to appoint several committees, assigning to each the evaluation of aspects of program operations that relate to one or more of the Standards. One (1) individual, usually the program director, should serve as the coordinator and resource to the self-study committees. Committee reports, each containing a summary of the findings relative to the CCIE Accreditation Standards, including strengths, concerns, and recommendations, should then be used as the basis for the Narrative Section of the Self-Study Report (SSR). Participating programs should anticipate that:

- The self-study process precedes the preparation of the final review report. Although the requirements of the final report should be considered in the plan for the study, the initial focus should be on the evaluative process, not the document.

- The self-study process begins with a well thought-out plan which includes:
  o Objectives;
  o Identification of resources;
  o Individuals to be involved and delegation of responsibilities;
  o Timeline; and
  o Reporting mechanisms.

The plan should address how existing information from ongoing program evaluation will be included and how the self-study process involves the entire faculty of the program. Although it is recognized that a small committee or a single individual is generally assigned responsibility for overseeing the process and the preparation of the report, it is expected that the process include input from all faculty members, administration, students, graduates, and practicum mentors.

In general, the interpreter education program faculty and staff should review the CCIE documents and requirements before applying for accreditation. It should be recognized that many faculty, staff, students and numerous administrative personnel within the institution would become involved with the self-study process. Considerable time, generally not allocated to such activities, will be devoted to organizing and analyzing data and completing the required document. Therefore, initial planning must provide sufficient time for individuals, groups, or committees to complete their assignments.

The accreditation process constitutes a substantial financial investment by the institution. Faculty time, clerical support, data gathering procedures, and the reproduction of the final review report are only a few of the apparent costs. Financial implications and budget should be considered during the planning.

Self-Study Report (SSR)

The Self-Study Report (SSR) is an evidential document, which summarizes the methods and findings of the self-study process. It will follow a particular format, which facilitates the assessment of the program's compliance with the Standards. Programs must address each standard by providing specific detail in narrative form about how the program satisfies each standard. In addition, evidence is required to support the narrative. This evidence is sometimes in the form of specific documentation (job descriptions, faculty vitae, institutional catalogs, policies, and procedures) and sometimes in narrative form (descriptions of program facilities, assessment of the content of program curriculum, faculty professional development plans and institutional support).

The Self-Study Report (SSR) should be comprehensive, examining in sufficient detail all aspects of the program, so that eventual assessment of compliance with the CCIE Accreditation Standards by the Accreditation Team can be accomplished. Programs have the opportunity to demonstrate how they satisfy the standards of the profession by providing in-depth self-study reviews to the peer evaluators. The report contains a synopsis of relevant data, conclusions, and plans generated by the study.

The Self-Study Report (SSR) is evaluative rather than descriptive. It should include comments, suggestions for program change, particularly the resolution of current problems or weaknesses, which are cited in the self-study, and predictions or plans for future change.

Format
Upon approval of the application for candidacy for accreditation, a shared google drive will be provided to the program director. An email address associated with google must be provided. That folder has an individual folder for each of the standards as well as a "Read Me First" folder. **It is very important that all individuals who will be working on the SSR read all of the material in the "Read Me First" folder and review all other folders to become familiar with the SSR format.**

The following guidelines / requirements are provided to ensure an effective and acceptable SSR. It is important that all of these guidelines are followed.

1. Each standard folder contains a Google Doc for the narrative response from the program (e.g., Standard 1 Narrative, Standard 2 Narrative, etc.). **Every standard must have a narrative response which clearly articulates how the program satisfies the standard.** This is __in addition__ to any supporting evidence you will include. The standard narrative document is preformatted for ease of reading and reviewing and formatting needs to be retained.
   a. You can certainly work in your own environment (i.e., Microsoft Word, dropbox, OneDrive, etc.) but your final narrative should be copied and pasted into the forms we provide.

2. All evidence, both required and additional you choose to include, **must be saved into the folder for the standard that the evidence supports**.   Save each document with a clear and logical name. **You must then provide a hyperlink to the evidence in the narrative for the standard.**   You can do this by highlighting the document you want to link to and right-click. Then select "share" and then "copy link." Then in the narrative you would highlight the word(s) you want to become the link and again right-click, choose "insert link" and in the pop up box paste your link. Programs are responsible to ensure all links to external webpages at the institution or internal files are fully operational for raters.

   a. As an example, if in the narrative I want to point to the glossary document which I've already placed in my standard 1 folder, I would say something like: " All of the terms are clearly defined in our program glossary."

3. Most standards include a list of evidence that must be included in the SSR. **If the required evidence is not found in the SSR, clearly linked in the narrative, the standard will be marked as "unmet."**

4. There are some documents/forms that are provided for your use and the templates for each are found in the "Forms to Use" folder. **Each must be used and saved to the corresponding standard folder.**

REVIEW PROCESS

Accreditation Teams

Following the policies established for this process, the CCIE will assign each Accreditation Team. An Accreditation Team consists of three (3) members: at least one (1) of which is a Commissioner and one (1) current or former full-time interpreter education program faculty member. Each member must meet the criteria as CCIE raters and agree to abide by the CCIE policies and procedures. Every effort will be made to have a diverse representation of race, ethnicity, geography, and gender on the Accreditation Teams.

Initial Review Process

Upon receipt of an SSR, the Accreditation Team will conduct a thorough review of the report within the agreed upon timelines. This review results in a written report following the format prescribed by the CCIE. The team will make a final recommendation to the CCIE whether or not to award a site visit.

Initial Review Outcomes

1. **Recommend Onsite Visit**
   Based on the initial review of the SSR, if the program is in substantial compliance with the *CCIE Accreditation Standards* an onsite evaluation will be conducted. Programs will be informed of any concerns that need to be addressed during the onsite visit, and the onsite visit will be scheduled.

2. **Do Not Recommend Onsite Visit**
   Based on the initial review of the SSR, if the program is not in adequate compliance with the *CCIE Accreditation Standards* to warrant an onsite visit, the program will be provided with the evaluation report explaining areas of non-compliance with the *CCIE Accreditation Standards*.

Onsite Review Process

If the onsite visit is recommended, the Accreditation Team Leader will work with the other team members and the program to plan the onsite visit. The Accreditation Team will conduct the onsite review addressing specifics concerns that may not have been addressed in the SSR. A thorough investigation of all facets of the SSR will be reviewed and verified while the Accreditation Team in onsite. Interviews may be conducted with faculty, staff, administration, current students, alumni, and employers. The visit is typically a few days in length and will take considerable time and energy for the faculty members involved.

Accreditation Team Report

Upon completion of the site visit, the Accreditation Team will conduct an exit interview with the applicant institution's representatives and program faculty, and submit a written report to the CCIE commissioners for final action.

CONTACT CCIE

Programs are encouraged to reach out to CCIE at president@ccie-accreditation.org with any questions or to request an introductory meeting to review the process. If you feel you are ready to apply for candidacy, you may do so. You can visit CCIE's accreditation webpage to access the application.