

ACEJMC Accrediting Standards

The Council adopted these standards in September 2003, and they went into effect in September 2004. They will be applied in accreditation reviews starting in the 2005 - 2006 academic year.
The previously used 12 standards are archived [here](#).

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[Standard 1.](#) Mission, Governance and Administration

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2. Curriculum and Instruction

The unit provides a curriculum and instruction that enable students to learn 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 tools and technologies appropriate for the communications professions in which they work.

9. Assessment of Learning Outcomes

The unit regularly assesses student learning and uses 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 maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.
- (d) The unit includes members of journalism and mass communication professions in its assessment process.
- (e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

Evidence:

A written statement on competencies

A written assessment plan

Alumni newsletters, surveys, reunions 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

For units requesting evaluation of a professional graduate program:

Outcomes appropriate to a professional graduate program could include: a professional project, thesis or comprehensive exam that demonstrates that graduate students have developed analytical and critical thinking abilities appropriate to the profession.