



# **Journalism and Mass Communications Accreditation**

**Principles, Policies and Process of Accreditation**

**Accrediting Standards**

**Directories**

- Accredited Programs
- Member Organizations
- Accrediting Committee Members
- Accrediting Council Representatives

**2022**  

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**2023**



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ACEJMC publishes *Journalism and Mass Communications Accreditation* in August each year. The Council also maintains a website, accessible at [www.acejmc.org](http://www.acejmc.org) and publishes an online newsletter at: |  
<http://www.acejmc.org/publications/newsletters/>



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*ACEJMC Executive Director*

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## Council and Committee Officers

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### **Accrediting Council**

*President*

**Del Galloway**

Senior Vice President - Communications

Wells Fargo

Atlantic and Pacific Regions



*Vice President*

**Greg Pitts**

Director and Professor

School of Journalism and Strategic Media

Middle Tennessee State University



### **Accrediting Committee**

*Chair*

**Marie Hardin**

Dean

Donald P. Bellisario College of Communications

Pennsylvania State University

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# ACEJMC Mission Statement

The Accrediting Council on Education in Journalism and Mass Communications is dedicated to excellence and high standards in professional education in journalism and mass communications.

The Council endorses professional education that recognizes and incorporates technological advances, changing professional and economic practice, and public interests and demands.

The Council believes that students can best prepare for careers in journalism and mass communications by studying in accredited professional programs at colleges and universities. The Council embraces the value of a broad, multidisciplinary curriculum that nurtures critical thinking, analytic reasoning and problem-solving skills that are the essential foundation for journalism and mass communications education.

The Council is committed to freedom of inquiry, freedom of expression and freedom of the press as indispensable values in a free society. It expects the professional education offered by accredited programs to encourage inquiry, dissent and free expression.

To serve this mission, the Council has established educational requirements and standards and provides a process of voluntary program review by professionals and educators, awarding accredited status to programs that meet its standards. Through this process, the Council assures students, parents, journalism and mass communications professionals and the public that accredited programs meet rigorous standards for professional education.

The Council recognizes and safeguards the individual nature of each accredited program. It encourages educational innovation by programs in their efforts to meet accreditation requirements and standards to prepare students for careers in journalism and mass communications around the world.

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## ACEJMC Vision Statement

Journalism and mass communications are among the most vital forces in the maintenance of society and are fundamental to a democratic government and a free society. These forces transmit and interpret culture and bind society together; they seek to protect the rights of citizens and to inform and enlighten them as they pursue their public and private interests; and they embody the values of free inquiry, dissent and expression.

Journalism and mass communications demand integrity, fairness, understanding and skill from both the professionals who practice journalism and mass communications and from the educators who teach the professionals of tomorrow.

To sustain its mission of fostering high standards for the educational preparation of journalism and mass communications professionals, the Accrediting Council on Education in Journalism and Mass Communications dedicates itself to provide leadership to:

Establish, preserve and advance standards of excellence in journalism and mass communications education.

Monitor and report on trends and developments in the fields served by accredited programs in journalism and mass communications.

Provide a forum for journalism and mass communications educators and professionals to assess the effects of these trends and developments on professional practice and business models to ensure that educational requirements and standards are rigorous and current.

Assist journalism and mass communications programs to understand professional and academic standards and to seek accreditation.

Convey to students, parents, educators, journalism and mass communications professionals and the public the value and benefits of accreditation and its role to ensure accredited programs meet rigorous and current standards of quality in professional education in journalism and mass communications.



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## Purposes and Benefits of Accreditation

Journalism and mass communications are vital forces in democratic societies, and sound intellectual training and competence are essential for those who engage in them.

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) is a voluntary agency that strives to stimulate and encourage sound educational programs in these fields. The Council seeks to define and gain wide acceptance for standards of education for careers in journalism and mass communications.

Accreditation serves students, parents, faculty, employers, universities and the public at large. It is intended to ensure continued improvement in the quality of instruction in journalism and mass communications through re-evaluation, including a thorough and useful self-study, at six-year intervals.

Further, accreditation provides administrators and faculty with the stimulation that comes from exchanging viewpoints with persons outside their own institutions and outside the academy. The accreditation process provides a forum for hearing and acting on complaints by students, faculty and the public.

Finally, it ensures that journalism and mass communications education continues to provide both breadth and depth of exposure to the liberal arts and sciences.

### Accreditation Defined

“Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality. Peers assess the quality of an institution or academic program and assist the faculty and staff in improvement. An accreditation of an academic program or an entire institution typically involves three major activities:

“The faculty, administrators, and staff of the institution or academic program conduct a self-study using the accrediting organization’s set of expectations about quality (standards, criteria) as their guide.

“A team of peers, selected by the accrediting organization, reviews the evidence, visits the campus to interview the faculty and staff, and writes a report of its assessment including recommendation to the commission of the accrediting organization (group of peer faculty and staff, professionals, and public members).

“Guided by a set of expectations about quality and integrity, the commission reviews the evidence and recommendation, makes a judgment, and communicates the decision to the institution and other constituencies if appropriate.

“Accreditation is an integral part of our system of higher education. Our system consists of both public and private institutions with a wide range of types of missions, from national research universities and regional comprehensive institutions to liberal arts colleges and very small faith-related colleges to community colleges and vocational institutions. The genius of this system is that, unlike other countries, we do not have mandatory national curricula for colleges; we do not have a national ministry of education that regulates academic standards; and students are free to choose what type of education they pursue depending on their ability and educational goals. Because it developed from this diverse set of institutions, accreditation is a flexible and adaptive process. Institutions that seek accreditation can do so from a wide range of accrediting organizations — from national bodies that are oriented to a particular type of institution, to regional organizations that encompass a wide range of types of institutions, to specialized organizations that focus on a single discipline or profession.”

— The Council for Higher Education Accreditation

## History and Structure of ACEJMC

The Accrediting Council on Education in Journalism and Mass Communications is the agency formally recognized by the Council for Higher Education Accreditation (CHEA) for accrediting programs for professional education in journalism and mass communications in institutions of higher learning.

ACEJMC's current CHEA-recognized scope is: "Programs in regionally and nationally accredited institutions within the United States and internationally that provide professional education in journalism and mass communications at the baccalaureate and master's degree level (only profession-focused master's level programs)."

The structure for evaluating and accrediting journalism and mass communications programs was established in 1945, when the American Council on Education in Journalism was formed. Its name was changed to the Accrediting Council on Education in Journalism and Mass Communications in 1980. The Council originally was an association of journalism education and newspaper organizations. Its membership now includes national associations representing newspapers, broadcasting, advertising, public relations, professional societies, and education in journalism and mass communications. Its three public members are affiliated with neither industry nor education in journalism and mass communications.

Membership on the Accrediting Council on Education in Journalism and Mass Communications is open to all membership associations of educators or professionals (including foundations related to such associations) that are involved with the professional education of students for careers in journalism, mass communications, telecommunications and other media. Admission to the Council is subject to approval by a majority of the Accrediting Council.

The Council is assisted in its work by the office of an executive director, an Accrediting Committee, an Executive Committee, teams that conduct site visits and an Appeals Board. The executive director maintains records, provides assistance regarding the self-study process, and arranges site visits and meetings for the Council.

The Council elects an Accrediting Committee composed of journalism and mass communications educators and industry representatives to advise it on the accreditation status of journalism and mass communications units. A majority of Accrediting

Committee members are educators. The Committee meets each spring to make its recommendations based on the reports prepared by the visiting teams and responses from the institutions.

The members of a visiting team are persons competent to evaluate the units and curricula offered by a particular institution. The institution to be visited approves visiting team members before invitations are made to the individuals.

The Council consists of representatives of its member associations and three public members. Its rules give industry and educator members equal votes. The Council makes final decisions about the accreditation of visited units, the periodic revision of its standards and procedures, and the publication of information about accreditation of journalism and mass communications programs. The Council usually meets twice each year.

The Council elects a president and a vice president from the representatives who compose it. The Council also selects its executive director.

The president and vice president of the Accrediting Council and the executive director compose the Executive Committee. This committee assists the executive director and the Council president in responding to questions and in providing guidance and recommendations for decisions the president may have to make before the next full Council meeting.

The Appeals Board, appointed each year by the president, hears appeals from schools and departments regarding accreditation decisions made by the Council.

ACEJMC adheres to certain principles designed to recognize, protect and ensure the integrity of the academic institutions that participate in the accrediting process.

**Mission of journalism and mass communications:** The mission of journalism and mass communications professions in a democratic society is to inform, to enlighten and to champion freedoms of speech and press. These professions seek to enable people to fulfill their responsibilities as citizens who mean to govern themselves. They seek to help people protect, pursue and promote their rights and interests in their personal lives and in their work in public and philanthropic service, in commerce and industry and in the professions.

**Mission of education in journalism and mass communications:** Professional programs should prepare students with a body of knowledge and a system of inquiry, scholarship and training for careers in which they are accountable to: the public interest for their knowledge, ethics, competence and service; citizens, clients or consumers for their competencies and the quality of their work; and employers for their performance.

**Institutional uniqueness:** The Accrediting Council does not define specific curricula, courses or methods of instruction. It recognizes that each institution has its unique situation, mission and resources, and this uniqueness is an asset to be safeguarded. The Council judges programs against the objectives that units and institutions set for themselves and against the standards that the Council sets forth for preparing students for professional careers in journalism and mass communications.

**Commitment to diversity and inclusiveness:** To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.

Programs seeking accreditation should develop curricula and instruction that educate faculty and prepare students with the multicultural knowledge, values and skills essential for professional practice.

Programs should document their efforts to ensure the representation of women and people of diverse racial and ethnic

identity in the student body and faculty and to expand these students' opportunities for entry into the communications professions.

### **ACEJMC GLOSSARY OF DIVERSITY AND INCLUSIVENESS TERMS**

**Diversity** – all of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people.

**Inclusion** – feeling as if a person belongs and is a respected and valued member of the organization; proactive behaviors that make each person feel welcome and a part of an organization.

**Equity** – process of ensuring fairness and equal opportunity based on circumstance, especially engagement to ensure that people with marginalized identities have the opportunity to grow, contribute, and develop.

**Domestic minorities** – citizens of the unit's nation who are from a racial or ethnic group whose population is not the majority in the nation or who have less economic or political power than the majority. (Permanent visa or temporary visa holders are not included in this domestic minority count.)

**International faculty/students** – faculty members or students who hold a temporary visa (non-immigrant) or a permanent visa (immigrant status) to work or study in the unit's host country.

**Culturally Proficient Communication** – communication that enables students to effectively, accurately exchange information that also empowers at both verbal and nonverbal levels with diverse groups, that have been traditionally disenfranchised in society, especially along racial, ethnic, gender, sexual orientation and ability differences.

**Curricular balance and the journalism and mass communications degree:** The content and quality of a student's entire degree program are of vital educational importance and are the responsibility of journalism and mass communications units. The Council embraces the value of a liberal arts and sciences curriculum as the essential foundation for professional education in journalism and mass communications. Professional education applies the knowledge and perspectives of arts and sciences disciplines to the understanding of the modern world and to the evolution and workings of diverse communities.

The Council urges journalism and mass communications programs to advise students to acquire appropriately supervised experiences in campus media and professional internships.

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

Individual professions in journalism and mass communication may require certain specialized values and competencies. Irrespective of their particular specialization, all graduates should be aware of the following 10 core values and competencies and be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

**Assessment of student learning:** The Council seeks to promote student learning and encourages experimentation and innovation. The Council evaluates curricula and instruction based on evidence and expects programs seeking accreditation to assess students' attainment of professional values and competencies.

Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level).

Three criteria should guide assessment of student learning:

*Awareness:* familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.

*Understanding:* assimilation and comprehension of information, concepts, theories and ideas.

*Application:* competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

Student learning is evaluated to develop curriculum, improve teaching and enhance student learning; document what students have learned; and provide accountability.

Evaluation of student learning also enables the Council and its representatives to make fairer and more consistent judgments across units and programs.

The Council has available a guide to assessment methods on the ACEJMC website at <http://www.acejmc.org/resources/acejmc-guide-to-assessment/>.

**Transfer Credit:** The Council recommends that accredited schools accept for transfer from junior colleges no more than 12 semester hours (or equivalent) in journalism courses.

**Role of Practitioners:** The Council recognizes that, although the academic community must firmly control academic policies and programs, the accrediting process provides a means by which practitioners have a voice in evaluating the teaching of professional practice. They also can participate in the wider effort of the academic community to formulate educational standards.

**The Burden of Accreditation:** The Council tries to keep the burden of accreditation as light as possible. It recognizes the time and expense involved in preparing the self-study report and in hosting the visiting team. It endeavors to respect the institution under review and to minimize in every way the distractions and expense of the process.



**Eligibility for Accreditation:** ACEJMC accredits units that offer professional programs that prepare students for careers in journalism and mass communications. The Council has jurisdiction only over such professional programs.

The unit bears the responsibility of defining — and justifying as appropriate for review — those components that it considers to be within the authorized scope of the Council's assessment. Some units, for example, might define media studies or telecommunication policy components as non-professional and, therefore, beyond the scope of review; others might define them, because of their structure or effect on the professional components of the unit, to be within the scope of ACEJMC review.

Schools seeking initial accreditation are required to arrange a pre-visit with the ACEJMC executive director within three to five years before an initial accreditation review. Schools pay only the expenses for travel, lodging and meals.

An invitation to accredit must be made for a unit: a permanent, budgeted administrative entity that establishes the professional curriculum, has a full-time, definable faculty, is formally represented in the organizational chart of the institution and receives a separate designation in its catalog.

The unit may be a college, school, or department that offers professional education in journalism and mass communications. Whatever the unit designation, its professional components must have sufficient autonomy to establish curriculum and freedom to act as a faculty. Therefore, the Council normally will not review a unit with less than departmental status. It will not review interdepartment or intercollege majors, except where there is a clearly designated and articulated budget, faculty and administrative structure. Each unit under review will be required to provide a budget and faculty breakout for all professional components and to provide evidence of designated leadership of those professional components.

The executive officer of the institution seeking accreditation must invite a review of a distinctive unit as defined above. Sometimes the invitation may be to review two separate departments that may be located in one or more colleges.

The visit team will focus its examination on all the professional educational activities that are carried on by the unit under review.

It will, however, examine the entire administrative unit in which the effective control of such education is vested by assessing the relationships among the unit's professional and non-professional components. It will, for example, examine ways in which the non-professional components enhance or detract from the professional programs in journalism and mass communications through their effect on the budget, curriculum, hiring of faculty, awarding of tenure and establishment of general policy regarding professional education.

The team will assess the quality of the unit's professional components in terms of their stated objectives and in light of the specific standards of accreditation outlined in this publication.

If a unit that consists of professional and non-professional components is accredited, all Council publications will list only its professional components and will note only those components that fall within the scope of review of ACEJMC.

ACEJMC will not evaluate a unit that does not adhere to the Council's public accountability requirement to provide reliable and current retention and graduation data on its website. See Probation/Suspension p. 38 for more information.

ACEJMC will not evaluate units within institutions that are not recognized by a regional or nationally recognized accrediting agency. This recognition, where such a body exists, is a prerequisite for accreditation of a unit by ACEJMC. ACEJMC will not renew a unit's accreditation or consider initial accreditation while the institution is the subject of an interim action by a regional or national accrediting agency, or by a state regulatory agency, potentially leading to loss of accreditation status or of legal authority to provide postsecondary education; or while the due-process procedures required by such interim action remain incomplete.

### **Accreditation of Programs Outside of the United States:**

ACEJMC's eligibility requirements for accreditation are the same for all programs, including those located outside of the 50 states. ACEJMC will evaluate only those international programs that are recognized by U.S.-based accrediting organizations and/or the appropriate governmental and nongovernmental quality assurance entities in that country or region.

ACEJMC will notify the appropriate governmental and nongovernmental quality assurance agencies of the unit's intent to seek review and will invite their comments. A site visit will not be scheduled until the Notice of Accreditation Review has been submitted to ACEJMC's executive director.

All documents presented in the accreditation review process must be in English.

**Review of Professional Graduate Programs:** The Council evaluates only professional, not academic, master's programs. The Council does not evaluate Ph.D. programs or other graduate and undergraduate programs that are designed as preparation for academic careers or that provide non-professional education. A professional master's degree program in journalism and mass communications is one that prepares students to:

- Meet ACEJMC's basic competencies, with the added competency of contributing to knowledge appropriate to the profession.
- Think intelligently, strategically and critically about the fundamental and complex social and cultural issues of the profession.
- Master the skills and responsibilities of the profession with grounding in professional experience.
- Perform the profession's roles ethically.

Graduate professional programs must distinguish themselves from undergraduate professional programs by offering advanced, rigorous courses. The majority of courses must be taught by graduate faculty.

A professional master's degree program would require that half of its courses are of a professional nature and require a professionally oriented thesis, project or comprehensive examination.

If a unit requests that its professional graduate program(s) be evaluated for accreditation, it integrates material about the graduate program into its self-study report, with information about the graduate program clearly identified in the Indicators and Evidence sections for each standard. The burden of proof is on the unit to explain how its professional graduate program meets appropriate indicators.

Site-visit teams will make a separate overall recommendation for the accreditation status of the graduate program. It is possible that a team could recommend (and the Committee and Council approve) a different status for a unit's undergraduate program and its professional graduate program. Site-visit teams also will write a separate summary for each standard for graduate programs.

**Review of online degrees:** Online degrees from ACEJMC accredited programs will meet the same eligibility requirements, standards of quality and review process as onsite programs.

ACEJMC standards apply to all delivery channels including, but not limited to, traditional face-to-face instruction on the home campus or other locations, distance instruction using any technology, or a blend of distance and face-to-face instruction.

**Conflict of Interest:** This policy applies to the entire accrediting process, from the selection of site-visit teams through the final deliberations of the Council. The executive director of the Council will share this policy with each site team invitee. The chair of the Accrediting Committee and the president of the Accrediting Council will call attention to the policy at the start of each of their respective meetings.

Every precaution must be taken to ensure that all participants in the accrediting process develop and express objective opinions and make decisions free from self-interest and personal bias. It is essential that the accrediting process be as free as possible from even the appearance of conflict of interest.

Accordingly, members of site-visit teams, the Committee and the Council must disqualify themselves from accepting site visit invitations or participating in the discussion of and voting upon accreditation issues in which they have a conflict of interest. The Council's administrative staff members also must guard against conflicts of interest in all accreditation activities.

The primary responsibility for determining potential conflicts of interest rests with each participant in the accrediting process. Participants who question whether they have a conflict of interest should consult with the President of the Council.

Those with conflicts of interest include, but are not limited, to:

- a) graduates of the institution under review;
- b) former employees of that institution;
- c) those who have been consultants to the unit within the past 15 years;
- d) those who have been under consideration for employment as finalists in a search by the unit;
- e) employees of the same education system;
- f) those who have any other relationship with the unit that might cause them to remove themselves from the process.

Committee or Council members whose units are being considered for accreditation or reaccreditation may not vote on those units. Such Committee or Council members must leave the table but may remain in the room. Such members may not participate during the discussion but may respond to questions when requested to do so by other Committee or Council members.

Committee or Council members who have been a part of a site team for the unit under discussion may not vote on that unit. They must leave the table but may remain in the room and can respond to questions from other Committee or Council members. They must not introduce more information into the discussion than is already

available from the formal written materials before the Committee or the Council. The purpose here is to create fair and equitable conditions for those units whose site teams may not be represented on the Committee and Council.

Conflict-of-interest challenges will be resolved by the Chair of the Committee and the President of the Council at their respective regular meetings.

This policy refers to the concept of conflict of interest in the context of accreditation decisions. The prohibitions and limitations are not intended to exclude participation and decision-making in other areas, such as policy development and standard setting.

**Appeals Process:** The president of ACEJMC appoints a three-person board each October to hear accreditation appeals. This Appeals Board is composed of two journalism/mass communications educators and one journalism/mass communications practitioner. None can be a member of the Council, the Accrediting Committee, or the site team that visited the institution initiating the appeal. No one who has a conflict of interest shall serve on the Board.

When the Council decides to award provisional accreditation or to deny accreditation altogether, the president of the Council, in a letter, informs the president of the institution and the administrator of the journalism/mass communications unit and gives the reasons for the Council's action. The appeal procedure open to the institution is explained in this letter.

If the president of the institution desires to appeal the decision, it must be done in writing within thirty (30) days of notification of the accrediting decision by the ACEJMC president. Appeals of accreditation decisions must be based on one or both of the following grounds: 1) evidence that the Council failed to adhere to applicable adopted procedures; 2) evidence that, based upon the record before the Council, the decision was arbitrary and capricious or not supported by substantial evidence. Appeals must be made in writing and must be based on concrete evidence that was in the record before the Council at the time of the original decision.

The ACEJMC president shall, within thirty (30) days after receiving a statement of appeal, send each member of the Appeals Board a copy of the statement. The chair of the Appeals Board immediately shall notify the members of the visit team, sending to each member a copy of the statement of appeal. The visit team members shall, within fifteen (15) days, respond to the appeal statement in writing addressed to the chair of the Appeals Board,

who shall send copies of the visit team's responses to each member of the Board.

The Appeals Board will meet in open session at some time preceding the next regularly scheduled meeting of the Council. The chief administrative officers of the institution making the appeal and the site team chair shall be notified of the time, date and place of the meeting. They may attend the meeting, present oral and written arguments and receive questions from the Appeals Board. The institution has the right to representation by counsel in any appeal proceedings.

Ordinarily, the Appeals Board will base its recommended decision upon relevant written documents, but at its discretion it may consider the points raised in the oral and written presentations. The chair writes a summary of the Appeals Board's recommendation to ACEJMC. The Appeals Board's recommendation and the chair's written summary should be given to Council members no later than the night before the ACEJMC meeting. The chair of the Appeals Board presents the recommendation to ACEJMC members.

ACEJMC then considers the recommendation by the Appeals Board and exercises its responsibility for making the final accreditation decision. The ACEJMC president will notify the chief administrator of the institution and the administrator of the journalism and mass communications unit in a letter of the decision on the appeal and the reasons for the decision.

All expenses of the appeal, including travel, shall be paid by the institution initiating the appeal. Eighty percent of the estimated costs of the appeal hearing must be sent to the ACEJMC office two weeks before the date of the scheduled Appeals Board meeting.

While an appeal is pending and before a decision on the appeal is made by ACEJMC, there shall be no change in the accredited status for the institution making the appeal.

**Complaints Process:** Students, faculty, staff, administrators and other persons may report incidents in which they can present evidence an accredited unit or ACEJMC has violated accreditation standards, policies or procedures. The Council requires administrators of accredited units to inform their units of this policy.

The Council does not adjudicate, arbitrate or mediate individual faculty or student grievances against a program, nor does it act as a court of appeals in individual matters of admissions, appointment, promotion or dismissal of faculty, staff or students.

Complaints must be made in writing and should be addressed to the president of ACEJMC. Complaints must be accompanied by documentation showing a specific, substantive violation of one or more standards, policies or procedures.

After receipt of a complaint against an accredited unit, the president will convene the Executive Committee to determine the validity of the complaint. If further action is warranted, the president will invite a response to the complaint from the institution, including other relevant information as the nature of the complaint indicates. The Executive Committee may then: 1) dismiss the complaint or 2) find the unit in violation of one or more standards. The Executive Committee could then find the violation to a degree that requires a change in the unit's accreditation status.

After receipt of a complaint against ACEJMC, the president will convene the Executive Committee to determine the validity of the complaint. If further action is warranted, the president will direct the executive director to gather relevant information and provide a response to the complaint. The Executive Committee may then: 1) dismiss the complaint; 2) determine that an individual representing or employed by ACEJMC may have violated a standard, policy or procedure, and counsel the individual; or 3) take further action as circumstances warrant, up to and including termination.

In the case of a complaint against a member of the Executive Committee, the president will direct the complaint to the Appeals Board.

The president of the Council will notify the complainant and unit or individual of the decision in writing. Decisions of the Executive Committee or Appeals Board may be appealed to the Council for consideration at the Council's next regularly scheduled meeting.

The Council requires all units seeking accreditation to maintain records of student complaints and their resolution. As part of the site visit, a visit team member examines the unit's record of student complaints. The Council expects this record to show timely, equitable and fair resolution of student complaints that are pertinent to the unit's compliance with accreditation standards.

ACEJMC maintains records of all complaints it receives and their resolution.

**Open Meetings:** All meetings of the Accrediting Council and its committees are open to the public. This includes meetings of the Accrediting Committee and the Appeals Board. Votes on accrediting decisions are taken in open session. The Council may go into closed

session when the discussion centers on individuals; however, no official action may be taken in closed session, and all other discussions that do not focus on individuals will be open. (For information on open records, see p. 27, “Records.”)

**Review of Standards and Procedures:** The Council uses several systematic methods to ensure that its accreditation standards are valid and reliable indicators of the quality of education or training provided by accredited programs and are relevant to the education or training needs of affected students. The Council also reviews the validity, reliability and relevancy of the processes used to apply the standards.

If any of these methods reveals potential problems, the Council may appoint a committee to examine any standard and determine whether it remains a valid, reliable and relevant indicator of educational quality. This examination may lead to a recommendation for revision of the standard. Potential problems of validity, reliability or relevancy of the Council’s processes may be resolved similarly, or may be resolved administratively.

The Council measures the validity of its accreditation standards and processes by which they are applied by determining whether they actually assess: 1) the quality of a journalism/mass communications program; and 2) the efforts of a program to improve its quality. The Council measures the relevancy of the standards and processes by determining whether they are related to current educational and training needs of students of journalism and mass communications. The Council measures the reliability of the standards and processes by determining whether they provide a consistent basis for assessing the educational quality of different programs.

The Council uses the following methods to ensure the validity and relevancy of its standards and processes:

*Congruency with external agencies’ recognition criteria:* The Council’s staff examines the standards and processes annually to determine whether they remain congruent with the recognition criteria set by the Council for Higher Education Accreditation.

*Validation by affected parties:* After each annual accreditation review cycle, the Council’s staff sends a questionnaire to each site team chair and the administrator of each program that has been reviewed. This questionnaire specifically asks these individuals to assess the validity, reliability and relevancy of the Council’s standards and processes.

*Broad contributions to revision:* The Council ensures and documents that the broadest possible communities of interest contribute to developments or revisions of the standards and processes.



*Review of noncompliance findings:* The Council's staff reports annually to the Council the number of noncompliance findings reported for each standard.

*Regular review of standards:* Every 10 years, the Council appoints a Standards Review Committee. This committee undertakes a full review of the accrediting standards, using the records of the above-mentioned processes and any other appropriate sources. This committee may recommend revision of the standards.

The Council uses the following methods to ensure the reliability of its standards and processes:

*Preparation of site team members:* The Council conducts training sessions designed to increase site team members' knowledge of the accrediting process. Attendance at these sessions is not required of experienced team members but is strongly encouraged for potential new team members. Each site team member receives a manual that explains the activities and responsibilities of a site team.

*Evaluation of site visits.* After each site visit, the unit administrator and the chair of the site team are each asked to provide an evaluation of the site visit and the work of the team members. The evaluations are sent to the executive director. The purposes of this review are to evaluate the process and the procedures used in making site visits, to guide the executive director and others in the selection of team members for subsequent visits and to develop general information about the work of site teams for training sessions for prospective team members.

*Experience of site team chairs:* Individuals are assigned to the position of site team chair only after they have served as members of several site teams and have demonstrated leadership and an understanding of the accreditation process.

*Records of previous decisions:* The Council's staff maintains records that show, for each accreditation decision, findings of noncompliance with standards, accreditation recommendations by site teams and the Accrediting Committee, accreditation decisions by the Accrediting Council and explanatory comment. These records may be used to ensure that current decisions are congruent with previous decisions.

**Public Notice of Accrediting Actions:** The Council publishes the names of units to be reviewed for initial accreditation or reaccreditation well in advance of the reviews. This notice is accompanied by an explicit invitation for comment by third parties, limited to written comment speaking directly to a unit's compliance with the Council's published accreditation standards.

Within 30 days of accreditation decisions, the Council notifies other appropriate accrediting agencies, appropriate state regulatory agencies and the public of: final decisions to award accreditation, reaccreditation, or provisional accreditation; final decisions to deny, withdraw, suspend, or terminate any unit's accreditation, or take other adverse action; and final decisions by units to voluntarily withdraw from accreditation or allow their accreditation to lapse.

Within 60 days of a final decision to deny, withdraw, suspend, or terminate any unit's accreditation, or take other adverse action, the Council makes available to other appropriate accrediting agencies, appropriate state regulatory agencies, and the public on request, a brief statement of the reasons for the decision, accompanied by any comments the affected unit may wish to make regarding the decision.

The Council submits to the Council for Higher Education Accreditation copies of its annually updated directory of accredited programs; any proposed changes in its policies, procedures, or accreditation standards that might alter its scope of recognition or compliance with CHEA requirements; any annual report it may prepare; and any annual data summary or other information that CHEA may request.

**Benefits of Accreditation:** Among the benefits of accreditation, two are especially important. One is the substantial value of the self-study and peer review that the process requires. The other is the assurance of quality and standards that accreditation gives to parents and prospective students, prospective employers and the general public. This second benefit is supported by the Council's commitment to full public disclosure of its actions.

Shortly after its meetings, ACEJMC releases a report of the Council's actions regarding the accreditation status of institutions that it reviews. The public announcement of its actions is made after ACEJMC notifies the institutions and provides them an explanation of the decisions.

Schools that receive provisional status will carry that designation in all of the Council's published information. These schools are required by the Council, when they use the term "accreditation," to list themselves as having provisional status. Schools seeking accreditation for the first time may be granted provisional status; however, they will not be listed in any Council material until they obtain full accreditation.

**Information to the Public:** ACEJMC encourages its accredited institutions to publicize accredited designation in school literature and on school web pages. Institutions should ensure such publicity about accreditation accurately reflects ACEJMC actions. Such publicity should include the specific academic or instructional programs covered by accreditation status and the name, address and telephone number of ACEJMC. The institution should ensure that making public a portion of the team report does not present a misleading picture of the content of the overall evaluation.

The Council president or executive director will notify the president of an institution when ACEJMC becomes aware that the school's use of the term "accreditation" is not in accord with ACEJMC action or is otherwise misleading. Accredited units are to use ACEJMC accreditation to promote only the degrees or specialty reviewed by ACEJMC. Unaccredited units cannot use any association with ACEJMC in promoting their programs.

In the event of such an occurrence, ACEJMC will ask the institution to correct the situation. If the institution is unwilling to do so, the Council will issue a public statement to clarify the accreditation status of a unit or specialty and will take further action as necessary.

**Records:** The Council keeps complete and accurate records of accreditation reviews of each program, including: site team reports; responses by units to team reports; reports of any interim, periodic, or special reviews; and the program's most recent self-study report. The Council also keeps complete records of: all accreditation decisions; minutes of Council and Committee meetings; correspondence and supporting documents relating to appeals and complaints; general correspondence; and other documents related to its accrediting activities.

Beginning with the 2012-13 review cycle, site team reports are available on ACEJMC's website under the Accreditation Status of Programs listing at [www.acejmc.org/accreditation-reviews/accredited-programs/](http://www.acejmc.org/accreditation-reviews/accredited-programs/). This includes the site team reports when units received provisional reaccreditation.

Site team reports before the 2012-13 review period are available by contacting the ACEJMC office. (See p. 84 for contact information). Reports are not available before the 1989-90 academic year, when ACEJMC's open-meetings policy became effective.

**Invitation from the Institution:** For both initial accreditation and renewal of accreditation, the process starts when the chief executive officer of the university seeking accreditation sends a letter of invitation to the ACEJMC executive director. Units located outside of the 50 states also must submit a Notice of Accreditation Review form at this time. After the initial site visit, visits are made at six-year intervals upon subsequent invitations.

The Council works on a multi-year cycle for scheduling visits. A new school must inform the executive director at least three years before it expects a visit in order to be placed on the schedule. In fact, almost all schools or departments seeking initial accreditation schedule the visit three to five years in advance to allow time for a pre-visit.

An institution that has invited ACEJMC to examine its program and render an accreditation judgment may withdraw its invitation at any time before the final decision by the Accrediting Council on the accreditation status of the unit. ACEJMC may withdraw the accreditation of a unit if, after due notice, the institution does not permit a re-evaluation. When the time for renewal nears, the executive director of ACEJMC reminds the institution.

**Postponement of Accrediting Visits:** The Council will not routinely postpone accrediting visits except under extraordinary circumstances. For example, it will not grant one-year postponements for purposes of convenience, scheduling, new buildings, internal review, or for a change of administrators.

The executive director has the authority to grant postponements for one year. The full Council considers requests for a second year's postponement. If the executive director denies a postponement request, the school has fifteen (15) days after receipt of notification of the denial to appeal the decision to the Council's Executive Committee. If a postponement is approved, an asterisk will be placed beside the school's listing in the back of this publication and on ACEJMC's website indicating that the school has delayed its accreditation visit.

The deadline for requesting a postponement is July 1 two years *before* the scheduled visit. The deadline for requesting a postponement for a unit on the 2023-24 visit schedule was July 1, 2022. The deadline for requesting a postponement for a unit on the 2024-25 visit schedule is July 1, 2023. It is required schools seeking a postponement meet the deadlines and criteria.

**The Self-Study:** The heart of the accrediting process is the self-study, a systematic examination by the unit of the environment in which it operates, its mission, range of activities, accomplishments and plans for the future. The twin objectives of the accrediting process — quality assessment and quality enhancement — depend on a thorough self-study. A majority of a unit’s faculty and administrators should accept the findings of the study.

The self-study should concentrate on the extent to which a unit achieves its goals. Thus, the quantitative judgments about equipment, faculty, budgets and the like should be evaluated to show how they help the unit fulfill its purpose. The team reports will contain the unit’s mission statement to help the Accrediting Committee and the Council determine how well the unit is accomplishing goals.

The periodic self-study is a mechanism for change. It permits a unit to address the need to change its mission or its programs and activities. A self-study preceding an accrediting visit might very well clarify a need to shift emphasis. By the time of the site visit, the shift might not be completed, so that the unit might not be able to accomplish its newly identified purpose. However, the unit should be able to demonstrate that it has made sufficient plans and has won the institution’s endorsement to accomplish that new purpose in the future. If evidence also exists that the unit has accomplished its purposes in the past, the site-visit team shall take such a change of emphasis arising from the self-study process as a positive sign.

**The Self-Study in Relation to Accrediting Standards:** Another major focus of the self-study conducted as a part of the accreditation process is the extent to which the unit complies with accreditation standards. In the planning and design phase, a unit may identify additional purposes for the self-study. In any case, most accreditation standards fall naturally within the scope of a comprehensive self-study.

The self-study is not done for ACEJMC alone. An effective self-study depends upon internal motivation, and several factors contribute to internal motivation. The unit participates voluntarily in the accrediting process as a means of quality assessment and quality enhancement. Participation includes the evaluation of the unit’s program and activities against ACEJMC standards. Thus, the evaluation of the unit against those standards becomes a unit purpose.

**Organizing the Self-Study:** The self-study shall be conducted during the academic year before the team’s visit. The self-study in advance of a site visit generally is conducted every six years.

The design of the self-study will be unique to the unit, depending on its size, the range of its responsibilities and the specific purposes of the self-study beyond an assessment of the extent to which the unit complies with the accrediting standards. However, the following elements are common to self-studies:

A self-study has two general objectives. First is the assessment of the extent to which the unit is accomplishing its goals, including its compliance with accrediting standards, and its capacity to do so in the future. Second is the development of a plan of action. Two questions to measure the success of the self-study process are: “Did it make things happen? Were they for the better?”

The size and complexity of the unit will affect the structure of the self-study. It is often useful to designate a coordinator to lead the work. The coordinator may work through a steering committee, which will be particularly active in the planning and design phase and in the development of the final report and recommendations. This committee may delegate to others both inside and outside the unit the responsibility for collecting data and evaluating parts of the program.

The unit reviews existing planning documents, previous accrediting reports and the current standards. It develops a list of key questions to be addressed in the self-study.

At this stage, the unit may set a tentative timetable, draft a preliminary outline for the report, identify the methods that it will use to evaluate its program and activities, develop a list of data needed for the study, decide how the recommendations and action items will be developed and assign someone to write the report.

The study usually includes an examination of the environment in which the unit functions (within the institution as well as outside), an assessment of the number and quality of students served, the values of the faculty and the institution, the competitive advantages that the unit enjoys and the strengths and weaknesses of the unit.

These assessments may be followed by an examination and revision of the mission of the unit and the identification of goals, programs and activities to accomplish the mission. A next step would be the assessment of the extent to which the unit is able to accomplish its goals. Finally, the unit develops plans to enhance the chances of its success and identifies a mechanism to evaluate those plans.

Having developed a mission statement, a unit might go on to examine its goals and decide whether they are clear and appropriate to the mission. Next, a unit will consider whether the programs and activities it has undertaken to accomplish those goals are consistent

with the goals, whether they are working, what problems exist, possible solutions and the adequacy of resources to meet the goals. Last, a unit will probably wish to explore the extent of its compliance with accreditation standards and how to bring itself into fuller compliance.

The Council views a good self-study as being essential for a successful site visit. The visiting team is asked to assess the quality of the self-study, and the team report includes that summary opinion.

**Preparing the Self-Study Report:** The executive director sends each unit that has requested a review by ACEJMC digital templates to use in the preparation of the text and tables in the self-study report. These template files provide a coherent structure for gathering and presenting the quantitative and qualitative information that establishes the foundation of an effective self-study document. They are sent in September of the academic year before the visit occurs.

The self-study report contains two parts: Part One, a set of responses to questions about the unit; and Part Two, more detailed information about compliance with the accrediting standards and supporting documentation.

Part One is essentially an introduction to the report. It covers such basics as size of enrollment in each academic specialty, the unit's mission, membership of the faculty, and accreditation history. The information in Part One is included in the site team's report to the Committee and Council.

Part Two of the report has two parts: supplementary information about the unit's mission and scope; and a series of sections in which the unit documents its compliance with the accrediting standards. The supplementary information section summarizes the unit's history and traditions, its purposes and activities and its goals and plans for the future. The sections on each standard contain text and tables providing detailed information related to the standard.

The best self-studies are well written and concise and focus on key issues. They present a candid and balanced view of the unit's strengths and weaknesses and provide a systematic analysis of the unit's compliance with the accrediting standards. Assembly of information for the self-study is not intended to burden a unit unduly. Whenever possible, the unit should present information and data in forms readily available.

**Submission and Review of the Self-Study Report:** The unit submits its self-study report in a digital format to the ACEJMC office for preliminary review. The self-study due date is established when the

visit date is scheduled. The executive director will review the report to determine whether it provides a satisfactory foundation for the site visit. Occasionally, that examination will identify large inadequacies. The executive director has the authority to postpone or cancel an accrediting visit if the self-study is not of sufficient quality for the team to evaluate a unit. In other cases, the executive director may ask that additional information be supplied for the site-visit team. The executive director also may cancel an accrediting visit if the unit misses its self-study deadline. After determining that the self-study report provides a satisfactory foundation, the executive director will notify the unit to send copies to the chair and members of the visiting team.

It is the responsibility of the unit to inform the Council of significant changes that occur between submission of the self-study and the visit or between the visit and the Committee and Council meetings.

**Waiver requests:** If a unit seeks a waiver from the expectations of a specific indicator, it must provide reasons and evidence for the waiver in its self-study. When the unit submits its self-study for review, it must specifically request the waiver and identify the standard(s) and page(s) where it makes its case. When the unit submits its self-study to each team member, it must repeat this request. The site team has responsibility to grant or deny the request and must justify its decision in its site report.

**The Self-Study Report and the Site-Visit Team:** The principal responsibility of the visit team is quality assessment. The team must prepare its own report regarding the extent to which, in its judgment, the unit meets the standards of good practice expressed in the general principles and the accrediting standards of ACEJMC. The team must recommend to the Accrediting Committee and to the Accrediting Council the approval, denial, continuation, or change in the accreditation status of a unit.

From its examination of the self-study report before the visit, the team will develop questions about the unit to explore during the visit. The report is the basis of the team's initial understanding of the unit, its mission, the range of its programs and activities, its evaluation of itself and its plans for the future. Thus, a report that merely describes the unit is not a satisfactory base on which to build a useful site visit.

A self-study report developed from careful analysis of the unit's programs and activities will eliminate tension that sometimes develops between the team and personnel of a unit concerning what a team might "find" during the visit. A well done self-study should



eliminate surprises. It also indicates the unit enjoys good management, establishes priorities accurately and uses resources effectively.

Visiting teams are especially vigilant to determine whether deficiencies recorded in the previous visit report have been corrected. Teams also determine whether schools meet any major claims they have made of outstanding performance in areas other than the nine standards normally examined by a team.

Beyond its primary functions of quality assessment and the development of a recommendation about the accreditation status of the unit, a site-visit team may be useful to the unit in other ways. The self-study may have identified questions that the unit might wish to ask the experts on the team to address during the visit. In that way, the team members could function in areas beyond the measurement of the unit's compliance with the standards. A request for such assistance should be discussed with the executive director and the chair of the team in advance of the site visit.

Some units couple a program review for accreditation with an internal program review. ACEJMC teams have found that it is best to ask the accrediting team to visit the campus first and to make its report. Based on that report, the administration of the institution can identify additional review steps.

**Selection of the Site-Visit Team:** Site-visit teams are chosen by the executive director in consultation with the officers. The institution seeking accreditation has the right to review the composition and curricula vitae of the visit team. It has the right to ask that team members who may have a conflict of interest be replaced and to expect a majority of members will be from peer institutions and from industry groups and organizations with interests in programs that the institution offers. Persons invited to serve as members of site teams are expected to disqualify themselves if they are aware of any situation or circumstance that might be a conflict of interest (or be construed as a conflict of interest) and, thus, call into question the independence of their judgments and decisions. See pages 20-21 for complete information on the Council's conflict-of-interest policy.

ACEJMC maintains a pool of potential team members, including female and racial/ethnic minority practitioners and educators.

The Council strongly encourages that every effort be made to include on each site-visit team at least one industry representative or educator who is a member of an ethnic/racial minority group and at least one female practitioner or educator. The site-visit team

also should include at least one person who is not a member of the Accrediting Committee or the Accrediting Council.

**Responsibility of the Institution for the Site Visit:** During the visit, the team will try to learn firsthand all that it can about the unit, its specialties and its place within the institution. Visiting teams examine every aspect of the unit and institution that might affect the quality of the program. Team members assess quality through interviews with faculty, administrators, students and representatives of other schools; class visits; examination of student records, alumni records and communications, equipment and buildings; and analysis of budgets.

Visits are staggered over a period starting in early fall and ending late February. Precise visit dates are determined by the ACEJMC executive director and the unit administrators. The administrator of the unit being visited is responsible for arranging hotel accommodations for the visit team.

Visits normally start on Sunday night and run through Wednesday morning, but both the days and length of the visit can vary depending on the complexity of a unit's program and other circumstances. The unit administrator is asked to prepare a detailed schedule for the accrediting visit. He or she should consult with the team chair on planning the schedule. An example of a schedule is provided by the executive director.

The unit's administrator has dinner with the team on the first night. It is inappropriate for sequence heads and other faculty members to attend the first night's dinner. It is permissible for the school's associate dean or director to attend. The administrator can clarify points in the self-study, answer questions about the visit and schedule, and provide updated or supplementary information. The team chair may wish to arrange for a tour of the building the first night.

On the first full day of the visit, the school has a breakfast for the site team with faculty and a lunch with some of its advisory board members, alumni and other university faculty. Although this is not absolutely necessary, it does provide an opportunity to become acquainted. With these exceptions, during the visit, team members may not accept invitations to social affairs, such as receptions, cocktail parties or meals.

During the visit, team members attend classes and interview faculty members. The team conducts two 45-minute group interviews with students, on separate days of the visit. Each interview should

be with 20 or more students, if possible. If the unit offers more than one sequence, the unit administrator should arrange for meetings on the second day of the visit with students in the sequences. The team also meets with the dean or provost to whom the unit administrator reports.

In the morning on the last day of the visit, the site team meets with the chief executive officer of the institution to present the site team report.

The team needs a workroom in the department or school equipped with computers, internet and printer, as well as access to a copier. ACEJMC provides the site team report template in a digital format.

The school is expected to confirm the proper operation of the report templates, well before the team's arrival, on computers the team will use.

Many administrators find it useful to distribute a memo about the visit to faculty and students before the team visit. They also should inform them of the team's recommendation after the team leaves. Often, administrators give faculty a copy of the team report.

**Site Visit Report and Response from the Institution:** On the last day of the visit, the team must provide its written report. The report is an important document, the culmination of the visit, and a draft must be completed before the team leaves the campus. The team is required to leave copies of the report, including the team's recommendations regarding the accreditation status of the unit, with the head of the journalism/mass communications unit and with the chief executive officer of the institution (or the highest administrator of the institution on the campus at the time of the visit). Each administrator receives a copy of the report and an invitation to respond with questions, suggestions, objections and corrections of facts.

Although the on-campus reporting process may vary because of schedules of campus officers, the team usually discusses its draft first with the journalism/mass communications unit administrator, then with the chief executive officer of the institution. If possible, unit administrators should give the chief executive officer a copy of the report before the meeting between the CEO and the team.

At those meetings, the team chair should explain that the recommendation to accredit rests, first, with the Accrediting Committee, and the final decision with the Accrediting Council.

The team chair shall request errors of factual information or interpretation (if any) be corrected in a report to be sent immediately to the chair, with an informational copy sent to the executive director.

Institution officials may file challenges of fact and judgment with the team chair during the three weeks following the visit. Upon receipt of this additional report from the unit and/or the institution, the team chair shall confer with other members of the team and make such alterations in the team's report as they collectively deem appropriate.

After about three weeks, the team's chair forwards its formal recommendation and report to the executive director with copies to appropriate institution officials. The decision to publicly release the team report rests with the school or department administrator before the report is sent to the executive director. When the team chair sends the team report to the executive director, the report is shared with ACEJMC Committee members and the Accrediting Council. The Council makes final accrediting decisions.

The cover sheet of the team report includes a statement that it is a draft and may contain errors; that the school or institution may respond and offer corrections; and that the Council makes final accrediting decisions.

**Time Limits in Site Visit Process:** The physical site visit establishes the frame of reference for the entire accrediting process. The accreditation decision is based on what is in place in the unit at the time of the site visit. The reaccreditation process is based on the activities, programs and materials the unit provided to students, faculty, alumni, parents and other interested parties since the previous site visit.

The site team makes its recommendation based on its observations, the self-study, and the catalog and other materials that the unit provides, and in comparison to the ACEJMC standards in place at the time of the visit. In a reaccrediting visit, the site team will pay particular attention to the report of the previous site-visit team in terms of strengths and weaknesses of the unit and note any significant changes.

**Accreditation Decisions:** The Accrediting Committee meets once a year, usually in March, to review site team reports. Site team chairs present an executive summary of the site visit. Committee members often seek additional information from team chairs about the visit and clarification of information in the report. The Committee then forwards its recommendations to the Accrediting Council, which meets in the spring to consider accreditation decisions. The Committee chair presents the Committee's recommendations to the Council. In the event of an overturn at the Committee level, the site team chair is available during the Council meeting to answer any questions. The means of availability are

determined by the unit and the chair. The unit pays any additional costs involved.

Committee and Council meetings are open, and unit administrators or representatives may attend to observe and to respond to questions from Committee or Council members.

The Council makes final decisions of accreditation status for the units under review. The president of the Council writes a letter to the institution's chief executive officer with a copy to the unit administrator informing them of the Council's decision.

The letter contains a statement of any deficiencies noted and, when the decision is for provisional accreditation or denial, provides notice of the right to appeal.

**Accreditation Status:** Accreditation is for a six-year period. Council decisions fall into three categories – accreditation, provisional accreditation, and denial. A unit may receive provisional accreditation when the Council has found deficiencies that can be corrected in a relatively short time. The term of provisional accreditation is two years. Schools retain the option to schedule a revisit in one year. Team chairs, each accompanied by another individual agreed upon by the Executive Director and the school, perform a brief revisit near the end of the provisional period. They assess the school's success in addressing deficiencies and write a report, with an accreditation recommendation, that is considered by the Committee and Council. Provisional accreditation cannot be extended beyond established terms.

When the accreditation is provisional, the Council president includes in the letter to the chief administrator of the institution details of the deficiencies and the process for Council reconsideration. Teams and schools should not think of provisional accreditation as being punitive; it is often the initiative needed to get faculty and administrators to correct serious weaknesses.

Programs seeking first-time accreditation that do not receive accreditation from the Council are not granted provisional accreditation. They remain unaccredited while completing the provisional process as stated above. Accreditation, if then granted, is in effect for the remainder of the initial six-year period. (For example, if a program completes the provisional process and is accredited after the usual two-year period, its initial accreditation is in place for four years.)

If a college or university containing a unit accredited by ACEJMC is placed on probation status or has its accreditation revoked by a

recognized regional or national agency, ACEJMC will review the unit's accreditation status within 90 days to determine whether cause exists for withdrawal or other alteration of its status.

If accreditation is denied, the school must wait at least two years to request an accreditation review and site visit. This process is treated as an initial review.

**Probation and Suspension:** In the interest of public accountability and disclosure, ACEJMC requires accredited units to provide retention and graduation data on their websites. Data must be updated annual by Aug. 15 and the ACEJMC office is to be notified of the update.

Units that do not meet this requirement will be placed on probation until the data are provided or until Aug. 15 of the following year, at which time the unit will be suspended.

Data links, along with other details about the accredited unit and the most recent site team report, are found on ACEJMC's website at [www.acejmc.org/accreditation-reviews/accredited-programs/](http://www.acejmc.org/accreditation-reviews/accredited-programs/). The unit's retention and graduate data are found under the Student Data Information tab of each school.

A unit on probation will be listed on the website as such and in ACEJMC's quarterly newsletter. The program must pay its annual dues while on probation.

A suspended program will be listed as such on ACEJMC's website and in its quarterly newsletters. A suspended program will not pay dues. A suspended program will remain on the accreditation review cycle schedule, but a site visit will not be scheduled until the public accountability requirement is met.

A suspended program will be reinstated immediately when the data are published and dues are paid.

**Revisit Procedure:** In the case of provisional status, the unit has the option of a one-year or two-year provisional period. A request for a revisit must be sent in writing from the unit administrator to the ACEJMC office by July 1 preceding the academic year in which the visit will occur. The executive director will coordinate with the unit and team chair to schedule the revisit between November and early February. The unit will receive a report template and copy of the original site visit report. The report should be submitted electronically to the ACEJMC office and the revisit team no later than six weeks before the revisit date.

**Costs:** Units seeking accreditation for the first time pay a \$1,000 application fee, due at the time ACEJMC is invited to evaluate the unit and the site visit date has been set. Should the invitation to ACEJMC be withdrawn before the site visit, this fee will not be returned. Accredited units pay \$2,000 in annual dues, payable in October each year.

In addition, units seeking initial accreditation or reaccreditation reimburse the Council for the expenses incurred by the team for transportation, meals and other related costs, and expenses by the team chair for presentation of the team's report to the Accrediting Committee. The Council adds \$500 to the cost of the site visit as an administrative fee for the review process.

After the visit has been completed and the expense form and receipts have been received, the executive director will send an invoice to the unit to reimburse ACEJMC for team expenses. ACEJMC must receive this payment for the site visit costs before the Council meeting at which the institution's accreditation is considered.

After the team chair's report to the Accrediting Committee, the executive director will bill the unit for the chair's expenses to attend the meeting. **Payment is due before the Council meeting.** If the Accrediting Committee overturns the site team's recommendation, the team chair must be available during the Council meeting when the accreditation decisions are made. The unit will cover expenses associated with the site team chair at the Council meeting.

When the two-person team revisits a school on provisional accreditation or reaccreditation, the school will pay the expenses for the revisit and expenses for the chair of the revisit team to attend the Accrediting Committee meeting to present the revisit report.

Costs for accreditation site visits vary, depending on factors such as the location of the unit and the size of the site team. The number of site team members is based on the size of the school — its enrollment, number of faculty and number of areas/sequences under review. A site team may have anywhere from three members to seven or more.

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# Principal Dates in the Accreditation Cycle

## Units seeking initial accreditation

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### 3-5 YEARS IN ADVANCE:

- Inform ACEJMC executive director of intent to seek accreditation.
  - Arrange required preliminary site visit through ACEJMC executive director.
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### 2022-24 Accreditation timeline:

The accreditation review cycle covers a two-year academic period beginning in September when self-study templates are distributed. The second year includes submission of the self-study, the site team visit, review by the Accrediting Committee and final deliberations at the spring Council meeting.

#### SEPTEMBER 2022:

- Invoices for 2022-23 membership dues (\$2,000) sent to accredited schools.
- Schools seeking initial accreditation: Application fee (\$1,000), CEO's invitation due.
- Guidelines for the self-study report and template files emailed to schools beginning the 2022-23 self-study year.

#### OCTOBER 2022:

- Deadline for annual school dues and member organization dues.

#### NOVEMBER 2022:

- Deadline for CEO invitation, credit hour information and 2023-24 visit date preferences.

#### DECEMBER 2022:

- Visit dates set for 2023-24 academic year; notice also given of self-study due dates.

#### MARCH 2023:

- Accrediting Committee meets.

#### APRIL 2023:

- Responses to Committee recommendations received from schools.

#### APRIL/MAY 2023:

- Accrediting Council meets, makes accreditation decisions. Notification letters sent.

#### SUMMER 2023:

- Teams selected for 2023-24 site visits.

#### AUGUST/SEPTEMBER 2023:

- First due date for self-study reports. (Self-study due dates are established when visit dates are scheduled. Refer to visit notification letter for self-study due date.)

#### OCTOBER-FEBRUARY 2023-24:

- Site visits made, team reports delivered to schools and ACEJMC; responses to team reports received from schools.

#### MARCH 2024:

- Accrediting Committee meets.

#### APRIL 2024:

- Responses to Committee recommendations received from schools.

#### APRIL/MAY 2024:

- Accrediting Council meets, makes accreditation decisions. Notification letters sent.



## Preamble

### Institutional uniqueness

The Accrediting Council does not define specific curricula, courses or methods of instruction. It recognizes that each institution has its unique situation, cultural, social or religious context, mission and resources, and this uniqueness is an asset to be safeguarded. The Council judges programs against the objectives that units and institutions set for themselves and against the standards that the Council sets forth for preparing students for professional careers in journalism and mass communications in the United States and in other nations. ACEJMC will apply its standards and indicators in compliance with applicable laws and regulations and, where appropriate, with religious or cultural prescriptions and practices.

**ACEJMC standards apply to all delivery channels including, but not limited to, traditional face-to-face instruction on the home campus or other locations, distance instruction using any technology, or a blend of distance and face-to-face instruction.**

### Format for each standard

Each begins with a statement of the basic principle of the standard.

### Indicators

Units should demonstrate that they meet the expectations defined for each of the indicators. However, the site team may recommend a waiver of the expectations for any indicator if the unit provides a compelling reason for the waiver. In such cases, the team must provide justification in the site report for its decision as part of its discussion of the standard. Units that request evaluation of professional master's program(s) are expected to demonstrate how those programs meet all appropriate indicators.

Visit teams will not specify compliance/non-compliance for each individual indicator but will state judgments of compliance/non-compliance for each standard as is currently done.

### Evidence

Each standard concludes with a list of various forms of documentation and evidence that the unit should include in its self-study report to demonstrate that it meets the expectations defined for indicators. The site team will supplement this evidence by inspection of the facilities and equipment, by observation of the activities of the unit, by meetings and interviews with university administrators and faculty from other units and with unit faculty, staff and students, and by calls to professionals who hire the unit's students as interns and full-time employees.

The list of evidence for each standard is a guide to possible forms of evidence.

# 1. Mission, Governance and Administration

The policies and practices of the unit ensure that it has a well-led, effective, and fairly administered working and learning environment.

Before discussion of indicators, the site team will offer an opening framing narrative on the university and unit's history, place in the university today and other salient facts. This is designed to give the Committee and Council an overall sense of the unit and what is to come throughout the report.

## Indicators:

- (a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

- (b) 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.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

- (c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).
  - (d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its website.
- On indicators (e), (f) and (g) the site team should make sure that the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.
- (e) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.
  - (f) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.
  - (g) Faculty, staff and students have avenues to express concerns and have them addressed.

**Evidence:**

- A written mission statement, posted to the unit’s website
- A written strategic long-range plan, posted to the unit’s website, 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
- Assessment of unit administrator by faculty and by administration outside the unit
- Files on searches and hiring decisions for administrators
- Files on concerns and complaints
- Current data published on unit website and at: <https://lookup.acejmc.org>

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

**Indicators:**

- (h) The unit has a separate written mission statement and a written strategic 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.

- (i) 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 for the professional graduate program, posted to the unit's website

A written strategic long-range plan with date of adoption/revision and any timeline for achieving stated goals, posted to the unit's website

Documents demonstrating administrative oversight for the professional master's 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

Current enrollment and graduation data published on unit website

## 2. Curriculum and Instruction

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

### Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that graduates of accredited programs be aware of certain core values and competencies and be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

**Units requesting evaluation of a professional master's program must also demonstrate how their master's graduates attain this additional core competency:**

- contribute to knowledge appropriate to the communications professions in which they work.

### Indicators:

- (a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.
- (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 values and competencies listed by the Council.
- (c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of contemporary digital and technological media competencies.
- (d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.
- (e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.
- (f) 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. Units 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).

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to nine semester credits (or their equivalent) at professional media outlets 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 or course materials that demonstrate students are provided with instruction to enable them to acquire digital, technological and multimedia competencies in keeping with professional expectations

Syllabi or course materials that demonstrate students are provided with instruction that contributes to a liberal arts and social sciences perspective

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

Class enrollment for skills courses

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

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

(g) At least half of the required credit hours are in either professional skills courses or integrate theory and skills appropriate to professional communication careers.

(h) 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 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. Assessment of Learning Outcomes

The unit regularly assesses student learning using direct and indirect measures that engage communication professionals and annually “closes the loop” to make tangible improvements to curriculum and instruction.

#### Indicators:

- (a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world. The unit posts its assessment plan in a prominent, easy-to-find place on its website.
- b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies of the Council. (See Standard 2: Curriculum and Instruction)
- (c) The unit assessment plan uses multiple direct and indirect measures to assess student learning.
- (d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.
- (e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of “closing the loop,” generally and specifically. Multiple examples of “closing the loop” are evident.

#### Evidence:

- A written assessment plan that has been implemented and posted to the unit’s website
- A written statement or matrix describing how the competencies map to course learning
- Records from multiple years, showing information collected from direct and indirect measures, when different measures are assessed if not done annually, and the application of this information and other information gathered during the assessment process to improve curriculum and instruction
- A clear articulation of what constitutes a direct and indirect measure
- Annual assessment reports, analysis and curriculum/program changes resulting from assessment report findings



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

**Evidence:**

A separate written assessment plan, posted to its website

A separate written statement/matrix on competencies

Records of information collected from multiple direct and indirect measures 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

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

Annual graduate program assessments

## 4. Diversity and Inclusiveness

The unit demonstrates it has a diverse and inclusive program that embodies domestic and global diversity and that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, ability and sexual orientation.

### Indicators:

- (a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

- (b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.
- (c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.
- (d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.
- (e) The unit demonstrates that it has an inclusive climate, 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 written diversity plan, posted to the unit’s website, which includes key performance indicators (KPIs)

The unit provides evidence of progress on achieving KPIs. Where there has not been progress, the unit describes adjustments and new techniques it is using to achieve it

A description of how the plan ties directly to the professional values and competencies related to diversity

Course syllabi reflect learning outcomes related to diversity, equity and inclusion, both domestically and internationally

A grid in the self-study report that outlines where cultural communications proficiency is taught in the curriculum

Assessment reports that outline culture communication proficiency

For U.S. units, create three tables to describe demographics of faculty with categories used by their institutions for collecting and reporting data, to reflect the six years under review. (Citizenship is not necessary to present.)

Data on enrollment, retention and graduation rates of under-represented groups within the population; data on faculty/staff hiring; data on promotion and tenure decisions

For units within institutions with missions to serve specific genders, races, religions or ethnicities, an explanation of how they retain and graduate under-represented groups and enable their students to be prepared to work on diverse teams not represented at their university

Faculty vitae

Reports showing impact of faculty professional development aimed at enhancing ability to teach courses that develop culturally proficient communicators able to work on and advocate for diverse teams

Evidence of climate studies or other indicators of the unit’s level of inclusion

**See Glossary of Diversity and Inclusiveness Terms, Page 14**

## 5. Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission. It supports faculty as they contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that benefits the disciplines and society.

### Indicators:

- (a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.
- (b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.
- (c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.
- (d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.
- (e) The faculty has respect on campus for its university citizenship, the quality of education and the scholarly contributions the unit provides.

### Evidence:

Faculty and staff manuals or relevant policy procedural documents  
Vitae for full-time and part-time faculty  
Faculty guides or manuals on tenure and promotion  
Records of sabbatical and other leaves, travel funds and grant support  
Records on faculty promotion, tenure and other forms of recognition  
Faculty vitae and unit reports on research and creative and professional activities

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

**Indicators :**

- (f) Faculty members teaching in the graduate program meet the criteria for graduate instruction at that university.
- (g) Graduate faculty oversee the curricula and course quality for professional master's courses.

**Evidence:**

Faculty vitae that demonstrate a clearly defined graduate faculty who meet the criteria for graduate instruction at that university  
Schedules of master's courses taught

## 6. Student Services

The unit supports students with services that promote learning and ensure timely completion of their program of study.

### Indicators:

- (a) The unit and institution ensure that students are aware of graduation requirements.
- (b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.
- (c) The unit keeps students informed about its policies, activities and requirements.
- (d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop students' professional and intellectual abilities and interests.
- (e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

### Evidence:

Advising guides, manuals, newsletters and internal communications, and faculty office hours

Statistics on enrollment, scholarships, retention and graduation

Annually updated website containing retention and graduation data that is clearly made available to the public

Examples of student media, information about student professional organizations, and guest speakers and other extracurricular activities associated with the unit's mission

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

- (f) The unit has appropriate admissions and retention policies for the professional master's program

### Evidence:

Documents and records demonstrating that the graduate program has appropriate admissions and retention policies

Statistics on graduate enrollment, scholarships, retention and graduation and a website link where the unit regularly publishes this data

## 7. Resources, Facilities and Equipment

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

### Indicators:

- (a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.
- (b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.
- (c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.
- (d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.

### Evidence:

A detailed budget

Tour of buildings and review of equipment

Details of private annual fund-raising efforts

Details of unit endowments for faculty chairs and professorships, programs, scholarships and other restricted accounts

Evaluation of adequacy of resources and an assessment of their fairness in relationship to similar units on campus

## 8. Professional and Public Service

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

### Indicators:

- (a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching 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 issues of public consequence and concern.
- (c) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.
- (d) The unit supports scholastic journalism.

### Evidence:

Faculty vitae

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

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

Information about courses and services available to professionals and the public

Activities such as workshops, visiting lectures and critiques of student work in support of scholastic journalism



ACEJMC currently accredits 119 programs in journalism and mass communications at colleges and universities in the United States, Puerto Rico and outside the country. The following listings provide information about each of these programs, including their current accreditation status based on their most recent review. Reports from these reviews, beginning with the 2012-13 accreditation review cycle, are available on ACEJMC's website at [www.acejmc.org/accreditation-reviews/accredited-programs/](http://www.acejmc.org/accreditation-reviews/accredited-programs/).

**Accredited and Reaccredited Status:** The listing of a unit as accredited or reaccredited indicates the unit received full accreditation/reaccreditation by ACEJMC on its most recent review. That judgment is made after a self-study prepared by the faculty and administration of the unit and an independent evaluation of the unit by educators and practitioners.

**Provisional:** The listing of a unit as provisional indicates deficiencies were identified within the unit during the most recent review. The unit has two years to correct the problems, after which the unit is reviewed again and is either accredited or denied accreditation.

### The listing:

Listings are organized as follows: name of the institution, name of the accredited unit, unit address and the unit administrator's name. In some cases, not all programs within the unit were reviewed; in these instances, the areas reviewed are shown in brackets. The listing continues with the accredited degrees in place during the unit's most recent review, unit's contact information, the most recent date of accreditation review and accreditation status.

Some units offer degrees in addition to those listed here. ACEJMC does not accredit programs leading to the doctor of philosophy degree, which is considered a research (and not a professional) degree.

Accreditation evaluations normally are made by ACEJMC at six-year intervals. Because of the COVID-19 pandemic, the Accrediting Council in May 2020 implemented a one-year postponement for all accreditation reviews extending through the six-year cycle.

A single asterisk (\*) beside a school's listing indicates the school was granted a one-year delay of its accreditation visit. A double asterisk (\*\*) indicates the program will no longer be accredited after the spring Accrediting Council meeting.

ACEJMC does not rate or rank its accredited programs. ACEJMC does not review or accredit a minor degree.

**ALABAMA**

**Auburn University**, School of Communication and Journalism, 232 Tichenor Hall, Auburn University, AL 36849-5206; Debra Worthington, director. [Journalism; Public Relations] B.A. Journalism; B.A. Public Relations. (Reaccredited 2018)

**Tel.:** (334)844-2727 **Email:** worthdl@auburn.edu

**Website:** <http://www.cla.auburn.edu/cmjn>

**Jacksonville State University**, Department of Communication, 700 Pelham Road North, Jacksonville, AL 36265-1602; Chris McCollough, head. B.A. Communication (Provisional 2020)

**Tel.:** (256)782-5331 **Email:** cmccollough@jsu.edu

**Website:** <http://www.jsu.edu/communication/>

**The University of Alabama**, College of Communication and Information Sciences, Box 870172, Tuscaloosa, AL 35487-0172; Brian Butler, dean. [Advertising; Public Relations] B.A. Communication; [News Media] B.A. Communication & Information Sciences; M.A. Journalism; M.A. Advertising & Public Relations. (Reaccredited 2016)

**Tel.:** (205)348-4786 **Email:** bsbutler@ua.edu

**Website:** <https://cis.ua.edu/>

**University of North Alabama**, Department of Communication, One Harrison Plaza, PO Box 5007, Florence, AL 35632; Patricia Sanders, chair. B.A. or B.S. in Mass Communication with concentrations in Journalism and Digital Media Production; Public Relations. (Provisional 2022)

**Tel.:** (256)765-4260 **Email:** pfsanders@una.edu

**Website:** <https://www.una.edu/communication/>

**ARIZONA**

**Arizona State University**, Walter Cronkite School of Journalism and Mass Communication, 555 N. Central Ave., Suite 302, Phoenix, AZ 85004; Battinto Batts Jr., dean. B.A. Journalism and Mass Communication; B.A. Sports Journalism; M.M.C. Mass Communication; M.A. Sports Journalism. (Reaccredited 2017)

**Tel.:** (602)496-5555 **Email:** battinto.batts@asu.edu

(undergraduate) cronkiteinfo@asu.edu; (graduate) cronkiteinfo@asu.edu

**Website:** <http://cronkite.asu.edu>

**New degree offered by the accredited unit since its 2017 review:**

Master of Arts in Investigative Journalism

**University of Arizona**, School of Journalism, PO Box 210158B, Tucson, AZ 85721-0158; Jessica Retis, director. B.A. Journalism, Specializations in Global Journalism, Digital Journalism, Broadcast Journalism, and Bilingual Journalism. (Reaccredited 2018)

**Tel.:** (520) 621-7556 **Email:** jessicaretis@arizona.edu

**Website:** <http://journalism.arizona.edu/>

**ARKANSAS**

**Arkansas State University**, School of Media and Journalism, PO Box 1930,  
State University, AR 72467-0540; Brad Rawlins, director.

B.S. Multimedia Journalism (Reaccredited 2022)

**Tel.:** (870)972-3070 **Email:** brawlins@astate.edu

**Website:** <http://www.astate.edu/college/liberal-arts/departments/media/>

**University of Arkansas, Fayetteville**, School of Journalism and Strategic  
Media, 205 Kimpel Hall, Fayetteville, AR 72701-1201; Larry Foley, chair.  
B.A. Journalism. (Reaccredited 2016)

**Tel.:** (479)575-3601 **Email:** lfoley@uark.edu

**Website:** <http://journalism.uark.edu>

**CALIFORNIA**

**California Polytechnic State University**, Journalism Department, Building 26,  
Room 228, 1 Grand Avenue, San Luis Obispo, CA 93405-0329;

Brady Teufel, chair. B.S. Journalism (Accredited 2020)

**Tel.:** (805)756-2508 **Email:** bteufel@calpoly.edu

**Website:** <https://journalism.calpoly.edu>

**California State University, Chico**, Department of Journalism and Public  
Relations, 207 Tehama Hall, Chico, CA 95929-0600; Janell Bauer, chair.

B.A. Journalism. (Reaccredited 2016)

**Tel.:** (530)898-4779 **Email:** jcbauer@csuchico.edu

**Website:** <http://www.csuchico.edu/jour>

**California State University, Dominguez Hills**, Journalism Program in the  
Department of Communications, 1000 E. Victoria St., LIB 5324, Carson,  
CA 90747; Nancy Cheever, program coordinator.

B.A. Journalism (Accredited 2022)

**Tel.:** 310-243-3313 **Email:** ncheever@csudh.edu

**Website:** <https://www.csudh.edu/communications/degrees/journalism/>

**California State University, Fullerton**, Department of Communications,  
2600 Nutwood Ave., Suite 400, Fullerton, CA 92831; Jason Shepard, chair.

B.A. Communications. (Reaccredited 2022)

**Tel.:** (657)278-3517 **Email:** jshepard@fullerton.edu

**Website:** <http://communications.fullerton.edu/comm>

**California State University, Long Beach**, Department of Journalism  
& Public Relations, 1250 Bellflower Blvd., LA4-106,  
Long Beach, CA 90840; Jennifer Fleming, chair.

B.A. Journalism; B.A. Public Relations. (Reaccredited 2020)

**Tel.:** (562)985-4981 **Email:** Jennifer.Fleming@csulb.edu

**Website:** <https://cla.csulb.edu/departments/journalism/>

## Accreditation Status

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**California State University, Northridge**, Department of Journalism,  
18111 Nordhoff St., Mail Code: 8311, Northridge, CA 91330-8311;  
Stephanie Bluestein, chair. B.A. Journalism. (Reaccredited 2016)

**Tel.:** (818)677-3135 **Email:** stephanie.bluestein@csun.edu

**Website:** <http://www.csun.edu/journalism>

**New degree/emphases offered by the accredited unit since its 2016 review:**

B.A. Journalism with formal options in Broadcast and Public Relations

**San Diego State University**, School of Journalism and Media Studies, 5500  
Campanile Drive, San Diego, CA 92182-4561; Temple Northup, director.  
B.A. Journalism; B.A. Advertising; B.A. Public Relations; B.A. Media  
Studies. (Reaccredited 2022)

**Tel.:** (619)594-5450 **Email:** tnorthup@sdsu.edu

**Website:** <http://jms.sdsu.edu/>

**San Francisco State University**, Department of Journalism,  
1600 Holloway Ave., San Francisco, CA 94132-1722; Jesse Garnier, chair.  
B.A. Journalism. (Reaccredited 2020)

**Tel.:** (415)338-1689 **Email:** jgarnier@sfsu.edu

**Website:** <http://www.journalism.sfsu.edu>

**San Jose State University**, School of Journalism and Mass Communications,  
One Washington Square, San Jose, CA 95192-0055; Phylis West-Johnson,  
director. [Journalism] B.S. Journalism. (Provisional 2022)

**Tel.:** (408)924-3240 **Email:** phylis.west@sjsu.edu

**Website:** <http://www.jmc.sjsu.edu>

**University of Southern California**, Annenberg School for Communication  
and Journalism, 3502 Watt Way, ASC 303, Los Angeles, CA 90089-0281;  
Gordon Stables, director. B.A. Journalism; B.A. Public Relations; M.A.  
Public Relations and Advertising. (Reaccredited 2017)

**Tel.:** (213)740-3914 **Email:** stables@usc.edu

**Website:** <http://annenberg.usc.edu>

### **COLORADO**

**Colorado State University**, Department of Journalism & Media  
Communication, C-244 Clark Bldg., Fort Collins, CO 80523-1785;  
Marilee Long, chair. B.A. Journalism & Media Communication.  
(Reaccredited 2017)

**Tel.:** (970)491-6310 **Email:** marilee.long@colostate.edu

**Website:** <http://journalism.colostate.edu>

**University of Colorado Boulder**, Department of Journalism, 1511 University  
Ave., 478 UCB, Boulder, CO 80309-0478; Pat Ferrucci, interim chair.  
B.A. Journalism; M.A. Journalism. (Reaccredited 2017)

**Tel.:** (303)735-0231 **Email:** patrick.ferrucci@colorado.edu

**Website:** <http://www.colorado.edu/cmci/academics/journalism>

**New degree offered by the accredited unit since its 2017 review:**

M.A. in Journalism Entrepreneurship

**CONNECTICUT**

**University of Connecticut**, Department of Journalism, 365 Fairfield Way, U-1129, Storrs, CT 06269-1129; Marie K. Shanahan, department head. B.A. Journalism. (Reaccredited 2022)

**Tel.:** (860)486-4221 **Email:** marie.shanahan@uconn.edu

**Website:** <http://www.journalism.uconn.edu>

**DISTRICT OF COLUMBIA**

**American University**, School of Communication, McKinley Bldg., 4400 Massachusetts Ave. NW, Washington, DC 20016; Sam Fulwood, dean. B.A. in Communication (Journalism); B.A. in Communication (Public Relations & Strategic Communication); M.A. in Communication (Journalism & Public Affairs); M.A. Strategic Communication. (Reaccredited 2022)

**Tel.:** (202)885-2058 **Email:** sfulwood@american.edu

**Website:** <http://www.soc.american.edu>

**Howard University**, Cathy Hughes School of Communications, 300 Bryant St. NW, Washington, DC 20009; Gracie Lawson-Borders, dean.

B.A. Media, Journalism & Film; B.A. Strategic, Legal & Management Communication. (Reaccredited 2016)

**Tel.:** (202)806-7694 **Email:** gracie.lawsonborders@howard.edu

**Website:** <http://communications.howard.edu/>

**FLORIDA**

**Florida A&M University**, Division of Journalism, Suite 4029, SJGC Bldg., 510 Orr Drive, Tallahassee, FL 32307; William Jiles, director. B.S. Journalism. (Reaccredited 2018)

**Tel.:** (850)599-3379 **Email:** William.Jiles@fam.u.edu

**Website:** <http://sjgc.famu.edu>

**Florida International University**, School of Communication + Journalism, 3000 NE 151 St., North Miami, FL 33181; Brian Schriener, dean, College of Communication, Architecture + The Arts. B.S. Public Relations, Advertising and Applied Communication (onsite and online); B.S. in Digital Communication and Media; MS in Mass Communications: Global Strategic Communications (onsite and online), Spanish-language Journalism. (Reaccredited 2022)

**Tel.:** (305)919-5625 or (305)919-5674 **Email:** scj@fiu.edu

**Website:** <http://scj.fiu.edu>

**University of Florida**, College of Journalism and Communications, PO Box 118400, Gainesville, FL 32611-8400; Hub Brown, dean. B.S. Journalism; B.S. Advertising; B.S. Public Relations; B.S. Media Production, Management, and Technology. (Reaccredited 2018)

**Tel.:** (352)392-0466 **Email:** hub.brown@ufl.edu

**Website:** <http://www.jou.ufl.edu/>

## Accreditation Status

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**University of North Florida**, School of Communication, Building 14D, Room 2035, 1 UNF Drive, Jacksonville, FL 32224-2645; John Parmelee, director. B.S. Communication. (Accredited 2017)

**Tel.:** (904)620-3867 **Email:** [jparme@unf.edu](mailto:jparme@unf.edu)

**Website:** <https://www.unf.edu/coas/communication/>

**University of South Florida St. Petersburg**, Department of Journalism & Digital Communication, 140 7th Ave. South, PRW 204, St. Petersburg, FL 33701; Casey Frechette, chair. B.A. Digital Communication & Multimedia Journalism; M.A. Digital Journalism & Design. (Reaccredited 2016)

**Accredited Blended Face-to-Face and Online Degree:**

M.A. Digital Journalism & Design

**Tel.:** (727)873-4850 **Email:** [frechette@usf.edu](mailto:frechette@usf.edu)

**Website:** <https://www.usf.edu/journalism>

### GEORGIA

**Savannah State University**, Department of Journalism and Mass Communications, PO Box 20634, Savannah, GA 31404; Juliana Maria Trammel, chair. B.A. Mass Communications. (Reaccredited 2019)

**Tel.:** (912)358-3372 **Email:** [trammelj@savannahstate.edu](mailto:trammelj@savannahstate.edu)

**Website:** <https://www.savannahstate.edu/class/departments/mass-communications/index.shtml>

**University of Georgia**, Henry W. Grady College of Journalism and Mass Communication, Athens, GA 30602-3018; Charles Davis, dean. [Advertising; Entertainment and Media Studies; Journalism; Public Relations] A.B. (Reaccredited 2018)

**Tel.:** (706)542-1704 **Email:** [cndavis@uga.edu](mailto:cndavis@uga.edu)

**Website:** <http://www.grady.uga.edu>

**University of West Georgia**, School of Communication, Film, and Media, 1601 Maple St., Carrollton, GA 30118; Bradford Yates, dean. B.S. Mass Communications. (Accredited 2020)

**Tel.:** (678)839-4938 **Email:** [byates@westga.edu](mailto:byates@westga.edu)

**Website:** <https://www.westga.edu/academics/scfm/>

### IDAHO

**University of Idaho**, School of Journalism and Mass Media, 875 Perimeter Drive MS 3178, Moscow, ID 83844-3178; Robin Johnson, director. B.A. Advertising; B.A. Broadcasting & Digital Media; B.A. Journalism; B.A. Public Relations; B.S. Advertising; B.S. Broadcasting & Digital Media; B.S. Journalism; B.S. Public Relations. (Provisional 2020)

**Tel.:** (208)885-6458 **Email:** [jamm@uidaho.edu](mailto:jamm@uidaho.edu)

**Website:** <http://www.uidaho.edu/class/jamm>

**ILLINOIS**

**Eastern Illinois University**, Division of Journalism 600 Lincoln Ave.,  
Charleston, IL 61920-3099; Ensung Kim, assistant chair for journalism.  
B.A. Journalism (Reaccredited 2018)

**Tel.:** (217)581-6003 **Email:** ekim2@eiu.edu

**Website:** <http://www.eiu.edu/~journal/>

**Southern Illinois University, Edwardsville**, Department of Mass  
Communications, Edwardsville, IL 62026-1775; Musonda Kapatamoyo,  
chair. B.A.; B.S. Mass Communications. (Reaccredited 2017)

**Tel.:** (618)650-2248 **Email:** mkapata@siue.edu

**Website:** <http://www.siue.edu/MASSCOMM/>

**University of Illinois at Urbana-Champaign**, Department of Journalism,  
119 Gregory Hall, 810 S. Wright St., Urbana, IL 61801; Mira Sotirovic,  
department head. B.S. Journalism. (Reaccredited 2019)

**Tel.:** (217)333-2350 **Email:** sotirovi@illinois.edu

**Website:** <http://www.media.illinois.edu>

**INDIANA**

**Ball State University**, School of Journalism and Strategic Communication,  
Muncie, IN 47306; Johnny Sparks, director. Journalism B.A. or B.S.  
(Concentrations: News Writing; Photographic Storytelling; Magazine  
Media; Mass Communication); Media Design and Development B.A.  
or B.S.; Strategic Communication: Advertising B.A. or B.S.; Strategic  
Communication: Public Relations B.A. or B.S. (Reaccredited 2016)

**Tel.:** (765) 285-8200 **Email:** bsujourn@bsu.edu

**Website:** <https://www.bsu.edu/sjsc>

**New degrees offered by the accredited unit since its 2016 review:**

Journalism B.A. or B.S. (Concentrations: News Writing; Photographic  
Storytelling; Magazine Media; Mass Communication); Media Design and  
Development B.A. or B.S.; Strategic Communication: Advertising B.A. or  
B.S.; Strategic Communication: Public Relations B.A. or B.S.

**Indiana University**, Journalism Unit, The Media School, Franklin Hall, 601 E.  
Kirkwood Ave., Bloomington, IN 47405; James D. Kelly, director.  
B.A. Journalism. (Provisional 2022)

**Tel.:** (812) 855-1708 **Email:** kellyjd@indiana.edu

**Website:** <http://mediaschool.indiana.edu>

**IOWA**

**Drake University**, School of Journalism and Mass Communication, Room 118,  
Meredith Hall, 2805 University Ave., Des Moines, IA 50311; Catherine  
Staub, dean. B.A. Journalism and Mass Communication.  
(Reaccredited 2017)

**Tel.:** (515)271-3194 **Email:** Catherine.staub@drake.edu

**Website:** <http://www.drake.edu/sjmc>

**Iowa State University of Science and Technology**, Greenlee School of Journalism and Communication, 613 Wallace Road, 101 Hamilton Hall, Ames, IA 50011-4010; Michael Dahlstrom, director. B.A. Advertising; B.S. Journalism & Mass Communication; B.S. Public Relations. (Reaccredited 2016)

**Tel.:** (515)294-4342 **Email:** greenlee@iastate.edu

**Website:** <http://www.greenlee.iastate.edu/>

**University of Iowa**, School of Journalism and Mass Communication, E305 Adler Journalism Bldg., Iowa City, IA 52242; Melissa Tully, interim director. B.A. Journalism and Mass Communication. (Reaccredited 2017)

**Tel.:** (319)335-3486 **Email:** melissa-tully@uiowa.edu

**Website:** <https://journalism.uiowa.edu/>

### **KANSAS**

**Kansas State University**, A.Q. Miller School of Media and Communication, 234 Nichols Hall, 702 Mid-Campus Drive South, Manhattan, KS 66506; Greg Paul, director. B.S. and B.A. Advertising & Public Relations; B.S. and B.A. News & Sports Media. (Reaccredited 2020)

**Tel.:** (785)532-6875 **Email:** mediacomm@k-state.edu

**Website:** [mediacomm.ksu.edu](http://mediacomm.ksu.edu)

**University of Kansas**, William Allen White School of Journalism and Mass Communications, 1435 Jayhawk Blvd., Lawrence, KS 66045-7515; Ann M. Brill, dean. B.S. Journalism and Mass Communications with concentrations in Multi-Media Journalism and Strategic Communication. (Reaccredited 2017)

**Tel.:** (785)864-4755 **Email:** abrill@ku.edu

**Website:** <http://www.journalism.ku.edu/>

**New concentration offered since the 2017 review:** Media Arts and Production

### **KENTUCKY**

**Murray State University**, Department of Journalism and Mass Communications, 114 Wilson Hall, Murray, KY 42071-3311; Kevin Qualls, chair. B.A.; B.S. Advertising, Journalism, Public Relations, and Television Production. (Reaccredited 2016)

**Tel.:** (270)809-2387 **Email:** kqualls@murraystate.edu

**Website:** <http://www.murraystate.edu/jmc>

**University of Kentucky**, School of Journalism and Media and the Department of Integrated Strategic Communication in the College of Communication and Information; 308 Lucille Little Library, Lexington, KY 40506-0012; Jennifer Greer, dean. B.A. or B.S. Journalism; B.A. or B.S. Media Arts; B.A. or B.S. Integrated Strategic Communication (Reaccredited 2022)

**Tel.:** (859)218-0290 **Email:** Jennifer.Greer@uky.edu

**Website:** <http://ci.uky.edu>

**Western Kentucky University**, School of Media, 1906 College Heights Blvd. #11070, Bowling Green, KY 42101-1070; Ron DeMarse, director. B.A. Broadcasting; B.A. Photojournalism; B.A. Journalism; (Reaccredited 2016)

**Tel.:** (270)745-4144 **Email:** ron.demarse@wku.edu

**Website:** <http://www.wku.edu/journalism>



**LOUISIANA**

**Louisiana State University**, Manship School of Mass Communication,  
Baton Rouge, LA 70803; Josh Grimm, interim dean. B.A.M.C.; M.M.C.  
(Reaccredited 2016)

**Tel.:** (225)578-1899 **Email:** jgrimm@lsu.edu

**Website:** <http://www.manship.lsu.edu>

**Loyola University New Orleans**, School of Communication and Design,  
6363 St. Charles Ave., Campus Box 201, New Orleans, LA 70118; Sheryl  
Kennedy Haydel, director. B.A. Mass Communication. (Reaccredited 2020)

**Tel.:** (504)865-3450 **Email:** skhaydel@loyno.edu

**Website:** <http://cmm.loyno.edu/comm-and-design>

**Nicholls State University**, Department of Mass Communication,  
PO Box 2031, Thibodaux, LA 70310; James Stewart, department head.  
B.A. Mass Communication. (Reaccredited 2018)

**Tel.:** (985)448-4586 **Email:** james.stewart@nicholls.edu

**Website:** <http://www.nicholls.edu/maco>

**Southern University and A&M College**, Department of Mass Communication,  
500 Jesse Stone St., PO Box 9770, Baton Rouge, LA 70813; Mahmoud A. M.  
Braima, chair. B.A. Mass Communication. (Reaccredited 2018)

**Tel.:** (225)771-5644 **Email:** mahmoud\_braima@subr.edu

**Website:** <https://www.subr.edu/subhome/49>

**University of Louisiana at Lafayette**, Department of Communication,  
PO Box 43650, Lafayette, LA 70504-3650; Lucian Dinu, head.  
B.A. Mass Communication-Journalism; B.A. Mass Communication-  
Broadcasting; B.A. Strategic Communication-Advertising; B.A. Strategic  
Communication-Public Relations. (Reaccredited 2018)

**Tel.:** (337)482-6103 **Email:** dinu@louisiana.edu

**Website:** <https://communication.louisiana.edu>

**New sequence offered by the accredited unit since its 2018 review:**

B.A. Strategic Communication -- Organizational Communication

**MARYLAND**

**Morgan State University**, School of Global Journalism & Communication,  
1700 E. Cold Spring Lane, Baltimore, Md. 21251; Jackie Jones, dean.  
B.S. Multimedia Journalism; B.S. Multiplatform Production; B.S. Strategic  
Communication (Accredited 2020)

**Tel.:** (443)885-3330 **Email:** jacqueline.jones@morgan.edu

**Website:** <https://www.morgan.edu/sgjc>

**University of Maryland**, Philip Merrill College of Journalism, 2200D Knight  
Hall, 7765 Alumni Drive, College Park, MD 20742; Lucy Dalglish, dean.  
B.A. Journalism; M.A. Journalism; M.J. Journalism. (Reaccredited 2016)

**Tel.:** (301)405-8806 **Email:** dalglish@umd.edu

**Website:** <http://www.merrill.umd.edu>

**New degree offered by the accredited unit since its 2016 review:**

Master of Professional Studies (M.P.S.) in Data Journalism

**MICHIGAN**

**Central Michigan University**, Department of Journalism, Mount Pleasant, MI 48859; Sean Baker, chair. B.A., B.S., B.A.A. Journalism; B.A., B.S., B.A.A. Photojournalism; B.A., B.S., B.A.A. Advertising; B.A., B.S., B.A.A. Journalism - Public Relations Concentration. (Provisional 2022)

**Tel.:** (989)774-3196 **Email:** jrndept@cmich.edu

**Website:** <http://journalism.cmich.edu>

**Michigan State University**, School of Journalism, 404 Wilson Road, Room 305, East Lansing, MI 48824-1212; Tim P. Vos, director. B.A. Journalism. (Reaccredited 2020)

**Tel.:** (517)353-6430 **Email:** tpvos@msu.edu

**Website:** <https://comartsci.msu.edu/school-journalism>

**MINNESOTA**

**St. Cloud State University**, Department of Mass Communications, St. Cloud, MN 56301-4498; Dale Zacher, chair. B.S. Mass Communications. (Reaccredited 2017)

**Tel.:** (320)308-3293 **Email:** dzacher@stcloudstate.edu

**Website:** <http://www.stcloudstate.edu/masscommunications/>

**University of Minnesota**, Hubbard School of Journalism and Mass Communication, 111 Murphy Hall, 206 Church St. S.E., Minneapolis, MN 55455-0418; Elisia Cohen, director. B.A. Journalism; B.A. Strategic Communication: Advertising and Public Relations. (Reaccredited 2019)

**Tel.:** (612)625-1338 **Email:** ecohen@umn.edu

**Website:** <http://hsjmc.umn.edu>

**MISSISSIPPI**

**University of Mississippi**, School of Journalism and New Media, PO Box 1848, 114 Farley Hall, University, MS 38677; Andrea Hickerson, dean. B.A.J. Journalism and B.S. Integrated Marketing Communications. (Reaccredited 2017)

**Tel.:** (662)915-7146 **Email:** andreah@olemiss.edu

**Website:** [jnm.olemiss.edu](http://jnm.olemiss.edu)

**University of Southern Mississippi**, School of Media & Communication, 118 College Dr. #5121, Hattiesburg, MS 39406-0001; Ed Simpson, director. [Journalism; Public Relations & Advertising] B.A. Communication Studies, Journalism; Media & Entertainment Arts (Film), Public Relations & Advertising; B.S. Communication Studies. (Reaccredited 2016)

**Tel.:** (601)266-4258 **Email:** Edgar.Simpson@usm.edu

**Website:** <https://www.usm.edu/communication/>

**New degrees/emphases offered by the unit since 2016 accreditation review:**

B.S. Media & Entertainment Arts (Media and Entertainment Arts Management), Media & Entertainment Arts (Sound & Recording Arts), and Media and Entertainment Arts (Video Arts)

**MISSOURI**

**Southeast Missouri State University**, Department of Mass Media, MS 2775, One University Plaza, Cape Girardeau, MO 63701-4799; Tamara Buck, chair. B.S. Mass Communication. (Reaccredited 2017)

**Tel.:** (573)651-2174 **Email:** tbuck@semo.edu

**Website:** <https://semo.edu/colleges-departments/arts-media/mass-media/>

**University of Missouri**, School of Journalism, 120 Neff Hall, Columbia, MO 65211; David Kurpius, dean. B.J. Journalism; M.A. Journalism. (Reaccredited 2017)

**Tel.:** (573)882-1908 **Email:** journalism@missouri.edu

**Website:** <https://journalism.missouri.edu>

**MONTANA**

**University of Montana**, School of Journalism, 32 Campus Drive, Missoula, MT 59812; Lee Banville, director. B.A. Journalism. (Reaccredited 2018)

**Tel.:** (406)243-5250 **Email:** lee.banville@umontana.edu

**Website:** <http://jour.umt.edu>

**NEBRASKA**

**University of Nebraska-Lincoln**, College of Journalism and Mass Communications, 147 Andersen Hall, Lincoln, NE 68588-0443; Shari Veil, dean. B.J. Journalism. (Reaccredited 2017)

**Tel.:** (402)472-3041 **Email:** veil@unl.edu

**Website:** <http://journalism.unl.edu>

**New degree offered by the accredited unit since its 2017 review:**

B.J. Sports Media and Communication

**NEVADA**

**University of Nevada, Reno**, Donald W. Reynolds School of Journalism and Center for Advanced Media Studies, MS 310; 1664 N. Virginia St., Reno, NV 89557-0310; Al Stavitsky, dean. B.A. Journalism. (Reaccredited 2020)

**Tel.:** (775)784-6531 **Email:** ags@unr.edu

**Website:** <http://journalism.unr.edu>

**NEW YORK**

**City University of New York**, Craig Newmark Graduate School of Journalism, 219 W. 40th St., New York, NY 10018; Graciela Mochkofsky, dean. M.A. Journalism; M.A. Engagement Journalism. (Reaccredited 2020)

**Tel.:** (646)758-7822 **Email:** graciela.mochkofsky@journalism.cuny.edu

**Website:** <https://www.journalism.cuny.edu/>

**Columbia University**, Graduate School of Journalism, New York, NY 10027; Jelani Cobb, dean. M.S. Journalism; M.A. Journalism. (Reaccredited 2019)

**Tel.:** (212)854-6056 **Email:** CJSDeansOffice@columbia.edu

**Website:** <https://journalism.columbia.edu>

**New degree offered by the accredited unit since its 2019 review:**

M.S. in Data Journalism

## Accreditation Status

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**Hofstra University**, Department of Journalism, Media Studies, and Public Relations, 111 Hofstra University, 322 Lawrence Herbert School of Communication, Hempstead, NY 11549-1110; Jeffrey S. Morosoff, chair. B.A. Journalism; B.A. Journalism, Concentration in Sports Media; B.A. Media Studies; B.A. Public Relations and Strategic Communication. (Reaccredited 2022)

**Tel.:** (516)463-4873 **Email:** Jeffrey.morosoff@hofstra.edu

**Website:** <https://www.hofstra.edu/journalism-media-studies-public-relations/>

**New York University**, Arthur L. Carter Journalism Institute, 20 Cooper Square, 6th Floor, New York, NY 10003; Stephen D. Solomon, director. B.A. Journalism; M.A. Journalism. (Reaccredited, 2018)

**Tel:** (212)998-7995 **Email:** sds1@nyu.edu

**Website:** <http://journalism.nyu.edu>

**St. Bonaventure University**, Jandoli School of Communication, PO Box J, St. Bonaventure, NY, 14778. Aaron Chimbél, dean. B.A. Journalism; B.A. Strategic Communication. (Accredited 2017)

**Accredited Online Degrees:**

M.A. Leadership; M.A. Integrated Marketing Communication

**Tel.:** (716)375-2520 **Email:** achimbél@sbu.edu

**Website:** <https://www.sbu.edu/communication>

**New degrees offered by the accredited unit since its 2017 review:**

B.A. Broadcast Journalism; B.A. Communication, Social Justice and Advocacy; B.A. Sports Media; B.A. Media Studies; B.A. Video Production.

**New online degrees:** M.A. in Communication; M.A. in Digital Journalism; M.A. in Sports Journalism

**Stony Brook University**, School of Communication and Journalism, N4004 Melville Library, Stony Brook, NY 11794-3384; Laura Lindenfeld, dean. B.A. Journalism. (Reaccredited 2022)

**Tel.:** (631)632-7403 **Email:** laura.lindenfeld@stonybrook.edu

**Website:** [www.stonybrook.edu/journalism](http://www.stonybrook.edu/journalism)

**SUNY Buffalo State**, Communication Department, 1300 Elmwood Ave., Buckham Hall B-120, Buffalo, NY 14222; Deborah Silverman, chair. B.A. Journalism; B.A. Media Production; B.A. Public Relations and Advertising. (Reaccredited 2020)

**Tel.:** (716)878-3606 **Email:** silverda@buffalostate.edu

**Website:** <http://communication.buffalostate.edu>

**Syracuse University**, S.I. Newhouse School of Public Communications, 215 University Place, Syracuse, NY 13244; Mark Lodato, dean. B.S. Advertising; B.S. Broadcast and Digital Journalism; B.S. Graphic Design; B.S. Photography; B.S. Public Relations; B.S.; Television, Radio, Film; M.A. Advertising; M.A. Audio Arts; M.S. Broadcast and Digital Journalism; M.S. Public Relations; M.S. New Media Management; M.A. Television-Radio-Film. Offered by accrediting unit but not accepting new students: M.A. Media and Education. (Reaccredited 2016)

**Tel.:** (315)443-7389 **Email:** mlodato@syr.edu

**Website:** <http://newhouse.syr.edu>

**Degree name changes and merges by the unit since its 2016 review:**

B.S. Magazine and B.S. Newspaper merged to create B.S. Magazine, News & Digital Journalism. M.A. Arts Journalism updated to M.A. Arts Journalism and Communications; M.A. Magazine, Newspaper and Online Journalism updated to M.A. Magazine, News & Digital Journalism; M.S. Communications Photography updated to M.S. Multimedia Photography and Design; M.A./M.S. in International Relations/Public Relations updated to M.A. Public Diplomacy and Global Communications

**New degrees offered by the accredited unit since its 2016 review:**

B.S. Recording and Entertainment Industries; M.S. Communications

**NORTH CAROLINA**

**Elon University**, School of Communications, 2850 Campus Box, Elon, NC 27244; Kenn Gaither, interim dean. A.B. Journalism; A.B. Strategic Communications; A.B. and B.F.A. Cinema and Television Arts; A.B. Communication Design; A.B. Media Analytics; M.A. Interactive Media. (Reaccredited 2018)

**Tel.:** (336)278-5724 **Email:** [communications@elon.edu](mailto:communications@elon.edu)

**Website:** <http://www.elon.edu/communications>

**North Carolina Agricultural and Technical State University**,

Department of Journalism and Mass Communication, 1601 E. Market St., Crosby Hall Room 220, Greensboro, NC 27411; Robbie Morganfield, interim chair. [Mass Media Production; Multimedia Journalism; and Public Relations] B.S. Journalism and Mass Communication. (Reaccredited 2016)

**Tel.:** (336)334-7900 **Email:** [rmorganfield@ncat.edu](mailto:rmorganfield@ncat.edu)

**Website:** <https://www.ncat.edu/cahss/departments/journalism-and-mass-communication/index.php>

**University of North Carolina at Chapel Hill**, Hussman School of Journalism and Media, Campus Box 3365, Chapel Hill, NC 27599-3365; Raul Reis, dean. B.A. Media and Journalism. (Provisional 2022)

**Tel.:** (919)962-1204 **Email:** [Hussman@unc.edu](mailto:Hussman@unc.edu)

**Website:** <http://hussman.unc.edu/>

### OHIO

**Bowling Green State University**, Journalism and Public Relations Program, 306 Kuhlin Center, Bowling Green, OH 43403; Alberto González, acting director of the School of Media and Communication. B.S.J. Journalism. (Reaccredited 2016)

**Tel.:** (419)372-3192 **Email:** agonzal@bgsu.edu

**Website:** <https://www.bgsu.edu/arts-and-sciences/media-and-communication/journalism-and-public-relations.html>

**Kent State University**, School of Media and Journalism, PO Box 5190, Kent, OH 44242-0001; Emily Metzgar, director. B.S. Advertising; B.S. Digital Media Production; B.S. Journalism; B.S. Public Relations. (Provisional 2022)

**Tel.:** (330)672-2094 **Email:** emetzga1@kent.edu

**Website:** <http://www.kent.edu/mdj>

**Ohio University**, E.W. Scripps School of Journalism, Athens, OH 45701; Edith Dashiell, director. B.S.J. Journalism. (Reaccredited 2019)

**Tel.:** (740)593-2590 **Email:** dashiell@ohio.edu

**Website:** <https://www.ohio.edu/scripps-college/journalism>

### OKLAHOMA

**Oklahoma State University**, School of Media and Strategic Communications, 206 Paul Miller Bldg., Stillwater, OK 74078-4053; Jared Johnson, interim director. B.S. and B.A. Multimedia Journalism; B.S. and B.A. Sports Media; B.S. and B.A. Strategic Communication. (Reaccredited 2020)

**Tel.:** (405)744-6354 **Email:** jared.l.johnson@okstate.edu

**Website:** <http://media.okstate.edu/>

**University of Oklahoma**, Gaylord College, 395 W. Lindsey, Norman, OK 73019; Ed Kelley, dean. B.A. Advertising; B.A. Creative Media Production; B.A. Journalism; B.A. Professional Writing; B.A. Public Relations. (Reaccredited 2022)

**Tel.:** (405)325-1117 **Email:** ekelley@ou.edu

**Website:** <http://www.ou.edu/gaylord>

### OREGON

**University of Oregon**, School of Journalism and Communication, 1275 University of Oregon, Eugene, OR 97403-1275; Juan-Carlos Molleda, dean. B.A.; B.S. Journalism [Advertising; Journalism; Public Relations]. (Reaccredited 2018)

**Tel.:** (541)346-3738 **Email:** jmolleda@uoregon.edu

**Website:** <http://journalism.uoregon.edu>

**PENNSYLVANIA**

**Pennsylvania State University**, Donald P. Bellisario College of Communications, 201 Carnegie Bldg., University Park, PA 16802; Marie Hardin, dean. B.A. Journalism; B.A. Film Production; B.A. Advertising/Public Relations; B.A. Telecommunications and Media Industries; B.A. Media Studies. (Reaccredited 2019)

**Accredited Online Degree:** B.A. Strategic Communications

**Tel.:** (814)863-1484 **Email:** mch208@psu.edu

**Website:** <https://bellisario.psu.edu>

**Shippensburg University**, Department of Communication, Journalism and Media, Rowland Hall 108, 1871 Old Main Drive, Shippensburg, PA 17257; Carrie Sipes, chair. B.S. Communication, Journalism and Media. (Reaccredited 2017)

**Tel.:** (717)477-1432 **Email:** casipes@ship.edu

**Website:** <https://www.ship.edu/academics/colleges/cas/programs/communication-journalism/>

**Temple University**, Department of Journalism, 2020 N. 13th St., Philadelphia, PA 19122; David Mindich, chair. B.A. Journalism. (Reaccredited 2020)

**Tel.:** (215)204-8346 **Email:** dmindich@temple.edu

**Website:** <https://klein.temple.edu/academics/undergraduate-programs/journalism-major>

**SOUTH CAROLINA**

**University of South Carolina**, School of Journalism and Mass Communications, 800 Sumter St., Columbia, SC 29208; Van Kornegay, interim director. B.A. Journalism and Mass Communications; Master of Mass Communication. (Reaccredited 2017)

**Tel.:** (803)777-4979 **Email:** kornegay@sc.edu

**Website:** <http://www.jour.sc.edu/>

**Winthrop University**, Department of Mass Communication, Rock Hill, SC 29733-0001; Guy Reel, chair. B.A. Mass Communication; B.S. Integrated Marketing Communication. (Reaccredited 2022)

**Tel.:** (803)323-4531 **Email:** reel@winthrop.edu

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**SOUTH DAKOTA**

**South Dakota State University**, School of Communication and Journalism, Brookings, SD 57007; Joshua Westwick, director. B.A. Journalism; B.S. Journalism; B.A. Advertising; B.S. Advertising; B.S. Public Relations; M.M.C. Mass Communication. (Reaccredited 2018)

**Accredited Online Degree:** M.M.C. Mass Communication

**Tel.:** (605)688-4171 **Email:** Joshua.Westwick@sdstate.edu

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**New degree offered by the accredited unit since its 2018 review:**

B.A. Public Relations

## Accreditation Status

---

**University of South Dakota**, Media & Journalism, 414 E. Clark St., Vermillion, SD 57069-2390; Michelle Van Maanen, chair. B.A. Media & Journalism; B.S. Media & Journalism. (Reaccredited 2022)

**Tel.:** (605)677-5477 **Email:** michelle.vanmaanen@usd.edu or MJ@usd.edu

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### **TENNESSEE**

**Middle Tennessee State University**, School of Journalism and Strategic Media, 1301 E. Main St., MTSU Box 64, Murfreesboro, TN 37132; Director: Greg Pitts; effective Jan. 1, Katie Foss. B.S. Journalism. (Reaccredited 2017)

**Tel.:** (615)898-2195 **Email:** greg.pitts@mtsu.edu; katie.foss@mtsu.edu

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**University of Memphis**, Department of Journalism and Strategic Media, Room 300, Meeman Journalism Bldg., Memphis, TN 38152; David Arant, chair. B.A. Advertising; B.A. Journalism; B.A. Public Relations. (Reaccredited 2019)

**Accredited Online Degree:** B.A. Public Relations

**Tel.:** (901)678-2401 **Email:** darant@memphis.edu

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**University of Tennessee, Knoxville**, Tombras School of Advertising and Public Relations, School of Journalism and Electronic Media, Knoxville, TN 37996-0332; Joseph Mazer, dean, College of Communication and Information. B.S. Advertising; B.S. Journalism and Electronic Media; B.S. Public Relations. (Reaccredited 2017)

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**Abilene Christian University**, Department of Journalism and Mass Communication, Box 27892, ACU Station, Abilene, TX 79699; Kenneth Pybus, chair. B.A. Journalism; B.S. Journalism; B.S. Advertising/Public Relations; B.S. Multimedia. (Reaccredited 2019)

**Tel.:** (325)674-2296 **Email:** kenneth.pybus@acu.edu

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**Baylor University**, Department of Journalism, Public Relations & New Media, One Bear Place 97353, Waco, TX 76798-7353; Mia Moody-Ramirez, chair. [Advertising; News-Editorial; Photo Journalism; Public Relations] B.A. Journalism. (Reaccredited 2022)

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**New sequence offered by the accredited unit since its 2022 review:**  
Broadcast Journalism



**Texas Christian University**, Department of Journalism, TCU Box 298060, Ft. Worth, TX 76129; Uche Onyebadi, chair. B.A. Journalism. (Reaccredited 2016)

**Tel.:** (817)257-7425 **Email:** u.onyebadi@tcu.edu

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**New degree offered by the accredited unit since its 2016 review:**

B.S. Journalism

**Texas State University**, School of Journalism and Mass Communication, 601 University Drive, Old Main Building 102, San Marcos, TX 78666-4684; Judith Oskam, director. B.A. Mass Communication; B.S. Advertising; B.S. Digital Media Innovation, B.S. Electronic Media; B.S. Journalism; B.S. Public Relations. (Reaccredited 2022)

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**New degree offered by the accredited unit since its 2016 review:**

M.S. in Digital Communication Analytics

**University of Texas at Austin**, School of Journalism and Media, 300 W. Dean Keeton (A1000), Austin, TX 78712-1073; David Ryfe, director. B.J. Journalism. (Reaccredited 2022)

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### **PUERTO RICO**

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**New degree offered by the accredited unit since its 2018 review:**

B.C. Public Relations and Advertising

**University Puerto Rico-Arecibo**, Department of Tele-Radial Communication, PO Box 4010, Arecibo, Puerto Rico 00614-4010; José L. Soto Colón, interim director. B.A. Tele-Radial Communication. (Reaccredited 2022)

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**University of Sharjah**, College of Communication, Sharjah, United Arab Emirates; Jairo Lugo-Ocando, dean. B.A. in Communication (Journalism) in Arabic; B.A. in Communication (Radio and Television) in Arabic; B.A. in Communication (Graphic Design & Multimedia) in Arabic; B.A. in Mass Communication – in English; B.A. in Public Relations in Arabic. (Accredited 2016)  
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**Zayed University**, College of Communication and Media Sciences, Academic City, Al Ruwayyah, PO Box 19282, Dubai, U.A.E.; Dwight Brooks, dean. B.S. Communication and Media Sciences. (Reaccredited 2022)  
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## EDUCATIONAL ORGANIZATIONS:

### **American Journalism Historians Association**

Erika Pribanic-Smith, AJHA Executive Director  
University of Texas at Arlington, Department of Communication,  
Box 19107, 700 W. Greek Row Drive, Arlington, TX 76019-0107  
**Tel.:** (817)272-2163  
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**Website:** <http://ajhaonline.org/>

### **Association for Education in Journalism and Mass Communication**

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234 Outlet Pointe Blvd., Suite A, Columbia, SC 29210-5667  
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**Website:** [www.aejmc.org](http://www.aejmc.org)

### **Association of Schools of Journalism and Mass Communication**

Amanda Caldwell (see above).  
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### **Broadcast Education Association**

Heather Birks, Executive Director  
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## INDUSTRY ORGANIZATIONS:

### **American Advertising Federation**

Ayanna Jackson, Executive Vice President  
Mosaic Center and Education Services  
1101 K St., NW, Suite 420, Washington, DC 20005  
**Tel.:** (202)898-0089  
**Email:** [ajackson@aaf.org](mailto:ajackson@aaf.org)  
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### **National Association of Black Journalists**

Drew Berry, Executive Director  
1100 Knight Hall, Suite 3100, College Park, MD 20742  
**Tel.:** (443)928-8587  
**Email:** [dberry@nabj.org](mailto:dberry@nabj.org)  
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**News Leaders Association**

Myriam Márquez, Executive Director  
209 Reynolds Journalism Institute  
Missouri School of Journalism, Columbia, MO 65211  
**Tel.:** (202)964-0912  
**Email:** [contact@newsleaders.org](mailto:contact@newsleaders.org)  
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**Page Society**

Roger Bolton, President  
230 Park Ave., Suite 322, New York, NY 10169  
**Tel.:** (212)400-7959 ext. 101  
**Email:** [rbolton@page.org](mailto:rbolton@page.org)  
**Website:** [www.page.org](http://www.page.org)

**Public Relations Society of America**

Jeneen Garcia, Senior Vice President of Programs  
120 Wall St. - 21st Floor, New York, NY 10005  
**Tel.:** (212)460-1466  
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**Radio-Television Digital News Association**

Dan Shelley, President and Chief Executive Officer  
National Press Building, 529 14th St. NW, Suite 1240,  
Washington, DC 20045  
**Tel.:** (212)246-3872  
**Email:** [dans@rtdna.org](mailto:dans@rtdna.org)  
**Website:** [www.rtdna.org](http://www.rtdna.org)

**Society of Professional Journalists**

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The Accrediting Council is composed of representatives of professional and educational organizations and three public members. In addition, the Council president is a non-voting member. The Accrediting Committee has 15 members. The majority of members are educators. The Council president is a voting, ex-officio member of the Committee.

**Marie Hardin**, *Chair, Accrediting Committee*

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## **ACEJMC Website**

The Council maintains a comprehensive website,  
accessible at [www.acejmc.org](http://www.acejmc.org). This booklet is updated online as needed  
throughout the academic year at  
<http://www.acejmc.org/publications/acejmc-booklet/>