ACCREDITATION
MANUAL
for

Collegiate Degree Programs
in
Graphic Communications
Technology and Management

ACCREDITING COUNCIL FOR
COLLEGIATE GRAPHIC COMMUNICATIONS

Revision 6.2
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ACCGC
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www.accgc.org

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ACCREDITING COLLEGIATE
PROGRAMS IN GRAPHIC COMMUNICATIONS

1.0 INTRODUCTION

The goal of associate, baccalaureate, and graduate degree programs in graphic communications is to prepare students for productive technical, managerial, and/or marketing careers in this dynamic industry. The accreditation process presented herein has been established to assist collegiate educators to develop and strengthen graphic communications academic programs whether the programs are separate majors, minors, or concentrations within an academic major, such as industrial technology. The term "Graphic Communications" is used to identify the industry in its broadest sense. Programs with related titles such as Graphic Information Technology, Cross-Media Technology, Printing Management, Digital Media, Graphic Arts Technology/Management, Graphic Technology, Media Technology, and Media Management are considered to be part of the descriptive term - Graphic Communications.

1.1 Philosophy

Graphic Communications is an industry that includes digital and traditional printing, cross-media publishing, cross-media marketing and promotion, packaging, digital imaging, computer graphics, Website development, photography, printable electronics, color management and process control, mobile device publishing, and related areas. The academic discipline generally includes coursework involving the creation, production, management and distribution of advertising, Websites, publications, packages and other media in printed and digital form. Graphic communications programs in institutions of higher education have a wide range of objectives and goals but share a common purpose of preparing graduates for technical, managerial, and/or marketing careers related to this industry. In general, careers in graphic communications encompass professions that require graduates to possess appropriate knowledge, skills, attitudes, and dedication for success. Students are required to complete a program of study, which includes courses in the major field, supporting field(s), and general education.

The accreditation process is designed to be responsive to the needs and requirements of academia, the industry, and society. These programs, therefore, are designed to provide the academic rigor and excellence required by academia, the professional rigor and responsiveness required by the industry, and to meet or exceed the standards set by society to provide a literate, educated citizenry.

The primary purpose of the accreditation process is to foster voluntary attainment of professional standards and to encourage excellence, integrity, and continuous improvement consistent with the stated mission and objectives of the program, which inspire the confidence of the educational community, the industry, and the public being served. Accreditation represents the primary mechanism for addressing these issues of educational quality across graphic communications programs. It is important
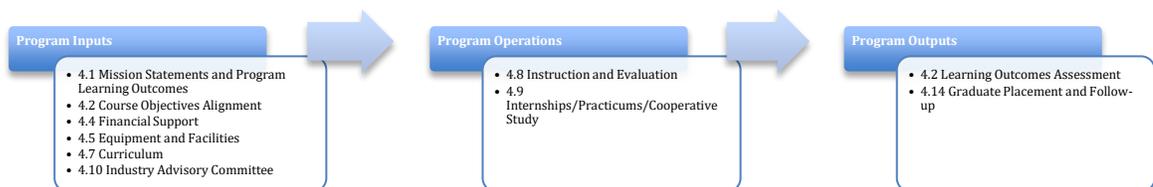
to recognize that accreditation should be viewed as a continuing process that does not end with attainment of initial or renewed accreditation status.

1.2   General Principles

The integrity of the academic unit must be upheld and the Accrediting Council for Collegiate Graphic Communications, Inc. (hereafter, ACCGC or the Council) must recognize the diversity of each higher education program. Council representatives must also recognize that each academic unit will have a separate mission statement and that each unit will have special resources as well as varying types of facilities.

ACCGC accreditation has been created to promote the idea of serving the profession and industry, plus providing stimulation for improving and/or maintaining quality in graphic communications programs in undergraduate and graduate degree-granting institutions. Emphasis is placed on the learning outcomes of the educational process. Specifically, this involves making and interpreting a series of measurements using surveys, instructional benchmarks, and other instruments to determine the degree to which instruction facilitates the educational competencies identified for the program. This feedback helps formulate the ongoing development, revision, and planning for graphic communications programs.

Process of Academic Program Planning, Operation, and Improvement

Program Inputs
- 4.1 Mission Statements and Program Learning Outcomes
- 4.2 Course Objectives Alignment
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Program Outputs
- 4.2 Learning Outcomes Assessment
- 4.14 Graduate Placement and Follow-up

Definitions of Terminology

Program Mission: A statement that articulates the purpose of a program.

Program Learning Outcomes: Broadly stated expectations for student achievement in terms of knowledge and skills that should be achieved upon graduation from the educational program.

Program Learning Outcomes Measures: The instruments used to benchmark student learning as a result of the educational program. These may include written tests, performance tests, major projects, peer reviews, self-assessments, presentations, graduate surveys, employer surveys, and student exit interviews.

Course Objectives: A series of course-specific statements that describe measurable skills and knowledge that students are to gain by taking the course.

Program Learning Outcome Validation: An analysis of the currency and relevancy of the program learning outcomes and course objectives of the program. This may be accomplished through input from research studies, industry standards or specifications, external experts, peer-reviews, and/or industry advisory boards.

1.3   Purposes

The purpose of the ACCGC is to promote and encourage sound associate-, baccalaureate-, and graduate-level educational programs in graphic communications. The Council also seeks to enhance the quality of instruction through self-study and periodic review. Further, the accreditation process strives to stimulate the exchange of ideas between administrative and instructional personnel in academia and personnel in the graphic communications industries.

1.4   Program Criteria

Although educational terminology varies from institution to institution, terms such as major, minor, concentration, related field, emphasis, pattern, or option describe curricular groupings that may be identified as a program in graphic communications. In general, to justify consideration for accreditation through the Accrediting Council for Collegiate Graphic Communications, Inc., each program is expected to have a minimum critical mass of graphic communications course work.

For example, a major in graphic communications should require a minimum of 30 semester hours of graphic communications course work. With the exception of graduate level degrees, programs that require less than 30 semester hours of graphic communications course work (such as a minor, concentration, related field, emphasis, pattern, or option), an offering of 18 semester hours within graphic communications courses is considered the minimum. Programs with less than these recommended minimums in graphic communications would need the institution administrator to provide justification to be considered for ACCGC accreditation.

Graphic communications programs from associate, baccalaureate, and graduate degree-granting institutions may be considered for accreditation. ACCGC cannot grant accreditations to individual segments of graphic communications programs.

1.5   Accreditation Authority

The Accrediting Council for Collegiate Graphic Communications, Inc. (ACCGC) is an independent body of industry and education professionals devoted to promoting excellence in graphic communications education. The ACCGC operates under its own Bylaws and is dedicated to the improvement of, and recognition for, collegiate-level curricula in graphic communications. The Council derives its authority and responsibility for accreditation from its Bylaws, which state the following:

The mission of the Accrediting Council for Collegiate Graphic Communications is to provide viable, credible, and defensible accreditation standards that can be used by colleges and universities offering graphic communications programs, thereby:

a.   *Developing and strengthening graphic communications programs at the collegiate level.*

b.   *Helping to enhance and maintain quality of instruction through periodic review.*

c.   *Stimulating the exchange of ideas between academia and industry.*

d.   *Providing recognition to those collegiate programs that achieve and maintain acceptable standards.*

2.0   MEMBERSHIP AND ADMINISTRATIVE STRUCTURE

The ACCGC consists of elected representatives from the following groups: (a) educators from within graphic communications associate and baccalaureate programs, and (b) personnel from the graphic communications industry, including individuals representing graphic communications industry/education associations and foundations. The ACCGC consists of an Executive Committee, an Accreditation Committee, an Appeals Committee, and adhoc committees as needed. A Managing Director provides staff-level administrative support to the Council.

2.1   Accrediting Council

The Council Board of Directors consists of up to nineteen elected representatives from the following groups:

a.   A maximum of eleven full-time educators from within graphic communications collegiate degree programs who hold at least assistant professor rank with three years in a tenure track position or possess equivalent rank and years of experience in an associate degree granting institution. Up to three of the eleven educators may be involved full-time in associate degree-programs while the

remaining educators should be involved in baccalaureate- and graduate-degree graphic communications programs.

b.   A maximum of eight leaders from the graphic communications industry who have interest in collegiate graphic communications academic programs.

2.2   Executive Committee

The Council President, Vice President, Secretary, Treasurer, and Chair of the Accreditation Committee comprise a five member Executive Committee. The immediate past president may be included as an ex-officio sixth committee member. The Executive Committee formulates and proposes policy to the Council and guides the activities of the Managing Director.

2.3   Accreditation Committee

This committee consists of at least ten Council members. The Accreditation Committee Grants ACCGC accreditation based on the review and evaluation of self-study materials and the site visitation summary report.

The Chair of the Accreditation Committee appoints a three-member Site Visitation Team for each institution that applies for accreditation, subject to confirmation by the institution. A Site Visitation Team will review self-evaluation materials, visit the institution, and report findings to the Accreditation Committee. Site Visitation Teams will consist of at least two Accreditation Committee members. Two team members will be graphic communications educators from collegiate degree-granting educational institutions with one of the two educators serving as Team Leader. One team member will be an industry representative.

2.4   Appeals Committee

The Appeals Committee consists of a chair and five additional Council members who are not current members of the Accreditation Committee and are not affiliated in any way with the institution being reviewed. The Appeals Committee responds to appeals from institutions denied ACCGC accreditation by the Accreditation Committee. The Appeals Committee votes to uphold or reverse the decision of the Accreditation Committee. The decision of the Appeals Committee is final.

2.5   Managing Director

The Managing Director is the staff manager for operations and spokesperson for the ACCGC. He/she is responsible for the efficient and effective day-to-day management of the Council. The Managing Director administers the accreditation process, maintains records, handles financial matters, provides secretarial support, provides self-study guidance, coordinates site visitations, and arranges meetings for the Council. This person is appointed by the Executive Committee, confirmed by the members of the Council, and serves at the discretion of the Council under the general supervision of the Executive Committee of the Council.

3.0 ACCREDITATION PROCESS AND POLICIES

3.1 Request for Accreditation

The accreditation process is initiated with the submission of a letter of request or completed *Application for Accreditation or Re-Accreditation Review* (see Appendix) by a high-ranking administrator (president, academic vice president, or college/school dean) of the institution seeking accreditation or re-accreditation. The completed letter (hard copy), application form, and payment (check) must be sent to the Managing Director of the Council. Refer to the Timetable for Accreditation Review (see Appendix) for appropriate dates and deadlines.

3.2 Selection of a Mentor and Site Visitation Team

The Managing Director informs the Chair of the Accreditation Committee of the request for an accreditation review and requests him/her to appoint a person to serve as a mentor and as the Site Visitation Team Leader. The mentor/team leader is subject to confirmation by the administrator who made the request for accreditation review. The Site Visitation Team Leader acts in the capacity of mentor to the representatives of the institution requesting accreditation by aiding them, as needed, in preparing the Self-Study Report and the site visitation schedule. The Chair of the Accreditation Committee, before receiving the completed Self-Study Report, appoints the remaining members of the Site Visitation Team. This appointment is also subject to confirmation by the institution's administrator who requested the accreditation review.

3.3 Self-Study Report

The Self-Study Report should contain a foreword consisting of the following specific information: history - beginning to present - state of the institution /college /school /department /program; Current student body data at the institutional /college /department /school /program levels. The foreword should be approximately three to four pages in length. Following the foreword, the self-study content should be reported as listed in this manual under section 4.0 – Accreditation Standards.

Within 12 months of ACCGC receiving the Application for Accreditation Review, five bound copies of the program Self-Study Report should be prepared and submitted to the following people: the three members of the Site Visitation Team, chair of the Accreditation Committee, and Managing Director of ACCGC. In addition, an electronic file of the program self-study should be forwarded to the ACCGC Managing Director.

In the event that this timeline cannot be met, it is the responsibility of the institution program coordinator to work with the ACCGC Managing Director and Site-Visitation Team Leader in determining when the Self-Study Report will be completed and available for distribution. A reasonable time extension may be granted by the Site Visitation Team, but if the delay is to the next calendar year, it will be necessary to complete an extension application that includes a rationale and a $500.00 fee. The accreditation

committee will decide on whether to grant the extension. Should the extension not be granted, all fees will be returned to the institution.

The Site-Visitation Team members then read and evaluate the Self-Study Report to determine if clarification or additional information is needed prior to the site visitation. If the Self-Study Report is incomplete, the Team Leader requests the graphic communications program coordinator/administrator to provide the additional data. If the Self-Study Report is complete or nearly complete, a visitation date is then scheduled by the Site Visitation Team Leader.

3.4   Site Visitation

The Site Visitation Team will be on campus for two full days. Among other activities, team members will confer with institutional personnel to review plans, tour facilities, conduct interviews, observe classroom and laboratory activities, review documented support material, and meet with appropriate personnel including college/university administrators, program faculty, and program students. An exit meeting will be held with the department/program faculty and administration at which time preliminary findings of the ACCGC Site Visitation Team are provided. This may be a time for administrators and faculty to provide additional information to the Site Visitation Team.

A typical team visit:
Day one: Team members travel to city/campus; arrive mid-afternoon; dinner meeting with the graphic communications faculty, selected college/university administrators, and team members.
Day two: Team members interview college/university personnel, advisory board members, students and alumni, and observe teaching/learning facilities.
Day three: Team members continue interviewing college/university personnel and observing facilities. Team members provide an exit report to graphic communications faculty and administrators and then depart mid-afternoon.

An evidence room shall be created for the site-visitation-team to review and study. This room should include the following items:
- Course binders for each course containing lesson plans, tests (with answer sheets and descriptive data), and other course-specific content with grading rubrics as necessary, such as (a) lists of required resources, (b) laboratory assignments, homework assignments, reading assignments, and writing assignments. The Team Leader and program faculty may also agree to make electronic versions of course materials available, such as access to a course management system.
- Portfolios (hard copies and/or electronic) of work created by students in each course.
- Textbooks (hard copy and/or electronic) used in each course.
- A computer with access to the college/university's website and resources as well as access to any electronic student portfolios.
- Advertising/Promotional materials, program literature, and degree planning sheets.
- Advisory board records, including a history of membership and meeting minutes.

Council members recognize that the Self-Study Report is time-consuming and that hosting the visiting team is expensive. ACCGC personnel shall be diligent in controlling costs and minimizing distractions during the institutional visitation. The ACCGC Managing Director will provide relevant information to the Site Visitation Team no later than six weeks prior to the scheduled site visit regarding the travel reimbursement policy.

ACCGC must assure that no outside influence be placed on the ACCGC site-visitation team, thus no institutional representatives outside of the intended interviewees can be present unless approved by the site-visitation team leader during the entire on-campus fact-finding procedure.

3.5   Site Visitation Team Report

Within 30 days of the site visitation, the Site-Visitation Team Leader completes and sends a preliminary Site-Visitation Team Report to the ACCGC managing director and team members. The report should contain the front matter as presented in the program self-study, plus a summary of the findings from each standard evaluated by the team.

The team members will review the report, edit and respond to the Site-Visitation Team Leader within 10 days maximum – a shorter time would be preferred. The Site-Visitation Team leader makes the needed revisions and forwards a draft copy of the Site Visitation Team Report (without evaluative comments and recommendations) to the ACCGC Managing Director who reviews the document and then forwards the report to the institutional representative for verification of factual data. The institutional representative should respond to the Managing Director within 10 working days.

The Managing Director, in concert with the Site-Visitation Team Leader, then prepares a final written Site-Visitation Team Report and submits it to the Chair of the ACCGC Accreditation Committee, and to the institutional representative no later than 90 days following the visitation. The Team Leader will include evaluative comments and recommendations of the Site-Visitation Team only in the reports presented to the Chair of the ACCGC Accreditation Committee and ACCGC Managing Director. This report will then be distributed to the Accreditation Committee for a vote to accept or reject the recommendation(s) of the Site-Visitation Team.

3.6   Accreditation Term Lengths

Program accreditation may be recommended for either six years or two years, and is activated on September 1 following the accreditation approval. A two-year accreditation will receive a second review by the Site-Visitation Team during the spring of the second year to determine if an additional four years of accreditation can be recommended. For a six-year accreditation, an application for a re-accreditation review should be made at least 24 months prior to the expiration of the current accreditation term. The site-visitation should take place during the final year of an accredited term. If an institution is not granted accreditation, the institution may re-apply after a period of one calendar year from the date of notification.

3.7 Accreditation Committee Action

The Site-Visitation Team Final Report and the institution's official reaction to the Final Site-Visitation Team Report are reviewed by the ACCGC Accreditation Committee. The Accreditation Committee makes the recommendation to either (a) accredit or (b) to deny accreditation based on a review of this information. Accreditation may be recommended for either two years or six years. A two-year accreditation period will be recommended if the Site-Visitation Team concludes that accreditation standards have largely been met, but an immediate response is required to ameliorate deficiencies.

An approved two-year accreditation requires at least one team member to visit the educational institution a second time near the conclusion of the two-year accreditation time span, at which time the team will recommend either (a) accreditation expiration or (b) an extension of four more years to equal a total accreditation time of six years. The college/university is responsible for all financial costs associated with the follow-up visit. The Chair of the Accreditation Committee reports the accrediting decision to the ACCGC Managing Director and informs the institution's administrator by letter, with copies sent to the program representative and the ACCGC Managing Director of the committee's decision, concerns, and recommendations resulting from the accreditation review.

3.8 Appeal Status

The institutional representative may submit a written request for an appeal within 30 days of receipt of notification of the accreditation status. This request should be made to the ACCGC Managing Director. The ACCGC Appeals Committee will review the institution's appeal and all accreditation documentation regarding the accreditation decision. The Appeals Committee may request further information from the institution and/or the Site Visitation Team members to clarify specific appeal issues. The Appeals Committee members vote to uphold or reverse the decision of the Accreditation Committee. The ACCGC Managing Director will notify the institutional representative of the decision of the ACCGC Appeals Committee. The decision of the Appeals Committee is final.

3.9 Accreditation Cost

3.9.1 Continental USA

The requesting institution in the continental USA pays the accreditation cost. The application fee is $4,000.00; this amount can be submitted with the completed application requesting a program accreditation review or if desired, the $4,000.00 amount can be submitted in two payments of $2,000.00 each -- $2,000.00 with the completed application form and $2,000.00 the following year during the accreditation review and report procedure. Up to $2,000 of the application fee is allocated to cover travel expenses of the site team for the one-time, two-full-day campus visit, which will occur during the second year of the two-year accrediting review process. Any appropriate travel expenditures above $2,000 are the responsibility of the institutional program under review. In the event that accreditation is granted for a two-year period instead

of the full six-year period, the expense for one team member's second visit shall be covered by the institution.

3.9.2 International

Similar to the domestic accreditation process, the requesting international institution pays the accreditation cost. The application fee is $4,000.00; this amount can be submitted with the completed application requesting a program accreditation review or if desired, the $4,000.00 amount can be submitted in two payments of $2,000.00 each -- $2,000.00 with the completed application form and $2,000.00 the following year during the accreditation review and report procedure. Up to $2,000.00 USD of the application fee is allocated to cover travel expenses of the site team for the one-time, three-full-day campus visit, which will occur during the second year of the two-year accreditation process. Any appropriate travel expenditures above $2,000.00 USD are the responsibility of the international institution whose program is under review. In the event that accreditation is granted for a two-year period instead of the full six-year period, the institution shall cover the expense for one team member's second visit.

International institutions are required to pay for the ACCGC Site Team travel expenses prior to departure that exceeds any funds included in the accreditation fee. This protocol is based on the cost and logistics of international travel and the delay in reimbursement that can occur. Due to the high cost of international flights and travel expenses, international institutions are required to purchase economy air travel, arrange and pay for hotel accommodations, or provide funds necessary for the ACCGC site team to pre-pay all travel expenses including food during travel and the on-campus site visit.

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To continue program accreditation, an annual service fee of $2,000.00 must be submitted to ACCGC by August 31st for a degree program with more than 18 semester units of course work or $1,500.00 for an emphasis, concentration, option, or pattern with up to 18 units of semester course work. Institutions not current in their annual dues will be put on probation for the first year after non-payment. Accreditation status will be withdrawn after the second year of non-payment. Institutions under accreditation review that are granted permission to delay the team visit to a subsequent year will be assessed a $500.00 annual administrative fee.

Near the end of the six-year accreditation cycle, the program coordinator is invited to apply for re-accreditation, but at no additional cost above the $2,000.00 annual fee (for a degree program more than 18 semester units of course work) or $1500.00 (for an emphasis, concentration, option, or pattern with up to 18 units of semester course work). The annual fee includes funding of the visiting team costs for subsequent visits. However, the institution under review is required to pay any travel costs above $2,000.00.

To provide ample preparation time, a written application for re-accreditation should be made 24 months prior to the expiration of the current accreditation term. The institution must be current in the annual service fee payments when making application for a re-accreditation review.

An institution can accredit multiple programs in a single visit. Additional application fees will be required only if the additional program under review is deemed by the Accreditation Committee to be significantly different enough to require an additional team member. This determination would be based on significant differences in learning outcomes, faculty, and departmental administration, or if the additional program is at the graduate level. An example might include one program focusing on graphic design in a Department of Art and another focusing on digital media in a Department of Technology.

The application fee for the additional program being assessed at the same time is $500.00, plus initial visiting costs to cover one additional team member (making a site-visitation team of four members instead of three). Any additional programs requiring a review and a separate team visit will be assessed full fees, in addition to any full fees being charged for existing accredited programs. For preparing a multiple program visit, a single self-study document would be developed addressing the standards for each program (rather than a separate self-study document for each program).

3.9.3 Summary of Accreditation Fees:

Application Fee for a degree program with more than 18 semester
units of course work..$4,000.00
If desired, this fee can be submitted in two payments of $2,000.00 each - $2,000.00 with the application and $2,000.00 during the 2nd year of the initial program accreditation review. Also, this fee includes the initial accreditation visit of up to $2,000 in site-visitation team travel costs.

Application Fee for an emphasis, concentration, option, or pattern
with up to 18 units of semester course work...$4,000.00
If desired, this fee can be submitted in two payments of $2,000.00 each - $2,000.00 with the application and $2,000.00 during the 2nd year of the initial program accreditation review.

Annual Six-Year Service Fee for a degree program with more
than 18 semester units of coursework...$2,000.00

Annual Six-Year Service Fee for an emphasis, concentration, option,
or pattern with up to 18 units of semester coursework $1,500.00

Application Fees for an additional program being assessed
at the same time. $500.00
* Plus initial visiting costs to cover one additional team member per program.*

Re-Accreditation Application Fee for all programs
accredited or re-accredited after September 28, 2014 .... No additional charge.

3.10 Multiple Campus Systems

ACCGC will accredit multiple campus systems. The administrator requesting that multiple campuses be granted a single accreditation must indicate this on the *Application for Accreditation or Re-Accreditation Review* (see Appendix). An inde pendent reviewer will be appointed by the Accreditation Committee Chair to review the multiple campus program. The reviewer will be paid a flat fee of $500.00, to be reimbursed to ACCGC by the multiple campus institution. The reviewer will speak with the institution's administration and visit at least two campus programs to review the curriculum, course material, laboratory facilities, and faculty. The reviewer will then report to the Chair of the Accreditation Committee his/her judgment as to whether the multiple campuses served by the system all offer essentially the same graphic communications program. If so, ACCGC will proceed with one accreditation. If not, each campus will then need to be accredited separately.

Multiple campus programs deemed appropriate for single accreditation will conduct a single self-study that will include appropriate information about each campus in the system. The visiting team will be assigned one extra team member, comprising a four-member Site Visitation Team. The team will visit the main/flagship campus as a group and conduct a full review. One member will then visit each campus in the system to conduct an audit, assuring that information in the self-study is accurate and complete.

The cost structure for a single accreditation for multiple campus programs is the same as a single campus system with one exception. The expenses incurred for the single team member visiting individual campus programs will be paid by the institution. An additional one-time $500.00 fee will be required for the reviewer, making the initial application fee $4,500.00.

3.11 Accreditation Publicity

The Council's Managing Director will request that a list of all institutions with accredited programs be published in selected national graphic communications and educational journals. It is highly recommended that a statement regarding accreditation be included in the catalog of the educational institution holding ACCGC accreditation for their graphic communications academic program. Upon request from appropriate sources, the Managing Director will make a listing of accredited institutional programs available.

4.0 ACCREDITATION STANDARDS

The intention of ACCGC is to ensure that collegiate graphic communications programs that are accredited meet or exceed established standards. Both qualitative and quantitative criteria stated in the following standards will be given consideration. Standards have been grouped as follows: Mission and Learning Outcomes Assessment; Administration, Support, Equipment, and Facilities; Curriculum and Instruction; Faculty; and Students/Graduates.

Mission and Learning Outcomes Assessment

4.1 Mission Statements, Program Strategic Plan, and Program Learning Outcomes

Mission statements provide philosophical direction and relevance to the institutional mission. Program strategic plan provides a guide for the development of the program over time in accordance with the mission, including initiatives such as enrollment, equipment acquisition, and faculty excellence. Program learning outcomes and aligned course objectives provide instructional direction and a basis for assessment.

Standard:
The graphic communications program must have a clearly written mission statement aligned with the institutional mission. A strategic plan for the on-going and future development of the program is developed. In addition, program learning outcomes that provide a framework for curriculum and assessment must be specified and validated.

Basis for Judgment:
The mission statement demonstrates philosophical direction consistent with institutional goals and resources. Mission statements must be written to address the interests of the various constituencies. Learning outcomes are clearly stated and validated through sources such as external experts, industry standards, an industry advisory committee, and follow-up studies of graduates.

4.1.1 Institutional mission
4.1.2 College/School mission
4.1.3 Departmental mission
4.1.4 Programmatic mission
4.1.5 . Program strategic plan
4.1.6 Program learning outcomes
4.1.7 Validation of program learning outcomes

4.2 Learning Outcomes Assessment

Written, measurable competencies define the specific instructional content for courses within the graphic communications program and are aligned with the learning outcomes.

Standard:
The graphic communications program has clearly defined competencies that are -consistent with the mission statement and aligned with the learning outcomes. Evidence exists to verify that learning outcomes are measured on a regular basis.

Basis for Judgment:
Written, measurable course objectives define the specific instructional content within the graphic communications program and are aligned with the program learning outcomes.

Evidence exists to verify that learning outcomes are measured from multiple points on a regular basis (typically annually) from direct sources (i.e. course projects, capstone project, comprehensive examination, etc.) and indirect sources (i.e. surveys of graduating students, employers, alumni). Results of these measures are shown to be used for program direction and revision.

4.2.1   Program learning outcome one
    4.2.1.1   Evidence of course objectives alignment with learning outcome
    4.2.1.2   Evidence of learning outcome measurement
    4.2.1.3   Evidence of a plan for program revision based on assessed outcome
4.2.2   Program learning outcome two
    4.2.2.1   Evidence of course objectives alignment with learning outcome
    4.2.2.2   Evidence of learning outcome measurement
    4.2.2.3   Evidence of a plan for program revision based on assessed outcome
(Continue listing competency sets as necessary)

Administration, Support, Equipment, and Facilities

4.3 Governance/Administration

The administrative activities must be organized to support the overall goals of the academic unit. The administrative structure must be clearly defined with faculty involvement.

Standard:
The person(s) in the administrative/leadership role(s) of the graphic communications program must be able to promote the intellectual and academic cause of the educational unit.

Basis for Judgment:
The Self-Study Report reflects administrative support. Administrative responsibilities are clearly defined. Minutes of program meetings are available for review. Faculty roles in governance are defined.

4.3.1　College/school governance/administration
4.3.2　Departmental governance/administration
4.3.3　Programmatic governance/administration

4.4 Financial Support

It is recognized that graphic communications programs often require more financial support than many other more traditional academic programs. The budget should reflect funding for quality instruction, salaries, facilities, equipment, supplies, support services, travel, and professional development.

Standard:
The budget for graphic communications programs must be adequate to support program objectives and promote continuous program improvement.

Basis for Judgment:
The budget status of the institution, an indication of how funds are allocated, and evidence of external supplement financial support without displacement of normal institutional funding support are significant factors to consider.

4.4.1　Institutional
4.4.2　College/School
4.4.3　Department
4.4.4　Program
4.4.5　Other (special funding)
4.4.6　Non-institutional support

4.5   Equipment and Facilities

The equipment should be of the amount, type, and quality representative of the industry to meet the mission, learning outcomes, and competencies of the educational program. Safety and environmental concerns must comply with the institution's regulations. Laboratory space should be adequate for effective and efficient instruction. All equipment should be well-maintained. Office and storage space should be sufficient to house faculty, supplies, and materials. The university and/or program library (learning resources) must be supplied with current publications and electronic media for graphic communications student and faculty use.

Standard:
The equipment and facilities must be adequate to fulfill the stated educational missions, learning outcomes, and competencies.

Basis for Judgment:
The equipment should be representative of industrial technology. It is not necessary for the equipment to be of the size and complexity utilized in the graphic communications industry, but every effort should be made to have equipment available for student use that permits instruction and learning in the systems that students will experience within current and future industrial operations. The classroom and laboratory facilities should be of adequate size and number to provide sufficient space for both current and future equipment. Also, there should be appropriate space for the students to learn and work. In addition, the classrooms and laboratories should be well appointed and organized for appropriate teaching and learning to take place.

4.5.1   Inventory of equipment utilized for instruction
      4.5.1.1   Prepress/Digital media
      4.5.1.2   Press/Imaging
      4.5.1.3   Postpress/Postimaging
4.5.2   Inventory of computer software utilized for instruction
4.5.3   Floor plan of instructional facilities
4.5.4   Availability and supervision of facilities and equipment for student use
4.5.5   Institutional/Program safety policies and procedures
4.5.6   Equipment maintenance, repair, and renovation
      4.5.6.1   Computer hardware
      4.5.6.2   Mechanical
      4.5.6.3   Facility
      4.5.6.4   Renovation
4.5.7   Locally available publications for student reference
4.5.8   Online, CD-ROM and web-based electronic database and media resources for student/faculty use

4.6   Staff Support Services

Office staff, technical personnel, and student assistants should be adequate to efficiently and effectively conduct the day-to-day activities of the academic unit. Technical support is essential in equipment-intensive graphic communications instructional laboratories.

Standard:
The unit must have sufficient support services to provide adequate assistance to meet program objectives.

Basis for Judgment:
4.6.1   Availability and utilization of office staff
4.6.2   Availability and utilization of technical personnel─computer support
4.6.3   Availability and utilization of technical personnel─ non-computer support
4.6.4   Availability and utilization of student assistants
4.6.5   Availability and utilization of other support staff such as audiovisual, custodial, and plant operations

Curriculum and Instruction

4.7 Curriculum

It is imperative that the program reflects current industry trends and practices in graphic communications technology and management along with general education and courses from other related disciplines.

Standard:
Graphic communications programs must exhibit logical curricular diversity consistent with the program mission, program learning outcomes, and course objectives.

Basis for Judgment:
The student requirements of the graphic communications program(s) are clearly stated.

4.7.1   Admissions/Graduation requirements
    4.7.1.1   Institutional
        4.7.1.1.1   Admissions
        4.7.1.1.2   Graduation
    4.7.1.2   Departmental/Programmatic
        4.7.1.2.1   Admissions
        4.7.1.2.2   Graduation
4.7.2   List of all required courses by category
    4.7.2.1   General education (with mathematics, physical sciences, oral and written communications, and computer usage courses delineated)
    4.7.2.2   Technology-related courses for graphic communications
    4.7.2.3   Management-related courses for graphic communications
    4.7.2.4   Related courses (management, human resources, advertising, marketing, accounting, photography, graphic design, electronics, journalism, and human relations)
    4.7.2.5   Elective hours
4.7.3   Course outlines for graphic communications courses
4.7.4   Course Sequence: Curricular structure is in place exhibiting a logical diversity consistent with the learning outcomes of the program
    4.7.4.1   Current technology is exhibited
    4.7.4.2   Schematic diagram of course sequence, including prerequisites
4.7.5   Graphic communications program curricular structure consistent with learning outcomes and competencies
    4.7.5.1   Rationale for graphic communications courses
    4.7.5.2   Rationale for non-graphic communications courses in support of the major including explanation of how support courses are used to supplement, strengthen, and broaden the program
    4.7.5.3   Rationale for course sequence
4.7.6   Frequency of course offerings and enrollment by semester/quarter

4.8   Instruction and Evaluation

The quality of instruction should be monitored to determine if high standards of teaching are exhibited. Evaluation of student work must take place in all courses.

Standard:
The graphic communications teaching faculty must maintain high-quality instruction.

Basis for Judgment:
High-quality instruction is performed by all faculty and other teaching personnel within the academic unit. This is judged by the following criteria:

4.8.1   Consistent, complete, and current syllabi for graphic communications courses and required non-graphic communications courses used in supporting the major
4.8.2   Textbook(s) and references used in courses
4.8.3   Presentation materials, handouts, and instruction sheets
4.8.4   Methods of instructional delivery
    4.8.4.1   Traditional classroom instruction
    4.8.4.2   Laboratory instruction
    4.8.4.3   On-line instruction
    4.8.4.4   Hybrid/blended instruction
4.8.5   Classroom/Laboratory activities and assignments
    4.8.5.1   Classroom activities and assignments
    4.8.5.2   Laboratory activities and assignments
    4.8.5.3   On-line activities and assignments
    4.8.4.4   Hybrid/blended activities and assignments
4.8.6   Examples of student work
4.8.7   Methods of student evaluation
    4.8.7.1   Lecture
    4.8.7.2   Laboratory
    4.8.7.3   Internship
    4.8.7.4   Practicum

4.9   Internships/Practicums/Cooperative Study

Internships/Practicums/Cooperative Study should be realistic industrial experiences that contribute to knowledge about graphic communications.

Standard:
Industrially relevant practical experiences, with or without academic credit, are strongly encouraged but need not be considered a required part of the program.

Basis for Judgment:
An organized opportunity from the college/university to the specific academic unit level should be available for students to gain "live" graphic communications industry experiences.

4.9.1   Policies, procedures, and guidelines for practical experiences
      4.9.1.1   Student responsibility
      4.9.1.2   Employer responsibility
      4.9.1.3   Institutional responsibility including evidence of institutional oversight by faculty
4.9.2   Documentation, including agreements, student, and supervisor report forms
4.9.3   Student reports or interviews

4.10 Industry Advisory Committee(s)

The industry advisory committee(s) provides guidance for curricular content and program direction.

Standard:
One or more graphic communications industry advisory committees must be active.

Basis for Judgment:
There must be documented evidence that one or more advisory committees have been and are currently in place for the entire academic unit or specific programs within the academic unit.

4.10.1   Function, size, and rationale
4.10.2   Committee member selection process
4.10.3   Qualifications to serve on the committee
4.10.4   Function and duties of committee members
4.10.5   Meeting frequency, location, duration, and general dates
4.10.6   Minutes of the industry advisory committee meetings
4.10.7   Recommendations and appropriate resultant programmatic actions from the advisory board
4.10.8 Current industry advisory committee members

Faculty

4.11 Faculty:
Tenure/Tenure Track, Adjunct, and Graduate Teaching Assistants

The strength and professional diversity of the faculty reflects the quality of the educational program. The ratio of tenure/tenure track and adjunct faculty should be appropriate to the program learning outcomes, competencies, and curricular structure.

Standard:
All faculty must be academically and professionally qualified, as determined by the institution, with institutional responsibilities and expectations clearly defined. Faculty development should be continual.

Basis for Judgment:
Faculty members must possess the appropriate academic attainment, possess teaching, research, and professional service skills, be enthusiastic about their service to students; and be eager to continually improve themselves for the responsible position they are privileged to hold.

4.11.1 List of graphic communications faculty
      4.11.1.1   Tenure/Tenure track
      4.11.1.2   Adjunct/Part-time
      4.11.1.3   Graduate teaching assistants

4.11.2 Vita of each graphic communications faculty member
4.11.3 Course teaching assignments of each faculty member
4.11.4 Contact hours, advising, and teaching load for each faculty member. High laboratory time requirements should be considered
4.11.5 Evidence of professional development of each faculty member
4.11.6 Evidence of administrative support of faculty development and professional service
4.11.7 Policies and procedures for selection and appointment of faculty
4.11.8 Tenure, retention, and promotion policies and procedures in comparison to other professional areas on campus
4.11.9 Teaching, service, and scholarly requirements for faculty

4.12 Faculty Evaluation

Evaluation of faculty provides feedback for instructional improvement, faculty development, and other contributions to knowledge and to the profession.

Standard:
All faculty must be evaluated for instructional effectiveness, professional development, and service contributions.

Basis for Judgment:
Instructional effectiveness of each faculty member is regularly conducted. Prompt feedback of faculty evaluation results is practiced.

4.12.1   Faculty evaluation policies and procedures
4.12.2   Evaluation instruments
4.12.3   Mechanism for prompt feedback of evaluation results to faculty

Students/Graduates

4.13 Student Records and Advising

Effective advising requires that student records be well organized, current, and maintained in a systematic and effective manner. Advisors should be cognizant of current curricular requirements and changes that affect the graphic communications curriculum. Prerequisite course status must be monitored and strictly enforced. Student advisement is required on a regular basis.

Standard:
A system for maintaining records and advising students must be established and in use.

Basis for Judgment:
There should be ample written evidence of admission records, student progress through his/her academic program, and notations of academic advisement assistance. All students with declared majors in the academic unit must have assigned advisors.
4.13.1   Admission standards are documented to assure students are capable of meeting standards. Admission test scores, high school rankings, and other criteria are documented
4.13.2   Documented student recruitment and selection
4.13.3   Accurate, individual records
4.13.4   Documented and regularly performed career counseling and program advising

4.14   Graduate Placement and Follow-up

Assistance to help students transition into their first employment position is important to help assure graduates are placed in positions commensurate with the stated program learning outcomes and mission of the program. Follow-up studies assess learning outcomes and assist in future development of the program. The types of employment opportunities and how well the students were prepared in the program for their current and past positions should be documented.

Standard:
Initial placement assistance is practiced and timely follow-up studies of graduates are conducted.

Basis for Judgment:
The types of employment and how well the students were prepared in the program for their current and past positions should be documented.

4.14.1   Institutional placement services available and practiced
4.14.2   Philosophy and practice of graduate follow-up
      4.14.2.1   Graduate follow-up survey instruments
      4.14.2.2   Frequency of measurement
      4.14.2.3   Summary analysis of most recent graduate responses and/or responses of graduate employers
4.14.3   Positions held by graduates, including both initial entry-level and career growth

Note: The following three pages can be downloaded from the ACCGC website: [www.accgc.org]

* Timetable for an Accreditation Review
* Application for an Accreditation Review form
* Application for a Re-Accreditation Review form

Accrediting Council for Collegiate Graphic Communications, Inc.
<u>Tentative</u> Timetable for an Accreditation Review

Action:	**Timetable:**
1. Requesting institution submits an Application for an Accreditation Review with appropriate fee to the ACCGC Managing Director.	Starts the beginning of the self-study period (maximum 12 months).
2. ACCGC appoints Site-Visitation Team. The team chair serves as a mentor to the requesting institution program coordinator during the self-study period.	Within two months of ACCGC receiving the Application for Accreditation Review.
3. Members of the Site-Visitation Team are confirmed by the institution's administrator requesting the accreditation review.	Within two weeks after receiving the listing of the site-visitation team.
4. The managing director and site-visitation team chair establish the site visitation dates in cooperation with the program coordinator and immediate administrator.	Within 12 months of ACCGC receiving Application for an accreditation review.
5. Requesting institution program coordinator submits five copies of the program self-study to the ACCGC site-visitation team, chair of the Accreditation Committee, and managing director.	Within 12 months of ACCGC receiving the application for a program accreditation or re-accreditation review.
6. Site-Visitation Team and Chair of the ACCGC Accreditation Committee analyze the self-study. Team leader requests additional information, if needed.	Within two weeks after receiving copies of the program self-study.
7. On-Site Program Review is conducted by the ACCGC Site-Visitation Team.	Conducted within one month after ACCGC personnel receive copies of the self-study.
8. The preliminary report of the Site-Visitation Team is sent to the ACCGC Managing Director who reviews the report and, on behalf of the Chair of the Site-Visitation Team, sends the written report, minus the conclusions, recommendations, and program accreditation recommendation, to the program coordinator for his/her review of the factual information included in the report.	Within 30 days of the on-site team visitation.
9. The requesting institution's program coordinator responds to the ACCGC Managing Director and provides needed corrected information and with any concerns about the Site-Visitation Team's preliminary report.	Within 15 days after receiving the preliminary report.
10. Site-Visitation Team and/or the Managing Director edits the final report, adds conclusions, recommendations, and program accreditation recommendation and submits the report (via e-mail) to the ACCGC Accreditation Committee members for action on the report and program accreditation recommendation as provided by the site-visitation team.	Within two weeks following the review of the preliminary report by the program coordinator and immediate administrator.
11. The ACCGC Managing Director, on behalf of the Accreditation Committee Chair, sends letter of notification to the program coordinator and immediate administrator with the Accreditation Committee's accreditation decision and recommendations. Official action is taken during the next ACCGC Board of Directors meeting.	Within two weeks of the official accreditation decision by the Accreditation Committee. Program accreditation begins on September 1 and terminates on August 31 of appropriate years.

(12-18-2019)

Accrediting Council for Collegiate Graphic Communications, Inc.
APPLICATION for an ACCREDITATION REVIEW
COLLEGIATE DEGREE PROGRAM IN GRAPHIC COMMUNICATIONS

College/University: _____

Address: _____

City/State/Zip: _____

Website Address: _____

Requesting Administrator: _____ Title: _____
(Must be President, Academic Vice President, or College/School Dean)

    Campus Address: _____

    Phone: _____ Fax: _____ E-mail: _____

    Signature: _____ Date: _____
(Signature of Requesting Administrator)

Degree Level(s): Associate _____ Baccalaureate _____ Graduate _____

Name of Degree Program (list any additional programs being requested for an accreditation review):

_____

    Concentrations or Elective Areas: _____
_____

    Program Mission Statement(s): _____
_____
_____
_____
_____

    Number of Faculty Assigned to Graphic Communications Program: Full-Time _____ Part-Time _____
    Current Number of Program Majors: _____ Program Minors: _____
    Date Program was First Founded: _____ Number of Program Alumni: _____
    This is a multiple campus program: _____ yes _____no

Program Contact Person: _____ Title: _____

    Campus Address: _____

_____

    Phone:_____ Fax: _____ E-mail: _____

Anticipated Date for Completing the Self-Study Report: Month _____ Year _____

Suggested Term for the Site Team Visitation: Fall or Spring (circle) of the _____ – _____ Academic Year

Send Application and Required Fee to: Dr. Ervin A. Dennis
                                          ACCGC Managing Director
EIN: 11-3659363   1034 West 15th Street
(12-18-2019)   Cedar Falls, IA 50613-3659

Accrediting Council for Collegiate Graphic Communications, Inc.
APPLICATION FOR A RE-ACCREDITATION REVIEW
COLLEGIATE DEGREE PROGRAM IN GRAPHIC COMMUNICATIONS

College/University: _____

Address: _____

City/State/Zip: _____

Website Address: _____

Requesting Administrator: _____ Title: _____
(Must be President, Academic Vice President, or College/School Dean)

    Campus Address: _____

    Phone: _____ Fax: _____ E-mail: _____

    Signature: _____ Date: _____
(Signature of Requesting Administrator)

Degree Level(s): Associate _____ Baccalaureate _____ Graduate _____

Name of Degree Program (list any additional programs being requested for a re-accreditation review):

_____

Dates accredited by ACCGC: 1st _____ 2nd _____ 3rd _____

    Concentrations or Elective Areas: _____

    _____

    Program Mission Statement(s): _____

    _____

    _____

    _____

    Number of Faculty Assigned to Graphic Communications Program: Full-Time _____ Part-Time _____
    Current Number of Program Majors: _____ Program Minors: _____
    Date Program was First Founded: _____ Number of Program Alumni: _____
    This is a multiple campus program: _____ yes _____ no

Program Contact Person: _____ Title: _____

    Campus Address: _____

    _____

    Phone: _____ Fax: _____ Email: _____

Anticipated Date for Completing the Self-Study Report: Month _____ Year _____

Suggested Term for the Site Team Visitation: Fall or Spring (circle) of the _____ – _____ Academic Year

Send Completed Application to: Dr. Ervin A. Dennis
                         ACCGC Managing Director
EIN: 11-3659363   1034 West 15th Street
(12-18-2019)   Cedar Falls, IA 50613-3659