



Accreditation Standards

(Approved by TAPAC BOC on April 24, 2023)

1.0 General Criteria

Programs applying for TAPAC accreditation must initially demonstrate that they satisfy each of the requirements listed below. These requirements define eligibility for the TAPAC review process and remain part of the eligibility criteria throughout the accreditation period. Thus, institutions should note that upon notification of a deficiency in the Standard 1.0 series, the Commission may withdraw accreditation at any time.

The program:

- 1.01** Offers postsecondary educational instruction leading to a minimum of a 120-hour (or 180 quarter hour) baccalaureate degree in the textile and apparel-related field. Courses in the curriculum should be offered in such a manner that students can complete the program requirements within four years for baccalaureate degrees.
- 1.02** Shall have institutional approval for courses offered.
- 1.03** Has operated continuously for at least five (5) years by the time of review.
- 1.04** Makes publicly available a description of the program and related activities, policies, and procedures.

2.0 Mission, Vision, Values, and Planning

- 2.01** The academic unit shall have the following written documents, available on the program website, that are consistent with the institution and with the textile and apparel field.
 - 2.01.01** The mission, vision and values statement of the program, as it aligns with the institutional mission, vision, and values.
 - 2.01.02** Program goals that support the mission, vision and values of the academic unit.
- 2.02** The program shall be guided by a strategic plan that is assessed regularly for progress and shall include: (a) measurable objectives, (b) evidence of the achievement of those objectives, (c) designation of primary person or organizational unit responsible for attainment of objectives, and (d) allocation of resources in support of the program's mission, vision, values and goals.

3.0 Administration

- 3.01** The organizational structure and institutional policies in the academic unit where the program is housed demonstrate resources adequate for the program to succeed in its mission, vision, and values with respect to the following:
 - 3.01.01** The program shall have adequate financial resources to meet mission, vision, values, and strategic plan, as well as contractual obligations.
 - 3.01.02** The program shall have a policy describing the implementation of personnel policies and procedures.
 - 3.01.03** Hiring practices and retention policies will promote diversity and a climate of inclusiveness.
 - 3.01.04** The program shall have a policy describing the development and implementation of academic policies and procedures.

3.01.05 The program has a designated leader (hereinafter referred to as the program coordinator) to manage (or have significant input into) all aspects of the program, including the organization, administration, and allocation of resources. If the program coordinator is not an administrator, the department chair will consult with the program coordinator to ensure all program standards are achieved.

3.01.05.01 The program coordinator shall have enough time allotted in their load to perform the administrative functions required for TAPAC accreditation. The workload assignment for program coordination should be consistent with prevailing practices in the institution.

3.01.05.02 The program coordinator shall possess a minimum of an earned master's degree in a program-relevant content area (e.g., merchandising, fashion design, consumer studies, etc.), be a full-time faculty member in the program, and have a minimum of three (3) years of relevant program-related professional experience.

3.02 Program faculty shall formally participate in setting policies that affect the program.

3.03 The program shall consistently consult with relevant industry practitioners to affirm or influence the curriculum.

4.0 Faculty

The program shall appoint sufficient faculty and staff with the necessary qualifications to meet the program's stated goals and outcomes and to meet student learning outcomes.

4.01 The program shall have instructors with competence and credentials in the subject matter for which they are responsible. The program shall have a minimum of two full-time faculty members assigned to the program with at

least two FTEs assigned to teaching textile and apparel-related courses. Use FTE definition in Glossary. All teaching faculty shall hold a master's degree or higher, and a bachelor's degree or higher in apparel or textiles or a related field. Teaching faculty who do not hold a master's degree or higher shall meet the credentialing standard of the university's regional accrediting agency.

- 4.02** The program shall have student-faculty ratios that are conducive to a strong learning environment. The recommended program ratio is 40:1 or less. The program should demonstrate that class size and space (for studio courses, lab courses, and lecture courses) are appropriate for achieving desired learning outcomes.
- 4.03** Full-time faculty members with appointments in the program shall instruct at least 60% of the required program courses in each textile and apparel major/concentration offered.
- 4.04** Professional development opportunities for faculty shall be sufficient to enable the program to accomplish its strategic plan and operate in a manner consistent with the program mission. Professional development activities should impact program quality, consistent with the missions of the institution and the academic unit.
- 4.05** Faculty workload policies shall be consistent with those applied to other academic units in the college, and sufficient to enable the program to support the goals and mission of the program and operate in a manner consistent with its values.
- 4.06** Policies regarding salaries, promotion and tenure, sabbatical leaves, leaves of absence, and financial support shall be consistent within the unit and with other academic units in the university and sufficient to enable the program to accomplish its mission and operate in a manner consistent with its values.
- 4.07** Faculty members will produce scholarship and engage in professional and university service appropriate to the program's mission, stage of their careers, and expectations of the university.
 - 4.07.01** The program shall provide clear expectations regarding the quality, quantity, and frequency of scholarship output.

4.07.02 Discipline-based scholarship contributions should be aligned with the expectations of the faculty member's unit and relevant to the faculty member's field. Peer-reviewed publications and exhibition of juried creative design are considered scholarship contributions.

4.07.03 The program shall provide clear expectations regarding professional and university service.

4.08 Good teaching is promoted and periodically assessed.

5.0 Students

5.01 Written policies and procedures shall exist for admission, retention, and dismissal of students from the academic unit. If the academic unit does not have specific policies, provide documentation of the university policy.

5.02 Student advising systems shall be effective, accessible to students, and continually improved through evaluation, and shall include:

5.02.01 Academic advising

5.02.02 Professional and career advising

5.02.03 Internship advising (when offered for credit)

5.03 The program adheres to the university standards regarding student diversity and a climate of inclusiveness through recruitment, admission and retention practices, and student support services.

5.04 Student records shall be maintained in compliance with generally accepted confidentiality and retention of records practices.

5.05 The program shall provide opportunities for student involvement in professional organizations, activities of those organizations, and in professional service.

5.06 The program will adhere to university policy regarding procedures for student grade appeals.

6.0 Facilities and Equipment

Classrooms, laboratories, computer facilities, equipment, specialized equipment space, offices, and other instructional resources used by students, faculty, administration, and staff are adequate for high quality operations, support the mission and goals of the program, and undergo continuous improvement.

- 6.01** The program facilities shall comply with the university's requirements for accommodation under the Americans with Disabilities Act (ADA) and the amendments to the Act.
- 6.02** Classroom and lab space, equipment, and technology are adequate for the stated program mission and goals and for the number of students enrolled in the program courses.
- 6.03** Faculty members have properly located and equipped faculty offices of sufficient size and quality to adequately address privacy and confidentiality issues, and are of a sufficient number and size to meet the program's mission and goals.
- 6.04** Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, instructional delivery, and project evaluation.
- 6.05** Faculty members and relevant research assistants will have access to appropriate facilities and equipment for research activities, per program mission and goals.
- 6.06** Faculty members and other administrative personnel will have access to appropriate facilities and equipment to conduct meetings and perform administrative tasks, including but not limited to adequate conference rooms for faculty use.
- 6.07** The program provides study areas for students and meeting space for student organizations.
- 6.08** The program's physical resources and facilities are equitably available for daytime, evening, and distance sessions and are located so that each student or group of students has access to them. If off campus facilities are used for

programmatic instruction, describe the contractual obligations involved in retaining the use of these facilities.

- 6.09** Appropriate learning resources and facilities (e.g., libraries, writing centers, student support services) are available to support the program's teaching, research and outreach mission.

7.0 Curricula and Learning Outcomes

The learning outcomes presented in this set of standards are designed to elicit evidence of relevant student learning outcomes in textile and apparel curricula. The program learning outcomes should reflect the major areas of foundational curricula as outlined in the Meta Goals adopted by ITAA in 2021 (see Appendix A). Given the diversity of programs in the textile and apparel fields, it is incumbent upon the program to determine the **Student Learning Outcomes** of the program(s) and the body of knowledge applicable to the major areas of the foundational curricula. The body of knowledge and resultant learning outcomes should reflect the current pertinent and projected needs of relevant industry and university priorities.

- 7.01** Given the specialized nature of textile and apparel programs, it is expected that at least 40% of the required 120 hours for four-year degree programs are program content specific per track/concentration (i.e. fashion design, merchandising, etc.).
- 7.02** The program shall demonstrate a commitment to relevance to the industry through continuous improvement via data from assessment of Standard 7 student learning outcomes. Students graduating from textile and apparel programs shall be able to demonstrate achievement of the learning outcomes pertinent to their degree plan (i.e. design, merchandising, etc.).
- 7.02.01** The curriculum provides students with sufficient opportunity to achieve learning outcomes in **Core Knowledge Content** (ITAA Meta Goal 1, Categories 1-3) that are pertinent to the program-level learning objectives. This standard has multiple components (see Appendix A), each of which should be addressed with learning outcome statements developed by the program faculty, as appropriate to the curriculum.

- 7.02.02** The program shall demonstrate through assessment that program graduates are achieving the Core Knowledge Content standard.
- 7.02.03** The program shall demonstrate a commitment to relevance to the industry through continuous improvement via data from assessment of Standard 7.02.
- 7.03** Students graduating from the textile and apparel program shall demonstrate the potential to succeed as professionals in textile and apparel or related organizations. The third Meta Goal, **Professional Competencies** (ITAA Meta Goal 3, Categories 1-4) relates to this standard and is composed of four (4) categories, i.e., Cognitive Skills, Interpersonal Skills, Intra-Personal Skills, and Professional Skills (See Appendix A).

The program provides students with sufficient opportunity to achieve learning outcomes related to the development of Professional Competencies. While these competencies may be addressed in program specific courses, these skills are also often addressed in the university core and may be assessed as part of overall university assessments. (See Appendix A for the components within each of the four Professional Competencies categories.)

Appendix A ITAA 2021 Meta Goals

META GOAL 1

College and university textile and apparel programs will provide high quality curricula that include the following **Core Knowledge Content** at a level appropriate to the specific program's mission and strategic plan:

Meta Goal 1, Category 1: Textile and Apparel Product Knowledge

[TAPAC Note: It is expected that at least five (5) of these nine (9) components will be assessed for each of the programs under review.]

1. Textile materials and structures used in apparel and other soft goods
2. Socio-cultural, psychological, economic, political, and technological factors in the development of textile and apparel products through history and across cultures
3. Significance of textile and apparel products in the global consumer market
4. Categories and functions of apparel and other soft goods
5. Product quality, performance, technical specifications, and regulatory compliance standards
6. Elements and principles of design as applied to textile and apparel products, merchandising and marketing of those products
7. Product development process and innovation in textile and apparel products
8. Forecasting product trends and innovations
9. Sustainability of textile and apparel products from concept to end-of-life

Meta Goal 1, Category 2: Industry and Business Knowledge

[TAPAC Note: It is expected that at least three (3) of these six (6) components will be assessed for each of the programs under review.]

1. Roles, functions, and interdependence of various sectors within the global textile and apparel complex
2. Textile and apparel production processes
3. Retail structure and operations, product merchandising, and retail management
4. Market brand, trade and economic concepts impacting global business decisions and profitability
5. Historical, cultural, social, technological, and political factors impacting textile and apparel business and industry
6. Sustainability in textile and apparel business and industry practices

Meta Goal 1, Category 3: Human Interactions with Products and Processes

[TAPAC Note: It is expected that at least three (3) of these six (6) components will be assessed for each of the programs under review.]

1. Role of dress and appearance in reflecting and shaping intra-and inter-cultural interactions
2. Historical, socio-cultural and/or psychological factors influencing dress and human behavior
3. Consumer textile and apparel needs, wants, and consumption as influenced by life stages, social factors, and culture
4. Role of the consumer in fashion adoption and diffusion
5. Role of design in quality of life and human well-being
6. Human interactions in leadership, management and marketing

META GOAL 2

College and university textile and apparel programs will provide high quality curricula that include the following **Curricular Elements**.

[TAPAC Note: Meta Goal 2: Curricular Elements will not be assessed for Undergraduate Program Accreditation except when Field Experiences or Practical Applications are a program requirement.]

Meta Goal 2, Category 1: Advanced Knowledge Content

Meta Goal 2, Category 2: Research

1. Research principles/methods appropriate to the program
2. Theoretical perspectives

Meta Goal 2, Category 3: Field Experiences or Practical Application

META GOAL 3

College and university textile and apparel programs will provide high quality curricula that include the following **Professional Competencies**.

[TAPAC Note: Please see Standard 7.03, 7.03.01, 7.03.02 and 7.03.03 for guidance on addressing this Meta Goal.]

Meta Goal 3, Category 1: Cognitive Skills

1. Critical analysis and creative thinking to find solutions to problems and develop innovative products, services, or processes
2. Use of appropriate terminology, tools and technology to address current and future issues with in the global textile and apparel complex

Meta Goal 3, Category 2: Interpersonal Skills

1. Communicate ideas in written, oral, and visual forms using appropriate tools and terminology
2. Collaboration, team participation and leadership
3. Global awareness and cross-cultural competence
4. Professional behavior that demonstrates commitment to justice, equity, diversity, and inclusion

Meta Goal 3, Category 3: Intra-Personal Skills

1. Ethical behavior and decision making
2. Socially responsible behavior and decision making

Meta Goal 3, Category 4: Professional Skills

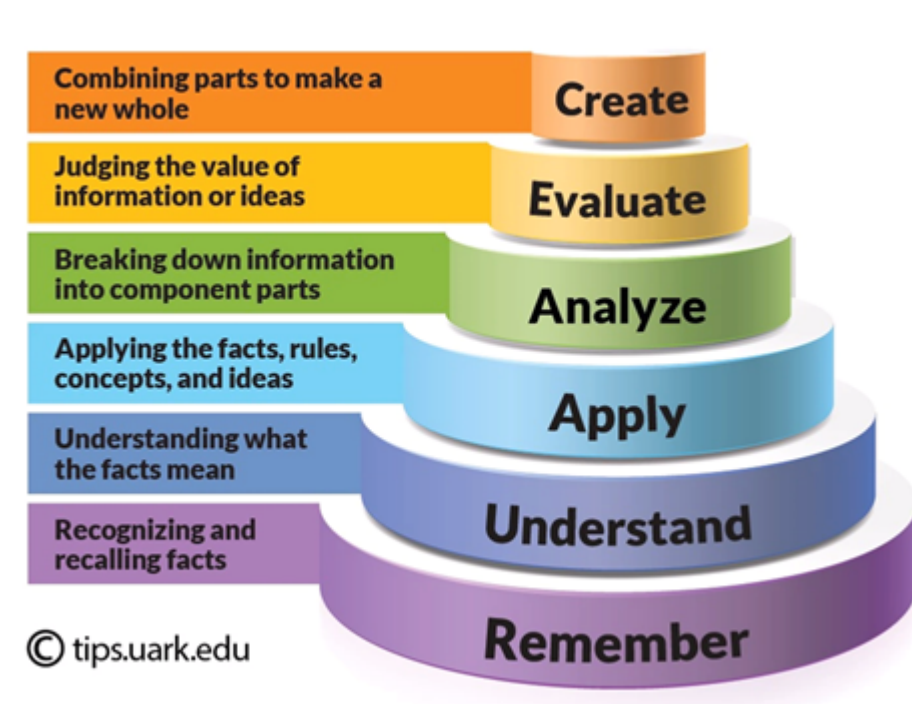
1. Career planning concepts and job search strategies
2. Critique ideas constructively

Appendix B

Bloom's Taxonomy

Bloom's Taxonomy is a hierarchical model and classification system used to define and distinguish different levels of human cognition, such as thinking, learning, and understanding. The Bloom's levels correspond to the following numbers to be used in tables in Standard 7 appendices:

- 1 = Remember
- 2 = Understand
- 3 = Apply
- 4 = Analyze
- 5 = Evaluate
- 6 = Create



Other verb choices, consistent with the six Bloom's Taxonomy verbs listed above can also be used for assessment of student learning outcomes.