

Revisions approved by the Accrediting Council 8-24-2012

## 1. Mission, Governance and Administration

*The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.*

Indicators:

- (a) The unit has a **written** mission statement and a **written strategic or long-range plan** that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.
- (b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.
- (c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.
- (d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.
- (e) Faculty, staff and students have avenues to express concerns and have them addressed.

Evidence:

A **written** mission statement

A **written** strategic or long-range plan **with date of adoption/revision and any timeline for achieving stated goals**

A faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy

Minutes of faculty meetings, committee meetings and reports

Evaluation of unit administrator by faculty and by administration outside the unit

Files on searches and hiring decisions **for administrators**

Files on concerns and complaints

### For units requesting evaluation of a professional master's program:

Indicators:

- (a) The unit has a **separate written** mission statement and a **written strategic or long-range plan** that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit
- (b) The unit has designated administrative oversight of the professional graduate program as well as policies and procedures that ensure faculty oversight of educational policy and curriculum in the professional graduate program.

Evidence:

A **written** mission statement

A **written** strategic or long-range plan **with date of adoption/revision and any timeline for achieving stated goals**

Documents demonstrating administrative oversight for the professional graduate program

A faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy for the professional master's program.

## 2. Curriculum and Instruction

*The unit provides a curriculum and instruction, **whether on-site or online**, that enable students to acquire the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.*

### **Professional Values and Competencies:**

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply **current** tools and technologies appropriate for the communications professions in which they work, **and to understand the digital world.**

Indicators:

- a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of the unit and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**
- b) The unit provides a balance among theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.**
- c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.**

- d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, **whether on-site or online, should not exceed 20-1.**
- e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not **exceed six semester credits (or nine quarter credit hours).**

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Evidence:

Student records and transcripts

Unit bulletins and brochures

Syllabi and **course materials that demonstrate students are provided with instruction to enable them to acquire digital, technological and multimedia competencies in keeping with professional expectations**

Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching

Class rosters

Records and statistics on and evaluations of internships, with and without academic credit

**For units requesting evaluation of a professional master's program:**

Indicator:

- (f) At least half of the required credit hours are in either professional skills **or that integrate theory and skills** appropriate to professional communication careers.
- (g) **Instruction and curricular requirements for professional graduate students are more advanced and rigorous than for undergraduate students, including courses open to both undergraduate and graduate students.**

Evidence:

Course syllabi and other documents demonstrating that the unit has a professional graduate curriculum that prepares master's degree graduates for significant professional careers that provide leadership and influence

Graduate student records and transcripts

Undergraduate student records and transcripts demonstrating student experience equivalent to liberal arts education

### 3. Diversity and Inclusiveness

*The unit has an inclusive program that **values domestic and global diversity, and serves and reflects society.***

Indicators:

- (a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. **The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**
- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of **domestic concerns about** gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.
- (c) The unit demonstrates effective efforts to recruit women and **domestic** minority faculty and professional staff **and, where feasible, recruits international faculty and professional staff.**
- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.
- (e) The unit has a climate that is free of harassment and **all forms** of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, **as well as the laws of the countries in which non-U.S. institutions are located.**

Evidence:

**A unit-specific written plan, including progress toward goals**

Syllabi and other course materials

**Coursework in international cultures and in international communication**

Records and statistics on faculty and staff hiring and on promotion and tenure decisions

Records and statistics on student recruitment, retention and graduation

Records on part-time and visiting faculty and speakers

## 4. Full-Time and Part-Time Faculty

*The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.*

- (d) The unit regularly evaluates instruction, **whether on-site or online**, using multiple measures that include student opinions.

For units requesting evaluation of a professional master's program:

### Indicator:

- (e) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.
- (f) **Graduate faculty teach the majority of professional graduate courses.**

### Evidence:

Faculty vitae that demonstrate a clearly defined graduate faculty who meet the criteria for graduate instruction at that university.

**Schedules of courses taught**

## 5. Scholarship: Research, Creative and Professional Activity

*With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.*

[No revisions]

## 6. Student Services

*The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.*

Indicators:

- e) The unit **must** gather, maintain and analyze enrollment, retention, graduation rates, job placement and other aggregate information for improving student services and reducing

barriers to student success. **The unit regularly publishes this information on its web site.**

Evidence:

Student records, transcripts and files  
Advising guides, manuals, newsletters and internal communication  
Statistics on enrollment, scholarships, retention and graduation **and Web links where this information is regularly and clearly made available to the public**  
Examples of student media and information about student professional organizations

## 7. Resources, Facilities and Equipment

*The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.*

Indicators:

- b) The resources that the institution provides are fair in relation to those provided other units **and are adequate to achieve the unit's mission.**

Evidence:

A detailed budget  
Tour of buildings and inspection of equipment  
**Details of private annual fund-raising efforts**  
**Details of unit endowments for faculty chairs and professorships, programs, scholarships or other restricted accounts**

## 8. Professional and Public Service

*The unit **and its faculty** advance journalism and mass communication professions, fulfilling obligations to its community, alumni and the greater public.*

Indicators:

- a) The unit **consults and communicates regularly with its alumni and** is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, **whether on-site or online**, current and to promote the exchange of ideas.
- b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.
- c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.
- d) The unit contributes to its communities through **unit-based service projects and events, service learning of its students and civic engagement of its faculty.**

- e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Evidence:

Faculty vitae

Unit records, brochures and publications of public service activities related to its mission and strategic plan

Alumni newsletters, surveys, **advisory boards, social media initiatives, reunions and other activities**

Travel and other support for faculty involvement in academic and professional organizations

Information about courses and services available to professionals and the public

## 9. Assessment of Learning Outcomes

*The unit regularly assesses student learning and **applies** results to improve curriculum and instruction.*

Indicators:

- a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)
- b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
- c) The unit collects and reports data from its assessment activities **and applies** the data to improve curriculum and instruction.
- d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.
- e) The unit includes members of journalism and mass communication professions in its assessment process.

[Indicators c, d and e were reordered.]

Evidence:

A written statement on competencies

A written assessment plan

**Evidence of alumni and professional involvement in assessment, such as: surveys, advisory boards, social media initiatives, portfolio reviews and other activities**

Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching, **ensuring that the assessment findings have been systematically gathered, synthesized and applied**  
**End-of-year unit summary assessment report and analysis**

**For units requesting evaluation of a professional master’s program:**

Evidence:

**A separate written statement on competencies**

**A separate written assessment plan**

Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching, **ensuring that the assessment findings have been systematically gathered, synthesized and applied.**

**Annual graduate program summary assessment reports**

**Evidence could include results and actions from indirect and direct measures that demonstrate a graduating cohort’s mastery of ACEJMC’s professional values and competencies and of analytical and critical thinking abilities appropriate to the professions. Measures could include: exit survey or interviews, comprehensive examination, professionally oriented project or thesis, portfolio.**