

Public Relations

APRC 1997-1998

Section 1 of 8

Memo

TO: Academic Program Review Council, Academic Senate

FROM: Public Relations Major, Program Review Panel

SUBJECT: Academic Program Review

DATE: October 15, 1997

The Program Review Panel for the Public Relations Major in Ferris State University's College of Business, respectfully submits the following evaluation, report and recommendations.

FSU's Public Relations major was developed in the late 1980s by senior public relations professionals and is unique as one of only three such programs offered in Colleges of Business in the United States. Its applied, career-oriented, professional content and objectives, make it an ideal match with Ferris State's mission.

The Department of Labor projects a 47 percent nationwide increase in public relations jobs this decade, making it one of the 10 fastest growing careers. With proper resources, FSU's public relations major can take advantage of this potential and significantly increase enrollment. To achieve the potential of 100 FSU public relations students, aggressive awareness and recruiting programs are required and strong University and College of Business support is essential.

The panel strongly urges that the University implement our recommendations and provide the resources required to grow and enhance the unique Public Relations major.

For the Program Review Panel,



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Ferris State University

Public Relations

Administrative Program Review

September 1997

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SECTION 1

PROGRAM OVERVIEW

Program Overview

MISSION

The mission of the Public Relations academic major is to enable students to learn and apply the principles and techniques of the professional practice of public relations and related functions so that they can enter and succeed in their chosen career and contribute to the economic vitality of their employer, the State of Michigan and the global community.

This mission is accomplished by maintaining a well-rounded curriculum in public relations, management, marketing, journalism and advertising, including a full business sequence. This five-point approach and business foundation makes FSU's curriculum unique in North America. Emphasis is placed on gaining practical, hands-on experience, applying decision-making skills and utilizing appropriate computer and media technology.

Purposes

1. To provide students a strong foundation of public relations theory and principles, including a social and economic framework for application of this knowledge.
2. To equip students to apply public relations skills, techniques and tactics for diverse types of employers, from corporations to entrepreneurial enterprises to non-profit organizations.
3. To provide businesses, consulting agencies and other organizations with graduates who have the professional knowledge and skills required to enter and advance in the public relations function and contribute to the achievement of the organizational objectives.
4. To provide students with a competitive edge in employment and career advancement.
5. To empower students to make decisions using the appropriate professional technology while considering the impact on society and the need to maintain the highest standards of professional and business ethics.
6. To provide a foundation for and to encourage students' personal growth and lifelong learning.
7. To continue efforts among public relations practitioners and employers to emphasize and enhance their recognition of the five-point Ferris State public relations program as a unique and model program for public relations education with a business emphasis.

8. To foster a dynamic curriculum of college study which is responsive to the ever-changing needs of students, public relations professionals and the organizations that employ them.

HISTORY

The Public Relations Profession

To provide proper perspective on evaluating the current status and projecting the potential of Ferris States unique public relations academic program, it is important to begin with an understanding of the history, development and role of the profession.

Tracing the history of the public relations profession is difficult because it has evolved gradually over centuries from efforts to "persuade." Some researchers place public relations' beginnings back at least 2400 years to the use of coins and sculpture to achieve political ends.

In the United States, public relations roots are commonly traced to 1620 when colonists produced a newsletter which was sent back to England and offered free land to entice new settlers to come to America. In 1643, Harvard College issued a public relations brochure titled "New England's First Fruits" to solicit development funds for the fledgling institution. And, the Boston Tea Party of 1773 was staged by patriots as a public relations "special event" to arouse and focus colonial sentiments against the British.

The text, *This is PR*, states that,

"Some historians credit Thomas Jefferson in 1807 with first combining the words 'public' and 'relations' into 'public relations.' Others say that the term was coined by lawyer Dorman Eaton in an address to the Yale graduating class of 1882. Regardless, 'public relations' was not used in its modern sense until 1897, when it appeared in the Association of American Railroads' *Yearbook of Railway Literature*. The real success of the term can be credited to Edward L. Bernays, whom Irwin Ross calls 'the first and doubtless the leading ideologue of public relations.'

Berneys was the first to call himself a 'public relations counsel,' which he did in 1921. Two years later he wrote the first book on the subject, *Crystallizing Public Opinion*, and taught the first college course on PR at New York University. Thus it was around the turn of the twentieth century that PR came into being as a term, as an occupation and as an academic discipline."

The text goes on to identify five distinct stages in the development of public relations in the United States. These are:

1. **Preliminary period (1600-1799)** - an era of development of the channels of communications and the exercise of public relations tactics such as publicity, promotion and press

agency. This covers the initial colonization and American Revolution.

2. Communicating/initiating (1800-1899) - a time primarily of publicist, press agents, promoters and propagandists. This period covers the Civil War, Western Expansion and the Industrial Revolution.

3. Reacting/responding (1900-1939) - a period of writers hired to be spokespeople for special interests. Covers the Progressive Era and Muckrakers, World War I, the Roaring Twenties and the Depression.

4. Planning/preventing (1940-1979) - a maturing of public relations as it began to be incorporated into the management function. The period includes World War II, the Cold War and the Consumer Movement.

5. Professionalism (1980-present) - an effort by public relations practitioners to control public relation's development, use and practice on an international level.

Another perspective on the development of the profession is found in James Grunig's four historical models of the practice of public relations as described below. While a few so called "practitioners" still operate under model 1, today most professionals practice public relations using models 3 and 4.

1. Press Agency/Publicity - tries to publicize the organization, its products and its services in any way possible. The complete truth is not always told in these promotional and propaganda efforts. Notable example - P. T. Barnum promoting Tom Thumb.

2. Public Information - tries to make an organization look good through dissemination of positive information which is truthful and accurate. Public relations practitioners try to represent both organizational and public interest. Notable examples today - Government agencies, non-profits and associations.

3. Two-way Asymmetric - uses research to understand public motivations and then to develop messages which persuade strategic publics to behave as the organization wants or to agree with the organization's point-of-view. Today, highly competitive business firms commonly use this model.

4. Two-way Symmetric - uses research and communications to achieve mutual understanding and acceptance between strategic publics. Managing conflict and improving

understanding are the principal objectives rather than persuasion. Today, highly regulated utilities and similar business firms frequently use this model.

As these changing roles of public relations have evolved, a number of definitions of the function have been developed. Today, most professionals emphasize that public relations is an applied, social science focusing on behavior. A widely accepted definition is:

"Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance."

Public Relations News

As public relations is practiced today, the following functions are typically included in the responsibilities of the professional.

Counseling - Advise management on the impact of proposed policies and actions and recommend strategic programs which build positive public relationships and behaviors.

Research - Determine attitudes and behaviors of specific publics in order to plan, implement and measure programs which influence or change those attitudes and behaviors.

Media Relations - Work with print, broadcast and other mass media to present an organization's views, respond to reporter's inquires and requests and generate positive news coverage.

Employee Communications - Inform and motivate employees or organizational members, retirees and their family members to enhance productivity and achieve goals.

Community Relations - Maintain and enhance the community through planned, active and continuing participation which benefits an organization, local residents and related publics.

Public Affairs - Help develop effective public policy and laws through positive relationships and improved understanding with legislators and regulatory agencies.

Issues Management - Identify and address significant social, economic and political issues which are of public concern or which may impact the organization in the future.

Investor Relations - Help to produce a fair market value for an organization's stock by creating and maintaining confidence among shareholders and the financial community.

Fund Raising - Demonstrate the need for and encourage members, friends, supporters and others to contribute their money, time and talent.

Special Events - Plan and implement special activities, meetings or events which enable an organization to interact with its publics and which stimulate interest in a person, product or organization.

Marketing Communications - Combine public relations activities with advertising, marketing and promotions, using each technique to its best advantage to sell a product, service or idea.

To understand the knowledge and skills required for a public relations professional today and to aid in identifying the more advanced requirements for mid and upper level practitioners, a sample of typical public relations job descriptions in business, non-profits, associations, consulting agencies, etc., is included in Appendix N. These have been adapted from samples included in Bill Canter's *Inside Public Relations, Experts in Action*.

Employment trends within the profession as shown on the table below. Today, public relations is practiced by about 200,000 practitioners, according to the U.S. Bureau of Labor Statistics. About 60 percent are women. The median entry level salary is approximately \$23,000 while the median annual salary for public relations professionals stands at \$49,000.

Figure 1-1
PUBLIC RELATIONS EMPLOYMENT TREND

<u>Year</u>	<u>Number of "PR Specialists"</u>
1950	19,000
1960	31,000
1970	76,000
1980	126,000
1990	162,000
2000 projected	197,000

Source *"Effective Public Relations"*

History of FSU's Public Relations Major

The initial consideration of the offering of a public relations major at Ferris State can be traced back to about 1967 when the College of Business Advertising faculty made initial contacts with the Public Relations Society of America (PRSA), the largest national professional society; Scott Cutlip, co-author of the most popular college textbook in public relations principles, *Effective Public Relations*; and others to explore the potential of an academic program in the subject area. It was noted at the time that most colleges and universities offered public relations courses only within Journalism or Communications curricula and other related Colleges of Arts and Sciences programs.

FSU's College of Business offered its first courses in public relation in 1974 when ADV 340, Public Relations Principles, and ADV 440, Public Relations Problems, were added to the Advertising curriculum. By the 1980-81 year, two additional courses, ADV 341, Methods and Techniques of Public Relations, and ADV 455, Public Relations Campaigns, had been added to the Advertising program.

An internal FSU advisory committee was formed in late 1979 to study, evaluate and develop an expanded curriculum offering for students interested in studying public relations. This led to Professor Roland L. Hicks, as a product of a sabbatical, submitting a "Proposed Pubic Relations Curriculum" in March 1980 recommending that FSU's College of Business adopt the new program as an option under the existing Advertising curriculum in the Marketing Department. His research strongly supported the need expressed by public relations practitioners for graduates entering the profession to have business knowledge and training. He suggested that locating a major in the College of Business and supplementing this with coursework in Journalism and Communications would be a very effective approach.

Hicks' proposal went forward in 1981 and Board approval was received to add an emphasis in public relations to the Advertising major. Two students enrolled. The enrollment totaled 14 students in 1982 and the Advertising/Public Relations major included the following four credit hour public relations courses:

ADV 340	Public Relations Principles
ADV 341	Methods and Techniques of Public Relations
ADV 440	Public Relations Problems
ADV 455	Public Relations Campaigns

These courses were taught by existing Advertising faculty. By the time the new option officially began in 1983, some 35 students were enrolled. Ferris State's two-year program leading to an AA in Journalism proved to be an excellent feeder into the final two years (junior and senior) of Advertising/Public Relations sequence.

The first full time faculty member, Liz Tidwell, was hired to head up the Public Relations teaching effort in 1985 and to work to refine and develop the new academic program. This included the chartering of a Public Relations Student Society of America (PRSSA) chapter at Ferris State in April 1986. Significant

promotional/recruiting efforts were launched for the academic program among high school counselors, conferences, career days, etc.

In late 1986, Patrick Jackson, 1980 National President of the Public Relations Society of America (PRSA, the largest professional public relations organization in the United States), came to FSU's campus to speak to the public relations students. He agreed to review the fledgling Advertising/Public Relations curriculum. This was about the same time that the National Commission on Undergraduate Public Relations Education (established by the Public Relations Division of the Association for Education in Journalism and Mass Communications [AEJMC], the PRSA and its Educators Section) was completing the report on its three-year study (see Appendix K).

Through Jackson's initiatives a senior executive/professional level task force was recruited to "develop at Ferris a model curriculum for public relations with a business emphasis." From this work and counsel, FSU's unique curriculum resulting in a BS in Business with a Public Relations Major was developed. While this major focused on education in public relations, it was unique in that it also placed strong emphasis on marketing, management, advertising and journalism. This is referred to as the "Five Point Emphasis."

This new major was submitted for approval in early 1988 (see Appendix N) and received Academic Senate approval on January 10, 1989. The eight-year-old Advertising/Public Relations sequence was formally launched as a separate Public Relations major in the summer of 1989. The first Bachelor of Science in Business with a Public Relations Major was awarded in May 1990. The major courses offered were:

PR 340 Principles of Public Relations	4 hours
PR 341 Methods & Techniques 1	4 hours
PR 342 Methods & Techniques 2	4 hours
PR 440 Public Relations Problems	4 hours
PR 455 Public Relations Campaigns	4 hours
PR 456 Public Relations Senior Seminar	4 hours

With the conversion to the semester system in 1993, the PR 456 Public Relations Senior Seminar was eliminated and replaced with PREL 491 Public Relations Cooperative Education (Internship) course.

After a one-year leave of absence and a one-year sabbatical, Liz Tidwell, the Public Relations program coordinator and only public relations professional on FSU's faculty, resigned in mid-1995. Ron Greenfield, a public relations professional with more than 25 years of experience and most recently Vice President-Public Relations for a \$2 billion international energy company, was hired as Assistant Professor-Marketing and Coordinator- Public Relations Major. He began work in August 1995.

As part of Ferris State's restructuring, the AA in Journalism program was eliminated and the last of the students completed the program in May 1996. In conjunction with this change, the two remaining Journalism courses were redesignated ENGL

121 and 122. Also in 1997, the requirement to complete the VISC 214, Computers in Graphic Design (now VISC 116), was added to the Public Relations curriculum. The current Public Relations major course requirements are discussed in detail in Section 9 of this report.

Accreditation of Ferris State's Public Relations curriculum is not possible under the current provisions of AEJMC, the official accrediting body. Curricula not located within a Journalism or Communications Department or College are not eligible for AEJMC accreditation. However, the Public Relations Society of America believes that this prerequisite is not valid and has, as a result, developed and instituted a parallel Certified in Education for Public Relations (CEPR) program in 1989. Details on this program are included in Appendix M. Six college public relations curricula/programs have thus far been awarded the six-year CEPR credential.

IMPACT

As has been discussed, the Ferris State Public Relations Major was developed by a nationwide group of senior professionals to provide a prototype public relations curriculum in a College of Business in the United States. These senior practitioners believed that the failure of most college curricula to require or even to offer students business courses created a significant void in their professional education. Research shows that more than half of all U.S. public relations professionals are employed directly by business and another 30 percent are indirectly employed principally by the same companies through consulting and industrial trade association work.

Many of the original group of senior practitioners, including two past National Presidents of the Public Relations Society of America, still serve on the Advisory Committee for FSU's public relations program.

In the eight years since the new Public Relations major was formally established in 1989, seventy-six students have graduated. Approximately fifty students graduated from the Advertising/Public Relations sequence within the Advertising curriculum in the previous six years.

Because of the youth of FSU's public relations major, few graduates have yet advanced to senior level positions in the profession. An annual Alumni Directory was launched in 1995 and this has provided some insight into current positions of graduates. Following are some of the job titles listed by FSU's public relations graduates in this directory.

Director Public Relations-St. Louis Cardinals Baseball Team
Interactive Media Specialist, Ameritech
Vice President of Marketing, Warren Schools Credit Union
District Director, Muscular Dystrophy Association
President, RemTech Business Solutions Inc.
Major Account Executive, Lansing State Journal
Co-owner, Dowsett Spring Company
Manager-Client Support, Ford Dealer Computer Services
Marketing and Public Relations Coordinator, M. C. Smith Associates
Branch Manager, Maristaff
Communications Coordinator-Editor, Citizens Insurance Company of America
Co-owner, Hassenhill Marketing
Marketing Communications Manager-Stryker Medical
General Manager, Michigan's Adventure
Public Relations Representative, American Income & Life
Owner, Perceptions
Marketing Manager-Sporting Goods, Avon Technical Products
Marketing Communications Specialist, Unitil Service Corporation
Account Executive and Publicist, John Bailey & Associates
Western Michigan Regional Director, Central Michigan University
Recruiter/Human Resource Developer, Pinkerton Security and Investigation
Senior Events Specialist, St. Louis University

Research with these graduates has shown that 52 percent now currently earn more than \$40,000 per year, a strong performance based on the fact that most are still in the early stages of their careers. Fifty-six percent are currently employed directly in public relations and nearly half of the remaining graduate respondents are now working in a job which is "very related" to public relations. An additional one-third are in careers fairly related to their public relations training. Of those not now working in public relations one-third indicated that they "found a better paying job in another field."

When asked to rate their level of satisfaction with their present job on a scale of 5 = very satisfied and 1 = very unsatisfied, the median ranking was 4.33, which is high, particularly in today's job market.

EXPECTATIONS

With the hiring of a senior public relations executive with 25 years of professional business management experience and the basic soundness and uniqueness of the Public Relations curricula located in FSU's College of Business, the groundwork is in place to revitalize and rebuild the program and to regain the enrollment numbers achieved soon after the major was launched in 1989.

Research has shown that about one-fourth of the public relations students entered the program after completion of an Associate in Journalism at FSU. Because of the elimination of that Associate degree program, however, special efforts are required to fill the void and bring in graduates and transfers from community colleges in Michigan and nearby states. Initially, a special recruiting program should be focused on the 10 community colleges in the northern and western portions of the state and in particular those which offer journalism courses. This effort should then be expanded statewide and into Midwest Compact areas of northern Indiana and northeastern Illinois with the goal of bringing 10-15 of these AA level students to FSU each year.

Success will also require a commitment to an aggressive, specialized recruiting program among high school students to regain the momentum and recognition achieved a decade ago when the program was new. Most Michigan high schools offer journalism courses and high school newspaper and yearbook activities. These students and their teachers, advisors and counselors need to be made aware of Ferris State's unique public relations major and of the potential of the program and career. The goal of this high school recruiting program will be to enroll 25 new college freshman in FSU's Public Relations major each year.

By fulfilling very reasonable, annual goals of 25 new freshman and 10 transfer students, over a period of four-to-five years the number of students in the Public Relations major will gradually grow to 100, returning to the level achieved a decade earlier. This will produce 20-25 graduates a year, the level enjoyed back in 1992-93, and require two full time public relations faculty members. FSU's annual tuition revenues from the Public Relations major will yield about \$400,000. If all of these students resided in dorms, FSU's income from the major would approximately double that or about \$800,000 annually.

It is important, however, to not only seek enrollment numbers and tuition and room dollars. The overall abilities and quality of students brought into the major from high schools and community colleges should be enhanced to enable Ferris State to produce the best product for public relations employers, our end customers. FSU's strong, unique academic program in Public Relations provides the product differentiation and quality essential for success in marketing and recruiting efforts to bring in more capable students. Early, basic recruiting efforts already underway are showing that this type of student can be drawn to Ferris State to study public relations. This will raise the overall quality of public relations students, yield a more capable graduate, enhance FSU's reputation and gradually build support and respect for the public relations program among professionals.

Only five new students entered the Public Relations major in the fall of 1995 joining only five sophomores majors enrolled after two years of absence by the one public relations faculty member. In 1996, 12 public relations majors graduated and by that fall 23 new students were recruited into the program. Additional commitments in other areas of work (including this Program Review effort) reduced the time and emphasis which was available for recruiting programs in 1996-97, but as of mid-August 1997, 26 new students majoring in Public Relations have been admitted to Ferris State. In addition, indications are that the academic capabilities (based on ACT scores and high school grade point averages) of these admits is significantly higher than new students of past years.

From these initial results, it is readily apparent that an aggressive marketing and recruiting program can and will rebuild enrollment in FSU's unique Public Relations major and raise the overall ability level of the students in the program and at Ferris State.

PLANS FOR IMPROVEMENT

1. Ferris State's Public Relations major ideally fits with FSU's mission and is unique as one of only three offered in Colleges of Business in the United States. The awareness and support of these facts needs to be enhanced within the FSU community.

2. The current Public Relations curriculum is basically sound and effective, however, some minor revisions need to be made to eliminate out-of-date courses, make the program more student friendly and enhance course content. These include:

- A. Converting PREL 340 to PREL 240.
- B. Adding PREL 101, Public Relations Freshman Seminar.
- C. Reallocating and updating content and renaming PREL 341 and 342.
- D. Adding PREL 401, Public Relations Senior Seminar, both senior semesters.
- E. Changing the title of PREL 491 to Public Relations Internship.
- F. Converting the format of giving students a choice of one of three specific General Education courses to a format of taking a course which satisfies specific General Education requirements.

3. Bringing administration of the public relations internship course back into the program can enhance this program, improve the quality of the internship experience and increase job placement opportunities. This will be achieved, however, only if sufficient time is allocated to develop and implement these improvements.

4. The hands-on knowledge of MAC and DOS computer systems and software needs to be intensified in the public relations curriculum. Resolving the operating problems in the COB MAC lab is the beginning. Making the ISYS 202 course effective or replacing it is a second step. Re-allocation of the MAC lab in PREL 341 is a third step. Others should be phased in as quickly as possible.

5. A highly targeted, aggressive recruiting program needs to be developed specifically for Public Relations students to achieve the goals of 25 freshman and 15 transfers or undecideds each year. This should include:

- A. Expansion of the program now underway to recruit high school seniors.
- B. Begin a program of recruiting high school juniors.
- C. Establish a program of recruiting transfers from the 12 community colleges in central, northern and western Michigan and then expand this statewide and regionally, including the Chicago market.
- D. Intensifying contacts with FSU students who are undecided on a major.
- E. Publicity and promotion programs for the major such as hometown releases on new freshman, transfers, internship participation, award winning PR students, etc., should be implemented.

This recruiting program must not only be designed to increase student numbers but also the quality and abilities of those who join the program.

6. Working through students, emphasis will be placed on continuing to improve the quality and size of the Public Relations Student Society of America organization to

make it more effective in enhancing the learning experience and networking for internships and jobs.

7. The Public Relations alumni (approximately 130) need be rekindled as supporters of the program at FSU and organized as a force in improving the curricula. The third edition of the Alumni Directory was distributed this spring, an Alumni tailgate luncheon at 1997 Homecoming, Alumni speakers and other steps are already underway. This effort needs to be expanded and the end result will be more student internships, job opportunities, etc.

8. The Public Relations major should set up a special contributions program to support the curriculum. This will focus on alumni, public relations professionals and public relations organizations and be directed toward scholarships, library references, student awards, etc.

9. Expanded involvement with public relations professionals in Michigan and regionally should significantly increase awareness of FSU's unique Public Relations major. This should initially be done through PRSA and IABC and then broadened.

10. Developing a career planning and job workshop for FSU Public Relations alumni would foster curriculum support and enhance alumni success. A few graduates have indicated that they would be interested in such a program. It could be held on a Saturday and Sunday at the Holiday Inn here in Big Rapids.

11. Other College of Business majors, particularly within the Marketing Department, should be encouraged to recognize the importance of written and verbal communications skills and relationship building for their graduates. The need should be fulfilled by utilizing the PREL 240 (now PREL 340) as a required and recommended course for students in their programs.

12. The responsibility for administering the two remaining basic journalism courses should be transferred to the College of Business, Marketing Department. With elimination of the Associates in Journalism program, nearly all students in these courses are public relations majors and the course content needs to address that fact and prepare students for a seamless transition into PREL 341 and 342.

13. A simple research program should be developed to periodically provide valuable information to public relations professionals, particularly in Michigan and regionally, and establish Ferris State's credibility within the profession.

Section 2

Graduate Survey

Graduate Survey

Survey Method

One hundred thirteen graduates of FSU's Public Relations curriculum and its predecessor Advertising/Public Relations option since 1984 were surveyed to obtain their evaluation, opinions and suggestions on the program. The first student officially graduated in Public Relations in 1990. Forty-four percent of the survey respondents graduated while public relations was still an option under the College of Business Advertising program. The addresses of these graduates were obtained from the Alumni database.

The mail survey instrument used (Appendix B) consisted of 35 questions including the demographic information. Of the graduate surveys mailed nine were returned for bad addresses and 26 responses were received. A collection of all comments received by question is also included in Appendix B.

Key Findings

1. The graduates clearly feel that the Public Relations curriculum was the most effective aspect of their education at Ferris State.
2. The greatest strengths in the curriculum is the "hands-on" approach and the Public Relations Campaigns course in which student plan a public relations campaign for a real client.
3. The weakest aspects of the program cited by alumni are assistance in finding their first job and the lack of computer training and desktop publishing.
4. Graduates indicated that they are well satisfied with the education and training they received at FSU.
5. Alumni said that FSU's public relations curriculum was considerably better than those found at other universities.
6. All but one respondent said they would recommend FSU's public relations curriculum to students.

Summary of Results and Analysis

Graduates were asked to rate the effectiveness of several aspects of Ferris State, the College of Business and the Public Relations major. The rating scale ranged from 5 = excellent to 1 = poor. The N/O (no opinion) option was also provided.

The median ratings for each category are shown below.

Question: As a graduate of Ferris State, please rate the effectiveness of each of the following aspects of our university in preparing you for the job market.

FSU's Public Relations curriculum	4.14
College of Business courses	3.92
FSU's Public Relations faculty	3.83
College of Business faculty	3.83
FSU's academic courses overall	3.79
FSU's faculty overall	3.64
College of Business facilities, equipment	3.33
PRSSA student chapter membership/activities	3.14
FSU's facilities, equipment overall	3.13
Public relations resources at FSU's Library	2.80
FSU computer equip/software used by PR	2.21
FSU's Job Placement Office	1.86

It is apparent that graduates feel that the Public Relations curriculum was the most effective aspect of their education at Ferris State.

The Alumni were also asked to identify the two greatest strengths of FSU's Public Relations curriculum in preparing graduates for jobs. The "hands-on" approach to learning and the PREL 455, Public Relations Campaigns, course (the senior capstone course in which teams of students plan and implement a public relations campaign for a real client) were most frequently cited. Writing and grammar, business curriculum, internships and the 5 point emphasis of the curriculum were also frequently mentioned.

Sample comments included:

"Hands-on projects. Internships."

"Business core. Writing intensive sources."

"Business curriculum along with journ, adv and PR"

"Combines solid business degree. Emphasis on writing/journalism."

"Real life situations in the classroom. Strong business background as well as j (journalism) school."

"Working with real clients for first-hand experience."

"Internship opportunities. Hands-on work. I think the business background was very strong too-even though I hated accounting."

When asked to identify the weakest aspects of FSU's public relations curriculum in preparing graduates, the alumni most often cited placement and networking with professionals. In fact one graduate responded, "What placement office?" This research consistently showed that students and graduates were very unsatisfied with the assistance they received in locating their first job. Due to the nature of the public relations profession, jobs are not obtained through recruiters sent to FSU's

campus. Nearly all jobs are found through aggressively networking with professionals working in the field.

Graduates also frequently cited technology, computers and desktop publishing as weaknesses in program. Several graduates commented about poor computer training in the curriculum with one stating that "Ferris needs to have all of the modern equipment that is being used in the real world, i.e. Macintosh computers and software" and another stating "...I never really got that 'killer job' because of the lack of CIS classes." This problem is beginning to be addressed by the addition of the VISC 116 course in computer desktop publishing in 1997.

Sample comments included:

"Computer skills."

"The resources like computers, periodicals and other items are lacking to PR."

"Tidwell was the only PR teacher...which limited us as students."

"Networking for jobs after graduation (but this seems to be being worked on)."

"Did not spend any time talking with professionals in the field."

When asked what changes they would make to make FSU's public relations major more effective in preparing graduates, the most frequently mentioned were requiring more internships, better placement programs and more computer knowledge. It is important to note that most of the respondents graduated from the Advertising/Public Relations option and Public Relations major before an internship was required.

Sample comments included:

"Place a great deal of emphasis on computer literacy."

"More internship opportunities."

"Get rid of the history, humanities and other liberal arts courses because these classes have no real world worth."

"Computer hands-on work."

"Prepare graduates for the job search."

"Offer students more assistance with internships."

When asked what should be done to improve the job placement and employment search programs for PR majors, more than 50 percent of the graduates suggested networking. This indicates broad awareness of the unique process required to find the first job in public relations. The other frequently cited improvement was internships, again emphasizing the need for additional contact with practitioners actually working in the field.

Sample comments included:

"Help with resume, cover letters, job search from professor as part of 400 level classes."

"I think the directory (Public Relations Alumni directory) you are publishing is a great resource for pre-grads."

"Use grads to build a bank of internships."

"Ferris has a strong PR program. Show employers how strong it is. They will be more likely to employ your grads."

Graduates indicated that they are well satisfied with the education and training they received at FSU rating this 4.12 on a scale of 5 = very satisfied and 1 = very unsatisfied. When they compared the quality of FSU's Public Relations curriculum, compared to those of other universities, in preparing students for the job market, graduates rated FSU's program considerably better. On a scale of 5 = better prepared and 1 = much less prepared, FSU's public relations major was rated on average 4.33.

As to why graduates decided to major in public relations, the most frequently mentioned reasons were "offered what I wanted," "diverse degree" and "used my writing and social skills."

When asked if they would recommend a public relations career to young students all but one of the graduate respondents said "yes."

Sample comments included:

"Yes, but only through a PR curriculum structured like FSU's."

"If they had the skills and desire to learn them. It's not for everyone."

When asked if they would recommend FSU's public relations curriculum to students, again, all but one of the FSU public relations graduates said "yes."

Sample comments include:

"Yes. In Michigan it's the only place that really offers a PR curriculum."

"Yes, but not until I saw an updated curriculum with more employable computer skills (one computer class in the curriculum is not nearly enough!)"

About 50 percent of the graduate respondents indicated that it took them more than three months after graduation to find that first public relations job. This is not unexpected or atypical for the profession. This time requirement apparently leads to the strong unsatisfactory ratings for FSU placement activities and other programs to help students obtain a job. Thus the recommendation that we need to place attention to this very weak aspect of FSU and our assistance to public relations graduates.

Section 3 Employer Survey

Employer Survey

Survey Method

The current employers of Ferris State public relations graduates were surveyed by mailing a questionnaire, cover letter and stamped, reply envelope along with the survey forms mailed to graduates with the request that the graduate ask his/her employer to complete and return the questionnaire. A copy of the employer cover letter and survey questionnaire is included in Appendix C.

Unfortunately, this indirect sampling technique did not produce a high percentage of responses. The number of questionnaires returned was 12, or about a 10 percent response rate. However, the responses were substantive and some included quite detailed answers, comments and suggestions. Thus, the results are helpful in evaluating Ferris State's Public Relations curriculum.

Ferris State's PR graduates are widely dispersed throughout the state and nation and it appears that no two graduates work for the same organization. This lack of concentration reaffirms the challenges facing graduates who are seeking to locate and win that first professional job. And, the dispersion is a likely cause of graduate's expressed concerns about job placement assistance from the university, or the absence thereof.

Key Findings

1. Employers rank FSU's public relations graduates very high on "overall professionalism."
2. Graduates were also rated high on ethics and integrity, and public relations knowledge and allied skills
3. Employers rated the importance of business knowledge and skills at 4.91 of a scale of 5 equals very important.

Summary of Results and Analysis

On the survey questionnaire, the employers were asked to rate, based on their experience, the professional skills and knowledge of FSU's public relations graduates. A semantic differential scale of 1 to 5 was used with 5 = excellent and 1 = poor. The median ratings for each factor in descending order are shown below.

Question: Based on your experience, please rate the following professional skills and knowledge of FSU's public relations graduates.

Overall professionalism	4.55
Ethics and integrity	4.18
Producing public relations tools	4.10
Overall public relations skills	4.09
Overall public relations knowledge	4.00
Writing/editing	4.00
General business knowledge	4.00
Computer applications	4.00
Applying public relations tactics	3.91
Speaking/oral communications	3.91
Planning/organizational	3.82
Applying communications theory	3.56
Management/administrative	3.20

Ferris State's graduates were rated significantly above average in all skills and knowledge areas. The very high ratings for professionalism, ethics and integrity speak well for the quality of FSU's program. Our efforts to teach basic, hands-on, public relations tools, skills and knowledge are largely successful based on the excellent to good ratings by the employers. The relatively low ranking for management/administrative skills may be due to the small number of alumni who have yet achieved management ranks because of the youth of the public relations academic program.

When employers were asked "How would you rate the preparedness of FSU's graduates to enter the public relations profession?" on a scale of 1-5 with 5 = excellent the employers gave the program a median ranking of 3.45. Compared to PR graduates from other colleges, the employers gave FSU's graduates a median rating of 3.30.

When asked "How important are an employee's knowledge and skills in marketing, management, finance, accounting and related general business functions?" the employers rated this 4.91 on a scale of 5 = "very important." This response strongly supports the value of Ferris State's unique curriculum which draws from the College of Business core as a unique foundation of knowledge.

When employers were asked what makes FSU's public relations program unique, only a few were able to specifically cite the location in the Business school and/or business courses taken by all graduates. This limited awareness, even among current employers, seems to dramatically identify the need for FSU to promote its public relations program among executives in organizations throughout the state and region. Such an effort will require the University's and College of Business' commitment of appropriate resources over the long-term.

The trends identified by employers that will affect the way we prepare graduates over the next 5-10 years and the recommendations on what FSU needs to do to fulfill this need included the following.

"Technology, computer use and knowledge, Internet use."

"Writing will always be important."

"Just being skilled in PR may be fine in major markets and multinational corporations but not in the multi-disciplined marketplace of medium to small business. ...Decide where your grads will find jobs and prepare them for entry level jobs."

"Keep up the good work. This survey is an excellent idea."

Section 4

Student Evaluation

Student Evaluation

Survey Method

The students currently enrolled in the Public Relations major were surveyed in April 1997 and a copy of the questionnaire used is included in Appendix D. Those students who were presently enrolled in a public relations course were contacted in class and the others were mailed a questionnaire with a cover letter (samples in Appendix D). One follow-up mailing was made to non-respondents in June.

Sixty-five percent of the students responded. A complete text of all comments and responses to open-ended questions is included in Appendix D.

Key Findings

1. The Public Relations internship course ranked a perfect 5 (5 = excellent).
2. The "quality of instruction in public relations" ranked 4.94 out of 5.
3. The "helpfulness" and "availability" of the PR program advisor rated 4.90.
4. The students' most frequently cited reason deciding to get a public relations degree from Ferris State was the quality and uniqueness of the PR program.
5. All six Public Relations courses were ranked excellent to good by students.
6. The capstone, Marketing Policy course, was ranked 4.86, the highest of any non-public relations course.
7. The quality of College of Business MAC lab facilities ranked 2.35, the lowest of any factor rated.

Summary of Results and Analysis

Students were asked to rate on a scale of 1-5 the effectiveness of all general education courses required or recommended in the Public Relations curriculum. A 5 = excellent and a 1 = poor. Respondents were also asked to circle N/A if they had not yet take a course listed.

The median ratings for each course in descending order are carried below. Only four of the 26 courses (15 percent) were rated good to excellent by the students. Most of the balance were rated average to good with the exception of the science courses and two sociology courses which have not been offered recently and thus were not rated by the students.

Question: In your opinion, how effective has each of the following general education courses been in preparing you for your career in public relations? If you have not yet taken the course, please circle N/A.

Fundamentals of Public Speaking (COMM 121)	4.63
➤ Advanced Composition (ENGL 321)	4.50
➤ English 2 (ENGL 250)	4.22
➤ Creative Writing (ENGL 322)	4.00
➤ English 1 (ENGL 150)	3.95
Introduction to Sociology (SOCY 121)	3.68
Proposal Writing (ENGL 323)	3.67
Public Administration (PLSC 251)	3.50
English Literature (LITR 351)	3.50
American State & Local Government (PLSC 311)	3.50
Principles of Economics (ECON 121)	3.44
Government Processes and Procedures (PLSC 225)	3.33
Intermediate Algebra (Math 115)	3.31
Shakespeare (LITR 323)	3.25
Introduction to Psychology (PSYC 150)	3.24
Geography of World Regions (GEOG 100)	3.17
American Cultural History to 1865 (HIST 331)	3.00
American Cultural History from 1865 (HIST 332)	3.00
English Literature 2 (LITR 352)	3.00
Minority Groups in America (SOCY 340)	3.00
Science Elective	2.92
Laboratory Science Elective	2.87
World Urban Sociology (SOCY 344)	N/A
Social Change (SOCY 460)	N/A

Next, the students were asked to rate the effectiveness of the College of Business core courses in helping them prepare for their career. The ratings are on the same five point scale with a 5 = excellent. The medians for each course are shown below from the highest rated on down.

Question: How effective have the following College of Business core courses been in helping you prepare for your career? If you have not yet taken the course, please circle N/A.

Marketing Policy (MKTG 499)	4.86
Legal Environment of Business (BLAW 301)	4.08
Principles of Marketing (MKTG 321)	3.86
Principles of Accounting 1 (ACCT 201)	3.82
Financial Management 1 (FINC 322)	3.50
Applied Management (MGMT 301)	3.45
Advanced Business Communications (OSYS 300)	3.40
Introduction to Statistics (STQM 321)	3.38
Principles of Accounting 2 (ACCT 202)	3.00
Principles of Information Systems (ISYS 202)	2.06

Additional comments offered by the respondents included:

"ISYS was the most useless class I've ever taken."

"I don't think ACCT II should be included, we will never use it in real life."

Certain additional College of Business courses are specifically required of all Public Relations majors and the ratings of these in descending order are shown below. The newly required VISC 116 course was quite critically rated by the students and changes have been made or are underway which should resolve this and improve student evaluations in the future.

Question: How effective are the following related College of Business courses in helping you prepare for your career. If you have not yet taken the course, please circle N/A.

Business Ethics and Social Responsibility (MGMT 447)	4.14
Marketing Research (MKTG 425)	4.00
Principles of Advertising (ADVG 222)	3.88
Fundamentals of Media (ADVG 334)	3.50
Consumer Behavior (MKTG 322)	3.33
Computers in Visual Media (VISC 116)	1.57

All public relations majors are required to take six public relations courses and two basic journalism (now English) courses. The median scores for these courses are shown below.

Question: Please rate the following public relations major courses on their effectiveness in developing your professional skills. If you have not yet taken the course, please circle N/A.

Public Relations Coop. Ed. (PREL 491)	5.00
Public Relations Campaigns (PREL 455)	4.89
Public Relations Cases (PREL 440)	4.57
Public Relations Principles (PREL 340)	4.39
PR Methods: Print Production (PREL 341)	4.27
PR Methods: Meeting Management (PREL 342)	4.25
Advanced Reporting (ENGL or JRNL 122)	3.80
Reporting (ENGL of JRNL 121)	3.79

Next, students were asked to rate certain aspects of Ferris State, the College of Business and the Public Relations major. The median rankings are shown below and the factors are listed in descending order of rating.

Question: Please rate the following aspects of Ferris State, the College of Business and the public relations major.

Quality of instruction in public relations	4.94
Helpfulness of PR program advisor	4.90
Availability of PR program advisor	4.90
Overall quality of PR curriculum	4.50
Availability of PR career related advising	4.50
Quality of PR internship experience	4.33
Quality of FSU instruction overall	3.81
Helpfulness of College of Business main office staff	3.81
Quality of College of Business instruction in general	3.81
Quality of classroom facilities used for PR courses	3.79
Quality of Marketing Department faculty	3.75
Helpfulness of Marketing Department staff	3.65
Quality of FSU faculty overall	3.57
Quality of College of Business classrooms in general	3.48
Quality of College of Business faculty	3.43
Quality of PRSSA student organization	3.33
Helpfulness of FSU administrative staff overall	3.24
Quality of FSU facilities overall	3.19
Quality of College of Business computer facilities	2.95
Quality of FSU Library's public relations references	2.67
Helpfulness of FSU placement office	2.64
Quality of College of Business MAC lab facilities	2.35

The following comments and explanations were received from students on the ratings above.

"The PR program is improving greatly over last few years. Positive with Greenfield."

"Quality of College of Business instruction in general...depends on instructors, who run from excellent to "should retire." Quality of instruction in PR...now excellent!"

"The computer labs are always down. The staff here at the library and everywhere is unfriendly."

"Some of the 'advisors'/'academic counselors' in the COB office seem bothered when you ask for help."

"Placement office doesn't understand PR."

"MAC lab must be able to be accessed by PR students more easily and comfortably."

"I've had my share of experience with profs who have no business teaching because they don't teach."

To provide another perspective on these ratings, they are regrouped by type of activity/criteria and listed by order of highest to lowest ratings.

Quality of instruction in public relations	4.94
Quality of College of Business instruction in general	3.81
Quality of FSU instruction overall	3.81
Helpfulness of PR program advisor	4.90
Availability of PR program advisor	4.90
Overall quality of PR curriculum	4.50
Availability of PR career related advising	4.50
Quality of PR internship experience	4.33
Quality of classroom facilities used for PR courses	3.79
Quality of PRSSA student organization	3.33
Quality of Marketing Department faculty	3.75
Quality of FSU faculty overall	3.57
Quality of College of Business faculty	3.43
Quality of College of Business classrooms in general	3.48
Quality of FSU facilities overall	3.19
Quality of College of Business computer facilities	2.95
Quality of FSU Library's public relations references	2.67
Quality of College of Business MAC lab facilities	2.35
Helpfulness of College of Business main office staff	3.81
Helpfulness of Marketing Department staff	3.65
Helpfulness of FSU administrative staff overall	3.24
Helpfulness of FSU placement office	2.64

When students were offered the opportunity to state "one significant change" which they think should be made to improve the public relations major, their suggestions were as follows.

"Take out useless general education classes or arts and sciences classes and add more meaningful classes in business and computers."

"I believe that a course that taught nothing more than editing and grammar would be helpful. I think it would give graduates more confidence in their writing abilities."

"The visual communications class (should) not be on-line. It needs to be a regular class. There needs to be just as many communications classes as English. For incoming freshman, a class designed for the PR major. This lets them decide if they wish to go on in the major."

"More involvement (by students-especially underclassmen!)"

"The more hands-on experience the better. Actually doing projects and pieces that get used makes you feel competent and like you know what you are doing."

"Bring in more young students and make it so older students and younger students interact."

"Not having ACCT II required. We never use it."

"Visual communications should not be an on-line course. There's no one really available to help you if you need it."

"Eliminate the sequential classes. Allow students to take two in the same semester. Students will stay away from the program for just that reason. They don't want to stay any longer than they have to."

"More writing and better grammar courses."

"Cut out VISC class. This is on-line."

"More importance placed on internship/job search early on. Students don't realize until it is too late."

When the students were asked to describe where and how they first became aware of FSU's Public Relations major, they provided the following answers.

"I took a PR course and Mr. Greenfield helped me understand PR. He was a great influence. He is very helpful. I've seen Mr. Greenfield and he works well with other students."

"When I was looking for a school that had a PR major, I looked up information in a book of colleges and universities."

"I first became aware of FSU's Public Relations major through the admissions office at FSU."

"Through another FSU student and my general interest in the field."

"I became aware of this at orientation."

"In the Ferris catalog and then the School of Business Marketing Department."

"Looking through catalog."

"I found out that PR was offered at Ferris through a PR graduate from NMU."

"After my journalism degree, I looked through the catalog for a natural progression into a BS degree. "

"I spoke with Dr. Greenfield after becoming interested in the school and the major."

"In the guidebook sent when I was a senior."

"Football recruiting visit."

"My friend, Jenalee Blouw."

"I became aware of FSU's PR major by doing a search on a computer at Springfield College in Illinois."

"By reading the FSU catalog."

"Liz Tidwell."

"School handbook."

"When I first got here."

"After completing the journalism program, I looked into the advertising program and found PR instead."

When students responded to the question, " Why did you decide to major in Public Relations?" one half said it was because of their interest in communications and public relations types of activities. The next most frequently cited reason was to utilize unique skills that that student possessed.

Representative comments include the following:

"I have always had a fascination with communications. I found that PR was mostly about communications, so I chose it as my major. I also liked the idea of using my skills to give a company voice in the community and to its employees. "

"Mr. Greenfield; interest in the major."

"Because I like the dual degree...PR and Business. I also like dealing with all publics."

"I enjoy creativity as well as public interaction. The PR program is a compilation of many aspects in one. There is so much that can be done with it."

"I liked the hands-on aspect."

"I like working with people. I have a talent for influencing people and I believe that my career would be interesting and fulfilling. "

"I knew I wanted to go into communications or marketing and PR seemed to combine both."

"It's exciting and a "fun" job to do."

The two most frequently cited reasons that the current Public Relations students decided to get their degree from Ferris State were the quality and uniqueness of the PR program and the fact that Ferris State was close to home.

Representative comments included:

"I heard their PR program was one of the best in the entire country."

"Uniqueness of program."

"Because I was told the PR program was excellent here and it's close to home."

"Because Ferris has public relations as a major."

"Because FSU PR is one-of-a-kind. CMU doesn't offer anything like it, unless you want to get a dual degree."

"It was close to family."

"I like the size of this school. The class room setup is very beneficial to my learning habits. In most of my classes the teachers know my name and I appreciate the personal help that I receive."

"They have a strong program and I knew my degree would mean something."

The final open-ended question requesting that the student add any additional comments he/she felt will be beneficial in helping to improve the public relations major produced the following comments and suggestions.

"Please make it a well-known fact that our PR program is special and effective."

"I believe that the more that students are involved with the program the more they will get out of it. The more that students are encouraged to join PRSSA, attend speeches, attend special meetings, etc., the more valuable this education will be to them. They will also be better able to apply what they learned at Ferris on the job."

Secondly, the more I learn about PR, the more I realize that strong writing skills are important. The better FSU PR graduates can represent themselves on the page, the more success they will have on the job. Especially their first internship! Lastly, I have found myself wishing at my internship that I had more knowledge about graphic design, especially Pagemaker."

"I found the PR program to be a very exciting and challenging major that taught me many great hands-on experiences."

"Please try to avoid offering needed lower level courses with only one section at the same time periods. It makes it difficult to have a schedule that meets all your needs."

"The idea of a student organization is good. Also more involvement in PRSSA and with PRSA. A better network with alumni would be helpful in finding a job. This is a very difficult process!!"

Section 5

Faculty Perceptions

Faculty Perceptions

Survey Method

The survey of faculty included all members of the Marketing Department and a sampling of other Colleges of Business and Arts and Sciences faculty who could be expected to be familiar with the major as a result of teaching courses the students take, supervising internships, etc. Forty surveys and cover memo (samples on Appendix E) were distributed through university mail and 18 responses were received.

Less than half of the respondents had ever taken a course in public relations. Thirty-nine percent were Marketing Department faculty and 62 percent had worked at FSU for more than ten years. Seventy-five percent had taught at a college for more than fifteen years and 53 percent had worked in business for ten or more years.

Key Findings

1. The Faculty strongly agrees (4.78 on scale of 5 = strongly agree) with the statement that "the Public Relations major fits FSU's mission."
2. The Faculty strongly agrees (4.50) that "FSU's Public relations major is a valuable part of the College of Business."
3. The Faculty said ((4.29) that the "Public Relations major needs a stronger recruiting effort because of its uniqueness."
4. The faculty agrees that "the COB's commitment" to the Public Relations major is insufficient and that the "resources the COB provides to the Public Relations major" are insufficient and that the "facilities provided for public relations studies" are insufficient.
5. It was recommended that the "most significant improvement" that could be made in the program was to bring the two journalism courses (ENGL 121 and 122) into the COB under the Public Relations program.

Summary of Results and Analysis

The faculty respondents were ask to rate nineteen statements on a semantic differential scale of 1-5 with 5 = strongly agree and 1 = strongly disagree. An N/A response was also offered for those who did not desire to rate a specific statement.

The statements evaluated and the median rating for each are shown below. The statements are listed in the descending order of rating.

The Public Relations major fits FSU's mission	4.78
The ability to build positive relationships is an important skill for Business graduates.	4.78
In today's workplace a manager's ability to build positive relationships with individuals and groups is important.	4.72
Public Relations basically involves building positive relationships through proper actions and open communications.	4.61
Public relations skills and knowledge are valuable for Business college graduates.	4.56
FSU Public Relations major is a valuable part of the College of Business.	4.50
The Public Relations major needs a stronger recruiting effort because of its uniqueness.	4.29
I think that basic public relations knowledge and skills are valuable to graduates from my academic area.	4.20
FSU's Public Relations major is unique.	4.13
FSU's Public Relations curriculum is a quality program.	3.94
The overall quality of public relations student is comparable to other COB students.	3.71
The COB MAC computer facilities are sufficient.	3.21
The overall quality of public relations students is above the COB average.	3.20
I recommend that my advisees take PREL 340 (Public Relations Principles).	3.15
The COB computer facilities used for public relations are sufficient.	3.00
The facilities provided for public relations study are sufficient.	2.79

The COB administration's commitment to the Public Relations major is sufficient.	2.51
The resources the COB provides to its Public Relations major are sufficient.	2.43
Most Public Relations curricula at universities are located within Colleges of Business.	1.98

There was very strong agreement among Faculty with the fact that the Public Relations major fits FSU's mission. Respondents also agree that the public relations program is a valuable part of the College of Business, that it is unique and that it is a quality program. Most Faculty recognize the fact that most public relations curricula are not located in Colleges of Business.

There was also strong agreement that the COB administration's commitment to the public relations major is insufficient, that the resources the COB provides to its Public Relations major are insufficient and that the facilities provided for public relations study are insufficient.

It is also interesting to note that only a limited number of faculty recommend that their advisees take PREL 340, Public Relations Principles, despite the facts:

- 1) that the faculty rates building positive relationships as important in today's workplace,
- 2) that the faculty rates the ability to build positive relationships as an important skill for Business graduates and
- 3) that the faculty agree with the statement that public relations basically involves building positive relationships.

When the faculty cited "one change (they) would make to achieve the most significant improvement in the public relations academic program at FSU," the most frequently mentioned change involved better promotion of the program to build enrollment.

Sample suggestions include:

"Greater visibility"

"Bring Journalism pre-requisites to COB."

"Better advertising of the program both within and outside the university environment."

"Build enrollment and expand faculty numbers."

"Recruit high school journalism/yearbook editors, etc. Sponsor PR day on the campus. Invite journalism teachers at H.S."

The Faculty was also asked to identify what additional resources they felt were needed, if any, to make the Public Relations curriculum better and more successful. The following comments were made:

"It is a good program with well-respected faculty."

"Computer systems and software."

"Resources to find more "students" not just bodies."

"Advanced computer software. Need a presentations room."

When asked the open-ended question, "How else might FSU's public relations major be improved?" the faculty provided the following suggestions.

"Student recruitment."

"Scholarships to attract students."

"Training in finding jobs."

"More advertising to enrolled students and prospects - particularly what one can do in a public relations career. It needs to be communicated at the freshman level of comprehension."

"All students need improved communications skills, particularly writing skills."

"I only assume the MAC labs are adequate because they look adequate."

Public Relations

APRC 1997-1998

Section 2 of 8

Section 6
Advisory Committee Perceptions

**FERRIS STATE UNIVERSITY
PUBLIC RELATIONS ADVISORY COMMITTEE**

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National Pres. (1980), Public Relations Society of America
Member, Adv. Bd. PRSA Body of Knowledge Task Force
Gold Anvil Award Winner 1986

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Gold Anvil Award Winner 1977

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Advisory Committee Perceptions

Survey Methods

The twelve members of the Advisory Committee for the Public Relations major at Ferris State were surveyed by mail questionnaire to obtain their formal evaluation, opinions and suggestions on the program. A copy of the questionnaire is included in Appendix F along with a complete tabulation of all written comments/answers received from the members. Seventy-five percent of the committee responded.

The list of FSU's Public Relations Advisory Committee members is included at the beginning of this section. They include two past National Presidents of the Public Relations Society of America, current and past members of national committees on undergraduate and graduate public relations education, eight PRSA Fellows, twelve Accredited professionals, several winners of national and regional awards and senior public relations professionals who are working and have worked for a variety of organizations.

Key Findings

1. The FSU Public Relations curriculum is unique because it "is housed in the College of Business, a rare positioning in U.S. colleges and universities" and "this is a distinct advantage."
2. The Advisory Committee rates FSU's Public Relations curriculum at 4.63 (5 = excellent) compared with a 3.50 rating for FSU's academic program overall and a 4.00 for COB academic programs.
3. Most Advisory Committee members sees public relations jobs in Michigan growing by more than seven percent annually in the coming decade.
3. The Advisory Committee indicates that the most competition for FSU's Public Relations curriculum in Michigan comes from Wayne State.
4. The public relations skills for graduates need to be strengthened in computers and lessened in advertising, based on Advisory Committee comments.
5. Additional curriculum emphasis needs to be placed on public relations/opinion research.
6. Graduates must be trained in application of both MAC and DOS systems.
7. The most important software is Pagemaker followed by Windows, Word, Powerpoint, Web search, Excel and QuarkXpress.
8. FSU should apply for PRSA Certification of its public relations curriculum.
9. The statement of one Advisory Committee member provides a good summary of

comments, " Ferris' design for public relations has been and is excellent. The PR program should be as enthusiastically known, received and sought after as its PGM, Optometry and other "niche" programs - but so far we're not even close."

Summary of Results and Analysis

When asked what makes the Ferris State Public Relations curriculum unique when compared to those offered by other universities, the committee identified the fact that it is housed in the College of Business, carried a strong business orientation and emphasis, and was developed "by professionals in the field vs just academics."

The words of one member captured the essence of the Committee's responses :

"FSU's public relations program is housed in the College of Business, a very rare positioning in U.S. colleges and universities. From the viewpoint of many in the professional community, this is a distinct advantage since 1) most majors will make their careers in business (including non-profit) thus business orientation/knowledge will spare much on-the-job training and make their work more immediately useful: 2) student access to business courses is very important-and usually limited (very!) in programs housed in other academic units."

The Committee was asked to rate, based on their knowledge and perceptions, the effectiveness of FSU's academic programs, faculty, facilities and equipment, etc., at three levels: 1) university-wide, 2) College of Business, and 3) Public Relations program. These ratings were on a semantic differential scale of 1-5 with 5 = excellent and 1 = poor. Respondents were also provided an N/O (No opinion) option if they did not want to rate a specific function.

Below is their rating of the 10 functions/programs addressed by the question. The committees strong opinions about the effectiveness of FSU's unique Public Relations curriculum is apparent based on the 4.63 rating. It is also noteworthy that the members rated the Public Relations curriculum, faculty and graduates highest while rating the facilities and equipment used for teaching Public Relations the lowest.

Question: Based on your knowledge and perceptions, please rate the effectiveness of each of the following functions/programs at Ferris State?

FSU's Public Relations curriculum	4.63
FSU's Public Relations faculty	4.20
Overall abilities of FSU PR graduates	4.00
College of Business academic programs	4.00
College of Business faculty	3.75
(FSU) faculty overall	3.75
(FSU) academic program overall	3.50
(FSU) facilities and equipment overall	3.50
Facilities used for teaching PR students	3.33
Equipment used for teaching PR students	3.33

Viewing these responses from another perspective, the committee rating for academic programs at all levels are shown below. The Public Relations curriculum is rated more than a point higher than FSU's academic program in general and a half point above the College of Business academic programs. This indicates that the Public Relations curriculum substantially strengthens and enhances the effectiveness of academic programs at all levels of Ferris State.

FSU's Public Relations curriculum	4.63
College of Business academic programs	4.00
(FSU) academic program overall	3.50

Next, the committee rated the quality of undergraduate public relations or comparable curricula at all Michigan universities in preparing young practitioners for careers. A rating of 5 indicates that Ferris State's program is "much better" than the other university's while a 1 means that it is "much worse." The ratings for each college are shown on the table below.

Wayne State University	3.00
Michigan State University	3.67
Grand Valley State University	3.67
Central Michigan University	3.67
Oakland University	4.00
University of Michigan	4.25
Western Michigan University	4.33
Eastern Michigan University	4.67
Saginaw Valley State University	5.00
Northern Michigan University	5.00
Michigan Technological University	5.00

This rating indicates that the most competition for FSU's Public Relations program comes from Wayne State followed by Michigan State, Grand Valley and Central Michigan. The curricula offered by these universities are included in Appendix H.

When asked how important specific professional public relations knowledge and skills were for a new practitioner, the Advisory Committee provided the following ratings. A rating of 5 = very important while a 1 = not important.

The very high rating for computers is indicative of the critical need for FSU to strengthen and expand the computer applications content of its courses and curriculum. The high rating of writing and editing skills reinforces the content of our current program. Revisions to our public relations methods classes can be made to more effectively fulfill the need for strong backgrounds in news media relations, newsletters and special events.

The very low ratings of advertising skills (layout/design, space/time buys and copy writing) indicate that we should review our current requirement that all PR majors take a course (ADVG 334) in advertising buying and scheduling. It may be

advisable to offer these as optional electives for students interested in working with an advertising or marketing communications agency.

Question: How important is each of the following public relations skills to a new professional?

Using computer systems/software	4.75
Editing	4.63
Newswriting	4.62
News media interviews	4.50
Newsletter writing/editing	4.50
News media research/distributions	4.14
Special events planning/mgt	4.00
Feature writing	4.00
Computer design/layout	3.88
Audiovisual presentations	3.88
Speechwriting	3.88
Technical/proposal writing	3.63
Magazine writing/editing	3.62
Graphic design/layout	3.62
Printing production	3.50
Video/film production	3.43
Radio production	3.00
Television production	3.00
Still photography	3.00
Direct mail/marketing	3.00
Advertising space/time buys	2.63
Advertising copy writing	2.63
Advertising layout/design	2.62

The committee was also asked to rate the importance of knowledge and skills in specific public relations functions for a new graduate. Those ratings are shown below.

This education will also be valuable in revising the content of our current public relations methods (PREL 341 and 342) courses. This includes knowledge and skills in applying public relations tools to tactical programs in Employee Communications, News Media Relations, Community Relations, Marketing Communications, Special Events, Crisis Communications and Issues Management.

The strong rating for research reinforces the need for this to be emphasized in all public relations course work, in addition to the continued requirement that all graduates complete MKTG 425 (Marketing Research). Consideration should also be given to enhancing the students research training through workshops, speakers and/or a new senior level course on Public Relations Research.

Question: How important is a working knowledge of each of the following public relations functions to a new college graduate entering the profession?

Public relations/opinion research	4.88
Employee communications	4.75
News media relations	4.63
Community relations	4.50
Marketing communications	4.38
Special events	4.25
Crisis communications	4.25
Issues management	4.00
Program planning/budgeting	4.00
Non-profit communications	3.75
Senior management counseling	3.63
Government relations	3.38
Fundraising	3.25
Organizational identification/logos	3.13
Staff management	3.13
Contributions management	2.71
Institutional/public relations advertising	2.63

The public relations professionals on our committee strongly believe that graduates should be knowledgeable in both DOS and MAC based computer systems. MACs have traditionally been the most widely used by public relations practitioners, particularly for basic computer design and layout work. With the introduction of Windows for DOS and Pagemaker for Windows, the DOS systems have gained significant foothold in the profession, particularly in business. This blend results in the recommendation that our graduates be knowledgeable in both platforms.

When asked to identify what computer software programs graduates should be skilled in using, the committee rated the following as important (based on the descending order of frequency of mentions). The results support the introduction and addition of the computer graphic design and layout course (VISC 116) to the curriculum in early 1997.

Question: Which of these computer A) operating systems, B) software programs and C) functions should public relations students be skilled in when they graduate? (Check all which are appropriate.)

<u>Software</u>	<u>Mention Frequency</u>
Pagemaker	75 percent
Windows 95	75 percent
Word	63 percent
Powerpoint	63 percent
Web search prog.	50 percent
Excel	50 percent
QuarkXpress	38 percent
Netscape	25 percent
WordPerfect	25 percent

The rather complete integration of computers into a wide range of public relations activities is apparent based on the committees answers to the survey. The percentage who indicated that computers were applied to typical functions were as follows.

<u>Function</u>	<u>Mention Frequency</u>
Word processing	100 percent
E-mail	100 percent
Internet/www	100 percent
Computer design/layouts	88 percent
Visual/slide production	75 percent
News release distribution	75 percent
Homepages	63 percent
Media research	50 percent
Market/situation research	50 percent
Financial spreadsheet	38 percent
Print production	25 percent
Scanning	13 percent
Other	Research/evaluation Face-to-face communications Relationship building

The committee also identified the major trend or trends which will affect and/or change the training and skills required for new public relations professionals in the next five years. A number of trends were cited including the following:

"Increased emphasis on public relations research and program evaluation."

"Need better trained employees who do not need OJT to become productive."

"Raising expectations for public relations to understand and effect behavior not just communicate."

"Increasing global and international perspective."

"Less mass and more small audience, personalized communications."

"More relationship building verses dependence on mass media."

"Increased public visibility of professionals."

The Committee was then asked to list what new knowledge/skills graduates would need to fulfill the requirements raised by these trends. They listed the following:

"Interpersonal communications-speaking, listening, persuasion, conflict resolution."

"Course in research/evaluation techniques."

"Need to understand and apply computer technology."

"International business and marketing courses."

To obtain the committee's opinions on job outlook for public relations in the next decade, they were asked to identify the average annual percent increase in PR jobs they expected from now to 2006. Sixty-three percent of the respondents expect public relations jobs to increase by seven percent or more annually.

When asked to cite the average annual percent increase in public relations jobs in the State of Michigan, the committee was only slightly less optimistic. Fifty percent see PR jobs growing by 7 percent or more in Michigan in the coming decade and another 38 percent see growth of 3-7 percent.

To open the door for more "out-of-the-box" suggestions from the Committee, they were asked "If you had sole authority, what changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?" A summary of responses follows.

"Provide more internships"

"Provide an employment placement service."

"Provide better tools, equipment and facilities."

"More emphasis on interpersonal communications, mediation skills."

"Find ways to promote and instill pride in FSU degree over others- 'PR for FSU'."

"Educate everyone (professors) at FSU on the uniqueness of the PR program and the need to provide excellence in the courses they provide."

In response to the open-ended "additional comments, opinions, suggestions question at the end of the Advisory Committee survey, the following remarks were received.

"Ferris' design for public relations has been and is excellent. The PR program should be as enthusiastically known, received and sought after as its PGM, Optometry and other 'niche' programs - but so far we're not even close."

"Apply for PRSA Certification of the FSU program."

"Strengthen your PRSSA chapter. Take advantage of PRSSAs paraprofessional opportunities."

"Take student field trips to Michigan agencies/businesses, possibly also Chicago."

"Too much emphasis on mass, interpersonal communications."

"Need to overcome the disadvantages of location/access of FSU campus to major PR professional centers, internships and employment."

"Require students to read the Wall Street Journal, be versed on current events and issues and make it a lifetime habit."

Section 7

Labor Market Analysis

Labor Market Analysis

In 1996, the U.S. Department of Labor ranked public relations in the top ten of all careers with the "fastest projected job growth." It estimates a 46.5 percent increase in public relations employment from 1994 through 2005. That follows an increase of 37 percent from 1983-1994.

U. S. News and World Report identified public relations in a 1993 article as one of its 20 "hot track" professions for the coming decade. It placed entry level salaries at \$25,000-\$30,000, mid-level at \$40,000-\$55,000 and senior at \$80,000 and noted public relations for health care is a "hot track."

The same year, *Money Magazine* noted that managing public relations (along with marketing and advertising) ranked as 10th out of 50 "Top Occupations" in the United States.

According to the Handbook of U.S. Labor Statistics, there were 107,000 "Public Relations Specialists and Publicity Writers" employed in 1994. However, this does not include any professionals who work at the manager level. These mid-level and senior practitioners are included in the grouping called "Marketing, Advertising and Public Relations Managers" which includes an additional 400,000.

In an historical perspective, Frazer Seitel reported in *Practical Public Relations*, published in 1995, that the number of people employed in public relations tripled in the 20 years from 1950-70 and doubled again in the two decades after 1970. He projected the following employment trends for the profession.

Figure 7-1
Public Relations Employment Trend

<u>Year</u>	<u>Number of "PR Specialists"</u>
1950	19,000
1960	31,000
1970	76,000
1980	126,000
1990	162,000
2000 projected	197,000

Source "*Effective Public Relations*"

Effective Public Relations by Cutlip, Center and Broom developed a table to illustrate the dominance of corporations, business and industry in employing public relations professionals.

Figure 7-2
Type of Public Relations Employers

<u>Organizations</u>	<u>Percent of Practitioners</u>
Corporations: manufacturing, industrial, consumer goods, financial, insurance media and entertainment	52
Public relations firms, advertising agencies and individual practitioners	20
Associations, foundations and educational institutions	10
Health care: hospitals, clinics, home health agencies and mental health facilities	8
Government: local, state and federal.....	5
Charitable, religious and social welfare organizations	5

A recent study by Louisiana State and Texas Tech researchers showed that advertising and public relations degrees awarded in 1995 totaled 10,442 bachelors, 727 masters and 21 doctorates. The University of Florida awarded the most public relations degrees with 129. Undergraduate and graduate students in advertising and public relations programs totaled 33,897. The University of California, Fullerton had the most public relations students with 562.

The School of Journalism at Ohio State University conducts an annual study of journalism and mass communications graduates and their most recent study found that jobs were more plentiful and salaries increased by four percent for bachelors recipients. Median salaries for those entering public relations, in general, and newsletter editing, specifically, were \$21,996 and \$24,388, respectively.

Professional Organizations

There are two principal nationwide professional organizations for public relations practitioners. These are the Public Relations Society of America (PRSA), the oldest and based in New York City, and the International Association of Business Communicators (IABC), founded 27 years ago and headquartered in San Francisco. Other professional communications organizations in which public relations practitioners commonly hold memberships include the American Society of Association Executives, Association for Education of Journalism and Mass Communications, Canadian Public Relations Society, International Public Relations Association and Women in Communications.

The Public Relations Society of America (PRSA), with more than 17,000 members, is the largest professional public relations organization. It was organized in 1947 and has more than 100 chapters located throughout the United States. PRSA members represent businesses, public relations counseling firms, government, associations, hospitals, school professional services firms and not-for-profit organizations.

PRSA has an Accreditation program through which professionals with five or more years of experience may pass a six-hour written and oral examination to demonstrate competence and earn an APR (Accredited in Public Relations) designation. The society's members are pledged to abide by a Code of Professional Standards for the Practice of Public Relations, originally adopted in 1950.

In Michigan, PRSA has chapters in Lansing, Detroit, Grand Rapids and Midland and a total membership of approximately 700 professionals. The West Michigan Chapter in Grand Rapids sponsors Ferris State's Public Relations Student Society of American (PRSSA) Chapter.

PRSSA, PRSA's professional development arm for college students, was established in 1968 and has more than 5,000 members in about 200 chapters across the country. Ferris State's PRSSA chapter was chartered (see Appendix I) in 1986.

The Public Relations Society of America conducted its periodic study in 1995 of public relations salaries in the United States. This work showed that the median salary of professionals was \$49,000. The average practitioner has 12 years experience in the field and is 43 years of age. The median salaries based on years of experience are shown in figure 7-4.

Figure 7-4
Public Relations Salaries
by Years of Professional Experience
PRSA Study, 1995-96

	Median Salary	Median Cash Bonus	Total
Under 5 Years	\$34,467	\$1,408	\$35,875
5 - 10 Years	44,178	3,013	47,191
10 - 15 Years	48,883	3,657	52,540
15 - 20 Years	61,967	8,619	70,586
20+ Years	66,142	6,308	72,450

The study also analyzed salaries by type of job (entry level through senior management) and by type of employer. Figure 7-5 illustrates the fact that pay levels are much more favorable in the corporate environment.

Figure 7-5
Public Relations Salaries
By Job and By Employer
PRSA Study, 1995-96

<i>Entry Level</i>	Median Salary
Public Relations Firm	\$21,110
Corporation	23,550
Government/Health Care/Non-Profit	23,210
<i>Account Executives</i>	
Public Relations Firm	32,128
Corporation	32,124
Government/Health Care/Non-Profit	33,567
<i>Supervisors</i>	
Public Relations Firm	48,917
Corporation	55,070
Government/Health Care/Non-Profit	47,251
<i>Senior Management</i>	
Public Relations Firm	72,895
Corporation	93,103
Government/Health Care/Non-Profit	60,104

The PRSA study also analyzed salaries by the type of organization employing the public relations professionals.

Figure 7-6
Public Relations Salaries
By Type of Employer
 PRSA Survey, 1995-96

	Median Salary
1. Management Consulting Firm	\$141,424
2. Marketing Communications Firm	76,589
3. Financial/Insurance	66,284
4. Utility	65,609
5. Public Relations Counseling Firm	64,364
6. Transportation/Hotels/ Resorts/Entertainment	55,640
7. Industrial/Manufacturing	53,029
8. Other Organizations	51,883
9. Solo Practitioner/Consultant	51,298
10. Professional Services (Accounting, Legal, Etc.)	50,666
11. Government	48,928
12. Health Care	47,871
13. Scientific/Technical	47,744
14. Sales Promotion Firm	42,853
15. Religious/Charitable Organization	42,705
16. Advertising Agency, PR Dept.	42,511
17. Association/Foundation	42,496
18. Advertising Agency	40,426
19. Other Type of Counseling Firm	40,368
20. Education	39,042
21. Media/Communications	37,097
All Respondents	49,073

The International Association of Business Communicators (IABC) is the second largest professional organization for public relations practitioners. It was founded in 1970, has some 11,000 members in the United States and 40 countries, and 125 chapters and affiliates throughout the world. While IABC membership today is fairly representative of the profession and public relations employers, it historically has primarily consisted of younger, internal communications professionals, marketing communications specialists and non-profit practitioners.

IABC also has an rigorous accreditation program which requires passing comprehensive examination leading to the ABC (Accredited Business Communicator) designation. Its members pledge to abide by a Code of Ethics which establishes a standard of professional behavior and practice.

In Michigan, IABC has some 300 members and chapters in Detroit and West Michigan (Holland area). The Mid-Michigan Chapter in the Grand Rapids area is no longer active.

An IABC study in 1995 shows that the five highest paying industries for public relations professionals were automotive, pharmaceutical, metals/mining, petroleum and chemical (see Figure 7-7). The lowest median salaries were paid by construction, agriculture and education.

**Figure 7-7
Public Relations Salaries by Industry (U.S.)**

Advertising	\$48,971
Aerospace	55,894
Agriculture	40,103
Automotive	62,071
Chemical	57,666
Computer Technology	52,617
Consulting Firm	70,021
Construction	39,356
Education	40,839
Engineering	42,006
Finance/Banking	49,894
Food/Beverage	52,357
Graphic Arts/Printing	44,826
Independent/Self-employed	43,694
Insurance	45,780
Manufacturing	52,163
Medical/Healthcare	43,614
Metals/Mining	59,983
Petroleum	59,386
Pharmaceutical	61,560
Prof. Services (non-comm.)	47,970
Public Relations	50,841
Publishing	47,972
Retail Sales	46,721
Transportation	47,095
Telecommunications	52,680
Utility	50,512
All Respondents	49,300

PRSA also analyzed the responses to their salary survey based on the type of professional activity which the individual is working in. This further illustrates the influence on corporate operations on the public relations industry.

Figure 7-8
Public Relations Salaries
By Type of Professional Activity
 PRSA Study, 1995-96

	Median Salary
Investor Relations	\$72,484
Issues Management	66,300
Environmental Affairs	65,881
Government Relations	65,367
International	63,964
Crisis Management	59,523
Public Affairs	55,916
Generalist	54,600
Strategic Planning	53,592
Other	53,514
Corporate Communications	53,508
Technology	52,114
Research	51,519
Employee Relations	51,032
Media Relations	50,797
Special Events	49,450
Community Relations	49,157
Publicity	48,886
Marketing	48,869
Advertising	45,577
All Respondents	49,073

The average salaries of IABC professionals by educational level shows a direct correlation between educational level and average salary. A master's degree provides a \$8,500 earnings gain over a bachelor's and a doctorate yields a \$10,355 premium over a master's.

Figure 7-9
Public Relations Salaries
By Educational Level (U.S.)
 IABC, 1995

Bachelors Degree	\$45,775
Master's Degree	54,186
Doctoral Degree	64,541

A recent Globe Research Study showed that about 25 percent of U.S. companies and organizations spend more than \$1 million annually on public relations activities while six percent spend more than \$10 million a year. In Michigan, three out of four CEOs say the public relations plays a vital role in helping their organizations meet

their objectives and provides a good "return on investment," according to a study reported in *Public Relations Journal*.

Section 8
Evaluation of
Facilities and Equipment

Evaluation of Facilities and Equipment

There are no separate or unique facilities dedicated only to the Public Relations program. Standard classrooms are utilized for all Public Relations courses.

The VISC 116 course, now required for public relations majors, utilizes the MAC computer lab (COB 106) in conjunction with the more extensive use by Visual Communications students. As it now stands, use of COB 106 for teaching one section of VISC 116 to public relations, advertising and other non-VC students, per se, amounts to about 2.5 hours per week. In addition, PREL 341 students occasionally attempt to use this lab to complete class projects involving production of public relations tools.

The Program Review surveys with current students and graduates show that the MAC computer lab has been a consistent source of disappointment and frequently outright disgust for the two years since it opened in 1995. One of its original purposes was to provide MAC computers and Pagemaker software training for public relations students, a technology and skill which has been standard for basic print material design and layout by professionals for more than a decade (Note graduate, employer and Advisory Committee survey results). This is taught in PREL 341.

The basic problem appears to be that the COB Computer Department has had no one with MAC knowledge to give technical support to set up or keep the MAC equipment or related software in COB 106 operational. As a result in 1995-96, public relations students found each day that fewer and fewer of the computers worked and that fewer and fewer carried functional Pagemaker software. By the end of the first year of operations, the students indicated that only 3-4 of the 22 computers actually worked as promised.

Because of the futility and waste of class time resulting from unfunctional COB 106 equipment, use of the lab by the PREL 341 class, as originally intended, was discontinued after the 1995-96 year. Once these operational problems are resolved and dependability of the facility is assured, this class is expected to resume use of the MAC lab.

This problem apparently continued into the fall of 1997. Public relations students still complain of the unavailability of the COB 106 lab, the fact that not enough equipment is operational for all members of the VISC class held in the room and that all the computers do not carry functional Pagemaker software.

FSU's public relations graduates have consistently emphasized the value of up-to-date computer skills and knowledge for entry into and success in their careers. During our research, the Public Relations Advisory Committee has made an even stronger statement on the necessity of extensive computer skills for public relations graduates and professionals. Yet, our surveys show that PR students are still unhappy with the COB 106 lab and that FSU faculty clearly believe that "The

facilities provided for public relations study are insufficient" and that "The resources the COB provides to its Public Relations major are insufficient."

It would also be extremely helpful in recruiting and retention for the Public Relations curriculum to have one room which could serve as a focal point for the program and a secure space to feature, display and use professional materials. Such capability is now available for PGM, PTM and VC and this may be a significant contributing factor in the success of these other unique majors. Many young people and parents have no knowledge or little understanding of the public relations profession and "seeing" what the career involved is a very effective communications technique. The Advisory Committee and other professionals would be pleased to have their work and wares displayed to interested high school students and community college transferees.

Section 9

Curriculum Evaluation

Curriculum Evaluation

History

Ferris State's public relations curriculum was developed in late the 1980s in conjunction with a nationwide Advisory Committee of public relations professionals who patterned it after the standards established by the national *Design for Public Relation Education* (see Appendix K). This study was a joint effort of the Public Relations Society of America and its Educators Section and the Public Relations Division of the Association for Education in Journalism and Mass Communications (AEJMC). It was reissued in 1993 by the Educational Affairs Committee of PRSA.

PRSA, in its "Master Professional Development Plan for PRSA Members" developed a checklist for pre-professional (academic) education and training. As reference, this checklist is shown in Figure 9-1.

The curriculum at Ferris State, however, is unique. It is reportedly only one of three public relations majors in the United States leading to a Bachelors in Business and located in a College of Business. Most other programs are part of Colleges of Arts and Sciences, Journalism or Communications and have strong liberal arts components with no (or very limited) business courses included or permitted. There are a very few other academic programs which purport to be teaching public relations and are located in Colleges of Business but these are actually Marketing degrees with none or maybe only one or two actual courses in public relations offered.

When you realize that more than 50 percent of the public relations professionals in the United States are employed directly by business and industry (see Figure 7-2) and that another 30 percent work for consultants and associations that principally serve businesses, the value of Ferris State's unique curriculum approach is readily apparent.

Figure 9-2 shows a summary of the competing programs (including journalism, communications, advertising programs which offer public relations majors or options) offered by universities in the State of Michigan. Detailed information on each of these programs and curricula are included in Appendix H.

Ferris State's public relations major is designed to prepare students for entry-level positions in a variety of organizations. These include corporations and other businesses; public relations agencies and consultants; medical, educational, governmental and financial institutions; non-profit agencies and associations; and sports and entertainment organizations.

Public relations practitioners handle a variety of tasks, including building positive relationships with constituencies, working with news media, community and consumer relations; political campaigning; fund-raising and employee recruitment. They prepare and disseminate information that increases public awareness and

Figure 9-1

**MASTER PROFESSIONAL DEVELOPMENT PLAN
FOR PRSA MEMBERS
PRE-PROFESSIONAL (ACADEMIC)**

A. Management

1. Principles and Practice

- Organizational structure and behavior, business organization, science of management, etc.
- Media law and ethics
- Introduction to public relations
- Public relations case problems
- Understanding computers/computer sciences
- Office technology: word processing, technical communications, etc.
- Mass media and society
- Business and the press
- Public relations campaign planning
- History of public relations

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2. Public Opinion

- Theory and process of communication/opinion formation
- Introduction to survey research/research methods
- Communications media analysis
- Propaganda and public opinion
- Applied research in public relations and mass communications

3. Measurement and Evaluation

- Advanced communications theory
- Public relations evaluation and analysis methods

B. Skills

1. Person-to-Person

- Public speaking
- Speech writing
- Organizing speakers' programs
- Oral persuasion (salesmanship)
- Planning and conducting meetings and conferences

2. Publicity

- Writing for the mass media
- Feature writing
- Copy editing
- Publicity techniques
- Publicity media and campaigns
- Magazine editing
- Press relations

3. Printed Materials

- Graphics of communication
- Writing for organizational communications

4. Audio-Visuals

- Fundamentals of visual perception
- Survey of graphic media
- Photography/ photo-journalism
- Lay-out and design
- Production methods and processes
- Exhibits and displays
- Motion picture production

5. Advertising

- Principles of advertising
- Promotional techniques
- Advertising writing
- Broadcast techniques (advertising)

6. Special Events

C. Knowledge of Publics

1. Social Sciences

- Psychology
- Sociology
- Economics
- History
- Political science

2. The Humanities

- Literature
- Drama
- Fine Arts
- Music

3. The Natural Sciences

- Biology
- Physics
- Geology
- Engineering

4. Foreign Languages and Areas

- International relations

5. Major Subjects

- Management science
- Advanced economics
- Marketing
- Personnel management
- Political science/government
- Financial public relations
- International public relations
- Health and welfare public relations
- Corporate public relations
- Political public relations
- Medical/scientific public relations
- Religious public relations
- Industrial relations

Figure 9-2
PUBLIC RELATIONS OFFERINGS AT MICHIGAN UNIVERSITIES

<u>University</u>	<u>College</u>	<u>Degree</u>	<u>PR Courses</u>
Central Michigan	Arts and Sciences	BS in Journalism PR concentration	5 courses
Eastern Michigan	Arts and Sciences	BS in Arts & Sci. PR Major	3 courses
Ferris State	College of Bus.	BS in Business PR Major	7 courses
Grand Valley St.	School of Comm.	BS in Mass Comm. Adv & PR Major	9 courses
Lake Superior St.	Arts and Sciences	BS in Several Mjrs. PR Minor	None
Michigan St.	Comm. Arts & Sciences	None	None
Michigan Tech		None	None
Northern Michigan	Comm. and Performing Arts	BA in Comm. PR major	4 courses
Oakland		BA in Journalism PR minor	7 courses
Saginaw Valley St.		None	None
U of Michigan		None	None
Wayne St.	School of Bus.	BS in Bus. Admin. Adv/PR Specialization	1 course
	College of Fine, Perform. & Comm. Arts	BA PR major	3 courses
Western Michigan	Dept. of Comm.	BS in Comm. PR major	3 courses

understanding of their organization's policies, activities and accomplishments and develop communication techniques to keep management aware of public attitudes.

Ferris State's one-of-a-kind program includes a five-point emphases in public relations, advertising, marketing, journalism and management and an internship experience, during which the student receives on-the-job training while earning academic credit.

Four-Year Program

To enter the four-year curriculum leading to a Bachelor of Science in Business with a major in Public Relations, high school graduates must have a 2.0 grade point average. The degree requires a 2.0 GPA in the major courses, business core courses and, in addition, public relations students must attain a 2.5 GPA overall, and a 3.0 in English 150 and 250 before entry into any public relations courses other than PREL 340. It is strongly recommended that the University's Department of Language and Literature alternative assessment vehicle be taken before entry in public relations courses other than PREL 340.

Each Public Relations student at Ferris State is required to take the two journalism and six public relations courses listed in Figure 9-3. Additional details on the public relations courses are included in Figure 9-4.

Figure 9-3

Public Relations Major		
ENGL 121	Writing for Mass Media	3
ENGL 122	Advanced Reporting	3
PREL 340	Public Relations Principles	3
PREL 341	PR Methods: Print Production	3
PREL 342	PR Methods: Meeting Management	3
PREL 440	Public Relations Cases	3
PREL 455	Public Relations Campaigns	3
PREL 491	Public Relations Cooperative Education	<u>3</u>
		24 hrs.

In addition, each student takes the 30-hour Business Core required of all College of Business graduates. This includes the courses shown in Figure 9-5.

Figure 9-4
PUBLIC RELATIONS COURSES
Ferris State University

Public Relations Principles (PREL 340)

3 Credit Hours

Nature and function of public relations with emphasis on its role in business. Provides an overview of the four-step public relations process and techniques used to build long-term relationships with an organization's key constituencies. Explores the use of communications tools, including brochures, speeches, company publications, news releases and new communications technology. Prerequisite: English 1 (ENGL 150).

Public Relations Methods: Print Production (PREL 341)

3 Credit Hours

Public relations techniques used by organizations in interacting with their publics. Survey and analysis of tools, resources and skill of public relations practice with emphasis on printed media. Hands-on development of rationale and format, write and edit copy, plan graphics and layout publications. Prerequisites: PREL 340, a grade of "B" or better in both English 1 (ENGL 150) and English 2 (ENGL 250).

Public Relations Methods: Meeting Management (PREL 342)

3 Credit Hours

Public relations techniques used in meeting management and audio-visual production, rationale and agenda. Plan and produce rough drafts of related printed materials and script and determine visuals for a staff conference and an annual meeting. Prerequisites: PREL 340, a grade of "B" or better in both ENGL 150 and 250.

Public Relations Cases (PREL 440)

3 Credit Hours

Analyzing public relations problems, policies and practices of various institutions and organizations in modern society through case studies. Specific additional emphasis in ethics and international public relations. Prerequisites: PREL 340, a grade of "B" or better in both ENGL 150 and 250.

Public Relations Campaigns (PREL 455)

3 Credit Hours

For students whose planned specialized career is public relations. Students research, plan, prepare and evaluate a public relations campaign for a public company, organization or institution. Prerequisites: PREL 341, 342 and 440.

Public Relations-Cooperative Education (PREL 491)

1-9 Credit Hours

A cooperative education program which integrates the student's academic study with work experience in cooperating employer organizations in business, industry, government, education or non-profits. The work experience is designed to be relevant to the student's academic pursuits, personal development and professional preparation. Prerequisites: PREL 341 and 342.

Public Relations-Special Studies (PREL 497)

1-3 Credit Hours

Independent, in-depth study of a particular public relations topic or issue as defined by the student and approved by the instructor. Prerequisite: By permit only.

Figure 9-5

Business College Core

ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 301	Legal Environment of Business	3
FINC 322	Financial Management	3
ISYS 202	Principles of Information Systems	3
MGMT 301	Applied Management	3
MKTG 321	Principles of Marketing	3
MKTG 499	Marketing Policy	3
ENGL 325	Advanced Business Communications	3
STQM 321	Introduction to Statistics	<u>3</u>
		30 hrs.

These major and Business courses are supplemented with an additional 17 hours of study in specific related courses as shown in Figure 9-6.

Figure 9-6

Related Business Courses

ADVG 222	Principles of Advertising	3
ADVG 334	Fundamentals of Media	2
MGMT 447	Business Ethics and Social Responsibility	3
MKTG 322	Consumer Behavior	3
MKTG 425	Marketing Research	3
VISC 116	Computers in Graphic Design	<u>3</u>
		17 hrs.

To fulfill the General Education requirements, each graduate must complete liberal arts coursework listed in Figure 9-7.

Figure 9-7

General Education			
COMM 121	Fund. of Public Speaking	3	Communications Competence
ECON 221	Principles of Economics	3	Social Awareness
ENGL 150	English 1	3	Communications Competence
ENGL 250	English 2	3	Communications Competence
GEOG 100	Geography of World Regions	3	Social Awareness
MATH 115	Inter. Algebra (or 24 ACT)	3	Qualitative Skills
PSYC 150	Introduction to Psychology	3	Social Awareness
SOCY 121	Introduction to Sociology	3	Social Awareness
Choose one:			
HIST 331	Am. Cultural History to 1865	3	Cultural Enrichment
HIST 332	Am. Cultural Hist. from 1869	3	Cultural Enrichment
Choose one:			
LITR 311	American Literature 1	3	Cultural Enrichment
LITR 312	American Literature 2	3	Cultural Enrichment
Choose one:			
LITR 323	Shakespeare	3	Cultural Enrichment
LITR 351	English Literature 1	3	Cultural Enrichment
LITR 352	English Literature 2	3	Cultural Enrichment
Choose one:			
PLSC 225	Govt. Proc. and Procedures	3	Social Awareness
PLSC 251	Public Administration	3	Social Awareness
PLSC 311	Am. State and Local Gov.	3	Social Awareness
Choose one:			
SOCY 340	Minority Groups in America	3	Social Awareness
SOCY 344	World Urban Sociology	3	Social Awareness
SOCY 460	Social Change	3	Social Awareness
Natural Science Electives:			
_____	A Laboratory Science w/ lab	4	Scientific Understanding
_____	A Laboratory Science	<u>3-4</u>	Scientific Understanding
		46-47 hrs.	

Note: Natural Science electives must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.

An additional 10 -12 hours of electives are required and may include additional PREL 491, public relations internship coursework. Several specific courses are recommended to the student who may select those that most closely fulfill career needs and interests. These electives are shown in Figure 9-8.

Figure 9-8

Recommended Electives

Business

ADVG 360	?	
INTB 310	International Business System	3
OSYS 209	Business Presentations	3
MGMT 302	Organizational Behavior	3
MKTG 231	Professional Selling	3

Non-Business

JRNL 228	Feature and Opinion Writing	3	
JRNL 123	?		
TVPR 301	Television Studio Techniques	3	
PHOT 201	Photojournalism	2	
HUMN 240	Popular Culture	3	Cultural Enrichment
PSYC 325	Social Psychology	3	Social Awareness
COMM 252	Speech Activities	3	Communications Competence
COMM 321	?		Communications Competence
COMM 325	Speechwriting	3	Communications Competence
COMM 332	Persuasive Speaking	3	Communications Competence
COMM 380	Organizational Comm.	3	Communications Competence
ECON 222	Principles of Economics 2	3	Social Awareness
_____	Foreign Languages	3	Cultural Enrichment

10-12 hrs.

As is shown in Figure 9-8, several of these courses are no longer offered or have changed and thus this list is in need of revision.

To graduate, a student must complete 124-127 hours and maintain at least a 2.0 grade point or better in 1) all course work taken, 2) all courses taken in the Public Relations major and 3) all course work taken in the Business Core.

TRANSFER PROGRAM

Ferris State's Public Relations Transfer Program is designed for students who have been granted an Associate degree from a regionally accredited college or from other divisions of the University. In addition to the credit accepted for the Associate degree, course work of approximately two years is required for completion of the public relations program. The exact length of time varies depending on the specific courses taken in the Associate degree program.

The courses shown in Figure 9-9, or their equivalent, should have been completed at the associate's level and if not they must be taken in addition to the required courses.

Figure 9-9

ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
ECON 221	Principles of Economics 1(Macro)	3
PSYC 150	Introduction to Psychology	3
SOCY 121	Introduction to Sociology	3

Graduates must complete the same Public Relations Major (24 hours) and Business Core (30 hours) courses outlined above under the four-year public relations program. In addition, the need to complete the following Related Business and General Education courses included in Figure 9-10.

Figure 9-10

Related Business Courses		
ADVG 222	Principles of Advertising	3
ADVG 334	Fundamentals of Media	2
MGMT 447	Business Ethics	3
MKTG 322	Consumer Behavior	3
MKTG 425	Marketing Research	<u>3</u>
		14 hrs.
General Education		
	Choose one 300/400 level Social Awareness elective *	
		<u>3</u>
		3 hrs.

* If the General Education Course Global Consciousness requirement has not been met, this course must fulfill that requirement.

To graduate, a student must complete 64 hours, as outlined above, and have a cumulative honor point average of 2.0 in 1) all course work taken, 2) all course work taken in the major, and 3) all course work taken better in the Business Core.

Public Relations Certificate

Non-Public Relations majors are offered an opportunity to complete a Public Relations Certificate program (Figure 9-16) which consists of 12 credit hours and four courses shown in Figure 9-11.

Figure 9-11

PREL 340	Public Relations Principles, 3 cr. (Prereq: ENGL 150)
PREL 341	PR Methods: Print Production, 3 cr. (Prereq: PREL 340, Grade of B or better in ENGL 150 & 250)
PREL 342	PR Methods: Meeting Management, 3 cr. (Prereq: PREL 340, Grade of B or better in ENGL 150 & 250)
PREL 455	Public Relations Campaigns, 3 cr. (Prereq: PREL 341 & 440 *) (* Prerequisite of PREL 440 may be waived by instructor)

Evaluation

While the basic content and format of these programs is still valid and effective based on our Program Review surveys with graduates, employers and the Advisory Committee, the curriculum does need to be fine-tuned to incorporate recent course changes at Ferris State, to correct errors and to fulfill new and developing needs of the profession. These changes are outlined below.

1. It is essential that each new freshman public relations major become involved in activities of the curriculum very early after arriving at Ferris State so that she/he feels a part of the group, begins to learn about the requirements and potential of the profession, is encouraged to stay in school at FSU and has opportunities to learn from upperclassman in the curriculum. No public relations course is now taken until the second semester of the sophomore year. To fill this void, a one-hour "Public Relations Freshman Seminar" should be added to the curriculum and be required the students first semester at FSU. This course would provide an overview of the public relations area of study, history of the profession, career opportunities, etc.

PREL 101 Public Relations Freshman Seminar

1 Credit Hour

Introduction to the public relations profession including history, curricula requirements and standards, professional qualifications, career and employment opportunities and related topics. Semester offered: F

2. One of the greatest difficulties identified by FSU Public Relations graduates is finding the first job in the profession after graduation. Not one of the alumni in the Graduate Survey indicated that they received any assistance from FSU's Placement Office.

Managers who have worked in the public relations profession, know that new public relations hires are expected, as a matter of practice, to have "at least three years of experience." This makes it difficult for new graduates to find that first job. Most public relations jobs are filled through personal networking, not recruiting agents or representatives sent to colleges campuses, classified advertisements, etc.

To fulfill this need and to find that first job, it is essential that these soon-to-graduate professionals learn how to develop and implement a personal campaign to find a public relations job, to network, to prepare a professional portfolio, etc. This task can best be accomplished as part of a new senior level, one-hour course called "Public Relations Senior Seminar" and taken both semesters of the senior year. Additional current topics such as Public Relations Research and Computer Applications to Public Relations will be covered in the seminar to fill minor or developing needs existing in the overall curriculum.

PREL 401 Public Relations Senior Seminar

1 Credit Hour

Intensive senior seminar, laboratory and workshop to provide additional depth and breadth to professional knowledge and skills such as research and computer applications and to prepare the student to enter the profession. Semesters Offered: FW. Prerequisite: Senior standing.

3. Redesignate the current PREL 340 Public Relations Principles course to the 200 level (PREL 240) to align it with the fact that it is now taken by sophomore Public Relations majors and to also enable career or major "undecided" students and others to explore the profession at an earlier stage in their college studies. Course content will remain the same.

4. Based on our research with graduates, employers and the Advisory Committee, the content of the current PREL 341 and 342 courses taken during the junior year should be revised to eliminate redundancies, enhance skill coverage and content, improve effectiveness and bring content up to today's professional requirements. Shown below are revised course descriptions which fulfill those indicated needs.

PREL 341 Public Relations Tools 3 Credit Hours
Survey of the planning and production of public relations tools used by professionals to build and enhance relationships with an organization's key publics. Analysis of resources, rationale and techniques leading to the hands-on development of written, verbal and visual communications tools and skills. Prerequisites: PREL 240, B in ENGL 150 and 250, Semester offered: F

PREL 342 Public Relations Tactics 3 Credit Hours
Application of public relations tools and techniques to tactical professional programs designed to strengthen and develop positive relationships with an organization's publics and constituencies. A broad variety of strategic planning and programming processes will be applied to achieve clearly defined public relations objectives for a real client. Prerequisites: PREL 240 and 341, Semester Offered W

5. With the elimination of Ferris State's Associates in Journalism, the two remaining journalism courses (121 and 122) have been redesignated ENGL 121 and 122 as part of Arts and Sciences', Literature and Language Department. The only curriculum requiring the two courses is Public Relations and indeed nearly all the students now taking the courses are public relations majors. It is essential, that the content of these two courses be geared to successfully prepare public relations majors for the demanding requirements of their 300 level major courses. In addition, the redesignation of the course as ENGL rather than JRNL has apparently created substantial confusion among "undecided" students interested in "exploring" journalism and with the potential that these young people will select public relations as their major.

To resolve both of these issues, the two courses should be transferred to the College of Business, administered by the Coordinator of the Public Relations Major and redesignated as JRNL courses. The course content is already being revised to more closely align with public relations, however, it must still maintain its Journalism perspective to provide the essential base of general newswriting skills and objective reporting knowledge. In addition, the instructor must have strong English teaching skills because of the pronounced deficiencies FSU students have in basic grammar, word-use, spelling, etc.

6. The recent addition of VISC 214, Introduction to Macintosh Computers, to the Public Relations curriculum was just completed when it was somewhat overtaken by course changes in the Visual Communications curriculum. The 214 course was changed to VISC 116 and the content was revised to better fulfill the needs of the Visual Communications students.

To meet the unique needs of the Public Relations profession, this course needs to teach basic graphic design principles and hands-on application of the Macintosh

computer and Pagemaker and QuarkXpress software to design and layout of printed and visual materials. A special section of VISC 116 had been designated for non-VC majors (i.e. Public Relations, Advertising, etc.) however, the necessary content of this section must make it dramatically different from the other sections of 116 where VC students have, for example, already had two courses in design. As a result, it is strongly recommended that the original VISC 214 be reestablished as a "service" course for Public Relations, Advertising and others, designated as "Graphic Design and MAC Computer Layout", cover the content described above and be open only to non-VC majors.

7. With the revisions outlined above and based on the surveys conducted, the additional Business courses required should be revised to add the VISC course and move ADVG 334 and MKTG 322 into the Recommended Electives group.

8. The title of the PREL 491 should be changed to "Public Relations Internship" to reflect the true nature of the course as it is refocused to a full time, summer program of professional experience and to utilize the terminology common in the public relations industry.

9. The current Public Relations curriculum requires some specific Arts and Sciences courses which are no longer offered, are only offered at a time which conflicts with public relations courses, etc. This is resulting in confusion and frustration for students and a significant number of waivers. To help resolve this on the short term, each Public Relations student is now required to meet with the Program Coordinator each semester prior to registering for classes. To solve this problem over the long-term, bring the courses more into line with professional needs and to make the curriculum more user friendly, the following changes should be made in the General Education courses in the curriculum.

The General Education course requirements will be as follows:

General Education

COMM 121	Fundamentals of Public Speaking	3	Communications Competence
ECON 221	Principles of Economics	3	Social Awareness
ENGL 150	English 1	3	Communications Competence
ENGL 250	English 2	3	Communications Competence
GEOG 112	Cultural Geography	3	Global Consciousness
MATH 115	Intermediate Algebra (or 24 ACT)	3	Qualitative Skills
PSYC 150	Introduction to Psychology	3	Social Awareness, R/E/G
SOCY 121	Introduction to Sociology	3	Social Awareness, R/E/G

Electives

Scientific Understanding

Natural Science course _____	3	Scientific Understanding
Natural Science course with lab _____	4	Scientific Understanding

Social Awareness

One 300 level course _____	3	Social Awareness
----------------------------	---	------------------

Cultural Enrichment

Two courses _____	3	Cultural Enrichment
and _____	3	Cultural Enrichment
One 200 level or higher course _____	3	Cultural Enrichment
	43 hrs.	

This incorporates the following changes:

A. The requirement to take one 3-hour course from HIST 331 or HIST 332, one 3-hour course from LITR 311 or LITR 312, one 3-hour course from LITR 323, LITR 351 or LITR 352, one 3-hour course from PLSC 225, PLSC 251 or PLSC 311, and one 3-hour course from SOCY 340, SOCY 344 or SOCY 460 should be changed to:

Social Awareness

One 300 level course..... 3 hours

Cultural Enrichment

Three courses including one 200 level or higher... 9 hours

B. The GEOG 100 Geography of World Regions course should be replaced by the GEOG 112 Cultural Geography course. The Public relations graduate's application of social science principles will be enhanced by this change. Both courses are three hours.

C. With the change of OSYS 300 to ENGL 325 this new course requirement will fulfill the 3-hours of Communications Competence requirements.

With these changes, the student will still be fulfilling at least 43 hours of General Education and the basic requirements shown below.

Communications Competence	12 hours (ENGL, COMM-Speech, or WIC courses)
Scientific Understanding	7-8 hours (Natural Sciences including one lab.)
Quantitative Skills	MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment	9 hours (3 courses in at least two different areas, not more than 5 hours in music or theatre, 1 course at least 200 level or higher)
Social Awareness	9 hours (3 courses in at least 2 different areas, 1 Social Awareness, one with race/ethnicity and/or gender, and one at 300+ level)
Global Consciousness	1 course (May also fulfill Cultural Enrichment or Social Awareness.)

To make the four-year and two-year program requirements consistent, the number electives in the four year program should be changed to 12 hours and the courses recommended for consideration should be as follows:

Additional Electives (Recommended electives are shown below, 12 total hours required, additional PREL 491 hours may be taken as electives.)

Business

ADVG 324	Advertising Copy	3
ADVG 334	Fundamentals of Media	2
INTB 310	International Business System	3
MGMT 302	Organizational Behavior	3
MKTG 322	Consumer Behavior	3
OSYS 209	Business Presentations	3

Non-Business

COMM 325	Speechwriting	3	Communications Competence
COMM 332	Persuasive Speaking	3	Communications Competence
COMM 333	Theories of Persuasion	3	Communications Competence
COMM 380	Organizational Communications	3	Communications Competence
COMM 410	Communications Theory	3	Communications Competence
ECON 222	Principles of Economics 2	3	Social Awareness
HIST 310	U.S. History Since 1945	3	Cultural Enrichment
HUMN 240	Popular Culture	3	Cultural Enrichment
LITR 311	American Literature 1	3	Cultural Enrichment
LITR 312	American Literature 2	3	Cultural Enrichment
LITR 351	English Literature 1	3	Cultural Enrichment
LITR 352	English Literature 2	3	Cultural Enrichment
PHOT 201	Photojournalism	2	
PLSC 225	Govt. Processes and Procedures	3	Social Awareness
PLSC 311	Am. State and Local Government	3	Social Awareness
PSYC 325	Social Psychology	3	Social Awareness
SOCY 340	Minority Groups in America	3	Social Awareness
TVPR 225	Production Planning	3	
Foreign Languages:		<u>3</u>	Cultural Enrichment
		14 hrs.	

With these revisions, the four-year and two-year Public Relations curriculum checksheets used by students, counselors and advisors will need to be revised. At this same time several errors, such as recommending courses when they are not offered, should be corrected. The current requirements for the four-year and two-year programs and those required under the two revised curricula are shown in Figures 9-11 through 9-14. The revised checksheets are included in Appendix G of this paper.

Figure 9-12

PUBLIC RELATIONS MAJOR FOUR-YEAR CURRICULUM REQUIREMENTS

		<u>Grade</u>	<u>General Education Courses</u>
General Education			
COMM 121	Fundamentals of Public Speaking	3	Communications Competence
ECON 221	Principles of Economics	3	Social Awareness
ENGL 150	English 1	3	Communications Competence
ENGL 250	English 2	3	Communications Competence
GEOG 100	Geography of World Regions	3	Social Awareness
MATH 115	Intermediate Algebra (or 24 ACT)	3	Qualitative Skills
PSYC 150	Introduction to Psychology	3	Social Awareness
SOCY 121	Introduction to Sociology	3	Social Awareness
Choose one:			
HIST 331	American Cultural History to 1865	3	Cultural Enrichment
HIST 332	American Cultural History from 1869	3	Cultural Enrichment
Choose one:			
LITR 311	American Literature 1	3	Cultural Enrichment
LITR 312	American Literature 2	3	Cultural Enrichment
Choose one:			
LITR 323	Shakespeare	3	Cultural Enrichment
LITR 351	English Literature 1	3	Cultural Enrichment
LITR 352	English Literature 2	3	Cultural Enrichment
Choose one:			
PLSC 225	Govt. Processes and Procedures	3	Social Awareness
PLSC 251	Public Administration	3	Social Awareness
PLSC 311	Am. State and Local Government	3	Social Awareness
Choose one:			
SOCY 340	Minority Groups in America	3	Social Awareness
SOCY 344	World Urban Sociology	3	Social Awareness
SOCY 460	Social Change	3	Social Awareness
Natural Science Electives:			
_____	_____	Lab Sci. 4	Scientific Understanding
_____	_____	3-4	Scientific Understanding
		46-47 hrs.	
Business College Core			
ACCT 201	Principles of Accounting 1	3	
ACCT 202	Principles of Accounting 2	3	
BLAW 301	Legal Environment of Business	3	
FINC 322	Financial Management	3	
ISYS 202	Principles of Information Systems	3	
MGMT 301	Applied Management	3	
MKTG 321	Principles of Marketing	3	
MKTG 499	Marketing Policy	3	
ENGL 325	Advanced Business Communications	3	
STQM 321	Introduction to Statistics	3	
		30 hrs.	
Public Relations Major			
ENGL 121	Reporting	3	
ENGL 122	Advanced Reporting	3	
PREL 340	Public Relations Principles	3	
PREL 341	PR Methods: Print Production	3	
PREL 342	PR Methods: Meeting Management	3	
PREL 440	Public Relations Cases	3	
PREL 455	Public Relations Campaigns	3	
PREL 491	Public Relations Coop. Education	3	
		24 hrs.	
Related Business Courses			
ADVG 222	Principles of Advertising	3	
ADVG 334	Fundamentals of Media	2	
MGMT 447	Business Ethics and Social Resp.	3	
MKTG 322	Consumer Behavior	3	
MKTG 425	Marketing Research	3	
VISC 116	Computers in Graphic Design	3	
		17 hrs.	
Electives (Recommended electives on back of sheet, 10-12 total hours required, 9 hours minimum must be in General Education Course requirements, additional PREL 491 hours may be taken as electives)			
_____	_____	—	_____
_____	_____	—	_____
_____	_____	—	_____
		10-12 hrs.	

124-127 Min. hrs. required for B.S. in Public Relations

Recommended Electives

Business

ADVG 360	?		---
INTB 310	International Business System	3	---
OSYS 209	Business Presentations	3	---
MGMT 302	Organizational Behavior	3	---
MKTG 231	Professional Selling	3	---

Non-Business

JRNL 228	Feature and Opinion Writing	3	---	
JRNL 123	?		---	
TVPR 301	Television Studio Techniques	3	---	
PHOT 201	Photojournalism	2	---	
HUMN 240	Popular Culture	3	---	Cultural Enrichment
PSYC 325	Social Psychology	3	---	Social Awareness
COMM 252	Speech Activities	3	---	Communications Competence
COMM 321	?		---	Communications Competence
COMM 325	Speechwriting	3	---	Communications Competence
COMM 332	Persuasive Speaking	3	---	Communications Competence
COMM 380	Organizational Communications	3	---	Communications Competence
ECON 222	Principles of Economics 2	3	---	Social Awareness
Foreign Languages:				
_____	_____	---	---	Cultural Enrichment
_____	_____	---	---	Cultural Enrichment
_____	_____	---	---	Cultural Enrichment

10-12 hrs.

Note: Natural Science electives must come from Astronomy, Biology, Chemistry, Geography 111 or 121, Geology, Physical Science or Physics.

Ferris State's General Education Course requirements must be met. For a B.S. degree this includes (See Current FSU Catalog for details) :

Communications Competence	12 hours (ENGL, COMM-Speech, or WIC courses)
Scientific Understanding	7-8 hours (Natural Sciences including one lab.)
Quantitative Skills	MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment	9 hours (3 courses in at least two different areas, not more than 5 hours in music or theatre, 1 course at least 200 level or higher)
Social Awareness	9 hours (3 courses in at least 2 different areas, 1 Social Awareness, one dealing with race/ethnicity and/or gender, and one at 300+ level)
Global Consciousness	1 course (May also fulfill Cultural Enrichment or Social Awareness.)

Required for Graduation: A cumulative honor point average of 2.0 or better in 1) All course work taken, 2) All course work taken in the major, and 3) All course work taken in the Business core.

Figure 9-14

PUBLIC RELATIONS MAJOR TWO-YEAR CURRICULUM REQUIREMENTS

		<u>General Education Courses</u>	
Public Relations Major			
ENGL 121	Reporting	3	
ENGL 122	Advanced Reporting	3	
PREL 340	Public Relations Principles	3	
PREL 341	PR Methods: Print Production	3	
PREL 342	PR Methods: Meeting Management	3	
PREL 440	Public Relations Cases	3	
PREL 455	Public Relations Campaigns	3	
PREL 491	Public Relations Coop. Education	<u>2</u>	
		23 hrs.	
Business College Core			
BLAW 301	Legal Environment of Business	3	
FINC 322	Financial Management	3	
ISYS 202	Principles of Information Systems	3	
MGMT 301	Applied Management	3	
MKTG 321	Principles of Marketing	3	
MKTG 499	Marketing Policy	3	
ENGL 325	Advanced Business Communication	3	
STQM 321	Introduction to Statistics	<u>3</u>	
		24 hrs.	
Related Business Courses			
ADVG 222	Principles of Advertising	3	
ADVG 334	Fundamentals of Media	2	
MGMT 447	Business Ethics	3	
MKTG 322	Consumer Behavior	3	
MKTG 425	Marketing Research	<u>3</u>	
		14 hrs.	
General Education			
Choose one 300/400 level Social Awareness elective *			
		<u>3</u>	Social Awareness
		3 hrs.	
64 hours required for B.S. in Public Relations			

* If the General Education Course Global Consciousness requirement has not been met, this course must fulfill that requirement.

Entrance Requirements

1. Applicant must have an Associate Degree from an accredited institution.
2. If the following courses (or their equivalent) have not be completed at the associate's level, they must be taken in addition to the required courses.

ACCT 201	Principles of Accounting 1	3	
ACCT 202	Principles of Accounting 2	3	
ECON 221	Principles of Economics 1(Macro)	3	Social Awareness
PSYC 150	Introduction to Psychology	3	Social Awareness
SOCY 121	Introduction to Sociology	3	Social Awareness

Ferris State's General Education Course requirements must be met either through the Associate Degree or through courses at FSU. For a B.S. degree this includes (See Current FSU Catalog for details) :

Communications Competence	12 hours (ENGL, COMM-Speech, or WIC courses)
Scientific Understanding	7-8 hours (Natural Sciences including one lab.)
Quantitative Skills	MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment	9 hours (3 courses in at least two different areas, not more than 5 hours in music or theatre, 1 course at least 200 level or higher)
Social Awareness	9 hours (3 courses in at least 2 different areas, 1 Social Awareness, one with race/ethnicity and/or gender, and one at 300+ level)
Global Consciousness	1 course (May also fulfill Cultural Enrichment or Social Awareness.)

Students must replace required courses taken in the Associate Degree with courses approved by an Academic Adviser.

1/23/96

Figure 9-15

(Revised) PUBLIC RELATIONS MAJOR TWO-YEAR CURRICULUM REQUIREMENTS

		<u>General Education Courses</u>
Public Relations Major		
JRNL 121	Writing for Mass Media	3
JRNL 122	Advanced Reporting	3
PREL 240	Public Relations Principles	3
PREL 341	Public Relations Tools	3
PREL 342	Public Relations Tactics	3
PREL 401	Public Relations Senior Seminar	2
PREL 440	Public Relations Cases	3
PREL 455	Public Relations Campaigns	3
PREL 491	Public Relations Internship	<u>3</u>
		26 hrs.
Business College Core		
BLAW 301	Legal Environment of Business	3
FINC 322	Financial Management	3
ISYS 202	Principles of Information Systems	3
MGMT 301	Applied Management	3
MKTG 321	Principles of Marketing	3
MKTG 499	Marketing Policy	3
ENGL 325	Advanced Business Communication	3
STQM 260	Introduction to Statistics	<u>3</u>
		24 hrs.
Related Business Courses		
ADVG 222	Principles of Advertising	3
MKTG 425	Marketing Research	3
VISC 214	Graphic Design & Computer Layout	<u>3</u>
		9 hrs.
General Education		
Choose one 300/400 level Social Awareness elective *		
		<u>3</u>
		6 hrs. Social Awareness

62 hours required for B.S. in Public Relations

* If the General Education Course Global Consciousness requirement has not been met, this course must fulfill that requirement.

Entrance Requirements

1. Applicant must have an Associate Degree from an accredited institution.
2. If the following courses (or their equivalent) have not been completed at the associate's level, they must be taken in addition to the required courses.

ACCT 201	Principles of Accounting 1	3	
ACCT 202	Principles of Accounting 2	3	
ECON 221	Principles of Economics 1(Macro)	3	Social Awareness
PSYC 150	Introduction to Psychology	3	Social Awareness
SOCY 121	Introduction to Sociology	3	Social Awareness

Ferris State's General Education Course requirements must be met either through the Associate Degree or through courses at FSU. For a B.S. degree this includes (See Current FSU Catalog for details) :

Communications Competence	12 hours (ENGL, COMM-Speech, or WIC courses)
Scientific Understanding	7-8 hours (Natural Sciences including one lab.)
Quantitative Skills	MATH 115 or higher, pass proficiency, or 24+ on ACT math subtest
Cultural Enrichment	9 hours (3 courses in at least two different areas, not more than 5 hours in music or theatre, 1 course at least 200 level or higher)
Social Awareness	9 hours (3 courses in at least 2 different areas, 1 Social Awareness, one with race/ethnicity and/or gender, and one at 300+ level)
Global Consciousness	1 course (May also fulfill Cultural Enrichment or Social Awareness.)

Required for Graduation: A cumulative honor point average of 2.0 or better in 1) All course work taken, 2) All course work taken in the major, and 3) All course work taken in the Business core.

Students must replace required courses taken in the Associate Degree with courses approved by an Academic Adviser.

8/20/97

FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS
MARKETING DEPARTMENT

PUBLIC RELATIONS CERTIFICATE

The following courses are required for the Certificate:

- 1. PREL 340 Public Relations Principles, 3 cr. (Prereq: ENGL 150)
- 2. PREL 341 PR Methods: Print Production, 3 cr. (Prereq: PREL 340,
Grade of B or better in ENGL 150 & 250)
- 3. PREL 342 PR Methods: Meeting Management, 3 cr. (Prereq: PREL 340,
Grade of B or better in ENGL 150 & 250)
- 4. PREL 455 Public Relations Campaigns, 3 cr. (Prereq: PREL 341 & 440*)
(*Prerequisite of PREL 440 may be waived by instructor)

12 CREDITS REQUIRED FOR THE CERTIFICATE

For more information, please contact Professor Ronald Greenfield at (616) 592-2448 or the Marketing Department at (616) 592-2426.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION, AND INTERRUPTION OF STUDIES:
Students who return to the University after an interrupted enrollment must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

SIGNATURES

Student _____	Date _____
Advisor _____	Date _____
Mktg Dept Head _____	Date _____
C. O. B. Associate Dean _____	Date _____

**(Revised) FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS
MARKETING DEPARTMENT**

PUBLIC RELATIONS CERTIFICATE

The following courses are required for the Certificate:

- 1. PREL 240 Public Relations Principles, 3 cr. (Prereq: ENGL 150)
- 2. PREL 341 PR Methods: Print Production, 3 cr. (Prereq: PREL 240,
Grade of B or better in ENGL 150 & 250)
- 3. PREL 342 PR Methods: Meeting Management, 3 cr. (Prereq: PREL 240,
Grade of B or better in ENGL 150 & 250)
- 4. PREL 455 Public Relations Campaigns, 3 cr. (Prereq: PREL 341 & 440*)
(*Prerequisite of PREL 440 may be waived by instructor)

12 CREDITS REQUIRED FOR THE CERTIFICATE

For more information, please contact Professor Ronald Greenfield at (616) 592-2448 or the Marketing Department at (616) 592-2426.

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SIGNATURES

Student _____ **Date** _____

Advisor _____ **Date** _____

Mktg Dept Head _____ **Date** _____

C. O. B. Associate Dean _____ **Date** _____

Section 10

Enrollment Trends

Enrollment Trends

When the Advertising/Public Relations sequence was launched in 1983 a total of 35 advertising majors enrolled. The numbers grew rapidly to around 60 and then plateaued for four years until the Public Relations major was adopted by the Board of Control and implemented in 1990. Enrollment in the Public Relations curriculum peaked in 1991 at 100 students, coinciding with the similar highs in Marketing Department, College of Business and Ferris State enrollment (See Figure 10-1).

In 1992, Public Relations enrollment dropped thirty percent to 70 students. Then declined to 61 in 1993 and 46 in 1994. During much of this period the one public relations faculty member was on leave or sabbatical finishing her Doctorate. Since the fall of 1995 this decline has stabilized.

While enrollment has been at the same for 1995-96 and 1996-97, the student mix has changed substantially. Only five new freshman came into the major in the fall of 1995 joining only five sophomores who were then enrolled in the program. With increased emphasis on recruiting in 1995-96, 15 freshman and 8 transfers entered the program by fall of 1996; a 60 percent turnover in the 38 students enrolled in the Public Relations major in one year. The attrition was due to graduation and a variety of factors including students who decided to switch majors due to serious writing deficiencies, the nature and demands of a public relations career, etc. With only six graduates in the Winter and Summer Semesters of 1997 and 26 new admits into the program for the fall of 1997, the enrollment in the major should be turning back up.

With continued development and expansion of the recruiting effort and increased awareness among professionals of the unique public relations major at Ferris State, annual enrollment targets of 25 new freshman and 15 transfer students have been set. The transfers will consist of about five as sophomores from non-declared FSU students and students with a few courses from other colleges and about 10 as juniors, mostly community college transfers with AA degrees. With this pipeline, total enrollment in the Public Relations major will gradually increase and return to the 100 student level. The matrix below illustrates the impact of achieving these recruiting targets over a period of four successive years.

Figure 10-2
Public Relations Major
Recruiting Targets

	Fresh.	Soph.	Jrs.	Srs.
New students	25			
Transfer students		5	10	
Continuing students		<u>20</u>	<u>20</u>	<u>25</u>
Totals	25	25	30	25 Program Total = 105

By achieving this 100 student enrollment level, it will be possible to offer each Public Relations course and two journalism courses each semester, rather than the

Figure 10-1
Enrollment Trends
Fall Semester

	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>
Public Relations	2	14	35	45	49	60	64	60	57	71	86	56	54	41	33	35
Public Relations (T)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>9</u>	<u>13</u>	<u>8</u>	<u>9</u>	<u>14</u>	<u>14</u>	<u>7</u>	<u>5</u>	<u>5</u>	<u>3</u>
Total	2	14	35	45	52	63	73	73	65	80	100	70	61	46	38	38
Marketing Dept.	1322	1329	1269	1249	1277	1377	1509	1492	1555	1635	1668	1547	1314	1084	920	879
College of Business	4450	4514	4489	4340	4102	4189	4223	4229	4255	4337	4385	3859	3151	2579	2343	2136
Ferris State	11261	11008	10767	10540	10909	11310	11643	11792	11878	12076	12461	12134	11188	10257	9766	9495

once-a-year sequencing (except for PREL 340) now in place. This will substantially enhance the flexibility of student class scheduling and enable Ferris State to bring new public relations majors into the program at any time of the year rather than just the fall semester.

Figure 10-3
Current Course Offerings

	<u>Fall</u>	<u>Winter</u>	<u>Summer</u>
ENGL 121	X		
ENGL 122		X	
PREL 340	X	X	X
PREL 341	X		
PREL 342		X	
PREL 440	X		
PREL 455		X	
PREL 491	X	X	X
PREL 497	X	X	X

Ideal Course Offerings

	<u>Fall</u>	<u>Winter</u>	<u>Summer</u>
JRNL 121	X	X	X
JRNL 122	X	X	
PREL 101	X		
PREL 240	X	X	X
PREL 341	X	X	X
PREL 342	X	X	
PREL 401	X	X	
PREL 440	X	X	
PREL 455	X	X	
PREL 491	X	X	X
PREL 497	X	X	X

Section 11

Program Productivity/Cost

Program Productivity/Cost

When enrollment in the Public Relations major was at normal levels (100 students) in the early 1990s the productivity and costs of the program were 1,309 SCH/FTEF (see Figure 11-1 and Appendix O), about the same as Professional Golf Management, nearly double the University average and substantially above the COB average productivity/cost.

Figure 11-1
Student Credit Hours/Full time Equated Faculty
 1991-92, Quarters

Public Relations	1309
PGM	1469
Ferris State	822
College of Business	1035

However, due to the overall University realignment, the two year absence of the one full-time public relations faculty member, meager student recruiting efforts and other related factors, enrollment in the Public Relations program and productivity declined significantly. A fairly logical and easily projected result.

The most recent Office of Institutional Studies Productivity Report only covers the years 1993-94 through 1996-97 due to the switch from quarters to semesters. During this time period the number of student in the public relations major declined from 61 to 38 and, as a result, Student Credit Hours declined from 636 to 203. Full Time Equated Faculty (which included a .20 equivalent for the College of Business Cooperative Education coordinator) actually increased (from 1.12 to 1.14) due to the presence again of one full-time public relations faculty member.

The end result of all of these atypical student and atypical faculty inputs into the SCH/FTEF ratio, it declined from 566.18 to 177.84 as shown in Figure 11-4.

Figure 11-2
Student Credit Hours

	<u>93-94</u>	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>
Ferris State	274,458.50	245,436.50	234,015.50	228,428.50
College of Business	57,481.50	48,728.00	43,559.00	39,909.00
Marketing Dept.	16,020.00	13,331.00	11,805.00	10,670.00
Public Relations	636.00	412.00	360.00	203.00

Figure 11-3
Full Time Equated Faculty

	<u>93-94</u>	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>
Ferris State	565.42	526.21	504.21	511.04
College of Business	102.05	98.76	91.76	94.87
Marketing Dept.	28.98	26.74	27.59	28.95
Public Relations	1.12	1.06	1.32	1.14

Figure 11-4
Student Credit Hours/Full Time Equated Faculty

	<u>93-94</u>	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>
Ferris State	485.40	466.42	464.12	446.99
College of Business	563.24	493.40	475.36	420.65
Marketing Dept.	552.73	498.49	427.80	368.58
Public Relations	566.18	389.64	271.91	177.84

Enrollment in the Public Relations major has bottomed out after some years of neglect. With the adoption of an aggressive marketing and recruiting program and appropriate support from the College of Business and the FSU Administration as outlined in Section 10, it is anticipated that student enrollment in the Public Relations major will nearly triple over a four-to-five year time frame. This will bring the program back to the favorable SCH/FTEF ratios to those enjoyed in the early 1990s and illustrated in Figure 11-1.

In addition, at the present time only the new Music Industry Management major requires that all program enrollees take the PREL 340, Public Relations Principles, course. This is interesting in light of the claims made in FSU's Catalog for several majors. For example, the narrative for Marketing states that career tracks from this program:

"... include advertising, marketing research, product management, **public relations**, retailing, as well as a variety of miscellaneous positions."

The narrative promoting and explaining the Professional Golf Management major says:

"The PGM program includes preparation in the following areas: operations of a golf shop (including marketing, merchandising, accounting and small business management); golf course maintenance; **public relations**; teaching skills; golf rules; custom club repair and fitting; and the organization and conduct of golf events."

Yet students in these and other Marketing Department majors (except MIM) are not required to take a public relations course. Majors which deal principally with the external publics, such as Marketing, Advertising, Professional Golf Management, Professional Tennis Management, Visual Communications, etc., should require that

Public Relations

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each of their graduates learn basic public relations principles and skills by taking PREL 340.

It also seems completely out of sync for Public Relations Principles to not be required of all COB graduates. Business today, particularly those FSU graduates working in management positions, rely heavily on written and verbal communications skills, relationship building, teamwork, etc. How can we graduate student in Management, Human Resource Management, International Business, and other such curricula without requiring a basic understanding of the principles of building relationships through proactive, two-way communications?

A study some years ago found that corporate chief executive officers spend more than fifty percent of their time on public relations activities inside and outside of their organization. The success or failure of junior and senior business executives today is largely dependent on their ability build positive relationships with key constituencies which directly impact achievement of the organization's strategic goals and objectives and its success.

This question needs to be addressed with each of the College of Business departments involved. The change of PREL 340 to a 200 level course will encourage increased enrollment. And a positive response, based on businesses demands for improved communications skills for marketing and management staff, will increase enrollment in PREL 240 and further improve the productivity ratios of the Public Relations curriculum.

Section 12

Conclusions

Conclusions

Centrality to FSU Mission

The mission of FSU is to "be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education." The Public Relations program clearly provides a hands-on, applied curricula which produces a career-oriented, professional education. The Faculty surveyed nearly unanimously agree that the Public Relations major fits FSU's mission.

Uniqueness and Visibility

FSU's Public Relations program is relatively young. It was approved in 1988 with the first students graduating with a Bachelors in Business and a Public Relations major in May 1990. This curriculum was developed in conjunction with a committee of senior public relations professionals, including two past National Presidents of the Public Relations Society of America (the largest organization of professionals), to serve as a prototype Public Relations major in a U.S. College of Business. Today, FSU's program is only one of three Public Relations programs in Colleges of Business in the United States, making it truly unique among the 200 universities offering public relations studies.

Because of the youth of the major, its graduates are only beginning to move into management and senior positions in the profession. Most students have come from Michigan and surrounding Midwestern states with a few recent graduates from foreign countries such as Japan and Nigeria. The uniqueness of Ferris State's program has been featured in national professional publications such as Public Relations Journal.

Additional effort needs to be undertaken to increase awareness of FSU's unique program and knowledge of the potential of a public relations career. This will aid in recruiting, internship development and graduate placement and enhance Ferris State's reputation in Michigan, regionally and nationwide.

Service to State and Nation

The function of Public Relations in organizations is to build positive relationships which facilitate the achievement of the organization's goals and objectives. This is also a key philosophy underpinning democratic societies and free market economies. Providing public relations education and training to young people who will fill positions of responsibility and leadership makes a significant contribution to the harmonious and productive development of Michigan and the Nation.

Demand by Students

Enrollment in the Public Relations major has declined in recent years from the high of 100 students due to the absence of effort and the resources to promote the

program. During the years when no public relations faculty member was actively recruiting, freshman enrollment dropped each subsequent year. That is a logical result of such neglect.

In the Fall of 1995, only five new freshman enrolled in the program, joining only five sophomores. The elimination of the Associates in Journalism program also removes a feeder program which, our research shows, generated about one-fourth of the students graduating from the public relations major.

Since recruiting efforts have been expanding the past two years, the number of new students coming into the program has increased. By the fall of 1996, 62 percent of the students in the program were new since the prior fall, including 15 new freshman. Progress continues with twenty-six new students admitted into the public relations major for the fall of 1997.

Recruiting efforts have been launched for high school juniors and seniors interested in public relations, journalism and communications and additional efforts are needed with community colleges and other high school special interest groups. The results of these early recruiting efforts look promising, however, emphasis must be placed on the quality and not just quantity of students brought into the program. The uniqueness of FSU's major offers excellent potential for product differentiation and "marketing" the program.

Because of the relative youth of the profession, knowledge of public relations and its career opportunities are still very limited. As a result, special effort must be made to make young people and their parents aware of the nature and potential of the career field. FSU's unique major within the College of Business offers excellent opportunities to recruit students and, with the proper resources, that effort can be very successful.

Quality of Instruction

Current students in the Public Relations major rate the quality of FSU's instruction in public relations at 4.94 on a scale of 5 equals excellent. They rated both the availability and helpfulness of the program advisor at 4.90 and the overall quality of the Public Relations curriculum at 4.50. For comparison purposes, these same students rated both the quality of College of Business instruction and the quality of FSU instruction overall at 3.81.

FSU's Advertising/Public Relations option (1984-1989) and Public Relations major (1990-1996) graduates rated the effectiveness of the Public Relations curriculum at 4.14 (5 equals excellent) compared to a 3.92 rating for College of Business courses and a 3.79 for FSU's academic courses overall. Over this time frame, the program content changed several times.

The Public Relations Advisory Committee rated the effectiveness of Ferris State's Public Relations curriculum (4.63 on a scale of 5 equals excellent) and public relations faculty (4.20) high compared to the College of Business (4.00 and 3.75 respectively) and FSU overall (3.50 and 3.75 respectively).

Employers rated the skills and knowledge of FSU graduates as good to excellent in professionalism, ethics and integrity, public relations knowledge and skills. They also rated knowledge of marketing, management, finance, accounting and related business skills and functions at 4.91 of a scale of 5 equals very important.

Demand for Graduates

According to Department of Labor research, public relations jobs will grow by 47 percent during the decade, making the career one of the 10 fastest growing employment categories in the United States. Members of FSU's Public Relations Advisory Committee see public relations jobs in Michigan growing by more than seven percent annually in the next decade. FSU's Career Services office studies show that employment rates for the public relations graduates continue to run at 100 percent.

Starting salaries of Public Relations graduates nationwide are traditionally relatively low. The profession requires that these young people "prove" themselves and then wage potentials increase markedly. These low starting salaries sometimes encourage new public relations graduates to accept employment in a different but frequently closely-related field. This fact reinforces the need to encourage internships and networking with professionals to enable FSU's graduates to gain visibility and public relations job opportunities.

The fact that FSU's public relations major with a Business degree is unique also provides graduates with a variety of career paths and this will be a great advantage over the long-term in today's business environment. However, significant effort needs to be made to increase awareness of FSU's curriculum among public relations professionals and business and non-profit organization managers.

Placement Rate and Average Salary of Graduates

FSU's Public Relations graduate placement rates continue to run at 100 percent, according to FSU's Career Services research. Starting wages run \$20,000-25,000 per year. The median salaries of U.S. public relations professionals are now \$49,000 annually (12 years of experience and 43 years of age), according to recent PRSA and IABC studies.

Despite the relative youth of FSU's public relations program, our Program Review research with graduates shows that more half make more than \$40,000 per year and eight percent earn more than \$60,000 annually. Only two of our graduates have yet reached the 12 years median experience level found in the PRSA study of all public relations professionals mentioned above.

Service to Non-Majors

The PREL 340 course, Public Relations Principles, is utilized by students in several College of Business programs, principally as an elective. On average, more than eighty percent of the students completing this course are not public relations majors. The areas of study represented primarily include Music Industry Management, Marketing, Advertising and Hospitality Management.

Research with COB alumni and Business professionals indicates that improved verbal and written skills are needed by college graduates. The Faculty also indicates that the ability to build positive relationships (a principal role of public relations) is a very important skill for Business graduates. In light of this, it seems likely that additional COB students should be enrolled in the PREL 340 course. The change of PREL 340 to the 200 level should further encourage this.

Facilities and Equipment

No special facilities are now being used by the Public Relations program. The COB MAC computer lab, however, was partially intended for and should be used for PREL 341, Public Relations Methods. That use was suspended after the 1995-96 year because unreliability of the computers and software caused extreme inefficiency and downtime in the 341 course. Resolution of these problems in COB 106 should be made a priority and application of the lab should be aggressively incorporated into all public relations courses.

Additional computer knowledge and skills will be needed by Public Relations majors in the future and this will require use of both MAC and DOS based systems with Pagemaker, Windows, Word, Powerpoint, Excel and QuarkXpress software, according to our graduates and Advisory Committee. This expansion will place additional demands on the MAC lab and require that public relations students also increase utilization of current CIS courses in DOS/Windows systems.

In addition, the availability of a specific room or physical space for a public relations program focus and for secure display of samples of the profession would be an important asset in recruiting. This would be strongly supported by the Advisory Committee, graduates and other professionals and provide a physical focus for the program, much as is now enjoyed by PGM, PTM and VC, COB's successful curricula.

Library Information Resources

A comparison of Timme Library resources with standard professional public relations references included in the "Bibliography for Public Relations Professionals" (Appendix K) developed by the Public Relations Society of America shows that only about one-fourth are available at FSU. In addition, many of those which are available are older editions; sometimes 2-3 editions out-of-date.

The Public Relations program needs to work closely with the Library to improve this availability of references materials and resources. Funds should be designated

annually to bring the collection up to minimum standards and the public relations coordinator should develop a priority list of references to be acquired on a defined schedule. In addition, the Public Relations program should develop and launch a special contributions effort among graduates and professionals to aid in improving the materials to support teaching programs.

Cost

Because no special facilities are used for the Public Relations major the costs of the program, are principally faculty wages and benefits based. With the decline in enrollment in the program in recent years and the instability of faculty, both full-time and adjunct, the Student Credit Hours/Full Time Equated Faculty ratio has declined by about two-thirds from the 566.18 in 1993-94. When enrollment in the Public Relations major was at normal levels (100 students) in the early 1990s the productivity and costs of the program were 1,309 SCH/FTEF (see Figure 11-1 and Appendix O), about the same as Professional Golf Management, nearly double the University average and substantially above the COB average productivity/cost.

None of the increase in new freshman public relations students is yet impacting the SCH/FTEF ratios since students do not begin to take courses in the major until the second semester of their sophomore year. With the projection that aggressive recruiting will gradually increase the enrollment and return it to the 100 student level of the early 1990s, the costs per student hour is expected to again significantly surpass the University and College of Business average levels.

Faculty: Professional and Scholarly Activities

The one faculty member in the public relations program is an Accredited Public Relations Professional and holds a Masters in Communications from the University of Illinois (see Vita in Appendix I). He joined FSU in the fall of 1995 after some 25 years of professional public relations experience, most recently as Vice President-Public Relations for an international energy company with annual sales of \$2 billion. During this time, he managed a staff of up to 27 people and annual budgets of \$4.5 million.

He has been an active member of the Public Relations Society of America for a quarter century and was recently nominated to serve a three-term on the Board of Directors of the Western Michigan Chapter, based in Grand Rapids. He has also recently renewed membership in the International Association of Business Communicators to rebuild relationships with the professionals involved in that public relations organization.

Administration Effectiveness

The one Public Relations faculty member, by necessity, wears many hats. He not only now teaches five Public Relations courses but also serves as advisor to the 35-40 students in the major, as faculty advisor for the Public Relations Student Society of America Chapter, as chief recruiter of students, and as coordinator for all

administrative aspects of the academic program. That's in addition to general administrative and committee work expected of all faculty.

With the elimination of the Cooperative Education coordinator position in the College of Business in May 1998, the public relations faculty member will also assume responsibility for managing the Public Relations Internships (PREL 491) course. At least one internship is required of all students in the major while 2-3 are recommended.

This load produces some significant limits on the available hours and emphasis on recruiting students into the major; a huge and important requirement at this stage of rebuilding enrollment in the program. These awareness and promotion programs must be increased to return public relations enrollment to normal levels but those needs will likely suffer from the limitations built into the current FSU and COB faculty and staffing structure.

In addition, with the growth in enrollment expected in public relations over the next few years, the PREL course offerings and frequency will need to be increased. If the 100 student level is achieved, this will necessitate the eventual additional of one full-time faculty member in public relations.

Section 13

Recommendations

Recommendations

1. A faculty member should be officially designated as Coordinator for the Public Relations program with correlating authority and accountability to manage the program for long-term success. Those COB programs (PGM, VC and PTM) with a Coordinator now are those which have been most successful in sustaining strong, growing curricula in the face of recent COB enrollment declines. Appropriate release time should be allocated for this Public Relations program Coordinator and administrative function.

2. For the Public Relations program to return to its early 1990s enrollment levels and to achieve the potential inherent in its unique curriculum and the DOL's projected 47 percent growth in the career field, the College of Business and FSU administrations must make the commitment and provide the resources required to recruit quality high school graduates and community college transfers specifically for the major. To develop and implement this aggressive approach, it is essential to allocate and dedicate manhours to the task for the particularly critical rebuilding years. Allocating one-quarter time equivalent for the Public Relation Coordinator to focus on this recruiting effort over the next three years is essential. The recruiting should be focused on two aspects:

- A. Increase knowledge of Public Relations as a growing career field.
- B. Increase awareness of FSU's unique Public Relations major.

This effort should initially target the following publics:

- A. High school juniors and seniors with good communications skills and good academic records.
- B. Community college freshman and sophomores with good communications skills and interests.
- C. High school journalism and English teachers and student newspaper and yearbook advisors.
- D. Community college journalism and English faculty, student newspaper advisors, and public relations administrative staff.

3. The responsibility for administering the internship (PREL 491, Public Relations Cooperative Education) course will return to the public relations faculty on May 1998. This will require that the one current Public Relations faculty member assume responsibility for this course this summer and a normal one-course load should be allocated to this responsibility.

4. Several minor revisions and updates of the public relations curriculum are discussed and defined in Section 9. These changes, summarized below, effect both the four-year and two-year programs and should be implemented at the earliest possible date.


- A. Add PREL 101, Public Relations Freshman Seminar.
- B. Change PREL 340 designation to PREL 240, sophomore level.

- C. Revise PREL 341 content to become Public Relations Tools.
- D. Revise PREL 342 content to become Public Relations Tactics.
- E. Add PREL 401, Public Relations Senior Seminar for both fall and winter semesters of the senior year.
- F. Change the title of PREL 491 to Public Relations Internship.
- G. Change GEOG 100 requirement to GEOG 112, Cultural Geography.
- H. Change format of upper level Gen Ed courses from specific courses to a student's selection from a specified type and level of course.
- I. Shift two "related business courses" from required to elective to reduce graduation hours to 124.
- J. Delete other required and recommended courses which no longer exist.

5. A strong effort and program should be put into place to rebuild and enhance the support of FSU's public relations graduates. Over the long-term this will improve educational efforts, aid recruiting, increase internship placements, improve job opportunities, foster special financial support for the public relations program, etc. Communications has already been established with many of the alums and this expanded program may include:

- A. Hosting an annual FSU Homecoming tailgate luncheon.
- B. Publishing an annual directory of FSU PR alumni.
- C. Organizing a formal FSU PR Alumni group or club.
- D. Getting alumni to organize an annual contributions program to support the PR major.
- E. Developing an annual alumni-student shadow day for real-world exposure.
- F. Offering a career planning/job search workshop for alumni.

6. A plan should be developed in conjunction with FSU's Timme Library staff to bring the library's public relations references and resources up to a reasonable standard. This program would be enhanced by a special contributions program among alumni, Advisory Committee members, public relations professionals, etc.

7. Awareness of the quality and uniqueness of FSU's public relations major appears to be surprisingly low among professionals in Michigan. Special programs and effort needs to be made to overcome this handicap and then to expand this communications program into surrounding states and nationwide. Over the long term, such an effort will enhance recruitment, internship placements and job opportunities for new and old graduates. 

8. Responsibility for administering the two "journalism" courses (ENGL 121 and 122) required of all public relations majors should be transferred to the College of Business from the Language and Literature Department where it has resided along with the now discontinued Associates in Journalism program. Nearly all of the students now taking the two courses are Public Relations majors and this is expected to continue. This change is logical to insure that course content in 121 and 122 mesh seamlessly with the 300 level public relations courses. The JRNL prefix should be returned so that other interested (non-PR) students would be able to again "find" the courses in the class schedule.

9. Appropriate staffing and administration must be put into place to solve the operating problems in the MAC lab, COB 106. If these computers and related software become reliable, the PREL 341 course should resume using the facility and its utilization should also be aggressively applied to all other PREL courses. In addition, at least one Pagemaker software package for DOS Windows should be installed on the COB Server for use in the computer labs (other than COB 106) and to solve compatibility problems experienced between MAC and DOS based Pagemaker programs.

10. The Public Relations students sharply identified concerns about the quality and value of ISYS 202, Principles of Information Systems, which is part of the COB Core, rating the course the lowest of any in the curriculum (a 2.06 on a scale of 5 equals excellent). At the same time graduates, employers and Advisory Committee members strongly identified the need for additional MAC and DOS computer training for public relations students. It appears that change is needed in 202 and that for Public Relations majors, at least, this three hours of core requirement should be replaced with a hands-on, applied course in Windows, Word, Powerpoint and Excel. The COB needs to take steps to resolve this issue.

11. As enrollment in the Public Relations program increases, it will become feasible and necessary to offer the PREL 341, 342, 440 and 455 courses, along with the two journalism courses, in both fall and winter semesters. This will dramatically enhance the ability of new students to enter the program throughout the year and provide needed flexibility of scheduling for the students. As discussed in Section 10, as enrollment approaches 100 students, additional public relations faculty will be required leading to at least one more full-time position, supplemented, as necessary, by adjuncts.

12. A physical focal point for the Public Relations program, as is now enjoyed by majors such as PGM, PTM and VC, will be a strong asset in recruiting. This could be as simple as one secure room where the wares and work of public relations professionals can be displayed for recruits and parents and utilized by students. Substantial effort should be made to fulfill this need.

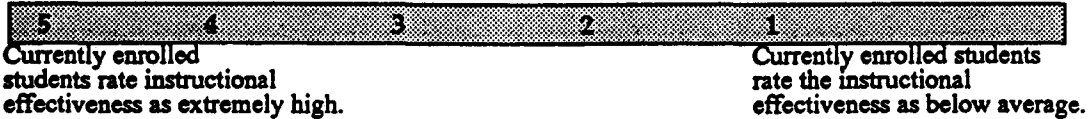
Appendix I

PROGRAM REVIEW PANEL EVALUATION

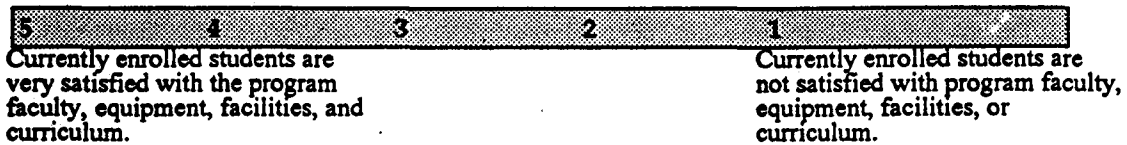
Program: _____

Instructions: Circle the number which most closely describes the program you are evaluating.

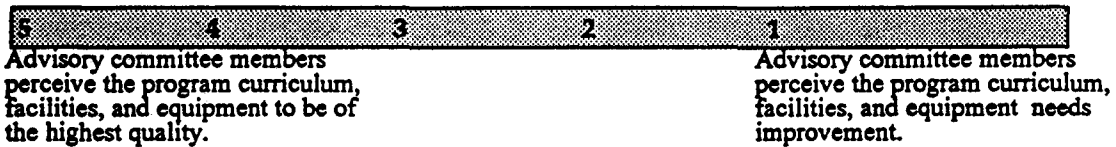
1. Student Perception of Instruction Average Score 4.7



2. Student Satisfaction with Program Average Score 3.7



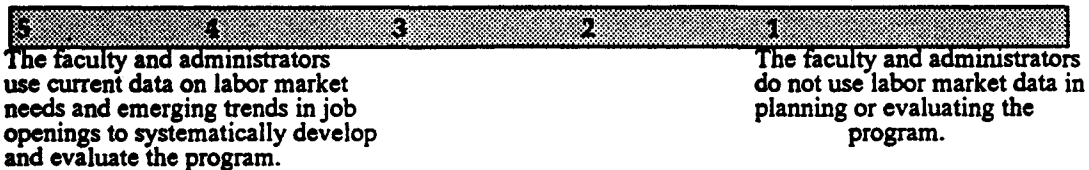
3. Advisory Committee Perceptions of Program Average Score 4.0



4. Demand for Graduates Average Score 3.5



5. Use of Information on Labor Market Average Score 5.0



6. Use of Profession/Industry Standards Average Score 5.0

5	4	3	2	1
Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.				Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information Average Score 4.7

5	4	3	2	1
Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.				Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses Average Score 4.3

5	4	3	2	1
Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.				Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors Average Score 5.0

5	4	3	2	1
All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.				Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing Average Score 3.3

5	4	3	2	1
Instructional staffing for this program is sufficient to permit optimum program effectiveness.				Staffing is inadequate to meet the needs of this program effectively.

11. Facilities Average Score 2.0

5	4	3	2	1
Present facilities are sufficient to support a high quality program.				Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities Average Score 4.0

5	4	3	2	1
Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.				Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment Average Score 1.7

5	4	3	2	1
Present equipment is sufficient to support a high quality program.				Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction Average Score 4.7

5	4	3	2	1
Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or hands on experiences, credit by examination).				Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies Average Score 3.3

5	4	3	2	1
Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.				Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Public Relations

Date Submitted: 2/24/97

Dean: Joseph Rallo

Please provide the following information:

Enrollment/Personnel

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Tenure Track FTE	1.4	1.12	1.06	1.40	.75
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total *	70	61	49	38	38
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus *	0	0	0	0	N/A

* Use official count (7-day count for semesters, 5-day count for quarters).

Financial (SEE MARKETING DEPARTMENT)

Expenditures *	FY92	FY93	FY94	FY95	FY96
Supply & Expense					See MKTG Dept
Equipment					
Gifts & Grants					

*Use end of fiscal year expenditures.

Other

	AY 91-92	AY 92-93	AY 93-94	AY 94-95	AY 95-96
Number of Graduates *- Total	9	22	13	11	N/A
- On Campus	9	22	13	11	N/A
- Off Campus	0	0	0	0	N/A
Placement of Graduates	25%	40%	61%	85%	N/A
Average Salary	N/A	N/A	\$22,000	N/A	N/A
Productivity - Academic Year Average	873	653	566.18	389.64	271.91
- Summer	375	423	?	267	229.03
Summer Enrollment	13	35	36	17	19

*Use total for academic year (F, W, S)

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Marketing Department

Date Submitted: 2/24/97

Dean: Joseph Rallo

Please provide the following information:

Enrollment/Personnel

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Tenure Track FTE	27	27	25	24	27.74
Overload/Supplemental FTEF (1)					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total *					
Freshman					
Sophomore					
Junior					
Senior					
Masters					
Doctorial					
Enrollment off-campus * (1)					

* Use official count (7-day count for semesters, 5-day count for quarters).

Financial (SEE MARKETING DEPARTMENT)

Expenditures *	FY92	FY93	FY94	FY95	FY96
Supply & Expense	\$121,772	\$128,006	\$80,388	\$137,692	\$51,525
Equipment					
Gifts & Grants	0	752	75	1048	N/A

*Use end of fiscal year expenditures.

Other (1)

	AY 91-92	AY 92-93	AY 93-94	AY 94-95	AY 95-96
Number of Graduates *- Total					
- On Campus					
- Off Campus					
Placement of Graduates					
Average Salary					
Productivity - Academic Year Average					
- Summer					
Summer Enrollment					

*Use total for academic year (F, W, S)

(1) - See Program Sheet

Public Relations

1. Areas of strengths:

- Public relations/marketing/business blend of courses in major
- Unique Public Relations major program

2. Areas of concern:

- Enrollment in major down from high of 100 students to 38 currently
- Very uneven level of knowledge among current majors due to variety of teachers, lack of control over course content, etc., over past two years
- Average quality of students in major needs to be raised
- Job placement percentages are lower than they should be, even for difficult first job career area like PR
- Alumni support and involvement is very weak and will take months/years and significant commitment to resolve

3. Future goals (please give time frame):

- Apply results of Academic Program Review to strengthen program - 1998
- Increase enrollment to 100 students in PR major by the 2000/2001 academic year
- Continue to hold two PR Advisory Council meetings annually

4. Recommendations

- Commit faculty time and budget to aggressive PR major recruiting program
- Review and strengthen content of PR courses

**APPENDIX A
PUBLIC RELATIONS
PROGRAM PLANS**

Mission -- Public Relations Program

Mission

The mission of the Public Relations Program is to enable students to learn and apply the principles and techniques of public relations and related fields so that they can compete, succeed and advance in their chosen career paths and contribute to the economic vitality of their employing organizations, the State of Michigan and the global business community.

The mission is accomplished by maintaining a well-rounded curriculum in public relations, journalism, marketing, advertising and management, plus a full business sequence. This five-point program and sequence makes the program unique in North America. Emphasis is placed on gaining practical hands-on experience, applying decision-making skills, and utilizing appropriate computer and media technology.

Purposes

1. To provide students with a foundation of public relations theory and practice, including a working knowledge of the integrated communications concept.
2. To equip students to apply public relations principles and practices to a diverse array of organization types, from corporations to entrepreneurial enterprises to nonprofit organizations.
3. To provide students with a competitive edge in employment and career advancement.
4. To empower students to make decisions using the most appropriate information technology while considering the societal impact of their decisions and the need to maintain the highest standards of professional and business ethics.
5. To encourage students' personal growth and lifelong learning.
6. To provide businesses, agencies and other organizations with graduates who have a solid foundation of public relations theory combined with practical application.
7. To continue efforts among public relations practitioners and employers to emphasize and enhance their recognition of the five-point Ferris public relations program as a unique and model program for public relations education with a business emphasis.
8. To be responsive in our curriculum to the ever-changing needs of students, public relations practitioners, and the businesses, agencies and other organizations that employ them.

PR

Goals

1. To increase students' competence in appropriate computer and media technology, with an emphasis on developing creative, problem-solving and decision-making skills.
2. To increase students' appreciation of the global nature of public relations practice, especially as it applies to the policies and actions of employing organizations and clients.
3. To enhance the speaking, writing, and presentation skills of students, including utilization of appropriate technology.
4. To encourage students to supplement their academic work with participation in appropriate curriculum-related activities such as the Public Relations Student Society of America and The Torch.
5. To increase recruitment and retention of academically motivated students.
6. To solicit additional public relations internship opportunities, especially in nonwestern areas of the state.
7. To increase public relations alumni participation in classes, programs, special events, contributions, and location of internships and job placements.
8. To increase the integration of the public relations curriculum with other programs of the university by developing joint courses and special seminars, utilizing faculty exchange, and pooling library and technology resources.
9. To continue to coordinate public relations courses and other curriculum efforts with other educational institutions, both in Michigan and through the educator venues of the Public Relations Society of America and the International Association of Business Communicators.
10. To increase support for faculty development, innovative teaching, student advising, and applied research.
11. To involve public relations professionals in curriculum-related activities and student development by soliciting their participation in our advisory committee, class projects, internships, seminars, workshops, and professional meetings.
12. To solicit increased support by the Public Relations Advisory Committee and other interested professionals, especially in the areas of student recruitment and monetary support for library and technology resources.
13. To acquire and maintain faculty, library, and technology support at a level to qualify for certification of the public relations program by the Public Relations Society of America.

GOAL 1.

Update existing Mac labs to Power PCs and increase number of work stations from 18 to 36 to accommodate all advertising and public relations students required to take Mac-based courses beginning Fall 1997.

MAJOR ACTIVITIES AND PROCESSES

- See College of Business Goal # 1, 2, 8, 7
- See MKTG Department Goal # 2
- Develop equipment update & additional SOFTWARE
- Develop and plan to accommodate additional workstations

EXPECTED OUTCOMES

- Advertising, Public Relation and Visual Communication students will participate in the computer based training necessary for job placement.
- Advertising students will have the necessary equipment to execute assignments.
PUBLIC RELATION

INDICATORS/SOURCE

- Faculty & employer evaluations
- Alumni Feedback
- Student Demand
- Placement Rates

REPORTING PROCESS

- Department Head
- Associated Faculty

RESOURCE REQUIREMENTS

- \$80,000.00

	FTE	Salary	Adult P-T	Stud Wage	S&E	Equip	Total
Int Re-Alloc							
One-Time						80000	80000
Base Fund							
Total						80000	80000

GOAL 2.

To equip students to apply principles and practices to a diverse array of organization types

MAJOR ACTIVITIES AND PROCESSES

- Continue current class emphases on hands-on application of skills and analysis of near-real-life and real-life situations
- Provide training in field-relevant technology
- Encourage students to participate in PRSSA

EXPECTED OUTCOMES

- PREL 341, 342 - build knowledge and skills for beginning-level PR job tasks
- PREL 440 - to increase knowledge and application of 4-step process in analysis of recent and current PR situations
- PREL 455 - Plan and prepare a PR campaign
- PREL 491 - Do PR projects in an actual work situation
- Acquire skills in desktop publishing. Introduce information access and transfer concepts
- Additional knowledge and skills beyond classroom
- Contact with actual professionals
- Develop and practice planning and leadership skills

INDICATORS/SOURCE

- Portfolio of projects on a specific student-selected organization presented to potential employers
- Graded and written presentations
- Recruit and service an actual client, evaluated by client
- Serve a required, supervised internship evaluated by a co-op director
- Completion of three workshops with computer training firm, including evaluation of in-class and interim exercises
- Membership of 20% of PR majors in PRSSA. Track participation in campus activities and projects and attendance at West Michigan PRSA meetings

REPORTING PROCESS

- Department Chair
- Advisory Board
- PRSSA National headquarters
- Professional advisors
- E-Board PRSSA

RESOURCE REQUIREMENTS

- Retention of Co-op Director or released time for faculty
- Access to Mac labs for workshops and practice
- Software, \$5,000 estimate

GOAL 3.	Increase recruitment and retention of academically motivated students
----------------	------------------------------------------------------------------------------

MAJOR ACTIVITIES AND PROCESSES

- Follow-up by phones and/or letters on students admitted, but not committed to FSU and PR and on other inquiries
- Develop specific fact sheet for use by admissions
- Identify and prepare pitch to high school and community college counselors
- Develop English evaluation test that assesses students' ability in the foremost skill of writing and thus their readiness for curriculum

EXPECTED OUTCOMES

- Encourage enrollment at FSU
- Encourage interest and enrollment of academically skilled and highly motivated students as opposed to those with casual interest
- Reduce frustration of students who lack minimum skills for success in challenging curriculum

INDICATORS/SOURCE

- One faculty letter, one student letter and one faculty phone call to each admitted, but not committed student
- Preparation of sheet, track use by Admissions
- Prepare list and letter to counselors, track number of requests for information and visits
- Develop instrument in cooperation with testing and assessment office

REPORTING PROCESS

- Recruitment and Retention Coordinator
- Department faculty
- Admissions office
- Testing and assessment office

RESOURCE REQUIREMENTS

- Continued access to long distance telephone service
- Continued access to copying
- \$1,000 built into budget

	FTE	Salary	Adult P-T	Stud Wage	S&E	Equip	Total
Int Re-Alloc							
One-Time							
Base Fund					1000		1000
Total					1000		1000

	FTE	Salary	Adult P-T	Stud Wage	S&E	Equip	Total
Int Re-Alloc							
One-Time					5000		5000
Base Fund							
Total					5000		5000

GOAL 4.

Involve public relations professionals in curriculum-related activities and student development

MAJOR ACTIVITIES AND PROCESSES

- Encourage more advisory board participation in class and PRSSA activities
- Increase student participation in West Michigan PRSA meetings and special programs
- Schedule student workshops by area PR professionals
- Schedule field trips to professionals' place of business

EXPECTED OUTCOMES

- Students meet professionals, learn more about their work and their expectations of graduates
- Students exposed to diverse views of PR field
- Professionals provide evaluation of student readiness to enter field

INDICATORS/SOURCE

- Track advisory board visits to campus and get brief evaluation of experience from them
- Track student participation in events, fill out evaluation forms at PRSSA meeting at end of each semester
- Track workshops and get evaluation from professionals and students
- Track attendance and get student evaluation in class or PRSSA as appropriate

REPORTING PROCESS

- Department faculty
- Advisory board
- PRSSA E-board

RESOURCE REQUIREMENTS

- Financial support for advisory board - 2 meetings per year, \$2,000 estimated

	FTE	Salary	Adult P-T	Stud Wage	S&E	Equip	Total
Int Re-Alloc							
One-Time							
Base Fund					2000		2000
Total					2000		2000

GOAL 5.

To make progress toward qualifying for certification by the PRSA

MAJOR ACTIVITIES AND PROCESSES

- Discuss with Department Head, Dean and VP the need for second professor
- Continue effort to acquire and maintain library resources
- Gain access to appropriate computer technology

EXPECTED OUTCOMES

- Explore the basis for acquiring support for second position
- Acquire more books, develop system to maintain donated journal collections
- Provide lab and appropriate software to learn and practice desktop publishing skills

INDICATORS/SOURCE

- Written summary of findings and agreement
- Track number of acquisitions. Written policy regarding journal collection
- Written policies and procedures regarding access to labs. Actual schedules of use

REPORTING PROCESS

- Department Chair
- Dean
- Vice President
- Advisory Board
- Library Dean
- Lab Supervisors (College of Business & Mac)

RESOURCE REQUIREMENTS

- Access to lap tops and appropriate software, \$15,000

	FTE	Salary	Adult P-T	Stud Wage	S&E	Equip	Total
Int Re-Alloc							
One-Time							
Base Fund					2000	13000	15000
Total					2000	13000	15000

**College of Business--Program Plans/Goals/Future
1996/97**

PROGRAM: Public Relations

Current Status:

- Unique PR curriculum positioned in Business but this merit needs to be sold.
- From high of 100 students in 1991, FSU's PR enrollment dropped to 37 in Fall 1995 with only 5 freshman and 5 sophomores.
- Offering the four junior/senior level PR courses once-per year creates confusion, inflexibility and student hardships.
- Low recognition of and respect for FSU's ten-year-old PR major exists among Michigan and regional PR professionals.
- Overall quality of FSU's PR students must be raised to provide maximum quality of graduate product.

Three-year Plan:

- Build recruiting programs to secure 30 freshman and 15 transfer PR students annually.
- Complete curriculum revisions to update and make requirements student friendly.
- Revise PREL 341 & 342 courses to avoid redundancy and strengthen content.
- Enhance awareness of and respect for FSU PR major within Michigan and regional PR profession.
- Commit resources to develop effective PR advising, internship and placement programs.
- Revitalize PRSSA and build it into productive, extracurricular activity.
- Establish active PR Alumni organization to support FSU PR program.

Anticipated Needs:

- Complete curriculum revisions by 1997-98 year.
- Establish freshman level course section expressly for PR majors and taught by PR faculty.
- Commit equivalent to 1/4 time PR faculty position to PR student recruiting.
- Commit equivalent to 1/4 time PR faculty position to PR student advising, internship management, PRSSA faculty sponsor and PR graduate placement functions.
- As PR enrollment builds, offer PREL 341,342,440 and 455 both the fall and winter semesters and add one full-time PR faculty member.
- Commit \$1,500 annually to bring PR reference materials up to minimal standards.

Measures of Assessment:

- Recruit 30 freshman and 15 transfer PR students annually by 1998-99 year.
- PRSSA membership increased to 30 students by 1998-99.
- Functioning PR alumni organization established including annual get together at Homecoming.
- Special contributions arm to support PR curriculum; scholarships, etc., in place.
- Structured PR internship and placement programs operating.

APPENDIX B

GRADUATE SURVEY

FERRIS STATE UNIVERSITY

July 8, 1997

Dear Bulldog PR Alum:

As I mentioned in my recent letter, under a new program here at Ferris State each academic major will conduct a formalized Program Review every six years to measure the effectiveness of its curriculum and to solicit ideas on improvements. It's Public Relations' turn and, as part of this effort, we are required to collect input and suggestions from all of our public relations graduates and their employers.

Enclosed is a brief graduate questionnaire to solicit your evaluations and comments. It's essential that we have feedback from all graduates so please complete the questionnaire right away. It should take about 15 minutes. Your responses will be kept anonymous. Return the survey to me in the enclosed, stamped envelope by July 21.

As I mentioned, we are also doing a survey with employers of our public relations graduates to gather their opinions on our curriculum, experience with public relations majors, etc. A copy of that survey questionnaire and a cover letter (On the front and back of one sheet) are also enclosed. Please give this to your supervisor along with one of the stamped envelopes and ask that he or she complete it and mail it to us. The Program Review requires this input from employers so we need your cooperation. We've kept the survey very short.

I'm not teaching this summer so if you have any questions on this, please call me at home (616) 796-5036. We'll be happy to share the results with you when you come back for Homecoming on October 18.

Thanks for your help!

Sincerely,

Ronald H. Greenfield, APR
Assistant Professor and
Coordinator-Public Relations Major

Enclosures: Graduate Questionnaire
Employer Letter/Questionnaire
Stamped Envelopes (2)

PUBLIC RELATIONS PROGRAM REVIEW GRADUATE SURVEY

Please respond to the following questions. Your answers will be kept confidential and will be tabulated, analyzed and applied to strengthen the Public Relations major at Ferris State. Comments may be continued on the back of the sheets, if necessary. Return the completed survey in the enclosed, stamped envelope by July 21 so that we can meet our deadlines. Thanks for your help.

As a graduate of Ferris State, please rate the effectiveness of each of the following aspects of our university in preparing you for the job market.

	Excellent		Average		Poor	No Opinion
1. FSU's academic courses overall?	5	4	3	2	1	N/O
2. FSU's faculty overall?	5	4	3	2	1	N/O
3. FSU's facilities, equipment overall?	5	4	3	2	1	N/O
4. FSU's Job Placement Office?	5	4	3	2	1	N/O
5. College of Business courses?	5	4	3	2	1	N/O
6. College of Business faculty?	5	4	3	2	1	N/O
7. College of Business facilities, equipment?	5	4	3	2	1	N/O
8. FSU's Public Relations curriculum?	5	4	3	2	1	N/O
9. FSU's Public Relations faculty?	5	4	3	2	1	N/O
10. PRSSA student chapter membership/activities?	5	4	3	2	1	N/O
11. FSU computer equip/software used by PR?	5	4	3	2	1	N/O
12. Public relations resources at FSU's Library?	5	4	3	2	1	N/O

Comments:

13. What are the two greatest strengths of FSU's Public Relations curriculum in preparing graduates for jobs?

A.

B.

Comments:

14. Please list the two weakest aspects of FSU's Public Relations curriculum in preparing graduates for employment?

A.

B.

Comments:

15. What changes do you feel need to be made to make the FSU Public Relations major more effective in preparing graduates for the job market?

16. What should be done to improve the job placement and employment search programs available to FSU's public relations majors who are about to graduate?

17. Are you generally satisfied with the education and training you received at FSU?	Very Satisfied				Very Unsatisfied
	5	4	3	2	1

18. Compared to graduates of public relations curricula at other universities, how well prepared were you for the job market?	Better		About same		Much less
	5	4	3	2	1

19. Why did you decide to major in public relations?

20. Would you recommend a public relations career to a young student about to enter college? __ yes __ no If no, please briefly explain why not?

21. Would you recommend FSU's Public Relations curriculum to a student? yes no
If no, please briefly explain why not?

Please provide the following demographic information.

22. In what year did you receive your public relations degree from FSU? 19__
23. Your age now is? _____ yrs.
24. Did you ladder into PR from FSU's Associates degree in Journalism? yes no
If no, please describe when and how you entered the PR major?
25. Were you a member of PRSSA while at FSU? yes no
26. How many years have you worked in PR? __ years
27. How long did it take you to find your first PR job? __ months __ N/A
28. Are you currently employed in public relations? yes no
29. If you are not working in public relations, how closely is your present job related to your public relations/business courses and training?
- Very related (Constantly draws on public relations skills and knowledge.)
 - Fairly related (Frequently draws on public relations and business course knowledge.)
 - Somewhat related (Occasionally draws on public relations and business knowledge.)
 - Not related (Never draws upon public relations or business course knowledge.)
30. If you are not working in public relations, what do you consider to be the major barrier to finding or taking a job in the PR career field?
- Decided I did not like public relations work
 - Decided I liked another career better
 - Little or no help from FSU's Job Placement office in finding job
 - Limited employment help from FSU faculty
 - Found a better paying job in another field
 - Business training offered better job opportunity outside PR
 - Cannot relocate and can't find a PR job in my geographic area
 - Other _____
31. What is your current job title? _____
Briefly describe your job responsibilities?

32. In which of the following organizational categories would you place your current employer?

- | | |
|--------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Industrial corporation | <input type="checkbox"/> Association |
| <input type="checkbox"/> Self-employed | <input type="checkbox"/> Government |
| <input type="checkbox"/> Consulting firm | <input type="checkbox"/> Education |
| <input type="checkbox"/> Public relations agency | <input type="checkbox"/> Foundation |
| <input type="checkbox"/> Advertising agency | <input type="checkbox"/> Other non-profit organization |
| <input type="checkbox"/> Consulting firm, other | <input type="checkbox"/> Other (Please identify type) |
| <input type="checkbox"/> Health care | _____ |

33. Approximately what is your current annual salary (including bonuses)?

- | | |
|---------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Less than \$20,000 | <input type="checkbox"/> \$60,000-79,999 |
| <input type="checkbox"/> \$20,000-39,999 | <input type="checkbox"/> More than \$80,000 |
| <input type="checkbox"/> \$40,000-59,999 | |

34. How satisfied are you with your present job?

	very satisfied					very unsatisfied
	5	4	3	2	1	

35. Additional comments and suggestions:

Please return the completed questionnaire in the enclosed, stamped envelope. Thanks!

Graduate Survey Comments

Question: As a graduate of Ferris State, please rate the effectiveness of each of the following aspects of our university in preparing you for the job market.

When I was there in 88-92, the computer lab was very poor. There was no desktop publishing programs (Quark, Pagemaker, Photoshop and Illustrator) that I use now on a daily basis. It would have been nice to get a head start.

At the time I graduated, there were little to no resources available to PR students to research agencies such as directories. Also, Aldus Pagemaker was the program used out in the field for all design purposes. 1991 PR graduates had zero training in this area.

What placement office?

I feel the PR program students were at a constant struggle with graphic arts students for time on the computers with Pagemaker. This made it difficult to complete projects many times. A computer lab for PR students would be a great improvement.

Ferris prepared me for a wide array of challenges in the business world. During my education, I often questioned the value of personal finance, statistics, etc., but to be honest, I'm grateful that I received that type of training along with all the courses I loved, like marketing, public relations, advertising, etc. I had great experiences with almost all of my professors. I look back on Ferris with pride about my school and the PR program.

Liz Tidwell was well-versed in PR. Unfortunately she lacked in leading us by example in professionalism.

It has been quite sometime since I graduated, perhaps equipment is upgraded.

Think the hands-on classes in sales, marketing and PR are invaluable. When I was a senior, several of my core PR classes allowed for us to do actual campaigns. The upper level marketing and advertising classes were great as well. "Policy" seemed tough at the time, but it was a great experience.

Only one PR professor there when I attended-Tidwell.

At the time I went to Ferris (89-93) the computer situation was pretty bad. I know they have better equipment now. That's great. Ferris needs to have all the modern equipment that is being used in the real world, i.e. Macintosh computers and software.

When I went through the PR program, there were "zero" computer classes. I graduated in 1988 with a 3.70 GPA and an internship that was completed at General Motors Corp., and I never really got that "killer job" because of the lack of CIS classes.

Needed more training on graphic software i.e. QuarkXpress.

With the daily use of a computer, mail merge and other marketing, sales processors, it would have benefited me more to have more exposure to program use. Maybe not a class, but possibly a seminar or something.

Question: What are the two greatest strengths of FSU's Public Relations curriculum in preparing graduates for jobs?

Senior years campaign class. Smaller graduating class than most majors offered grater personal attention.

Being located in the College of Business. I feel like I have a small advantage over my colleagues who graduated with communications degrees because of the business background.

Business curriculum along with journ, adv, pr.

Working with real clients for first-hand experience. Having a portfolio of our work to share with potential employees. My first had experience and portfolio gave me a huge advantage in my job pursuit. Employers were able to get a feel for my abilities through these examples.

The intense level of marketing, business communications and public relations training focused in the curriculum itself. The link with the journalism dept., at the time I attended Ferris, also was a great strength in understanding media relations, which is a core aspect of public relations.

Hands-on projects. Internships.

Internships. Public relations campaigns-picking a company and creating an entire PR campaign.

Real life situations in the classroom. Strong business background as well as j-school.

Case studies-applying PR techniques. The multi-dimensions of the program were attractive to me. Actually, having marketing, advertising, public relations and journalism is what enabled me to land my first job.

Courses in writing in general. Courses in writing press releases.

Hands-on experience and encouragement to do internship. Liz Tidwell was a great asset. She treated us like adults and let us know there was nothing we couldn't do. She made sure we "got it" and knew how/why we'd use it. Also, during core campaign classes, she let us do it "our way" and guided us when we needed it, but didn't belittle us! Good mixture of all business classes-acct, econ, finance, etc. All good to have exposure to.

Teaching in groups as teams to solve problems as the "real world" is. The internship was very important.

Hands-on experience gained from class PR projects.

Business core. Writing-intense courses.

Combines solid business degree. Emphasis on writing/journalism.

Combining a liberal arts education with an emphasis on business. Writing, writing, writing and more writing. Liz Tidwell and the rest of the PR faculty did a great job having students learn to write well. This was the biggest advantage Ferris students had in the job market--knowing how to write well!

Writing skills. Business background vs. liberal arts. Liz Tidwell was an excellent instructor! I really respected her love for PR.

Real-world projects. Networking

Well-rounded business curriculum. Most PR jobs require knowledge in many areas. The curriculum helps. Project-oriented teaching. I've never had a job where a test is given but projects are a constant.

The emphasis of correct grammar and writing skills. My last course. Preparing a campaign for a live client. I use these skills every day!

Prepare a resume.

Portfolio.

Internship opportunities. Hands-on work. I think the business background was very strong too-even though I hated accounting.

Portfolios-campaign training. Special event planning.

It is hard to get an "F" on a paper for a typo but in the real world you may lose a customer over a typo.

Question: Please list the two weakest aspects of FSU's Public Relations curriculum in preparing graduates for employment?

Out of date equipment. The curriculum was too focused on writing. Although I write a great deal I didn't learn enough about the other aspects of PR, events planning, media relations, etc.

Effective resume writing/interviewing techniques were not taught. Getting PR related internships for students before graduating.

Technology.

Computer skills. Program was undergoing staffing issues during my time in the program.

The resources like computers, periodicals and other items are lacking to PR students, no question. The networking, although sufficient, could be more enhanced so that pre-grads have more opportunities to work with grads in establishing job leads. Ferris needs to be aware of the fact that PR students are great innovators and can manage on little resources. However, when competing with other grads from finer schools, it's clear that we do not have the polished presentation like they do. If we had better computers, etc., we would be able to go farther.

Not very many classes for which you have to do projects for PR- mainly bookwork. Help in job placement.

Interview skills. Resume writing-required course.

PR industry is not large enough in Big Rapids to allow for adequate networking. I'd be more than willing to be a guest lecturer to help improve network opportunities for students.

Lack of real world experiences. I loved Liz Tidwell, however, I had her for every PR course I took.

Did not spend any time talking with professionals in the field.

Tidwell was the only PR teacher...which limited us as students. Not enough working with desktop publishing, different software. We were introduced to it but not enough hands-on training.

Not communicating the difficulty of breaking into the PR industry. Not utilizing alumni in field in order to place graduates.

Too much academia. Not enough practical experience/exposure. Less than strong commitment by faculty to the program.

Again, the lack of proper computer equip. Stay modern...students need this knowledge. Too many classes required but not relative to getting a real job. I, like every other PR student I know, had to take classes that didn't matter to prospective employers i.e. Intro. to Computers. What a joke that class was.

Shame on FSU for not giving its grads computer graphics classes. The employment/placement office did not help me (hopefully this office is improving). Liberal arts = sitting at home with an "education." Computers and PR = sitting in the office with a "career" and some job skills.

Newness of the curriculum. Narrowness of scope.

Media relations training. Over-emphasizing unessential material (This may have changed with a new faculty).

No employers came to speak to us! Internships were not emphasized (with good companies). I was not prepared for the "job search" when I graduated.

Desktop publishing (Pagemaker, QuarkXpress). Printing. I've had three jobs since graduation. Two jobs business-to-business and marketing director of a mall. I've had to use both of the above mentioned with each job.

Liz Tidwell-didn't help too many students unless you were in PRSSA and no other activities. Job placement-interns available. Hopefully, Ronald can turn curriculum around.

Networking for jobs after graduation (but this seems to be being worked on). It was hard for us because we started with Liz, then Lisa and finally ended up being pretty stable when you (Mr. Greenfield) came in. All the changes and uncertainties were hard.

Computer access.

Question: What changes do you feel need to be made to make the FSU Public Relations major more effective in preparing graduates for the job market?

Career guidance - year 3 each major student should have mandatory hour to discuss with the professors where they want to be and if that is feasible.

Place a great deal of emphasis in computer literacy. Desktop publishing programs (Pagemaker, Corel Draw, Photoshop, Etc.) need to be taught and now of course Internet access.

I think a more professional approach is necessary. More focus on real life situations in the work world.

I'm no longer familiar with required courses, etc.

Organization skills, computer skills.

I think that more attention needs to be given toward preparing PR grads with knowledge on corporate structure, from limited partnerships to incorporated entities. In order to facilitate communications to company investors, PR grads need to be aware of the dynamics surrounding boards of directors, presidents, etc. I think a class focused on handling corporate communications could be helpful, and remember, not all corporations are large businesses. They can be small with 50 employees as well.

Internships should be mandatory. Nothing prepares you for the real world like on-the-job-training.

More internship opportunities.

Students working with organizations in the business community solving "real" PR problems.

I am not currently in the PR field, so I really shouldn't comment.

Computer work-hands on.

Make internships and coops part of the curriculum.

Make available and/or stress the need to obtain practical experience (i.e. internships, etc.)

Internships-I think every student who graduates should have at least 2 different internships. I interned at Alumni Services and an advertising agency. These helped me more than anything else to get a job.

Get rid of the history, humanities and other liberal arts courses because these classes have no real world worth. Replace them with Pagemaker, Microsoft, IBM

and Macintosh classes. Make sure students are proficient on the MAC and on a Gateway 2000 computer.

A broader understanding of business and PR's role might give graduates a better chance of placement in small companies or later advancement in large companies.

Prepare graduates for the job search. Make each student take extensive computer courses and do internships at Fortune companies (many internships before graduation). Make (writing for) the Torch mandatory.

Mandatory internship to develop portfolio and classes that help develop a portfolio.

Offer students more assistance with internships. Encourage other employment opportunities perhaps in marketing with an emphasis on PR.

I feel the curriculum is good! But more help could be given to students graduating or just after graduation to help find a job in PR.

Interviewing. Job placement training for reality.

Question: What should be done to improve the job placement and employment search programs available to FSU's public relations majors who are about to graduate?

More job counseling prior to senior year, as mentioned above.

I don't think these services were talked about enough. I knew nothing about them until my final semester.

If only we had the Internet to help us research a potential employer's home page. I'm sure that alone has helped job placement plenty.

Definitely think internships should be required. Use grads to build bank of internships. Look outside Michigan too.

Help with resume, cover letters, job search from professor as part of 400 level classes.

I think that the directory you're publishing is a great resource for pre-grads. Having those names on file is helpful. But I also believe that having grads come in and speak to pre-grads would be a great service. Continue to work on ways in which to facilitate grad-to-pre-grad meetings, seminars or networking roundtable discussions.

Classes on resumes and researching companies. Solicit more than just the big-local companies.

Instructor involvement...active with previous graduates and the contacts they've made.

Resume workshops, career fairs, networking with FSU PR alums.

Ron, the work you have done in the alumni area has been great and is a step in the right direction. Informational interviews with alumni.

The FSU job placement was of no use to me! A job placement office should assist with resume and target ones search, not just send out photocopied "wish list"... mostly of jobs that wanted experience. We were just graduating!!!

Not sure... did not receive any leads on jobs at graduation time.

I'm not sure. There were very few marketing/PR/ADVG jobs listed in the bulletin. But I don't know how to correct it.

Utilize alumni in field and PRSA affiliation.

If possible, develop sponsorship programs with companies and organizations that require PR people. Organizations tied to Ferris would then help mold the future curriculum and be active in the program...Hire grads too!

Invite real employers to Ferris and show off your students and curriculum. Ferris has a strong PR program. Show employers how strong it is. They will be more likely to employ your grads.

This office needs to sit down with students at least six months before anticipated graduation. Every student should be required to do an internship. The placement office should develop local sites for PR students to intern (perhaps in the summer).

Require internships.

The existence of one. At no time did anyone give me info or help in finding a job.

Ask more companies to speak and interview for internships at the sophomore level. Get students involved with Detroit PRSA members. Spend a day with a member of Detroit PRSA during the summer.

Direct mail! Determine which businesses in a chosen Zip Code mailing area have a marketing, advertising, PR Dept., and sell the students to the potential employers.

Send letters to companies encouraging internships for FSU students. Help each individual student identify their stronger qualities in PR and concentrate on placing them.

Job placement office is really good for technical majors but business majors are pretty much on their own. More assistance and greater networking should be given to business students.

Interview class. (Politics, health care, agency)

Question: Why did you decide to major in public relations?

Couldn't decide on marketing or advertising or journalism- PR put it all together for me! I then had a choice.

I felt that I needed a field that I could be creative and professional without being tied behind a desk 40 hours a week.

I actually read the description in the Ferris catalog of courses and thought it sounded interesting.

The opportunity to work with clients in helping them promote themselves/business. It has many aspects that keep it interesting.

Because public relations is a unique pursuit. It combines so many aspects of business, yet is driven by one single component... communications. Majoring in public relations gave me an opportunity to be versed in finance, organization, research, advertising, all the while concentrating on the potent link that communications has to business.

I had to make a decision on a major. I had enjoyed the intro to PR class.

Dual degree-PR/marketing with journalism.

The ability to conduct research, write and relay it in common terms.

I decided on Ferris because of the breadth of the program-Adv., PR, JRN and MKT.

I actually co-majored in Advertising/PR. I chose this because I enjoyed writing.

Good mixture of adv., design, writing, working with people. The program/career encompassed a little of everything that I loved and there were many avenues one could travel.

Ferris counselor introduced me to it.

I liked to write.

Good transition from my AA journalism program (mid-late 80s).

I was interested in the program plus the program included a solid business program to "fall back on."

I started with a journalism degree and found out how much money journalists make and ran to get a PR degree.

I decided to major in PR because I enjoy writing and special events planning. I am creative and I love working in a job that is fun and challenging each day.

PR gave me an opportunity to write.

It was a natural extension of the journalism program. Now that journalism is gone that hurts the program.

My writing ability and social skills.

My weaknesses are math and science. PR offered more of what I was after.

I should've stuck to teaching or marketing. The profs in those areas seemed much more helpful. I received more help from marketing and sales professors.

Liz actually convinced me. It seemed like a potpourri major...could be very diverse and it is a marketing degree which is also diverse.

Mainly the job description and duties.

Question: Would you recommend a public relations career to a young student about to enter college? If no, please briefly explain why not?

If they had the skills and desire to learn them. It's not for everyone.

It depends. Some folks are not cut out for the intensity of a PR career. It takes a large amount of organization, devotion to communication, sometimes not getting a lot of credit, and spending one's life at a computer, whether writing or desktop publishing. I happen to love it though!

Yes, but only through a PR curriculum structured like FSU's.

Yes, depending on their personality.

Not public relations alone. Students need to know: problem solving, How PR can improve organizational effectiveness.

Varied opportunity for career.

Only if the program has improved in the way of more professors, computer training, etc.

Yes, if individual had the personal aptitude for the field.

Yes...however, I would make sure this young student realistically knew how tough it would be to break into that first job. I would also make sure that this student could relocate to a major city (for the best employment options.)

Only if it is complemented with a strong grounding in business and especially marketing. Students must graduate with the training to be flexible. They must be prepared for continuous change in the job market.

It's not a career path I was happy with. I'm out of PR now.

Little job opportunities. Low pay.

Yes, because 1) its a specialized marketing degree, 2) internship opportunities, and 3) personalized attention given from professor and head of the programs.

**Question: Would you recommend FSU's Public Relations curriculum to a student?
If no, please briefly explain why not?**

5 point system (public relations, journalism, advertising, marketing and management) opens a lot of options for job placement!

If one is cut out for this life, though, then by all means, I encourage them to attend Ferris. Take advantage of all it has to offer!

Yes. In Michigan, its the only place that really offers a PR curriculum.

Yes, but not until I saw an updated curriculum with more employable computer skills (one computer class in the curriculum is not nearly enough)!

Compared to same-year graduates from Western's Communications program (PR was not then offered.) I believe I was better trained for business.

If they were intent on a PR career.

Overall my education was good. However, I'm not familiar with the new program at FSU.

Additional Comments and Suggestions:

I love my field and I love my job but I wish I would have been given more insight into the "real world." When I left FSU I expected a job right away making a great salary. PR is a "prove yourself" field and it takes a lot of work for very little pay. I think there should have been more classes taught by practicing professionals, it would have given us a better insight to our career choices.

Good luck to the Ferris program. Also let me say that the journalism program was very helpful to me in my PR education. Please keep the PR program focused on journalism to a certain extent.

I would really encourage each student to participate in at least one internship. I did two and wish I could have done more. Encouragement is key in this curriculum. One can have a difficult time finding employment in this field. I was very lucky. I would love to talk to students about the opportunities in front of them.

Sometimes miss the adv., PR, mkt., aspect of my past position! "If you don't use it, you lose it." Have recently begun some freelance work and love it. I feel "useful" again.

I did take some time out to raise my son (now 5). I feel like I am just now really beginning my PR career. I was accepted into Leadership Medina County this fall and am still learning everyday. I love my current position and I hope to move right up the corporate ladder!

I appreciate the opportunity to respond to your questionnaire. Having graduated in '88 some of my answers are, obviously, dated. Mr. Greenfield, it appears you are a very proactive person. The program certainly needs someone like yourself to keep the curriculum and its students attractive to future employers. Good luck to you as you continue to move the PR program forward.

I currently work at the Radisson Inn in Park City as a bar manager. I make nearly \$50,000 doing this, as it is a skiing vacation resort. I love my job...although it's not working in PR. You would be surprised how much my Ferris education has helped me manage a bar well. Also, I used to work for Dow Corning in their Adv Dept. and made \$22,000 a year to start. Was there about 2 1/2 years. It sucked! PR isn't as lucrative as I thought it would be. But Ferris' program is excellent. It's placement is terrible because they didn't help much and the statistics they say about placement and pay is an absolute lie.

This is the first survey I have responded to since graduating in 1988. To be quite honest I was very disappointed and angry when I left FSU. I had a wonderful experience in Liz Tidwell's classes. I was president of PRSSA. I graduated with all A's in my major. I found my own internship and I could not find a job! No one from FSU helped me! I lived in a small town and wanted to relocate to a larger city, but entry-level jobs only paid around \$14-15 K per year. I found much more opportunity in marketing and sales, and everyone wanted to hire me because they liked my personality and knew I could sell. I always wanted a job in corporate

public relations. I now feel that because I have nine years of experience in marketing/ sales and earn \$50 K per year, I cannot go backward and start over with an entry-level PR job. I really believe more computer skills and a portfolio would have helped me land that first job after graduating. It's nice to know that someone cares enough to send this survey. Thank you.

Many companies-especially small companies-are merging the roles of public relations, advertising and marketing support. My education in marketing, in addition to that of PR/Adv, was an excellent combination for my current position. This broad foundation, I believe, will also increase my chances for advancement.

When I attended FSU there wasn't much encouragement from PR instructor. She intimidated many. I remember she told one student to change majors because the student didn't have what it took to be a PR major. I look back at that instructor feeling sorry for her. The instructor lacked confidence and she made up for it by talking down to the students. I think this helped her own self-esteem.

Ronald seems to be putting forth a sincere and hardworking effort to turn the curriculum around! Good luck!

Ron, I am currently job hunting again to get back to a PR/MKTG job. I wouldn't mind relocating to Grand Rapids. I know you have a lot of contacts but if you hear of anything open or if you could give me any advice for looking for a job in Grand Rapids, it would be appreciated. Thank you!

PR program should put (on) an alumni get together over homecoming or something so the undergrads could meet prospective employers! It seems the "PR" jobs are very hard to come by...turnover is very small. Much easier to find sales or marketing jobs.

APPENDIX C EMPLOYER SURVEY

Public Relations

APRC 1997-1998

Section 4 of 8

FERRIS STATE UNIVERSITY

July 8, 1997

Dear Employer:

Each academic major at Ferris State University conducts a detailed Program Review every six years to measure the effectiveness of the particular curriculum and to solicit information and ideas on how the coursework and related activities should be revised to better prepare our graduates for their professional careers. The Public Relations major in the College of Business is now conducting its Program Review and, as part of this effort, we are surveying our students, faculty and staff, alumna, curriculum advisory committee and employers.

As an employer of one of FSU's public relations alumni, we would like to have your responses to the survey questions carried on the back of this letter. We've kept the questionnaire short (It should take less than 10 minutes.) but please feel free to expand on your answers and to offer additional information and suggestions on an extra sheet of paper. We'll be happy to receive the detailed comments and feedback. Please return the completed questionnaire to us in the enclosed, stamped envelope by July 25.

The final report on our study will be rather lengthy but we would be happy to forward a summary of the results and analysis when it is available. If you would like to receive this summary, just insert your business card into the envelope with the questionnaire.

It is critical that Ferris State constantly adjust and improve its academic curricula to meet the changing needs of employers. Your responses and advice will help us achieve that with the public relations major.

Thank you for your time, cooperation and ideas.

Sincerely,

Ronald H. Greenfield, APR
Assistant Professor and
Coordinator - Public Relations Major

COLLEGE OF BUSINESS
MARKETING DEPARTMENT

119 South Street, Big Rapids, MI 49307-2284

Phone 616 592-2426 Fax 616 592-3521 E-Mail MKTG@BUS02.FERRIS.Edu

**FERRIS STATE UNIVERSITY
EMPLOYER QUESTIONNAIRE**

Based on your experience, please rate the following professional skills and knowledge of FSU's public relations graduates.

	Excellent		Average		Poor	No Opinion
1. Writing/editing	5	4	3	2	1	N/O
2. Speaking/oral communications	5	4	3	2	1	N/O
3. Producing public relations tools	5	4	3	2	1	N/O
4. Applying public relations tactics	5	4	3	2	1	N/O
5. Applying communications theory	5	4	3	2	1	N/O
6. Computer applications	5	4	3	2	1	N/O
7. Planning/organizational	5	4	3	2	1	N/O
8. Management/administrative	5	4	3	2	1	N/O
9. Ethics and integrity	5	4	3	2	1	N/O
10. General business knowledge	5	4	3	2	1	N/O
11. Overall public relations knowledge	5	4	3	2	1	N/O
12. Overall public relations skills	5	4	3	2	1	N/O
13. Overall professionalism	5	4	3	2	1	N/O
14. How would you rate the preparedness of FSU's graduates to enter the public relations profession?	Excellent 5	4	Average 3	2	Poor 1	
15. How does the preparedness of FSU's graduates compare to the PR graduates from other colleges?	Much Better 5	4	Same 3	2	Much Worse 1	
16. How important are an employee's knowledge and skills in marketing, management, finance, accounting and related general business functions?	Very 5	4	3	2	Not at all 1	
17. What makes Ferris State's public relations major unique compared to public relations curricula offered by other universities?						
18. What trend will most significantly affect the practice of public relations in the next 5-10 years and what should Ferris State do to prepare its graduates to meet the professional needs/demands which will emerge from that trend?						

If you would like to provide additional suggestions or comments, please do so on an extra sheet of paper. Return the completed survey and comments to us in the enclosed, stamped envelope. Remember to enclose your business card if you would like to receive a summary of the Program Review results. Thanks for your time and cooperation.

Employer Survey Comments

Question: What makes Ferris State's public relations major unique compared to public relations curricula offer by other universities?

It is the only major located in a business school - the only logical place for it based on the needs of employers.

A smaller university offers more individualized training for students.

Diverse-well rounded.

I don't really know enough to rate all categories. I'd say FSU rates ahead of most. Best competition is from CMU and EMU with MSU 4th.

I don't know how your program is structured nor that of most other universities. My employee is a very enthusiastic individual who speaks highly of Ferris State. She is from a rural town and fairly naive about the adult world and business due to a sheltered first 25 years. But she is learning quickly and acquired good learning and study skills at school. I'd rather have intelligent people who are prepared to learn for life than ready-to-work dullards.

I am not sure of the curricula offered by others.

Question: What trend will most significantly affect the practice of public relations in the next 5-10 years and what should Ferris State do to prepare its graduates to meet the professional needs/demands which will emerge from that trend?

Technology

Internet-how to communicate electronically. (Writing and Design) Direct Mail - Geotargeting, sociology and demographics courses. How to access and use information.

Computer use and knowledge of various programs. Proactive situations and reactive situations as a class.

Writing will always be important. Obviously Internet and computer skills will be critical. Global knowledge, i.e., knowledge about other countries and societies will also be important.

Obviously, the digital information age is speeding us toward an unknown future. Our experience is that solid PR skills are a staple needed more than electronic tools skills. PR is one of the marketing communications disciplines that must be integrated with the others for maximum effectiveness. Just being skilled in PR may be fine in major markets and multinational corporations/governments, but not in the multi-disciplined marketplace of medium to small business. So, you must decide where your grads will find jobs and prepare them for entry level positions. I think internships are fine and probably fun for our extended adolescent college kids, but should not be given priority over rigorous study of college materials in the classroom. Knowing how to learn and study and personally wanting to do so are very different attitudes taken by institutions of learning but the development of the latter is most important. I believe your program must be based on learning for a lifetime, the true gift of education. Keep up the good work. This survey is an excellent idea.

APPENDIX D STUDENT SURVEY

Memo

TO:

FROM: Ron Greenfield

SUBJECT: Program Review Survey

DATE: April 20, 1997

Every six years, each academic major at Ferris State undergoes a Program Review designed to provide information on the effectiveness of the major and to gather input on how it might be improved. Public Relations is one of the academic programs conducting this review in 1996-97.

You can help by taking a few minutes to respond constructively to the following questions by circling the appropriate number on the Excellent to Poor scale and by replying to the discussion questions. Note that if you have not yet taken a course or have not yet had any experience/exposure with a particular phase of the program, you should circle N/A for not applicable.

It is vitally important that we have your opinions. We will share the results with you when you return next fall.

Please return the completed questionnaire to me in Room 320, College of Business, or put it in the mail slot next to my office door. Responses will be kept anonymous. Just remove this cover sheet before returning the questionnaire.

Thank you for your cooperation and contributions to the Public Relations program.

Public Relations Student Survey
Ferris State University, College of Business
April 1997

In your opinion, how effective has each of the following general education courses been in preparing you for your career in public relations. If you have not yet taken the course, please circle N/A.

	Excellent		Average		Poor	Not Applicable
Fundamentals of Public Speaking (COMM 121)	5	4	3	2	1	N/A
Principles of Economics (ECON 221)	5	4	3	2	1	N/A
English 1 (ENGL 150)	5	4	3	2	1	N/A
English 2 (ENGL 250)	5	4	3	2	1	N/A
Geography of World Regions (GEOG 100)	5	4	3	2	1	N/A
Intermediate Algebra (MATH 115)	5	4	3	2	1	N/A
Introduction to Psychology (PSYC 150)	5	4	3	2	1	N/A
Introduction to Sociology (SOCY 121)	5	4	3	2	1	N/A
Advanced Composition (ENGL 321)	5	4	3	2	1	N/A
Creative Writing (ENGL 322)	5	4	3	2	1	N/A
Proposal Writing (ENGL 323)	5	4	3	2	1	N/A
American Cultural History to 1865 (HIST 331)	5	4	3	2	1	N/A
American Cultural History from 1865 (HIST 332)	5	4	3	2	1	N/A
American Literature 1 (LITR 311)	5	4	3	2	1	N/A
American Literature 2 (LITR 312)	5	4	3	2	1	N/A
Shakespeare (LITR 323)	5	4	3	2	1	N/A
English Literature 1 (LITR 351)	5	4	3	2	1	N/A
English Literature 2 (LITR 352)	5	4	3	2	1	N/A
Government Processes and Procedures (PLSC 225)	5	4	3	2	1	N/A
Public Administration (PLSC 251)	5	4	3	2	1	N/A
American State & Local Government (PLSC 311)	5	4	3	2	1	N/A
Minority Groups in America (SOCY 340)	5	4	3	2	1	N/A
World Urban Sociology (SOCY 344)	5	4	3	2	1	N/A
Social Change (SOCY 460)	5	4	3	2	1	N/A
Laboratory Science Elective	5	4	3	2	1	N/A
Science Elective	5	4	3	2	1	N/A

Comments:

How effective have the following College of Business core courses been in helping you prepare for your career. If you have not yet taken the course, please circle N/A.

	Excellent		Average		Poor	Not Applicable
Principles of Accounting 1 (ACCT 201)	5	4	3	2	1	N/A
Principles of Accounting 2 (ACCT 202)	5	4	3	2	1	N/A
Legal Environment of Business (BLAW 301)	5	4	3	2	1	N/A
Financial Management 1 (FINC 322)	5	4	3	2	1	N/A
Principles of Information Systems (ISYS 202)	5	4	3	2	1	N/A
Applied Management (MGMT 301)	5	4	3	2	1	N/A
Principles of Marketing (MKTG 321)	5	4	3	2	1	N/A
Marketing Policy (MKTG 499)	5	4	3	2	1	N/A
Advanced Business Communications (OSYS 300)	5	4	3	2	1	N/A
Introduction to Statistics (STQM 321)	5	4	3	2	1	N/A

Comments:

How effective are the following related College of Business courses on helping you prepare for your career. If you have not yet taken the course, please circle N/A.

Principles of Advertising (ADVG 222)	5	4	3	2	1	N/A
Fundamentals of Media (ADVG 334)	5	4	3	2	1	N/A
Bus. Ethics and Social Resp. (MGMT 447)	5	4	3	2	1	N/A
Consumer Behavior (MKTG 322)	5	4	3	2	1	N/A
Marketing Research (MKTG 425)	5	4	3	2	1	N/A
Computers in Visual Media (VISC 116 or 214)	5	4	3	2	1	N/A

Comments:

Please rate the following public relations major courses on their effectiveness in developing your professional skills. If you have not yet taken the course, please circle N/A.

Reporting (JRNL 121 or ENGL 121)	5	4	3	2	1	N/A
Advanced Reporting (JRNL 122 or ENGL 122)	5	4	3	2	1	N/A
Public Relations Principles (PREL 340)	5	4	3	2	1	N/A
PR Methods: Print Production (PREL 341)	5	4	3	2	1	N/A
PR Methods: Meeting Management (PREL 342)	5	4	3	2	1	N/A
Public Relations Cases (PREL 440)	5	4	3	2	1	N/A
Public Relations Campaigns (PREL 455)	5	4	3	2	1	N/A
Public Relations Coop Ed, Internship (PREL 491)	5	4	3	2	1	N/A

Comments:

Please rate the following aspects of Ferris State, the College of Business and the public relations major.

	Excellent		Average		Poor	Not Applicable
Availability of PR program advisor	5	4	3	2	1	N/A
Helpfulness of PR program advisor	5	4	3	2	1	N/A
Quality of instruction in public relations	5	4	3	2	1	N/A
Overall quality of PR curriculum	5	4	3	2	1	N/A
Availability of PR career related advising	5	4	3	2	1	N/A
Quality of PRSSA student organization	5	4	3	2	1	N/A
Quality of PR internship experience	5	4	3	2	1	N/A
Quality of classroom facilities used for PR courses	5	4	3	2	1	N/A
Quality of Marketing Department faculty	5	4	3	2	1	N/A
Helpfulness of Marketing Department staff	5	4	3	2	1	N/A
Quality of College of Business computer facilities	5	4	3	2	1	N/A
Quality of College of Business MAC lab facilities	5	4	3	2	1	N/A
Quality of College of Business faculty	5	4	3	2	1	N/A
Helpfulness of College of Business main office staff	5	4	3	2	1	N/A
Quality of College of Business instruction in general	5	4	3	2	1	N/A
Quality of College of Business classrooms in general	5	4	3	2	1	N/A
Quality of FSU Library's public relations references	5	4	3	2	1	N/A
Helpfulness of FSU administrative staff overall	5	4	3	2	1	N/A
Quality of FSU faculty overall	5	4	3	2	1	N/A
Quality of FSU facilities overall	5	4	3	2	1	N/A
Quality of FSU academic programs overall	5	4	3	2	1	N/A
Quality of FSU instruction overall	5	4	3	2	1	N/A
Helpfulness of FSU placement office	5	4	3	2	1	N/A

Comments:

If there is one significant change which you think should be made to improve the public relations major, what would it be and why is it important?

Please describe where and how you first became aware of FSU's Public Relations major?

Why did you decide to major in Public Relations?

Why did you decide to get your degree from Ferris State?

Please add any additional comments you feel will be beneficial in helping to improve the public relations major. Use the back of the sheet, if necessary.

Please provide the following demographic information to help us analyze the survey results.

Your age: 17-22 23-30 30+

Your current class: fr. so. jr. sr.

You entered the PR major as a: freshman sophomore junior senior

Are you a member of PRSSA? yes no

Do you hold an Associate's degree? yes no If yes, in what major? _____

Your grade point average at FSU is: below 2.0 2.0-2.5 2.5-3.0 3.0-4.0

Your overall high school ACT test score was: below 17 17-20 20-25 25-30 30+

What percentage of your college cost is paid by you personally? less than 25 25-75 75+

How many hours a week do you work during school? 0-5 5-10 10-20 20-30 30+

Thank you for your time, efforts and opinions!

Memo

TO:

FROM: Ron Greenfield

SUBJECT: Survey of Public Relations Students

DATE: June 20, 1997

Hope all is well and that you are having a great summer!

In late April, I sent or gave to you a questionnaire for a research survey we are conducting with Public Relations majors at FSU. It is part of an extensive Program Review study we are now working on and will complete this summer. Each academic major must conduct such a review every six years. Basically, we are gathering ideas, opinions and input which will be used to prove and improve the effectiveness of our course of study.

We need your help! Apparently you were so busy at the end of the semester that you did not have time to complete the questionnaire and return it to me. But we need your ideas! Enclosed is another copy of the survey. Please take a few minutes right now, answer the questions and mail it back to me in the enclosed, stamped envelope. If a question does not apply to you, just circle N/A.

Thanks for you help.

We are planning to have all PR majors meet every Thursday at 11 a.m. this fall and to have another informal get together at my house in early September. We'll keep you posted. Call me when you get back in August and give me your address and phone number.

See you soon!

Attach: Questionnaire

Student Survey Comments

Question: In your opinion, how effective has each of the following general education courses been in preparing you for your career in Public Relations? If you have not yet taken the course, please circle N/A.

I haven't had many classes yet-obviously!

Many electives were tedious and did not relate to the major at all...in other words a waste of time.

Question: How effective have the following College of Business core courses been in helping you prepare for your career? If you have not yet taken the course, please circle N/A.

I found the writing, accounting, marketing and financial courses the most helpful.

I took the bulk of my classes prior to program changes.

ISYS was the most useless class I've ever taken. Nobody...including the teacher...had a clue what was going on.

I don't think ACCT II should be included, we will never use it in real life.

Question: How effective are the following related College of Business courses on helping you prepare for your career? If you have not yet taken the course, please circle N/A.

Computers in Visual Media could be very helpful if taught using a different method than is currently being used.

The visual media (course) that I am taking with Chris Sommerdyke is not a very effective course. I am not learning anything in this class. It is a waste of time, money and effort!

Consumer Behavior...Horrible!

Question: Please rate the following public relations major courses on their effectiveness in developing your professional skills. If you have not yet taken the course, please circle N/A.

Lisa Waite-Trago taught my PREL 341 & 342. She was completely ineffective.

The JRNL 121 with Kuzma is not a very good course. She has no idea what is going on. Kuzma is also very unprofessional.

I had a bad teacher for 340 (in 1995), assume the problem is corrected now.

Need new JRNL prof.

Question: Please rate the following aspects of Ferris State, the College of Business and the Public Relations major.

The PR program is improving greatly over last few years. Positive with Greenfield-poor with Lisa Waite-Trago.

Quality of College of Business instruction in general... depends on instructors, who run from excellent to "should retire." Quality of instruction in PR... now excellent!

The computer labs are always down. The staff here at the library and everywhere is unfriendly.

Some of the "advisors"/"academic counselors" in the COB office seem bothered when you ask for help.

Placement office doesn't understand PR.

Mac lab must be able to be accessed by PR students more easily and comfortably.

I've had my share of experience with profs that have no business teaching because they don't teach.

Question: If there is one significant change which you think should be made to improve the public relations major, what would it be and why is it important?

Take out useless general education classes or arts and science classes and add more meaningful classes in business and computer.

I believe that a course that taught nothing more than editing and grammar would be helpful. I think it would give graduates more confidence in their writing abilities.

The visual communications class not be on-line. It needs to be a regular class. There needs to be just as many communications classes as English. For incoming freshman, a class designed for the PR major. This lets them decide if they wish to go on in the major.

I have not been here long enough to make a change.

More involvement (by students-especially underclassmen!)

The more hands-on experience the better. Actually doing projects and pieces that get used makes you feel competent and like you know what you are doing.

Bring in more young students and make it so older students and younger students interact.

Not having ACCT II required. We never use it.

Visual communications should not be an on-line course. There's no one really available to help you if you need it.

Eliminate the sequential classes. Allow students to take two in the same semester. Students will stay away from the program for just that reason. They don't want to stay any longer than they have to.

More writing and better grammar courses.

New JRNL teacher because you do not learn anything.

Cut out VISC. class. This is on-line.

More importance placed on internship/job search early on. Students don't realize until it is too late.

Question: Please describe where and how you first became aware of FSU's Public Relations major?

I took a PR course and Mr. Greenfield helped me understand PR. He was a great influence. He is very helpful. I've seen Mr. Greenfield and he works well with other students.

When I was looking for a school that had a PR major, I looked up information in a book of colleges and universities.

I first became aware of FSU's Public Relations major through the admissions office at FSU.

Through another FSU student and my general interest in the field.

I became aware of this at orientation.

In the Ferris catalog and then the School of Business Marketing Department.

Looking through catalog.

I found out that PR was offered at Ferris through a PR graduate from NMU.

After my journalism degree, I looked through the catalog for a natural progression into a BS degree.

I spoke with Dr. Greenfield after becoming interested in the school and the major.

In the guidebook sent when I was a senior.

Football recruiting visit.

My friend, Jenalee Blouw.

I became aware of FSU's PR major by doing a search on a computer at Springfield College in Illinois.

By reading the FSU catalog.

Liz Tidwell.

School handbook.

When I first got here.

After completing the journalism program, I looked into the advertising program and found PR instead.

Question: Why did you decide to major in Public Relations?

I have always had a fascination with communications. I found that PR was mostly about communications, so I chose it as my major. I also liked the idea of using my skills to give a company voice in the community and to its employees.

Because I found it very interesting.

Mr. Greenfield; interest in the major.

Because I like the dual degree...PR and Business. I also like dealing with all publics.

I enjoy creativity as well as public interaction. The PR program is a compilation of many aspects in one. There is so much that can be done with it.

It fits my personality.

I liked the hands-on aspect.

I am a people person. I like to be a communicator and a mediator and PR is the best way to develop better skills.

I like working with people. I have a talent for influencing people and I believe that my career would be interesting and fulfilling.

I had heard about it through pro sports and I instantly became interested. So I decided to look into it further. It seems to be what I want.

I feel that I am personable, intelligent, and a good public speaker. The job responsibilities are very appealing to me.

I knew I wanted to go into communications or marketing and PR seemed to combine both.

Sounded like a fine program. Helped hone skills I thought I already possessed.

It's exciting and a "fun" job to do.

Journalism wasn't for me. I decided I couldn't be as impartial as you need to be so PR was the next best thing.

It seemed to be interesting.

Because I like writing.

I like people.

Interesting.

Question: Why did you decide to get your degree from Ferris State?

I heard their PR program was one of the best in the entire country.

Uniqueness of program.

Because I was told the PR program was excellent here and it's close to home.

I originally planned to get a journalism degree from Ferris because it offered a two-year program. I then decided to get a bachelors degree.

Because Ferris has public relations as a major.

Because FSU PR is one-of-a-kind. CMU doesn't offer anything like it, unless you want to get a dual degree.

Because I had an associate degree from FSU.

I was attending Ferris and was undecided. Came to Ferris because of my brother.

Hockey scholarship.

It was close to family.

I like the size of this school. The class room setup is very beneficial to my learning habits. In most of my classes the teachers know my name and I appreciate the personal help that I receive.

I lived in the area.

Some personal reasons, the location of the school and some information on the quality of the College of Business.

Good education, close to home, and they offered me a decent academic scholarship...not what sports players get, of course, but enough to get by.

I wanted to play football here.

They had a very good Business program...my high school guidance counselor told me.

They have a strong program and I knew my degree would mean something.

Most inexpensive option... but I have no regrets.

The location, size, cost and programs.

Question: Please add any additional comments you feel will be beneficial in helping to improve the public relations major. Use the back of the sheet, if necessary.

Please make it a well-known fact that our PR program is special and effective.

I believe that the more that students are involved with the program the more they will get out of it. The more that students are encouraged to join PRSSA, attend speeches, attend special meetings, etc., the more valuable this education will be to them. They will also be better able to apply what they learned at Ferris on the job. Secondly, the more I learn about PR, the more I realize that strong writing skills are important. The better FSU PR graduates can represent themselves on the page, the more success they will have on the job. Especially their first internship! Lastly, I have found myself wishing at my internship that I had more knowledge about graphic design, especially Pagemaker.

I found the PR program to be a very exciting and challenging major that taught me many great hands-on experiences.

Please try to avoid offering needed lower level courses with only one section at the same time periods. It makes it difficult to have a schedule that meets all your needs.

The idea of a student organization is good. Also more involvement in PRSSA and with PRSA. A better network with alumni would be helpful in finding a job. This is a very difficult process!!

APPENDIX E FACULTY SURVEY

Memo

TO:

FROM: Ron Greenfield

SUBJECT: Program Review

DATE: April 20, 1997

As you know, every six years each academic major at Ferris State conducts a detailed Program Review to evaluate the major's effectiveness and to identify improvements which will make it more successful. The Public Relations major in the College of Business is one of the programs under review in 1996-97.

Your opinions and suggestions will be very helpful to us in our efforts to continue to make the Public Relations major better. Please respond to the following questions and return this survey form to me at COB Rm 320 by May 2. Responses will be kept anonymous. Simply remove this cover sheet before returning the questionnaire.

Thank you for your opinions and cooperation.

Faculty Survey
Public Relations Major, Academic Program Review
April 1997

	Strongly Agree	4	3	2	Strongly Disagree	Not Applicable
The Public Relations major fits FSU's mission.	5	4	3	2	1	N/A
FSU's Public Relations major is unique.	5	4	3	2	1	N/A
Most Public Relations curricula at universities are located within Colleges of Business.	5	4	3	2	1	N/A
FSU's Public Relations curriculum is a quality program.	5	4	3	2	1	N/A
FSU's Public Relations major is a valuable part of the College of Business.	5	4	3	2	1	N/A
The resources the COB provides to its Public Relations major are sufficient.	5	4	3	2	1	N/A
The facilities provided for public relations study are sufficient.	5	4	3	2	1	N/A
The COB computer facilities used for public relations are sufficient.	5	4	3	2	1	N/A
The COB MAC lab computer facilities are sufficient.	5	4	3	2	1	N/A
The overall quality of public relations students is comparable to other COB students.	5	4	3	2	1	N/A
The overall quality of public relations students is above the COB average.	5	4	3	2	1	N/A
The COB administration's commitment to the public relations major is sufficient.	5	4	3	2	1	N/A
The Public Relations major needs a stronger recruiting effort because of its uniqueness.	5	4	3	2	1	N/A
I recommend that my advisees take PREL 340 (Public Relations Principles).	5	4	3	2	1	N/A
I think that basic public relations knowledge and skills are valuable to graduates from my academic area.	5	4	3	2	1	N/A
In today's workplace a manager's ability to build positive relationships with individuals and groups is important.	5	4	3	2	1	N/A

(over please)

Public relations skills and knowledge are valuable for Business college graduates. 5 4 3 2 1 N/A

The ability to build positive relationships is an important skill for Business graduates. 5 4 3 2 1 N/A

Public relations basically involves building positive relationships through proper actions and open communications. 5 4 3 2 1 N/A

What one change would you make to achieve the most significant improvement in the public relations academic program at FSU?

What additional faculty, technology or physical resources are needed, if any, to make the Public Relations curriculum better and more successful?

How else might FSU's public relations major be improved?

Have you ever taken a course in public relations? yes no If yes, how many?

How many years have you taught at a college? 0 1-10 10-15 15+

How many years have you worked in business? 0 1-10 10-20 20+

How many years have you been employed by FSU? 1-5 5-10 10+

You are a member of: Mktg. Dept. Mgt. Dept. Acct/CIS Dept. Econ. Dept.
 COB Staff Arts & Sciences Faculty FSU staff Other

Faculty Survey Comments

QUESTION: What one change would you make to achieve the most significant improvement in the public relations academic program at FSU?

Greater visibility.

Build enrollment and expand faculty numbers.

Better advertising of the program both within and outside the university environment.

Bring Journalism pre-requisites to COB.

Additional faculty.

Improve graduates quantitative skills and data interpretive skills.

Additional human resources.

Recruit high school journalism/yearbook editors, etc. Sponsor PR day on the Campus. Invite journalism teachers at H. S.

PR internships required.

Without a feeder program, it will be difficult for PR to survive.

Question: What additional faculty, technology or physical resources are needed, if any, to make the Public Relations curriculum better and more successful?

It is a good program with well-respected faculty.

Common space in the Business lab...but that needs to come from A&S.

Computer systems and software.

Resources to find more "students" not just bodies.

Certainly at least one or more additions to faculty. Not sure on other needed resources.

Advanced computer software. Need a presentations room.

Computer (both)

Question: How else might FSU's public relations major be improved?

More advertising to enrolled students and prospects-particularly what one can do in a public relations career. It needs to be communicated at the freshman level of comprehension.

Student recruitment.

Scholarships to attract students.

Training in job finding.

Mandatory internships.

All students need improved communications skills, particularly writing skills.

Other Comments.

I only assume the MAC labs are adequate because they look adequate.

APPENDIX F
ADVISORY COMMITTEE SURVEY

FERRIS STATE UNIVERSITY

July 30, 1997

Mr. Patrick Jackson, APR, PRSA Fellow
Jackson, Jackson & Wagner
14 Front Street
Exeter, New Hampshire 03833

Dear Pat:

We need a few minutes of time from you and the other members of the Advisory Committee for the Public Relations major at Ferris State University. Under a new process here, each academic major conducts a comprehensive evaluation, called a Program Review, every six years. This year it's Public Relations' turn.

Work on this review is underway and the requirements include the collection of data, opinions and suggestions from students, faculty, graduates, employers and Advisory Committee members. To complete the research with the Advisory Committee, we need your answers to the questions on the enclosed survey.

We've worked hard to keep this survey short. It should take about 30 minutes to complete. If the spaces we've provided for comments and explanations are insufficient, please feel free to continue those on the back or add sheets of paper. All of your thoughts and suggestions will be appreciated.

To meet our deadline, it will be helpful if you can respond by August 11. If you have any questions, call me at home (616-796-5036). Please mail the completed questionnaire to us in the enclosed, stamped envelope.

This Program Review will be completed early this fall and we will be happy to share a summary of the results with you. Our Advisory Committee will be meeting this October or November and, at that time, we will discuss the report in some detail. Pat Jackson and I will let you know as soon as we set a meeting date.

Thank you for your time and opinions and your continued support of the Public Relations major at Ferris State.

Sincerely,

Ronald H. Greenfield, APR
Assistant Professor and
Coordinator - Public Relations Major

Enclosures- Questionnaire
Envelope

PUBLIC RELATIONS PROGRAM REVIEW ADVISORY COMMITTEE SURVEY

1. Based on your knowledge and perceptions, please rate the effectiveness of each of the following functions/programs at Ferris State.

	Excellent		Average		Poor	No Opinion
Academic programs overall	5	4	3	2	1	N/O
Faculty overall	5	4	3	2	1	N/O
Facilities and equipment overall	5	4	3	2	1	N/O
College of Business academic programs	5	4	3	2	1	N/O
College of Business faculty	5	4	3	2	1	N/O
FSU's Public Relations curriculum	5	4	3	2	1	N/O
FSU's Public Relations faculty	5	4	3	2	1	N/O
Facilities used for teaching PR students	5	4	3	2	1	N/O
Equipment used for teaching PR courses	5	4	3	2	1	N/O
Overall abilities of FSU PR graduates	5	4	3	2	1	N/O

Comments:

2. Please rate the quality of FSU's undergraduate public relations curriculum for preparing young practitioners compared to the comparable curriculum offered by each of the following Michigan universities? In your opinion, Ferris State's public relations major is _____ than ...

	Much Better		About Same		Much Worse	No Opinion
Central Michigan's	5	4	3	2	1	N/O
Eastern Michigan's	5	4	3	2	1	N/O
Grand Valley State's	5	4	3	2	1	N/O
Lake Superior State's	5	4	3	2	1	N/O
Michigan State's	5	4	3	2	1	N/O
Michigan Tech's	5	4	3	2	1	N/O
Northern Michigan's	5	4	3	2	1	N/O
Oakland University's	5	4	3	2	1	N/O
Saginaw Valley's	5	4	3	2	1	N/O
University of Michigan's	5	4	3	2	1	N/O
Wayne State's	5	4	3	2	1	N/O
Western Michigan's	5	4	3	2	1	N/O

Comments:

3. What makes Ferris State's public relations curriculum unique compared to those offered by other universities and why is that unique feature important?

4. How important is each of the following public relations skills to a new professional?

	Very Important				Not Important	No Opinion
Newswriting	5	4	3	2	1	N/O
Feature writing	5	4	3	2	1	N/O
Editing	5	4	3	2	1	N/O
Newsletter writing/editing	5	4	3	2	1	N/O
Magazine writing/editing	5	4	3	2	1	N/O
Technical/proposal writing	5	4	3	2	1	N/O
Audiovisual presentations	5	4	3	2	1	N/O
Speechwriting	5	4	3	2	1	N/O
News media interviews	5	4	3	2	1	N/O
News media research/distributions	5	4	3	2	1	N/O
Still photography	5	4	3	2	1	N/O
Video/film production	5	4	3	2	1	N/O
Printing production	5	4	3	2	1	N/O
Radio production	5	4	3	2	1	N/O
Television production	5	4	3	2	1	N/O
Graphic design/layout	5	4	3	2	1	N/O
Computer design/layout	5	4	3	2	1	N/O
Using computer systems/software	5	4	3	2	1	N/O
Advertising layout/design	5	4	3	2	1	N/O
Advertising space/time buys	5	4	3	2	1	N/O
Advertising copy writing	5	4	3	2	1	N/O
Special events planning/mgt	5	4	3	2	1	N/O
Direct mail/marketing	5	4	3	2	1	N/O

Comments:

5. How important is a working knowledge of each of the following public relations functions to a new college graduate entering the profession?

	Very Important			Not Important		No Opinion
News media relations	5	4	3	2	1	N/O
Employee communications	5	4	3	2	1	N/O
Government relations	5	4	3	2	1	N/O
Community relations	5	4	3	2	1	N/O
Contributions management	5	4	3	2	1	N/O
Issues management	5	4	3	2	1	N/O
Marketing communications	5	4	3	2	1	N/O
Special events	5	4	3	2	1	N/O
Public relations/opinion research	5	4	3	2	1	N/O
Non-profit communications	5	4	3	2	1	N/O
Fundraising	5	4	3	2	1	N/O
Organizational identification/logos	5	4	3	2	1	N/O
Crisis communications	5	4	3	2	1	N/O
Senior management counseling	5	4	3	2	1	N/O
Program planning/budgeting	5	4	3	2	1	N/O
Staff management	5	4	3	2	1	N/O
Institutional/public relations advertising	5	4	3	2	1	N/O

Comments:

6. Which of these computer A) operating systems, B) software programs and C) functions should public relations students be skilled in when they graduate? (Check all which are appropriate.)

A) Systems...

- DOS/Windows based
- MAC based
- Both DOS and MAC systems

B) Software...

- Windows 3.X
- Windows 95
- Word
- WordPerfect
- Pagemaker
- QuarkXpress
- Excel
- Powerpoint
- Photoshop
- Corel
- Netscape
- Web search programs
- Other (Please list)

C) Functions...

- Word processing
- Financial spreadsheet
- Computer design/layout
- Visual/slide production
- Scanning
- e-mail
- Internet/www
- Homepages
- Print production
- Media research
- Market/situation research
- News release distribution
- Other (Please list)

7. In the next five years, what major trend or trends will affect and/or change the training and skills needed by new public relations professionals?

8. What new knowledge/skills should FSU include in its Public Relations curriculum to better prepare graduates for the trends you identified above?

9. In your opinion, what average percent annual increase do you expect for employment levels in the public relations profession over the next decade (1997-2006)?

- | | |
|--------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> 0-3 percent | <input type="checkbox"/> 7-10 percent |
| <input type="checkbox"/> 3-5 percent | <input type="checkbox"/> 10+ percent |
| <input type="checkbox"/> 5-7 percent | <input type="checkbox"/> No, it will decrease __ percent |

10. What average percent increase do you expect for public relations employment levels within the State of Michigan in the next decade?

- | | |
|--------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> 0-3 percent | <input type="checkbox"/> 7-10 percent |
| <input type="checkbox"/> 3-5 percent | <input type="checkbox"/> 10+ percent |
| <input type="checkbox"/> 5-7 percent | <input type="checkbox"/> No, it will decrease __ percent |

11. If you had sole authority, what changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?

12. Please provide any additional comments, opinions and suggestions on the merit of FSU's approach to teaching public relations and how it may be improved.

Continue your comments on additional sheets of paper, if desired. Please return this questionnaire in the enclosed, stamped envelope. Thank you for your help. See you this fall. RHG

Advisory Committee Survey Comments

Question: Based on your knowledge and perceptions, please rate the effectiveness of each of the following functions/programs at Ferris State.

Comments:

I have always been impressed by FSU students.

In specialized areas, Ferris is academically superior to most. FSU has not made facilities and equipment investments for many years and must do "catch up."

Question: Please rate the quality of FSU's undergraduate public relations curriculum for preparing young practitioners compared to the comparable curriculum offered by each of the following Michigan universities? In your opinion, Ferris State's public relations major is _____ than...

Comments:

Response based on fact that these schools do not have PRSSA chapters, thus 1) their students have no access to unique opportunities which this para-professional organization offers for essential connections to the profession, and 2) probably do not meet academic requirements for PRSSA chapter by PRSA, i.e. five courses. (Schools not rated are chartered, but have not first-hand knowledge of their programs in relation to Ferris State.

Question: What makes Ferris State's public relations curriculum unique compared to those offered by other universities and why is that unique feature important?

FSU's public relations program is housed in the College of Business, a very rare positioning in U.S. colleges and universities. From the viewpoint of many in the professional community, this is a distinct advantage since 1) most majors will make their careers in business (including non-profit) thus business orientation/ knowledge will spare much on-the- job training and make their work more immediately useful: 2) student access to business courses is very important--and usually limited (very!) in programs housed in other academic units.

Putting it in the Business school is unique and important because most PR people have little business background or knowledge.

Business school orientation/emphasis.

Was developed by professionals in the field vs. just academics.

I believe it could be unique if an effective linkage with the Business school curriculum is accomplished. I'm afraid I don't know enough about the current situation to comment further.

There are more practical courses provided.

Varied number of courses offered.

Question: How important is each of the following public relations skills to a new professional?

The above ratings based on relative priority of skills most likely to be required of new professionals. Special note: my high rating for speechwriting reflects a paramount need for today's new professional to be as proficient in writing for the voice as for print. In that connection, students should have some experience in making presentations/speeches themselves.

Relationship building 5

Face-to-Face communications 5

Grass roots coalition building 5

Interpersonal communications 5

Question: How important is a working knowledge of each of the following public relations functions to a new college graduate entering the profession?

Comments:

New professionals should aspire to (senior management counseling), yes, but it takes experience, perspective, and extensive knowledge about the enterprise, its culture, top management and relevant issues before attempting (and presuming) to counsel. And students need to be advised about that!

Question: In the next five years, what major trend or trends will affect and/or change the training and skills needed by new public relations professionals?

1. Increased management emphasis on evaluation of public relations performance and results -- which translates, for example, to need for students to understand/manage research and to discipline public relations efforts to corporate objectives.
2. International directions -- not only of major corporations, but domestic and small companies increasingly affected by world trade.
3. Rising expectations by management for public relations to understand and affect behavior of key constituencies, not simply to "communicate," and 2) to relate/anticipate outside events/trends/issues to corporate decisions/plans/actions.
4. Increased visibility of public relations professionals as spokespersons and participants in dialogues with constituencies. (The days of the invisible, always behind-the-scenes public relations person are fading, which means that he/she must be highly knowledgeable, persuasive, able to express him/herself on the feet -- and to have the confidence of top management in doing so!)

Multi-nationalism of companies, electronics and computers, instant news.

Smaller audiences with special interests. Less need for mass communications. More need for highly personalized communications to narrow, target audiences.

Flatter organizations will need better trained new employees who won't need significant OJT training to become productive.

Continued demand for globalization.

Home page design. More skill in evaluation of PR effectiveness. Greater emphasis on research skills.

Relationship building. Working across functional lines. Understanding of business strategy. Under the radar techniques for reaching opinion leaders vs. Dependence on the media.

1) Continued increase in demand for public accountability. 2) World/Global market perspective. 3) Technology enhanced communications, which will revolutionize audience segmentation and audience response capabilities.

Question: What new knowledge/skills should FSU include in its Public Relations curriculum to better prepare graduates for the trends you identified above?

Internet, all computer software that assists them.

Interpersonal communications: speaking, listening and conflict resolution skills.

Course in research/ evaluation techniques. Speechwriting skill training.

1) International business and marketing courses are needed to provide an understanding of foreign markets. 2) Understanding of Web technology and other information technology and the ability to construct and deliver communications using these vehicles.

With apologies for lack of knowledge about course content -- there appear to be needs for 1) a course in public relations writing -- which differs from newswriting and composition/ creative writing; emphasis in research and methods -- other than marketing research, which is limited view for a public relations student and professional; 3) attention to persuasion and organizational behavior; and 4) courses required to meet growing international trends of the profession, e.g. second language, studies of other cultures. (I assume that some public relations course currently addresses ethics, but does that also include problems of ethics in international markets?)

Language emphasis-cultural differences in communications.

Question: If you had sole authority, what changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?

Provide more internship opportunities. Provide better tools: equipment and facilities. Find way(s) to promote/instill pride in FSU degree over others - "PR for FSU". Internally, among professors instructing related coursework - educate them as to uniqueness of program, need to provide excellence.

See response to prior question. Public relations writing, public relations research, organizational behavior, required second language, world literature and history and economics.

Stress senior counseling and the strategic aspects of the job.

More emphasis on interpersonal communications, conflict management and mediation skills.

Provide an employment placement service. Workshops on resume, cover letter preparation, mock job interview sessions.

Question: Please provide any additional comments, opinions and suggestions on the merit of FSU's approach to teaching public relations and how it may be improved?

Far too much emphasis on mass, impersonal communications. Ferris could become a leader nationally by changing the emphasis and teach students items above (interpersonal communications, conflict resolution and mediation) that get much better results.

Keep stressing the real world aspects of PR. Keep the student's time balanced between academics and real world.

Need to strengthen your PRSSA chapter. Provide more internships, independent study experiences for students.

I strongly recommend that the FSU program take more advantage of the paraprofessional opportunities offered through PRSSA, e.g. participation in the annual Bateman Case Study; 2) representation at districts and national PRSSA/PRSA conferences with on-campus feedback; 3) use of video interviews of major leaders in the professions and initiatives to videotape interviews with public relations leaders in Michigan --

-- that the rare business positioning of the public relations curriculum be marketed to increase the receptivity of internships for FSU students among companies/agencies not only in Michigan but in other major markets, particularly in the Midwestern states.--

-- that student field trips be arranged periodically to companies/agencies in Michigan, possibly Chicago. (Note: a Minnesota college annually arranges two-day trips in Chicago for its public relations students.)

All the foregoing to overcome disadvantages of location/access of FSU campus and give students opportunities for improved perspective, observation and exposure. In keeping with business orientation of your program, I hope that students are required to read the Wall Street Journal (and other business publications as well) and that classroom attention regularly given to critical events and issues as they relate to public relations. That lifetime habit is well worth nurturing and prospective employers would be very impressed!

Most important, I commend applying for PRSA Certification of the FSU program. That would give distinct recognition of the program among the profession-at-large. (The cost is minimal -- particularly in 1998 -- and the advantages are multiple and significant. If you want to know more about it, let me know.

Ferris' design for public relations has been and is excellent. Unfortunately, (for a number of reasons) we still don't quite deliver what's promised. The PR program should be as enthusiastically known, received and sought after as its PGM, Optometry and other "niche" programs - but so far, we're not even close.

APPENDIX G
FERRIS STATE UNIVERSITY
PUBLIC RELATIONS CURRICULA

**(Revised) FERRIS STATE UNIVERSITY
B.S. BUSINESS, PUBLIC RELATIONS MAJOR**

FIRST YEAR

<u>First Semester</u>	<u>Cr.Hr.</u>
PREL 101 - Public Relations Freshman Seminar	1 ___
JRNL 121 - News Reporting	3 ___
ENGL 150 - English 1	3 ___
COMM 121 - Public Speaking	3 ___
SOCY 121 - Introductory Sociology	3 ___
Natural Science Elective	3 ___
	16

<u>Second Semester</u>	<u>Cr.Hr.</u>
JRNL 122 - Advanced Reporting [JRNL 121]	3 ___
Natural Science Elective with lab	4 ___
MATH 115 or Elective (SEE NOTES 2 & 3)	4-3 ___
GEOG 112 - Cultural Geography	3 ___
PSYC 150 - Introduction to Psychology	3 ___
	17-16

SECOND YEAR

<u>First Semester</u>	<u>Cr.Hr.</u>
PREL 240 - Principles of Public Relations [ENGL 150]	3 ___
ACCT 201 - Accounting 1	3 ___
ENGL 250 - English 2 [ENGL 150]	3 ___
ISYS 202 - Principles of Information Systems	3 ___
ECON 221 - Principles of Economics 1	3 ___
	15

<u>Second Semester</u>	<u>Cr.Hr.</u>
ADVG 222 - Principles of Advertising	3 ___
Cultural Enrichment Elective (See note)	3 ___
ACCT 202 - Accounting 2 [ACCT 201]	3 ___
STQM 260 - Introduction to Statistics [MATH 115]	3 ___
VISC 214 - Introduction to Macintosh	3 ___
	15

THIRD YEAR

<u>First Semester</u>	<u>Cr.Hr.</u>
PREL 341 - Public Relations Tools [PREL 340, ENGL 150 & 250]	3 ___
MKTG 321 - Principles of Marketing [ECON 221]	3 ___
ENGL 325 - Advanced Business Communications	3 ___
Elective (See note)	3 ___
Elective (See note)	3 ___
	15

<u>Second Semester</u>	<u>Cr.Hr.</u>
PREL 342 - Public Relations Tactics [PREL 341]	3 ___
Cultural Enrichment Elective (200-300 level, See note)	3 ___
Elective (see note)	3 ___
BLAW 301 - Legal Environment of Business	3 ___
MGMT 301 - Applied Management	3 ___
	15

FOURTH YEAR

<u>Summer</u>	<u>Cr.Hr.</u>
PREL 491 - Public Relations Internship	3 ___
<u>First Semester</u>	<u>Cr.Hr.</u>
PREL 401 - Public Relations Senior Seminar	1 ___
PREL 440 - Public Relations Cases [PREL 340]	3 ___
FINC 322 - Financial Management [MATH 115, ACCT 201]	3 ___
MKTG 425 - Marketing Research [STQM 260, MKTG 321]	3 ___
MGMT 447 - Business Ethics and Social Responsibility	3 ___
Cultural Enrichment Elective (See note)	3 ___
	16

<u>Second Semester</u>	<u>Cr.Hr.</u>
PREL 401 - Public Relations Senior Seminar	1 ___
PREL 455 - Public Relations Campaigns [PREL 340 & 342]	3 ___
MKTG 499 - Marketing Policy [Senior Status]	3 ___
Social Awareness Elective (See note)	3 ___
Elective (See note)	3 ___
	13

160

NOTES:

1. Prerequisites shown in brackets [].
2. MATH 115 or MATH 115 proficiency is needed for graduation. If MATH 115 is needed, it may be taken as a free elective.
3. Twenty-three hours of electives are required beyond those prescribed on this semester schedule and these must include at least 1 three-hour Social Awareness and 3 three-hour Cultural Enrichment courses. The following are suggested electives:
 - Business: ADVG 324, ADVG 360, INTB 310, MGMT 302, MGMT 447, MKTG 322, OSYS 209.
 - Non-Business: COMM 325, COMM 332, COMM 333, COMM 380, COMM 410, ECON 222, HIST 310, HUMN 240, JRNL 228, LITR 311, LITR 312, LITR 351, LITR 352, PHOT 201, PLSC 225, PSYC 325, SOCY 340, TVPR 225, Foreign Languages.

REQUIRED FOR GRADUATION: A cumulative honor point average of 2.00 or better in: (1) All course work taken; (2) All course work taken in the major; AND (3) All course work taken in the business core.

PLEASE NOTE - Students who interrupt their studies and are absent from the University for one or more semesters, OR those who change curriculum while pursuing a degree at Ferris, are subject to the following University policy: STUDENTS WHO RETURN TO THE UNIVERSITY AFTER AN INTERRUPTED ENROLLMENT (NOT INCLUDING SUMMER SEMESTER) MUST NORMALLY MEET THE REQUIREMENTS OF THE CURRICULUM WHICH ARE IN FORCE AT THE TIME OF THEIR RETURN, NOT THE REQUIREMENTS WHICH WERE IN EFFECT WHEN THEY WERE ORIGINALLY ADMITTED.

**(Revised) FERRIS STATE UNIVERSITY
TRANSFER PROGRAM
B.S. BUSINESS, PUBLIC RELATIONS MAJOR**

THIRD YEAR

FOURTH YEAR

First Semester

PREL 240 - Principles of Public Relations	3	___
PREL 341 - Public Relations Tools	3	___
JRNL 121 - News Reporting	3	___
ADVG 222 - Principles of Advertising	3	___
VISC 214 - Introduction to Macintosh	3	___
	15	

Second Semester

PREL 342 - Public Relations Tactics [PREL 341 *]	3	___
ENGL 325 - Advanced Business Communication [ENGL 250]	3	___
MKTG 321 - Principles of Marketing [ECON 221]	3	___
STQM 260 - Introduction to Statistics [MATH 115]	3	___
JRNL 122 - Advanced Reporting [ENGL 121]	3	___
	15	

Summer

PREL 491 - Public Relations Internship [PREL 342]	3	___
<u>First Semester</u>		
PREL 401 - Public Relations Senior Seminar	1	___
PREL 440 - Public Relations Cases [PREL 240 *]	3	___
MGMT 301 - Applied Management	3	___
MKTG 425 - Marketing Research [MKTG 321, STQM 260]	3	___
BLAW 301 - Legal Environment of Business	3	___
ISYS 202 - Principles of Information Systems	3	___
	16	

Second Semester

PREL 401 - Public Relations Senior Seminar	1	___
PREL 455 - Public Relations Campaigns [PREL 341, 342, 440]	3	___
MGMT 447 - Business Ethics and Social Responsibility	3	___
FINC 322 - Financial Management [MATH 115, ACCT 202]	3	___
MKTG 499 - Marketing Policy [Last Semester Senior]	3	___
300/400 Level Social Awareness Elective **	3	___
	16	

65 Minimum credit hours required for graduation

NOTES:

- * Prerequisite [PREL 240, a grade of "B" or better in ENGL 150 & 250]
- ** If the general education global consciousness requirement has not been met, this elective must meet this requirement.

1. Entrance Requirements

- A. The applicant must have an associate degree from any accredited institution.
- B. If the following courses have not been completed in the Associate's degree, then they must be taken in addition to the required courses:

ECON 221	Principles of Economics I (Macro)	PSYC 150	Introduction to Psychology
SOCY 121	Introduction to Sociology	ACCT 201	Principles of Accounting I
		ACCT 202	Principles of Accounting II

2. Graduation Requirements

- A. The FSU General Education requirements must be completed. If this requirement has not been met in the Associate degree, then necessary courses must be completed in addition to the required courses specified in the transfer program. See FSU General Education check sheet for the baccalaureate degree.
- B. Students must replace required courses taken in the Associate degree with courses approved by an academic advisor.
- C. A cumulative honor point average of 2.00 or better is required for graduation in: 1) All course work taken; 2) All course work taken in the major; and 3) All course work taken in the Business core.
- D. Students who interrupt their studies and are absent from the University for one or more semesters, OR those who change curriculum while pursuing a degree at Ferris, are subject to the following University policy: STUDENTS WHO RETURN TO THE UNIVERSITY AFTER AN INTERRUPTED ENROLLMENT (NOT INCLUDING SUMMER SEMESTER) MUST NORMALLY MEET THE REQUIREMENTS OF THE CURRICULUM WHICH ARE IN FORCE AT THE TIME OF THEIR RETURN, NOT THE REQUIREMENTS WHICH WERE IN EFFECT WHEN THEY WERE ORIGINALLY ADMITTED.

PUBLIC RELATIONS PRINCIPLES

PREL 340

Winter Semester 1997

9-9:50 A.M. MWF

INSTRUCTOR

Ronald H. Greenfield, Assistant Professor-Marketing and Coordinator-Public Relations Major
Office: College of Business, Room 320, Telephone 592-2448
Office Hours: MWF 10-11 a.m. and TR 1:30-2 p.m. (Additional hours by appointment.)

COURSE OVERVIEW

Nature and function of public relations with emphasis on its role in business. Provides an overview of the public relations process and techniques used to build positive long-term relationships with an organization's key constituencies. Explores the use of communications tools, including brochures, speeches, company publications, news releases and new communications technology.

OBJECTIVES

1. To provide an overview of the public relations practice.
2. To introduce the theoretical framework for the public relations function.
3. To learn and perfect basic skills in applying public relations tools and tactics.
4. To examine and utilize the processes of developing and administering programs.
5. To create awareness of public relations careers.

TEXTBOOK

Seitel, Frazer P., The Practice of Public Relations, Sixth Edition, Engelwood Cliffs, N.J., Prentice Hall, 1995.

The course sessions on the Four-Step Process of planning public relations programs covers material found in four chapters in Center, Cutlip and Broom's Effective Public Relations. Several copies of this text are on reserve at the library for your use in this course.

Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library.

GENERAL REQUIREMENTS

1. Regular class attendance is required and unexcused absences will lower your grade.
2. Papers and projects are due at the end of the class session indicated on the schedule. Each day of tardiness will lower your grade by one letter.
3. Accuracy is essential in public relations. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively effect grades on an assignment.
4. All papers will be typed, double-spaced and stapled in the upper left corner.

GRADING SYSTEM

The following evaluation methods will be used (500 points maximum).

Tests (two hourlies and one final)- 100 points each
Public Relations "Clippings"- 30 points
News Release - 20 points
Four-Step Process Paper- 100 points
Attendance and Class Discussion - 50 points

These points will convert to final grades as follows:

A	460-500 points	C	360-389
A-	450-459	C-	350-359
B+	440-449	D+	340-349
B	410-439	D	310-339
B-	400-409	D-	300-309
C+	390-399	F	299 and below

CURRENT PUBLIC RELATIONS ACTIVITIES

At the beginning of Monday sessions, the class will discuss significant public relations programs observed or occurring during the past week. As part of this weekly process, you will be expected to research and submit examples of public relations programs being implemented today to deal with issues, problems and opportunities. This may include newspaper or magazine clippings, brief written summaries of broadcast stories, brief synopsis of public relations programs you have observed or in which you have participated, etc. Clippings will be mounted on standard 8 1/2x11 paper and include the publication name and date of issue. These examples will be collected after the class discussion. A total of 30 points is possible for these (two points for each valid example) with a maximum of two articles submitted each week per student.

NEWS RELEASE

As part of our work on public relations writing each student will prepare a news release on a significant community relations issue involving Raina, Inc. (Case Study on pp. 189-190 of the text). More than one draft of this release may be necessary to learn and properly apply the basic writing concepts and techniques.

Additional "extra credit" writing projects may be assigned, as appropriate.

FOUR-STEP PROCESS PAPER

1. During the latter portion of this course you will prepare a project/paper in which you will apply the knowledge gained in class and use the Four-Step Public Relations Process to develop a practical public relations program for a real organization. The problem, issue or opportunity dealt with in this paper will be selected by the student (subject to approval by the instructor) and should involve an organization with which you are familiar such as one you are a member of, have worked for, have had an internships; plan to work for after graduation, etc.

2. Class time, as designated on the schedule, will be used for a workshop on the Four-Step projects and the instructor will be available to answer questions and offer guidance. Attendance at this workshop is mandatory.

3. The completed paper is limited to a maximum of seven pages plus samples. The format used will include the following headings:

- I. Definition of the Issue
 - A) Problem/Opportunity Statement
 - B) Situation Analysis
- II. Plan for Proposed Program
 - C) Goal(s)
 - D) Target Publics
 - E) Objectives
- III. Implementation and Communication
 - F) Action Strategies
 - G) Communications Strategies
 - H) Program Tools and Tactics
 - I) Timetable
 - J) Budget
- IV. Evaluation of the Program
 - J) Mid-course Adjustments
 - K) Post-program Research

4. Grading is based upon the thoroughness of your application of the Four-Step Process and the quality of the program developed. Additional points will be awarded for sample news releases, meeting agendas, radio or TV PSA copy and visuals, letters to opinion leaders and other tools and techniques, as called for in your plan and included with your paper.

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

- Jan 13 Orientation and Discussion of Course Objectives
Assignment: Read Chapter 1
- Jan 15 What is Public Relations?
Assignment: Read Chapter 2
- Jan 17 The Evolution of Public Relations
Assignment: Read Chapter 3
- Jan 20 Martin Luther King Day (No Class)
- Jan 22 Influencing Public Opinion
- Jan 24 Influencing Public Opinion
Assignment: Read Chapter 4
- Jan 27 Research Methods
Assignment: Read Chapter 5
- Jan 29 Communications Theory
- Jan 31 Communications Theory
Assignment: Read Chapter 6
- Feb 3 Ethics and Social Responsibility
Assignment: Read Chapter 7
- Feb 5 Public Relations Management
Assignment: Study for test over Chapters 1-7 and allied materials.
- Feb 7 Test over all information covered since Jan 13.
Assignment: Read Chapter 8

- Feb 10 Public Relations Writing
Feb 12 Public Relations Writing
Assignment: Write news release
Feb 14 Public Relations Writing
News release due
Assignment: Read Chapter 9
Feb 17 Public Relations Tools
Feb 19 Public Relations Tools
Feb 21 Public Relations Tools
Assignment: Read Chapter 10
Feb 24 Television and Video
Feb 26 Television and Video
Assignment: Read Chapter 11
Feb 28 Integrated Marketing Communications
Mar 3-7 Spring Break (No Classes)
Mar 10 Integrated Marketing Communications
Assignment: Read Chapter 12
Mar 12 Media Relations
Mar 14 Media Relations
Mar 17 Media Relations
Assignment: Read Chapter 13
Mar 19 Employee Communications
Mar 21 Employee Communications
Mar 24 Employee Communications
Assignment: Read Chapter 14
Mar 26 Community Relations
Mar 28 Easter Break (No class)
Mar 31 Community Relations
Assignment: Read Chapter 15
Apr 2 Consumer Affairs
Assignment: Study for test over Chapters 8-15 and allied materials.
Apr 4 Test over all information covered since February 7.

Note: A number of handouts will be provided in the next four classes covering each step of the Four-Step Public Relations Planning Process. For additional information, students should read the following four chapters in Effective Public Relations on reserve at the library: "Fact Finding and Feedback-The First Step", "Planning and Programming-The Second Step", "Action and Communication-The Third Step", and "Evaluation-The Fourth Step."

- Apr 7 The Four-Step Public Relations Process-Step 1
Apr 9 The Four-Step Public Relations Process-Step 2
Apr 11 The Four-Step Public Relations Process-Step 3
Assignment: Select topic for Four-Step Process project
Apr 14 The Four-Step Public Relations Process-Step 4
Due: Individual topics for Four-Step projects
Assignment: Write a public relations program utilizing the Four Step Process (See Item titled "Four-Step Process Paper" for details).
Apr 16 Four-Step Process Workshop
Assignment: Read Chapter 16
Apr 18 Government/Public Affairs
Assignment: Read Chapter 17
Apr 21 Financial/Investor Relations
Paper Due on Four- Step Process
Assignment: Read Chapter 18

Apr 23 Public Relations and the Law
Assignment: Read Chapter 19

Apr 25 Managing Issues and Crisis

Apr 28 Managing Issues and Crisis
Assignment: Read Chapter 20

Apr 30 The Future of Public Relations

May 2 Course Summary and Wrap Up
Assignment: Study for final exam

May 5 Final Exam, 8-9:40 a.m.
Covers all course content since April 4 which includes Chapters 16-20 in The Practice of Public Relations and The Four-Step Process lectures, handouts and chapters from Effective Public Relations.

1/6/97

PUBLIC RELATIONS METHODS - PRINT PRODUCTION
PREL 341
Fall Semester 1996
9-9:50 a.m. MWF, BUS Rm 202

INSTRUCTOR

**Ronald H. Greenfield, Assistant Professor - Marketing and
Coordinator - Public Relations Major
Office: College of Business, Room 320, Telephone 592-2448
Office Hours: MWF 1-2 p.m. (Additional office hours available by appointment.)**

COURSE OVERVIEW

Survey of the planning and production of public relations tools used by organizations to build and enhance relationships with their publics. Analysis of resources, rationale and tactics leading to the hands-on development of written, verbal and visual communications tools and technical skills of public relations practitioners.

OBJECTIVES

- 1. To develop understanding of the tools used in public relations practice.**
- 2. To learn and perfect basic professional skills in producing written, verbal and visual communications.**
- 3. To familiarize student with the application of these tools to a variety of public relations programs.**

TEXTBOOKS

Bivins, Thomas, Handbook for Public Relations Writing, Third Edition, Lincolnwood, Ill., NTC Business Books, 1995.

Kessler, Lauren and McDonald Duncan, When Words Collide. A Media Writer's Guide to Grammar and Style, Belmont, Calif., Wadsworth Publishing Co., 1992.

Pagemaker for Dummies (6.0), San Mateo, Calif., IDG Books Worldwide.

Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library.

GENERAL REQUIREMENTS

- 1. Regular class attendance is required and unexcused absences will lower your grade. You are an equal partner in this learning process and that requires self-discipline and self motivation on your part.**
- 2. All work submitted must be the original work of the student. Plagiarism will be grounds for automatic failure.**
- 3. Papers and projects are due at the end of the class session indicated on the schedule. Each day of tardiness will lower your grade by one letter.**
- 4. Accuracy is essential in public relations. All work submitted is expected to be error free. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively effect grades on an assignment.**

5. All written papers will be typed, double-spaced and stapled in the upper left corner. Each work product submitted must be accompanied by a completed "Tool Preparation Outline" as a cover sheet (copy attached).

GRADING SYSTEM

The following evaluation methods will be used in this course (1300 points maximum)

Tests - (300 total)

Mid-term 100 points
Final 200 points

Projects - (850 total)

News release - 75 points	Newsletter - 150
News feature - 75	Institutional Ad - 50
Editorial - 50	Exhibit - 50
Fact sheet - 75	Speech presentation - 100
Biog - 50	Broadcast production - 100
Flyer - 75	

Class discussion, participation, attendance - 150 points

Extra Credit

Attendance at PRSSA events - 5 points
Other (as they develop) - variable

The following grading scale will be used:

A	92-100 percent	C	72-77
A-	90-91	C-	70-71
B	82-87	D+	68-69
B-	80-81	D	62-67
C+	78-79	D-	60-61
		F	59 percent or below

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

Aug. 26 Orientation and Discussion of Course Objectives
Assignment: Read and study Chapter 13

Aug. 28 Grammar and Style
Assignment: Read and study Chapter 14

Aug. 30 Grammar and Style
Evaluation test
Assignment: Read and study Chapter 1

Sept. 2 Labor Day, No Class

Sept. 4 News Releases/Features

Public Relations

APRC 1997-1998

Section 5 of 8

Assignment: Read and study Chapters 2 and 3

Sept. 6 News Releases/Features

Assignment: Read and study Chapter 6

Sept. 9 News Releases/Features

Sept. 11 News Releases/Features

Sept. 13 News Releases/Features

Sept. 16 Editorial Writing

Sept. 18 Editorial Writing

Sept. 20 Editorial Writing

Sept. 23 Backgrounders

Sept. 25 Backgrounders

Sept. 27 Backgrounders

Sept. 30 Backgrounders

**Oct. 1 Distinguished Business Lecture, 11 a.m., Williams Auditorium
Speaker - Gordon MacKenzie**

Oct. 2 Backgrounders

Assignment: Read and study Chapter 4

Oct. 4 Flyers and Brochures

Assignment: Read and study Chapter 11

Oct. 7 Flyers and Brochures

Oct. 9 Flyers and Brochures

Oct. 11 Flyers and Brochures

**Assignment: Study for test over all chapters, lectures and supplementary
materials covered since August 26**

Oct. 14 Test over all material since August 26

Assignment: Read and study Chapter 5

Oct. 14 Newsletters

Oct. 16 Newsletters

Oct. 18 Newsletters

Oct. 21 Newsletters

Oct. 23 Newsletters

- Oct. 25 Newsletters**
- Oct. 28 Newsletters**
Assignment: Read and study Chapter 7
- Oct. 30 Annual Reports**
Assignment Read and study Chapter 9
- Nov. 1 Advertising and Graphics**
- Nov. 4 Advertising and Graphics**
- Nov. 6 Advertising and Graphics**
- Nov. 8 Advertising and Graphics**
Assignment: Read and Study Chapter 10
- Nov. 11 Speeches/Presentations**
- Nov. 13 Speeches/Presentations**
- Nov. 15 Speeches/Presentations**
- Nov. 18 Speeches/Presentations**
- Nov. 20 Speeches/Presentations**
- Nov. 22 Video/Film Production**
Assignment: Read and study Chapter 8
- Nov. 25 Broadcast Production**
- Nov. 27 Broadcast Production**
- Nov. 29 Thanksgiving Holiday, No Class**
- Dec. 2 Broadcast Production**
- Dec. 4 Broadcast Production**
- Dec. 6 Broadcast Production**
- Dec. 9 Final Exam, 8-9:40 a.m.**
Covers all chapters, lectures, and supplementary materials covered since October 14 plus public relations writing.

8/27/96

Public Relations Methods
PREL 342
Winter Semester 1997
9:30-10-45 a.m., TR

INSTRUCTOR

Ronald H. Greenfield, Assistant Professor-Marketing and Coordinator- Public Relations Major
Office: College of Business, Room 320, Telephone 592-2448 (Home 796-5036)
Hours MWF 10-11 a.m., TR 1:30-2 p.m. (Additional hours by appointment.)

COURSE OBJECTIVES

1. To acquaint students with professional public relations methods.
2. To learn to integrate a variety of public relations tools into tactical programs.
3. To provide hands-on, practical experience in tactical public relations.
4. To produce quality work samples for student portfolios.

PREREQUISITES

PREL 340, "B" or better in both ENGL 150 and 250

TEXTBOOK

Cantor, Bill (Editor-Chester Burger), Experts in Action- Inside Public Relations, Second Edition, New York, Longman, 1989.

Students should also utilize standard references including: Handbook for Public Relations Writing, The Practice of Public Relations, When Words Collide, Associated Press Stylebook, thesarus, dictionary, etc.

Additional articles and materials will be handed out in class, as appropriate. Resource and reference materials are also available in Timme Library.

GENERAL REQUIREMENTS

1. You are expected, as a minimum, to attend each scheduled class. Attendance will be taken at the start of each period and anyone arriving late will be counted as absent. Each absence, after two, will lower your final grade in this course by one letter.
2. All assignments are due at the beginning of class on the dates shown on the syllabus or as otherwise designated at the time of the assignment. Any changes in these due dates will be announced in class. The grade on any assignment turned in late will be lowered one letter grade and then one additional letter grade per 24 hours. Any assignment turned in one week or more late will automatically be awarded 0 points.
3. If a student misses any class period, it is his/her personal responsibility to obtain any assignments, lecture notes, handouts, etc. from a classmate and meet any projects deadlines assigned.
4. Each student will select a real company or organization for which he/she will prepare a portfolio of tactical public relations programs during this semester. It is recommended that the organization be one with which you are familiar to minimize the time required for background research. Large conglomerates or chains are not recommended because of the complexity they exhibit and create. Your organization may be a local business or campus

department where you work or have worked; your parents', relatives' or friend's business; a non-profit community organization where you volunteer; a club to which you belong, etc.

5. Accuracy is essential in public relations. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively effect grades on an assignment.

6. All papers will be typed, double-spaced and stapled in the upper left corner.

7. It is the student's responsibility to prepare a final, corrected version of each project for inclusion in his/her portfolio. These versions should be prepared routinely as the semester progresses and all must be submitted for review by April 29.

GRADING SYSTEM

The following evaluations methods and projects will be used in this course with the total of 700 points possible.

Issues Mgt- 50 points	Public Affairs- 50 points
Logo/ID System- 50 points	Crisis Plan- 50 points
News Conference- 100 points	Quizzes, discussion- 50 points
Special Event- 100 points	Exams- 2 @ 100 points each
Fundraising- 50 points	

These points will convert into final grades as follows:

A 92% and above	C 72-77%
A- 90-91 %	C- 70-71%
B+ 88-89%	D+ 68-69%
B 82-87%	D 62-67%
B- 80-81%	D- 60-61%
C+ 78-79%	F 59% and below

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revisions, as appropriate, during the semester and all such changes will be announced in class.

- Jan 14 Orientation and discussion of course content
Assignment: Review Four-Step Process, select client
- Jan 16 Four-Step Public Relations Planning Process
Due: Client selection
Assignment: Read issues mgt handout
- Jan 21 Issues Management
- Jan 23 Issues Management
Assignment: Prepare issues mgt project, read chapter 9
- Jan 28 Logo/identification Systems
- Jan 30 Logo/identification Systems
Due: Issues mgt project
Assignment: Prepare logo/ID project, read chapters 24,15
- Feb 4 Media Relations
- Feb 6 Media Relations
Due: Logo/ID project
Assignment: Prepare press conference project
- Feb 11 Media Relations
- Feb 13 Media Relations
Due: Press conference project
Assignment: Read chapters 19,23

Feb 18 Special Events
Feb 20 Special Events
 Assignment: Study all chapters and materials assigned and discussed since Jan. 13
Feb 25 Exam- Covers all material since the class began
 Assignment: Read chapter 8
Feb 27 Employee Communications
Mar 4-6 No Class, Spring Break
 Assignment: Enjoy!
Mar 11 Employee Communications
 Assignment: Prepare special event project, read chapters 12,13
Mar 13 Community Relations/Contributions
Mar 18 Community Relations/Contributions
 Due: Special event project
Mar 20 Community Relations/Contributions
 Assignment: Read chapters 14, 25
Mar 25 Public Affairs/Lobbying
Mar 27 Easter Break (No Class)
Apr 1 Public Affairs/Lobbying
 Assignment: Prepare public affairs project, read chapters 6, 7
Apr 3 Investor Relations
Apr 8 Investor Relations
 Due: Public affairs project
 Assignment: Read chapter 16
Apr 10 Crisis Communications
Apr 15 Crisis Communications
 Assignment: Prepare crisis plan project, read chapter 11
Apr 17 Non-profit/Membership/Fundraising
Apr 22 Non-profit/Membership/Fundraising
 Due: Crisis plan
 Assignment: Prepare fundraising project, read chapters 5, 10, 17
Apr 24 Integrated Marketing Communications
Apr 29 Integrated Marketing Communications
 Due: Fundraising project
 Assignment: Complete final, portfolio versions of all projects
May 1 Course Summary and Wrap Up
 Due: Portfolio versions of all projects
 Assignment: Study for exam covering all chapters, materials, etc., covered since Feb. 22
May 5, 10-11:40 a.m. Final Exam- Covers all material since last exam

2/4/97

PUBLIC RELATIONS CASES
PREL 440
Fall Semester 1996
3:00-4:15 p.m. TR, BUS Rm 202

INSTRUCTOR

Ronald H. Greenfield, Assistant Professor - Marketing and
Coordinator - Public Relations Major
Office: College of Business, Room 320, Telephone 592-2448
Office Hours: M,W,F- 1-2 p.m. (Additional office hours available by appointment.)

COURSE OVERVIEW

Utilizing actual case studies to analyze public relations problems, policies and practices of various institutions and organizations in modern society. Specific additional emphasis is placed on ethics and international public relations.

OBJECTIVES

1. To better understand the professional processes utilized to effectively manage public relations issues and opportunities.
2. To apply modern public relations theory, strategies, tools and tactics to the solution of actual issues, opportunities and problems.
3. To develop the practical, applied knowledge essential to launch a successful public relations career.

TEXTBOOK

Center, Allen H.; Jackson, Patrick, Public Relations Practices: Managerial Case Studies and Problems, Fifth Edition, Engelwood Cliffs, N.J., Prentice Hall, 1995.

Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library.

GENERAL REQUIREMENTS

1. Regular class attendance is required. Tardiness or absences will significantly lower your grade. Student preparation and participation in class discussions are critical to success in this course.
2. Each Monday the class will discuss significant public relations problems, opportunities, programs, etc., which have occurred or been observed in the past week. At the beginning of class, each student will turn in clippings or brief (50 words or less) summaries on these issues which the instructor will then use as the basis for these discussions. The student's name and the calendar date must be written at the top left of each article submitted. These submissions will be maintained by the instructor and will play a significant role in determining the points awarded for Class Discussion.
3. All course work submitted must be the original and sole work of the student.
4. All papers will be typed, double-spaced and stapled in the upper left corner.

5. Accuracy is essential in public relations. Proofreading is the student's responsibility and spelling, grammar and similar errors will significantly lower grades. Disregard for accuracy and professionalism may result in automatic rejection of the entire project.

CASE STUDY ANALYSIS

1. Specific cases will be assigned for analysis for each chapter. A student will be ask, on a random basis, to give a brief (5-minute) oral summary of an assigned case and then lead class discussion of the case. Thus, it is imperative that each student complete the assigned reading and preparation prior to each class meetings.

2. For each case assigned, the student will prepare a written analysis covering the following:

I. Case number and title

II. Problem, issue, opportunity statement
One sentence only.

III. Discussion
In 50 words or less describe the key public relations maxim/concept/ technique/tactic you learned from the case and explain how you can apply that in your own career after graduation.

IV. Questions
List at least two questions raised by the case which you would like to have the class discuss. These are in addition to the specific questions raised in the text at the end of each case.

3. These brief case study papers are due at 3 p.m. (the beginning of class) the day of the class session designated for discussion of the case. Late submission is not acceptable and late papers will automatically receive a "0".

CHAPTER PROBLEM ANALYSIS

1. Eight written papers analyzing Chapter Problems will be assigned and prepared during this course. Only the seven highest grades on these papers will be used to compute a student's final grade.

2. These papers are due at the start of the class session as shown in the Course Schedule. Late submission is not acceptable and late papers will automatically receive a "0".

3. The outline format to be used to prepare these analysis is shown below.

Elements of Case Problem Analysis

A. Respond briefly to the questions asked at the end of the Problem narrative in the text. List the question and then your answer.

B. Identify, analyze and/or make recommendations on each element in the Problem as outlined below. Particularly note the unique or especially effective strategies, techniques or tactics illustrated. If the text problem narrative does not provide the basic information necessary to respond to a question/statement, please indicate.

I. Research

- A. State the problem/opportunity/issue.**
- B. Briefly summarize the situation and its potential ramifications.**
- C. What research technique(s) should be used and who should conducted it?**
- D. What especially significant fact(s)/information should the research determine?**

II. Planning

- A. What should be the campaign goal(s)?**
- B. List the target publics in order of importance.**
- C. What should be the objectives of the campaign?**

III. Implementation

- A. Identify the strategies you would select to achieve the objectives.**
- B. What should be the key campaign message(s)?**
- C. What tactics and media should be utilized to convey the messages?**
- D. What general timetable should be used for the activities planned?**
- E. Approximately how much money would need to be budgeted for this campaign?**

IV. Evaluation

- A. How should the program be evaluated while it was underway?**
- B. How should the overall program be evaluated to determine if it achieved the campaign goals?**
- C. How would the results be reported to management and/or applied to future programs?**

GRADING SYSTEM

The following evaluation methods will be used (1200 points maximum).

- Case Study Analysis - 210 points
(24 @ 10 points each, the lowest three will be dropped)
- Chapter Problem Analysis - 700 points
(7 @ 100 points each. Note: analysis will be completed on eight problems, the lowest one of these grades will be dropped)
- Class Discussion - 190 points
- Final Exam - 100 points (covers chapters, cases and problems)
- Extra Credit - Case Study Analysis may also be prepared on any unassigned cases @ 10 points each, maximum credit.

These points will convert to final letter grades as follows:

A	1104-1200 points	C	864-935
A-	1080-1103	C-	840-863
B+	1056-1079	D+	816-839
B	984-1055	D	744-815
B-	960- 983	D-	720-743
C+	936- 959	F	719 or fewer

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revision, as appropriate, during the semester and all such changes will be announced in class.

- Aug 26 Orientation and Discussion of Course Objectives**
Assignment: Read Chapter 1
- Aug 28 Discuss Basic Public Relations Concepts and Chapter 1 Problem**
Assignment: Read Chapter 2
- Sept 2 Labor Day (No Class)**
- Sept 4 Discuss Public Relations Planning and Programming**
Assignment: Read and analyze Chapter 2 Problem
- Sept 9 Discuss Chapter 2 Problem**
Assignment: Read Chapter 3 and study assigned cases.
- Sept 11 Discuss Employee Relations Cases**
Due: Chapter 3 Case Analysis
- Sept 16 Discuss Employee Relations Cases**
Assignment: Do Chapter 3 Problem
- Sept 18 Discuss Chapter 3 Problem**
Due: Chapter 3 Problem
Assignment: Read Chapter 4 and study assigned cases.
- Sept 23 Discuss Community Relations Cases**
Due: Chapter 4 Case Analysis
- Sept 25 Discuss Community Relations Cases**
Assignment: Do Chapter 4 Problem
- Sept 30 Discuss Chapter 4 Problem**
Due: Chapter 4 Problem
Assignment: Read Chapter 5 and study assigned cases.
- Oct 1 Attend Distinguished Business Lecture, Williams Auditorium, 11 a.m.**
Speaker - Gordon MacKenzie
- Oct 2 Discuss Investor Relations Cases**
Due: Chapter 5 Case Analysis
- Oct 7 Discuss Investor Relations Cases**
Assignment: Do Chapter 5 Problem
- Oct 9 Discuss Chapter 5 Problem**
Due: Chapter 5 Problem
Assignment: Read Chapter 6 and study assigned cases.
- Oct 14 Discuss Consumer Relations Cases**
Due: Chapter 6 Case Analysis

- Oct 16 Discuss Consumer Relations Cases**
Assignment: Do Chapter 6 Problem
- Oct 21 Discuss Chapter 6 Problem**
Due: Chapter 6 Problem
Assignment: Read Chapter 7 and study assigned cases.
- Oct 23 Discuss Media Relations Cases**
Due: Chapter 7 Case Analysis
- Oct 28 Discuss Media Relations Cases**
Assignment: Do Chapter 7 Problem
- Oct 30 Discuss Chapter 7 Problem**
Due: Chapter 7 Problem
Assignment: Read Chapter 8 and study assigned cases.
- Nov 4 Discuss Public Issues Cases**
Due: Chapter 8 Case Analysis
- Nov 6 Discuss Public Issues Cases**
Assignment: Do Chapter 8 Problem
- Nov 11 Discuss Chapter 8 Problem**
Due: Chapter 8 Problem
Assignment: Read Chapter 9 and study assigned cases.
- Nov 14 Discuss Crisis Management Cases**
Due: Chapter 9 Case Analysis
- Nov 18 Discuss Crisis Management Cases**
Assignment: Do Chapter 9 Problem
- Nov 20 Discuss Chapter 9 Problem**
Due: Chapter 9 Problem
Assignment: Read Chapter 10 and study assigned cases
- Nov 25 Discuss Ethics, Standards and Values Cases**
Due: Chapter 10 Case Analysis
- Nov 27 Discuss Ethics, Standards and Values Cases**
Assignment: Do Chapter 10 Problem
- Dec 2 Discuss Chapter 10 Problem**
Due: Chapter 10 Problem
Assignment: Read Chapter 11
- Dec 4 Discuss Chapter 11 and Course Wrap-up**
Study for Final Exam
- Dec 10 Final Exam, 2-3:40 p.m. (Covers all text chapters, cases and problems)**

8/20/96

PUBLIC RELATIONS CAMPAIGNS
PREL 455
Winter Semester 1997
Noon-1:15 p.m., TR

INSTRUCTOR

Ronald H. Greenfield, Assistant Professor-Marketing and
Coordinator, Public Relations Major
Office: College Of Business, Room 320, Phone 592-2448 (Home 796-5036)
Office Hours: MWF 10-11 a.m., TR 1:30-2 p.m. (Additional hours by appointment.)

COURSE OVERVIEW

The capstone course for students who plan to pursue a career in public relations. In account teams, much as are utilized in public relations agencies, the students research, plan, prepare, execute and evaluate a public relations campaign for an existing company, organization or institution. Prerequisites PREL 341, 342 and 440.

OBJECTIVES

1. To plan and execute a comprehensive public relations campaign for a company, organization or institution.
2. To apply the principles, skills, tools and tactics developed in prior public relations course work to manage a significant issue, capitalize on a key opportunity or solve a major problem.
3. To provide a "hands-on" professional experience which facilitates students' transition into their public relations career.

TEXTBOOK

Kendall, Robert, Public Relations Campaign Strategies, Second Edition, New York, HarperCollins College Publishers, 1996.

Additional materials utilized will include handouts, library reference books, texts from your prior public relations courses, etc., as appropriate.

INSTRUCTION FORMAT

Group projects and peer/collaborative learning supplemented by individual reading, class discussion, client contact, skill applications and student presentations. The instructor will function primarily as your supervisor and resource person.

GENERAL REQUIREMENTS

1. This capstone course will be the culmination of your public relations education at Ferris State. As such, PREL 455 is expected to be your "# 1" priority regardless of the requirements of your other courses, employment, campus activities, etc. Individual discipline and responsibility, much as is expected in the work place, will be required because the project work will be done with minimal direct supervision.
2. Most public relations programs are created and implemented by teams, not individuals. This same approach is applied to your PREL 455 projects. Effective

teamwork is an essential skill in today's work place. Each member of a team brings unique potential and skills to the group. Some are more industrious than others. Some are more talented than others. And, not all team members may be as committed as you are. However, your team's performance and grade will be determined by the sum total of your group's professionalism and the quality of work your group produces on time and on budget.

3. To complete this course within the time provided, individual team members will need to be assigned responsibility for various components of your public relations campaign. Each team member is accountable for the group's project. If one of your members fails to produce and fulfill commitments, you, as a member of his/her team, will also be held accountable (This includes bad proofreading, spelling, grammar, etc.). So plan ahead. Manage effectively. Work together.

4. All presentations to your client must be of the finest quality...correct, thorough, neat and professional; just as will be expected by your boss in your job after graduation. Thus, all presentations must be in writing, typed and submitted to and approved by the agency owner (the course instructor) at least two days in advance of formal presentation to your client. Note: Oral presentations must also be in written form.

THE CAMPAIGN

1. The PREL 455 course will be organized and managed much as a public relations consulting agency serving several clients. The instructor will act as agency owner with groups of students each functioning as an account team serving a real client. Each account team will have a staff meeting with the agency owner each Tuesday during normal class hours to discuss their campaign's status.

2. Each account team will select its own account executive (AE) who will be responsible for coordinating the group's process/campaign and making staff assignments and serving as principal contact for the client and agency owner. Other team members will be designated as project managers responsible for specific components or aspects of the campaign development and execution. This organizational structure and accountability will be clearly defined in the campaign plan.

Each individual's strength and experience should be considered in making these assignments. For the team to be successful, the group must have the full cooperation and complete effort of each member and each member must willingly assist with the preparation of all components.

3. Each member of the account team will prepare a weekly timesheet, have it approved by his/her AE and turn it in to the agency owner at the beginning of class each Tuesday. There is no acceptable excuse for missing this deadline, so plan accordingly.

4. An account team may fire any member for just cause, such as failure to complete assigned tasks on time, failure to attend account team meetings, disclosure of confidential client information, violation of the PRSA Code for Professional Standards, etc. Remaining team members will then reallocate the campaign responsibilities among themselves. A member fired for betraying a client confidence or for violating the PRSA Code will automatically receive an "F" in this course. A member fired for other just cause will be required to select another client and develop and implement a similar, comprehensive public relations campaign on his/her own within the same class schedule.

5. The account team will select and secure its own client, subject to the approval of the agency owner. This client will be an existing company, organization or institution. Be sure your client understands the nature of this course, the type of work product involved, the structure of this process and deadline schedule and the essential nature of their cooperation and availability to fulfilling course deadlines. Most clients are extremely busy and are notoriously hard to reach. So plan accordingly, establish regular schedules and give early warning of essential meetings and deadlines.

6. The campaign developed by each account team will basically cover all phases of the Four-Step Process and the general planning checklist outlined by Kendall on page 13 of the text.

7. This course is Public Relations Campaigns so the program a team develops must focus on public relations not advertising or other approaches, techniques or tools. This requires that you frankly assess your client's needs and convince him/her that public relations is the basic approach which will most effectively fulfill those requirements.

8. All materials and programs developed for a client as part of this course must be substantially the original work of the account team. Proper credit must always be given for the work of others.

GRADING SYSTEM

A student's final grade will be allocated to each component of the course as outlined below. The total points possible are 2,200.

Resume (Individual)	50
Initial Client Presentation	100
Research- Survey	200
Research- Situation Analysis	100
Planning-Goals/Publics/Objectives	100
Planning- Strategies/Message/ Tactics	150
Planning-Timetable/Budget	100
Communication-Production/Execution	500
Evaluation and Adjustment	100
Final Presentation to Client	200
Evaluation by Client (Client)	200
Peer Evaluation (Individual)	300
Quizzes, discussion, spec. projects, etc.	100

These points will convert to final grades according to the schedule below:

A 92% and above	C 72-77%
A- 90-91%	C- 70-71%
B+ 88-89%	D+ 68-69%
B 82-87%	D 62-67%
B- 80-81%	D- 60-61%
C+ 78-79%	F 59% and below

These components/assignments are due as indicated in the following class schedule. An assignment will be docked one grade for each day late and no assignment will be accepted after the third day, unless specifically approved in advance, by the agency owner.

Proofreading and accuracy are essential habits/requirements in the public relations profession. Each account team member is responsible for the quality of any product submitted by his/her team and will share in any grade earned. Sloppy work will not be tolerated, will be rejected and will be subject to penalty while being corrected.

CLASS SCHEDULE AND COURSE OUTLINE

- Jan. 14** Course introduction, discuss resumes
Assignment- Develop personal resume, read teamwork handout
- Jan. 16** Discuss teambuilding and client selection, select account teams
Due: Resume draft
Assignment- Prepare account team assignments, select client,
Read chapter 1
- Jan. 21** Discuss account teams and clients, weekly time sheets, chapter 1
Due- Personal resume, account team assignments, client selection
- Jan. 23** Discuss client presentations
Assignment- Draft written/oral client presentation
- Jan. 28** Review client presentation drafts
Due: Begin routinely filing weekly timesheets, draft client presentation
Assignment- Finalize client presentation and schedule client meeting
- Jan. 30** Practice client presentation
Assignment- Make client presentation, Read chapters 2 and 3
- Feb. 4** Discuss research
Assignment- Read chapter 4 and 5
- Feb. 6** Discuss survey research
Assignment-Prepare research plan and instrument
- Feb. 11** Review research plans
Due- Research plan and instrument
Assignment- Finalize plan and conduct research
- Feb. 13** Conduct research
- Feb. 15** Conduct research
Assignment- Draft research report
- Feb. 18** Conduct research
Due- Draft research report
Assignment- Finalize research report, read chapters 6-8
- Feb. 20** Discuss research findings and implications, situation analysis
Due- Research report
Assignment- Prepare situation analysis
- Feb. 25** Discuss situation analysis implications, goals/publics/objectives
Due- Situation analysis
Assignment- Prepare goals/publics/objectives section
- Feb. 27** Discuss goals/publics/objectives
Due- Goals/publics/objectives
Assignment- Read chapter 9-11
- Mar. 4,6** Spring Break (No Class)
Assignment: Enjoy!
- Mar. 11** Discuss planning/implementation
Assignment- Prepare strategies/messages/tactics section
- Mar. 13** Discuss planning/implementation
Due- Strategies/messages/tactics
Assignment- Prepare timetable/budget section
- Mar. 18** Discuss planning
Due-Timetable/budget
Assignment- Read chapters 12-13

- Mar. 20 Discuss evaluation**
Assignment- Prepare evaluation/adjustment section
- Mar. 25 Work on evaluation plan**
Due- Draft evaluation plan section
Assignment- Finalize evaluation plan
- Mar. 27 Easter Break (No Class)**
- Apr. 1 Discuss communications production/execution**
Due- Final evaluation plan section
Assignment: Work on producing and executing plan tools and components, schedule final presentation meeting with client
- Apr. 3 Work on production/execution**
- Apr. 8 Work on production/execution**
- Apr. 10 Work on production/execution**
Assignment- Read Chapter 14-15
- Apr. 15 Discuss final client presentations**
Assignment- Continue work on production/execution, draft final client presentation
- Apr. 17 Review draft of final client presentation**
Due- Final production/execution section
Assignment: Finalize client presentation
- Apr. 22 Rehearse final client presentation**
Due- Final client presentation
Assignment- Revise client presentation, as appropriate
- Apr. 24 Rehearse final client presentation**
Assignment- Revise and finalize client presentation, as appropriate
- Apr. 29 Client presentation**
- May 1 Client presentation**
Due- Client evaluations
Assignment- Complete peer evaluation
- May 6, Noon-1:40 p.m. Final exam class meeting- course wrap-up**
Due- Peer evaluations

1/31/97

APPENDIX H
PUBLIC RELATIONS CURRICULA
OTHER MICHIGAN UNIVERSITIES

Central Michigan University

Journalism (JRN)

For information, please contact John K. Hartman, Chairperson, 774-3196, 34 Anspach Hall

Why Study Journalism?

Journalism is the gateway to the exciting and expanding career opportunities awaiting you in mass communications. Rewarding positions in advertising, public relations, newspapers, magazines, and photojournalism begin with journalism studies. Journalism also provides valuable support to educational programs that require precision writing and visual communication skills.

Journalism at CMU

Skill and theory courses combine with opportunities for "hands-on" experience, offering students the tools needed in their professions. Contact with communication professionals is maintained through student chapters affiliated with professional organizations. Workshops and seminars also provide such contact. News, advertising, and public relations firms provide valuable internship opportunities to students.

Major

B.A., B.S. degrees

A journalism major requires at least 33 hours of journalism course work. The last 18 hours of journalism course work leading to a journalism major should be taken within the journalism department of CMU. A grade of C or better is required in each course counted toward the major and an overall grade point average of 2.5 for all journalism courses counted toward the major. *A maximum of 33 journalism credits can be applied to graduation. No more than four credits of journalism internship can be applied toward the major.*

In order to graduate as a major in the Department of Journalism, a student must complete at least 90 semester hours of course work in departments other than journalism and broadcast and cinematic arts. Of those 90 semester hours, 65 must be in the liberal arts and sciences, which are listed under the University Program and area requirements for the B.A. and B.S. degrees. Each journalism major should consult with a journalism faculty adviser prior to registering for courses each semester to ensure orderly progress toward meeting these requirements.

Requirements:

Core Courses (18 hours):

- JRN 101 (3) Mass Communications in Contemporary Society
- JRN 202 (3) Writing for the Mass Media
- JRN 301 (3) History of the American Mass Media
- JRN 302 (3) Introduction to Graphics and Visual Communication
- JRN 404 (3) Law of Mass Communication
- JRN 500 (3) Current Issues in Mass Communication

A planned program (15-16 hours) in a specified concentration of journalism, approved by the major adviser.

Total: 33-34 semester hours

CONCENTRATIONS

Advertising (15-16 hours):

Required (9 hours):

- JRN 360 (3) Advertising Principles
- JRN 365 (3) Advertising Media
- JRN 465 (3) Advertising Copy and Design

Additional Journalism courses (6-7), as approved by the adviser.

General Journalism (15-16 hours):

Required (6 hours):

- JRN 312 (3) Reporting
- JRN 315 (3) Editing

Additional Journalism Courses (9-10 hours):

Any three of the following, as approved by the adviser

- JRN 220 (3) Basic News Photography
- JRN 330 (3) Magazine Journalism
- JRN 350 (3) Public Relations Principles and Practices
- JRN 360 (3) Advertising Principles
- JRN 372 (3) International and Cross-cultural Mass Communication
- JRN 519 (1-4) News Editorial Internship
- JRN 580 (3) Newspaper Management

News Editorial (15-16 hours):

Required (9 hours)

- JRN 220 (3) Basic News Photography
- JRN 312 (3) Reporting
- JRN 315 (3) Editing

Additional Journalism Courses (6-7 hours)

Any two of the following, as approved by the adviser

- JRN 415 (3) The Editorial Pages
- JRN 418 (3) Practicum

JRN 430 (3) Magazine and Feature Writing
JRN 516 (3) Public Affairs Reporting
JRN 519 (1-4) News Editorial Internship

Photojournalism (15-16 hours):

Required (9 hours):

JRN 220 (3) Basic News Photography
JRN 320 (3) Photo Editing
JRN 422 (3) The Photographic Process

Additional Journalism Courses (6-7 hours)

Any two of the following, as approved by the adviser

JRN 420 (3) Photography Studio Techniques
JRN 421 (3) Color News Photography
JRN 520 (3) Independent Study in Photography
JRN 521 (3) Seminar in News Photography
JRN 529 (1-4) Internship in Photojournalism

Public Relations (15-16 hours)

Required (12 Hours)

JRN 350 (3) Public Relations Principles and Practices
JRN 450 (3) Public Relations Writing and Editing
JRN 551 (3) Case Studies in Public Relations
JRN 556 (3) Public Relations Seminar

Additional Journalism Courses (3-4 hours)

As approved by the adviser

Total: 33-34 semester hours

Minors

Journalism Minor

B.A., B.A.A., B.F.A., B.S., B.S. in B.A. degrees

A journalism minor requires at least 21 hours of journalism course work. A grade of C or better is required in each course counted toward the minor.

Requirements:

Core Courses (15 hours):

JRN 101 (3) Mass Communication in Contemporary Society
JRN 202 (3) Writing for the Mass Media
JRN 302 (3) Introduction to Graphics and Visual Communication
JRN 312 (3) Reporting
JRN 315 (3) Editing

Additional Journalism Courses (6 hours): An advanced journalism writing course (numbered 300 or above) as approved by the minor adviser OR JRN 220, Basic News Photography. A journalism course in theory or principles as approved by the minor adviser.

Total: 21 semester hours

Advertising Minor

This is an interdepartmental minor. Please check the index for the correct page listing.

General Guidelines

Courses are numbered by related areas within the field of journalism. The second and third digits indicate the area relationship. These are: General Courses—(00); News Editorial—(10); Photojournalism—(20); Magazines—(30); Teaching—(40); Public Relations—(50); Advertising—(60); Open—(70); Advanced Graduate Courses—(80); and Special Studies—(90).

The faculty: James Bow, Jerome T. Fitzhenry, John K. Hartman, Dennis W. Jeffers, Guy T. Meiss, John Palen, Elliott S. Parker, Michael J. Petrick, Alice A. Tait, James G. Wieghart

PUBLIC RELATIONS

JRN 350 Public Relations Principles and Practices 3(3-0) F, Sp

Concepts and theories of public relations as a management function as practiced by corporations, non-profits and other organizations. Role of the practitioner stressed.

JRN 450 Public Relations Writing 3(3-0) F, Sp

Creating and editing written materials for a variety of public relations purposes and a variety of media. Prerequisites: JRN 202, JRN 350 or permission of instructor.

JRN 551 Case Studies in Public Relations 3(3-0) F

Examination of historic and contemporary public relations problems and programs with emphasis on research, planning and problem-solving skills in public relations practices. Prerequisites: JRN 350 or permission of instructor.

JRN 556 Public Relations Seminar 3(3-0) Sp

Emphasis on interaction of public relations with society, with individual case studies. Prerequisites: JRN 350 or permission of the instructor.

JRN 559 - Public Relations Internship 1-4(Spec) F, Sp, Su

Experience in public relations under professional and faculty supervision. May be applied toward Journalism major and minor only with permission of faculty adviser. Prerequisites: Junior standing and permission of instructor.

ADVANCED GRADUATE COURSES

For 600 and 700 level course descriptions consult the current Graduate Bulletin.

JRN 607 Seminar in Journalism Law 3(3-0) D

JRN 670 Public Relations Management 3(3-0) D

JRN 671 Public Relations Problems 3(3-0) D

JRN 680 Graduate Seminar 3(3-0) D

JRN 686 Methods and Materials in Teaching Journalism 3(3-0) D

JRN 770 Theory and Research Methods 3(3-0) D

JRN 780 Introduction to Journalism Research 3(3-0) D

JRN 781 Readings in Journalism 2(2-0) D

JRN 785 Selected Problems in Journalism 1-6(Spec) D

JRN 787 Public Relations Internship 3-5(Spec) D

JRN 798 Thesis 1-6(Spec) F, Sp, Su

Eastern Michigan University

INTERDISCIPLINARY MAJOR IN PUBLIC RELATIONS

Admission to the program will require a 2.8 GPA, which must be maintained in the major as well as in the minor selected. Admission is granted by the Department of English Language and Literature. Courses from both the Departments of English and Communication and Theatre Arts are offered as requirements and restricted electives.

	Sem hours
Interdisciplinary major in public relations	41-42
1. Required fundamental courses	17-18
JRN 215 News Writing and Reporting	3
JRN 312 Principles of Public Relations	3
JRN 314 Writing for Public Relations	3
CTA 121 or CTA 124 Fundamentals of Speech	2-3
CTA 141 Introduction to Radio-TV-Film Production	3
CTA 224 Public Speaking or CTA 350 Persuasion	3
2. Required advanced courses	12
JRN 306 Feature Writing	3
JRN 408 Case Studies in Public Relations	3
CTA 334 Radio-Television News or CTA 344 Continuity Writing for Radio-Television-Film	3
CTA 354 Organizational Communication or CTA 357 Interviewing as Communication	3
3. Restricted electives	12
JRN 307 Copy Editing, JRN 311 Editing Procedures, JRN 423 Magazine Article Writing, JRN 455 Journalism and the Law, *JRN 387/487 Cooperative Education, *JRN 488/489/490 Internship, ENG 424 Technical Writing, CTA 224 Public Speaking or CTA 350 Per- suation (whichever is not chosen above), CTA 227 Interpersonal Communication or CTA 359 Small Group Communication, CTA 334 Radio-Television News or CTA 344 Continuity Writing for Radio-Television- Film (whichever is not chosen above), *CTA 387/388/ 389 Cooperative Education, *CTA 487/488/489 In- ternship	
<i>A maximum of six hours may be chosen from:</i>	
FA 165 Graphic Design for Non-Majors, IDT 121 Graphic Communication, IDT 204 Photographic Communica- tion, CSC 136 Computers for the Non-Specialist	

**Where applicable to public relations*

Recommended minors:

Marketing or Management (College of Business), with MKT 360 Principles of Marketing and MKT 369 Advertising highly recommended, along with other courses such as statistics, marketing research, buyer behavior, promotional strategy).

English writing, sociology, psychology, or a minor chosen by student in specific field of interest.

JOURNALISM AND PUBLIC RELATIONS COURSES

JRN 312 Principles of Public Relations. 3 hrs
Definition, historic aspects, evolution, and ethics of public relations; the practical use of public relations by corporations, not-for-profit organizations, businesses, institutions, and government; correlation of written, oral, and visual skills.
Prereq: JRN 215, CTA 1211124.

JRN 314 Writing for Public Relations. 3 hrs
Practical experience in writing press releases, broadcast announcements, speeches, and scripts to present a project or product; preparing brochures, newsletters, annual reports, memos, and proposals; implementing public relations campaigns.
Prereq: JRN 312.

JRN 377/378/379 Special Topics. 1/2/3 hrs
An exploration and study of topics not covered in other departmental offerings. Students may elect more than once provided different topics are studied.
Prereq: Department permission.

JRN 387 Cooperative Education. 3 hrs
Employment for pay in the print media, public relations, or publishing fields to provide practical experience for skills learned in the classroom. Work experiences generally are alternated with full-time attendance at the University.
Prereq: Junior or senior standing; admittance by application to the Cooperative Education office and recommendation approved by a journalism professor.

JRN 408 Case Studies in Public Relations. 3 hrs
Solving problems and managing controversy in the day-to-day pursuit of public relations; legal considerations; crisis communication; professionalism and public responsibility in public relations.
Prereq: JRN 312 and JRN 314.

JRN 487 Cooperative Education. 3 hrs
Employment for pay in the print media, public relations, or publishing fields to provide practical experience for skills learned in the classroom. Work experiences generally are alternated with full-time attendance in the classroom.
Prereq: Junior or senior standing; admittance by application to the Cooperative Education office and recommendation approved by a journalism professor.

JRN 488/489/490 Internship. 1/2/3 hrs
Optional, practical on-the-job work experience for recommended students electing an opportunity provided by the department or finding an appropriate outside opportunity subsequently approved by the intern supervisor; paid or non-paid. One hour credit for 10 hours work per week; two hours for 11-17 hours; three hours for 18 and above.
Prereq: Junior or senior standing and recommendation of journalism professor.

JRN 497/498/499 Independent Study. 1/2/3 hrs
Study of topics not offered in the regular curriculum, the particular topic to be defined (and credit hours set) by the instructor and student, subject to approval by the Curriculum Committee. Restricted to students taking majors or minors in the Department of English Language and Literature.
Prereq: Nine hours in the appropriate major or minor.

Grand Valley State University

Communications

The School of Communications

Director: Nesterenko. Professors: Morse, Salazar; Associate Professors: Ellis, Helger, Mayberry, Nesterenko, Proctor, Rathbun, Roos; Assistant Professors: Chapman, Perrine; Instructor: Miller, C.

Communications is a multidisciplinary liberal arts and professional field. At Grand Valley a student may choose a general major in communications or one of seven specialized majors.

Communication Arts includes majors in Film and Video Production, Photography, and Theatre. In these fields communication is seen primarily as the creation of meaning in both original work and performance. Besides language, these fields emphasize communication by means of images, movement, and dramatic action.

Mass Communications includes majors in Advertising and Public Relations, Broadcasting, and Journalism. These fields deal with the communication of information to mass audiences. Studies emphasize verbal and nonverbal messages and the constantly developing technology used in these specialties.

The Health Communication major was developed in direct response to a growing need for professional communicators in the health care fields. Health communication majors are educated across a wide range of content in advertising, public relations, writing, marketing, and the health sciences.

The General Major in Communications draws on the resources of both communication arts and mass communications. To these it adds the rhetorical tradition which emphasizes discourse — both person to person and to audiences, by public address, argumentation, persuasion, and discussion.

In all major fields students will be expected to acquire the theoretic insights and the practical skills appropriate to their professions.

In order to create a common experience for students in the School of Communications, a common core of course work is required of all majors. By integrating diverse disciplines and traditions, these courses help students understand the nature of human communication.

Internships

The School of Communications faculty believe that an internship can be a significant part of the individual's undergraduate program. Students are strongly urged to work closely with their faculty advisor in identifying an internship that best suits their interests and career ambitions. The internship is usually taken in the senior year.

The School of Communications Core Requirement

All students majoring in the School of Communications must complete the following core courses, for a total of nine credits:

COM 101 Concepts of Communication

and two of the following:

COM 201 Speech

COM 210 Nonverbal Communication

COM 215 Story Making

Students also complete the requirements for one of the eight majors listed below.

Capstone requirement: COM 495 Theories of Communication. All students majoring in the School of Communications must take COM 495 (three credits) during their senior year. This capstone course offers a synthesis of ideas and theories before students embark on a professional career.

B.S. Cognate

All undergraduate programs in the School of Communications offer both the B.A. degree and the B.S. degree. For Advertising and Public Relations, General Communications, and Journalism the B.S. cognate is:

- STA 215 Statistics I
- SS 300 Research Methods in the Social Sciences
- COM 375 Communication Research

For the Film and Video Production, Photography, and Theatre programs, the B.S. cognate is:

- CS 150 Introduction to Computing, or PHI 203 Logic
- STA 215 Statistics I
- SS 300 Research Methods in the Social Sciences

For the Broadcasting and Health Communication programs, the B.S. cognate is:

- STA 215 Statistics I
- MKT 352 Marketing Research
- COM 375 Communication Research

Advertising and Public Relations

The advertising and public relations program is designed to provide understanding of key aspects of the advertising and public relations professions and the basic knowledge required for success in these fields. Practical experience is gained through classroom projects, independent study, and internships.

The objective of this professional program is practical orientation within an academic environment. All students are required to take courses applicable to advertising and public relations as well as to business in general. Major-field electives help students to concentrate in the areas of advertising or public relations, according to their particular interest or talent. Among careers students can prepare for are advertising and public relations management, copywriting, advertising sales, public relations writing and program development, and media strategy and planning.

Advertising Sequence

1. *School of Communications Core* (9 credits).
2. *Advertising Core* (31 credits).

- CAP 210 Fundamentals of Advertising
- CAP 220 Fundamentals of Public Relations
- CAP 310 Advertising Management and Cases
- CAP 315 Advertising Copywriting
- CAP 400 Advertising/Public Relations Campaigns
- CAP 410 Senior Seminar
- CFV 125 Media Production I
- CJR 256 News Reporting I
- ART 107 Reproduction Processes
- PHI 202 Ethics in the Professions

3. *Electives* (minimum 9 credits).

With advisor approval, select a minimum of three courses at the 200 level or above from the following areas: advertising, business, communication, film and video production, journalism, photography, psychology, public relations.

4. *Capstone: COM 495 Theories of Communication* (3 credits).

Public Relations Sequence

1. *School of Communications Core* (9 credits).
2. *Public Relations Core* (31 credits).

- CAP 210 Fundamentals of Advertising
- CAP 220 Fundamentals of Public Relations
- CAP 320 Public Relations Management and Cases
- CAP 321 Public Relations Writing I
- CAP 400 Advertising/Public Relations Campaigns
- CAP 410 Senior Seminar
- CFV 125 Media Production I
- CJR 256 News Reporting I
- ART 107 Reproduction Processes
- PHI 202 Ethics in the Professions

3. *Electives* (minimum 9 credits).

With advisor approval, select a minimum of three courses at the 200 level or above from the following areas: advertising, business, communication, film and video production, journalism, photography, psychology, public relations.

4. *Capstone: COM 495 Theories of Communication* (3 credits).

Minor in Advertising and Public Relations

Requirements for a minor in advertising and public relations are courses selected with the permission of an advisor for a total of 21 credits. However, the following courses are required:

- CAP 210 Fundamentals of Advertising
- CAP 220 Fundamentals of Public Relations
- ART 107 Reproduction Processes
- CAP 310 Advertising Management and Cases, or CJR 256 News Reporting I

Courses of Instruction

Advertising/Public Relations (CAP)

CAP 220 Fundamentals of Public Relations. Basic principles covering the role of public relations in society, public relations principles and their application, procedures for planning and implementing public relations campaigns, the identification of publics and the strategies for influencing them. Prerequisite: Completion of composition requirement with grade of C (not C-) or better. Offered fall and winter semesters. Three credits.

CAP 320 Public Relations Management and Cases. The public relations function viewed from the management, consultant, and employee positions through use of text material and case studies. Prerequisite: 220. Offered fall and winter semesters. Three credits.

CAP 321 Public Relations Writing I. Teaches skills beyond basic techniques. Includes practice in writing brochures, letters, internal announcements, annual reports, corporate statements, speeches, and other forms of written communication expected of the public relations writer. Prerequisite: CJR 256 or permission of instructor. Offered fall semester. Three credits.

CAP 323 Public Relations Writing II. An advanced writing course which teaches preparation of written pieces involving complex audience/context/production factors. Includes newsletters, brochures, backgrounders, position papers, PSA's, speeches, advertising copy, and annual reports. Prerequisite: 321. Offered on sufficient demand. Three credits.

CAP 380 Special Topics. A study of special topics not regularly covered in the curriculum. Expectations of the student in this course approximate those in other 300-level courses. Prerequisite: Sophomore standing. Three credits. May be repeated for credit when content varies. Offered on sufficient demand.

CAP 399 Independent Study in Advertising/Public Relations. Individually designed learning projects. Prerequisites: Advertising/public relations major, junior status, and permission of advisor. Offered fall and winter semesters. Variable credit.

CAP 400 Advertising/Public Relations Campaign. Planning and presentation of a response to an advertising/public relations problem or objective of an actual organization. Includes liaison with the client organization throughout the semester and presentation to the client at the conclusion of the semester's work. Prerequisites: 310 or 320 and senior advertising. Offered fall and winter semesters. Three credits.

CAP 410 Senior Seminar. Course intended to serve as a bridge between the student's academic and professional careers. The course seeks to help students synthesize their communication education into a view of the dominant themes, issues, and trends of the field. Prerequisites: 310 or 320 and senior standing. Three credits. Offered fall and inter semesters.

CAP 490 Internship in Advertising/Public Relations. Practical work-study involving supervised on-the-job experience in advertising and public relations. Prerequisites: Advertising/public relations major, junior status, and permission of advisor. Offered fall and winter semesters. Variable credit.

Lake Superior State University

PROGRAMS

DETAILS concerning these offerings are in the "Programs" section in the center of this Catalog/Calendar, listed under the departments by which they are taught.

Masters Degree

Business Administration (Executive MBA)

Baccalaureate Degrees

(4 years)

Accounting, BS
 Biology, BA, BS
 Business Administration, BS
 Specialty in: Accounting, Management, and Marketing.
 Computer and Mathematical Sciences, BS
 Criminal Justice, BS
 Emphasis in: Corrections, Criminalistics, Generalist, Law Enforcement, Loss Control, Public Safety
 Engineering Technology, BS
 Degrees in: Automated Manufacturing Engineering Technology, Electrical/Electronics Engineering Technology, Environmental Engineering Technology, Mechanical Engineering Technology
 English Language and Literature, BA
 Environmental Chemistry BS
 Environmental Science, BS
 Exercise Science, BS
 Finance and Economics, BS
 Fire Science, BS
 Emphasis in: Engineering Technology, Generalist, Hazardous Materials
 Fisheries and Wildlife Management, BS
 Geology, BS
 Concentration in: Environmental
 History, BA, BS
 Human Services, BS
 Individualized Studies, BA, BS
 Legal Assistant Studies, BS
 Specialties in: Criminal Law, Labor Law, Personal Injury, Legal Administration, Legislative/Constitutional Law
 Mathematics, BS
 Medical Technology, BS
 Nursing, BS
 Political Science, BA, BS
 Concentrations in: General, Pre-Law, Public Administration
 Psychology, BA, BS
 Recreation Management, BA, BS
 Concentration in: Parks and Recreation Management
 Social Science, BA, BS
 Sociology, BA, BS
 Teacher Education in cooperation with Michigan State University
 Therapeutic Recreation, BS

Associate Degrees

(2 years)

Business Administration
 Chemistry
 Criminal Justice/Corrections
 Criminal Justice/Law Enforcement
 Early Childhood Education
 Electronic-Computer Engineering Technology
 Fire Science
 General Engineering
 General Engineering Technology
 Legal Assistant Studies
 Liberal Arts
 Mechanical Engineering Technology
 Natural Resources Technology
 Office Administration
 Personal Computer Specialist
 Substance Abuse Prevention and Treatment
 Technical Accounting

Certificate Program

(1 year)

Computer Drafting
 Information Processing
 Personal Computer Specialist

Minors

Accounting-Finance, Art, Biology, Business French, Chemistry, Child Development, Communication, Computer Science, Corrections, Counseling, Economics, Economics/Finance, English Language and Literature, Fire Science, French Language and Literature, General Business, Geography, Geology, Geology Earth Science, Gerontology, History, Human Resource Management, Human Services Administration, Humanities, Institutional Loss Control, Japanese Study, Journalism, Journalism/Writing, Law Enforcement, Legal Assistant Studies, Loss Control, Marketing, Mathematics, Native American Studies, Office Administration, Personal Computer Specialist, Political Science, Psychology, Public Administration, Public Relations, Recreation Studies, Recreation Studies Skill, Sociology, Sociology/Social Welfare, Speech/Drama, Substance Abuse Counseling, Writing,

Pre-Professional Transfer Programs

(1-4 Years)

Dentistry, elementary and secondary education, engineering, forestry, journalism, law, medicine, optometry, pharmacy, veterinary medicine, special education

PUBLIC RELATIONS MINOR

Total Credits Required 20

Required courses:

SD202	Inform Speaking	3
	or	
SD302	Pers & Argum	3
SD307	Classic Cont Rhet	3
	or	
SD308	Comm Theory	3
SD320	Public Relations	3
SD325	Org Commun	3
PS325	Politics & Media	3
JR210	Writ Mass Media	3
SD161	Prob Speech/Drama	3



College of COMMUNICATION ARTS and SCIENCES

Erwin P. Bettinghaus, DEAN

The College of Communication Arts and Sciences is established on the principle that communication is basic to a democratic society. To be an effective citizen, one must be able to receive and evaluate information competently, and in turn transmit one's thoughts, attitudes, and feelings to others.

The purposes of the College of Communication Arts and Sciences are:

1. To insure a broad liberal education for all its students.
2. To give its students a clear understanding of the role of communications media in society.
3. To educate its students in greater depth in one or more of the specialized areas within the College.
4. To conduct communications research, and to use the results of such research for the benefit of society.
5. To offer all students in the University the opportunity to learn about the processes and techniques of communication.
6. To extend its services to the people of Michigan.

To meet these goals, communication arts and sciences programs provide two kinds of education: (1) education in communications—courses offered by the College of Communication Arts and Sciences, and (2) education for communication—the broad background courses available throughout the University outside the College. Primary emphasis is upon the liberal education offered by the background courses, for no person can be either an effective professional communicator or an intelligent consumer of communications without the knowledge upon which to base a critical evaluation of the message being communicated. The largest part of the programs of all communication arts and sciences students will be concerned with general education.

The College includes the Departments of Advertising, Audiology and Speech Sciences, Communication, and Telecommu-

nication, and the School of Journalism. Through them, programs are offered leading to the Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees.

Undergraduate students may take a dual major with the College of Agriculture and Natural Resources, the College of Engineering, and James Madison College. Other such options may be available. The courses taken by the students in dual major programs are expected to be those which will best provide training to prepare the students to meet their desired career goals. The program of courses taken for a major in the College of Communication Arts and Sciences or in any Department of the College will be established through an individual contract developed by the student and the adviser in the College or appropriate departmental office. This program will be on file with the college offices involved, with the persons assigned to advise the student, and with the student.

Students majoring in other colleges may elect courses or cognates in any area of communication arts and sciences.

UNDERGRADUATE PROGRAMS

Students meeting the general requirements for admission as freshmen and sophomores to the University are enrolled in the Undergraduate University Division. Such students may declare a major preference in the College of Communication Arts and Sciences and be assigned a faculty adviser from the College. During the first two years a student should enroll in courses related to the University requirements as described in the *Undergraduate Education* section of this catalog.

When students reach junior standing (56 credits), their academic records are evaluated to determine if they meet the requirements for admission into the College as juniors.

COMMUNICATION ARTS AND SCIENCES Undergraduate Education

Students within the College are strongly encouraged to see their academic advisers at least once each semester before they enroll in courses for the next semester. Students are encouraged to elect courses in the College consistent with the requirements of their majors and consistent with their academic and career goals.

Admission as a Junior to the College of Communication Arts and Sciences

The number of students admitted as juniors to advertising and journalism is limited. For additional information, refer to the statements on the Department of Advertising and the School of Journalism.

The minimal College criteria for admission as a junior to any of the majors in the College are:

1. Completion of at least 56 credits acceptable to the College.
2. An academic record in all work accepted by the College which at least meets the requirements of Academic Standing of Undergraduate Students. Included in this must be a grade-point average of not less than 2.00 in all courses taken in the College of Communication Arts and Sciences.
3. Acceptance as a major in a department or school of the College.

Graduation Requirements

1. The University requirements for the bachelor's degree as described in the *Undergraduate Education* section of this catalog.
2. A minimum of 60 credits in courses given outside the College of Communication Arts and Sciences.
3. The specific requirements of a major program, with no more than the maximum number of credits that is permitted in the major. (Refer to the statements for the academic units in the College that follow.)
4. A minimum grade-point average of 2.00 in courses taken in the student's major.
5. At least 40 credits in courses numbered at the 300 and 400 levels.

Honors Study

The College of Communication Arts and Sciences encourages honors students to develop distinctive undergraduate programs in the fields offered by the several academic units. A member of the faculty is especially selected to serve as adviser to Honors College students in each major field, and it is the adviser's responsibility to help the student plan a rigorous and balanced program which will also reflect the student's special interests and competencies. Independent study experience is strongly encouraged when relevant to the student's total program.

TEACHER CERTIFICATION OPTIONS

The audiology and speech sciences disciplinary major and the journalism disciplinary major leading to the Bachelor of Arts degree in the College of Communication Arts and Sciences are available for teacher certification.

Communication and journalism disciplinary minors in the College of Communication Arts and Sciences are also available for teacher certification.

Students who elect the audiology and speech sciences disciplinary major must contact the Department of Audiology and Speech Sciences.

Students who elect the communication disciplinary minor must contact the Department of Communication.

Students who elect the journalism disciplinary major or the journalism disciplinary minor must contact the School of Journalism.

For additional information, refer to the statements on the audiology and speech sciences disciplinary major and the journalism disciplinary major, and to the statement on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.

GRADUATE STUDY

The College of Communication Arts and Sciences offers programs leading to the Master of Arts degree in each of its academic units. The College also offers programs leading to the Doctor of Philosophy degree in Audiology and Speech Sciences, Audiology and Speech Sciences-Urban Studies, Communication, and the Mass Media. Specific requirements depend upon the major area, the interests of the student, and the recommendations of the major adviser or the guidance committee.

The programs are designed to prepare students to communicate effectively the knowledge and research findings in their major fields and to acquire a deeper understanding of communication theory and process as it relates to society.

Students are encouraged to elect courses in the College consistent with the requirements of their majors and consistent with their academic and career goals.

Students majoring in other colleges of the University may elect courses or cognates in communication arts and sciences.

Practical experience in communication research may be obtained through participation in projects of the various academic units.

Academic standards for admission and retention; degree requirements; and residence, transfer credit and time limit requirements are in accordance with University regulations as shown in the *Graduate Education* section of this catalog.

Students who are enrolled in Master of Arts and Doctor of Philosophy degree programs in the Department of Audiology and Speech Sciences may elect specializations in infant studies. For additional information, refer to the statement on *Interdepartmental Graduate Specializations in Infant Studies* in the *College of Social Science* section of this catalog.

Master of Arts

In addition to meeting the requirements of the University, students must meet the requirements specified below.

Admission

For admission to regular status, at least a 3.00 average in all work completed in the third and fourth years of undergraduate study is required. Some students with an average of less than 3.00 but not less than 2.50 for those two undergraduate years may be admitted for up to 15 credits of graduate work on provisional status.

Requirements for the Degree

All degree programs require a minimum total of 30 credits with the following exceptions:

1. 34 credits are required for the master's degree in audiology and speech sciences;
2. 33 credits are required for the master's degree in journalism under Plan B (without thesis);

3. 33 credits are required for the master's degree in communication—urban studies;
4. 40 credits are required for the master's degree in telecommunication—urban studies with information technologies and services management as the area of specialization.
5. 31 credits are required for the master's degree in telecommunication—urban studies with media arts as the area of specialization.
6. 37 credits are required for the master's degree in telecommunication—urban studies with multichannel/broadcast management as the area of specialization.
7. 34 credits are required for the master's degree in telecommunication—urban studies with social effects of media as the area of specialization.

Academic Standards

When a student receives a grade below 3.0 in more than two 400-level or higher courses taken for graduate credit at Michigan State University, the student is automatically withdrawn from the program. A graduate student who has been withdrawn under this regulation is required to wait a minimum of one calendar year from the date of the withdrawal before being eligible to apply for readmission to a graduate program in the College of Communication Arts and Sciences. The student may be readmitted, contingent upon repeating one of the three courses in which a grade below a 3.0 was earned, and earning a 3.0 or better grade in the course. The course to be repeated may be specified by the department. Following readmission, any additional grade below 3.0 in any course numbered 400 or higher will result in permanent dismissal. Courses below the 400 level may also be included under this regulation at the discretion of the individual academic unit. While permission may be granted by the student's academic unit chairperson and the assistant dean of the College to repeat a course in which a grade of less than 3.0 has been earned, subsequently earning a grade of 3.0 or higher does not eliminate the first earned grade in the course as one of the two allowed under this regulation.

The student must also have at least a 3.00 average in all courses taken for graduate credit.

Doctor of Philosophy

For students taking the Doctor of Philosophy program in the College of Communication Arts and Sciences, there are four options—Audiology and Speech Sciences, Audiology and Speech Sciences-Urban Studies, Communication, and Mass Media. The Mass Media Ph.D. Program, offered jointly by the Department of Advertising, the School of Journalism, and the Department of Telecommunication, is administered by the College of Communication Arts and Sciences. Further information regarding doctoral study in the College of Communication Arts and Sciences may be obtained from the College office or from the five academic unit offices.

In addition to meeting the requirements of the University, students must meet the requirements specified below.

Admission

For admission to regular status, at least a 3.00 undergraduate and graduate grade-point average normally is required. The student's undergraduate and graduate records must have been established at institutions of high caliber. In some cases a student with an average less than 3.00, but not less than 2.50, may be admitted for one semester on provisional status.

Requirements for the Degree

The total number of course credits in the program and the areas to be covered in the comprehensive examination will be determined by each individual student's guidance committee.

Academic Standards

When a student receives a grade below 3.0 in more than two 400-level or higher courses taken for graduate credit at Michigan State University, or does not have a 3.00 average when 15 credits have been earned, the student is automatically withdrawn from the program. A graduate student who has been withdrawn under this regulation is required to wait a minimum of one calendar year from the date of the withdrawal before being eligible to apply for readmission to a graduate program in the College of Communication Arts and Sciences. The student may be readmitted, contingent upon repeating one of the three courses in which a grade below 3.0 was earned, and earning a 3.0 or better grade in the course. The course to be repeated may be specified by the department. Following readmission, any additional grade below 3.0 in any course numbered 400 or higher will result in permanent dismissal. Courses below the 400 level may also be included under this regulation at the discretion of the individual academic unit. While permission may be granted by the student's academic unit chairperson and the assistant dean of the College to repeat a course in which a grade of less than 3.0 has been earned, subsequently earning a grade of 3.0 or higher does not eliminate the first earned grade in the course as one of the two allowed under this regulation.

The student must have at least a 3.00 average in all courses taken for graduate credit in order to qualify for comprehensive examinations and to undertake the dissertation.

Doctoral Program in the Mass Media

The interdepartmental doctoral program in the mass media is administered by the College of Communication Arts and Sciences through the program Executive Committee and the appointed chairperson of the Executive Committee. The faculty of the program includes the faculties of the three participating departments.

Academic standards for admission and retention; degree requirements; and residence, transfer credit, and time limit requirements are in accordance with the regulations of the University and of the College.

The doctoral program in the Mass Media is designed to prepare teachers and scholars who will help new generations make more enlightened use and greater demands of the mass media system. The program examines the emerging body of public policy, the rapidly changing technology for both domestic and international distribution, the complex media content, audience consumption patterns, and economic structure as it relates to media performance.

Development of original, independent scholarship, mastering of research methods, and development of skill as a teacher are central expectations of students in the program. An integral part of the academic program is experience in teaching and research. Students are normally expected to serve as graduate teaching assistants while enrolled in the program. The level of responsibility in teaching and research activities increases as students move through the program.

During the first year of the program, students enroll in six required interdepartmental core courses that are designed to provide a common background on media and research methods.

In addition to meeting the requirements of the University and of the College of Communication Arts and Sciences, students must meet the requirements specified below.

Admission

Students are admitted only for the fall semester. Applicants should have both an undergraduate degree and a master's degree, or equivalent. At least one of the degrees should be in an academic field related to the program. Exceptional candidates may be admitted without a master's degree; supplementary coursework may be required for those students. Students without background in research methods may be advised to take preparatory coursework prior to entering the program. Applicants with professional media experience may be given special consideration. Scores on the Graduate Record Examination General Test are required. All application materials are due in the program office by February 1. Late applications may be considered.

Complete details concerning application may be obtained from the program office in the college.

Guidance Committee

At least two of the three participating departments must be represented on the student's guidance committee.

Requirements for the Doctor of Philosophy Degree in Communication Arts and Sciences—Mass Media

The student must meet the requirements specified below:

	CREDITS	
1. All of the following courses:	24	
a. Core Courses (18 credits):		
ADV 921 Media Theory	3	
ADV 975 Quantitative Research Design	3	
JRN 916 Qualitative Research Methods	3	
JRN 930 Law and Public Policy of the Media	3	
TC 960 Media and Technology	3	
TC 965 Media Economics	3	
b. Other courses (6 credits):		
CAS 992 Doctoral Seminar	3	
CAS 993 Research Internship	3	
2. Specialty Area: Five courses approved by the student's guidance committee	15 to 20	
3. Methods Specialty: Three courses approved by the student's guidance committee	9 to 12	
4. Three additional credits of course work in a specialty area, in the methods specialty, or in Communication 993 as approved by the student's guidance committee	3	

*Two of the 3 required credits of Communication Arts and Sciences 993 must be taken during the second year of the program. At least two separate research project experiences must be included within the three credits required in this course.

DEPARTMENT of
ADVERTISING

Bruce G. Vanden Bergh, Chairperson

UNDERGRADUATE PROGRAM

The undergraduate program in advertising is designed to assist students in acquiring the knowledge and skills which will help them to qualify for careers in advertising and public relations. Such careers are possible with manufacturers, advertising agencies, the mass media, government, various non-profit organizations and many other sectors of the economy. Since a graduate degree often is important to long-term success in such careers, the undergraduate program is designed

also to prepare qualified students for graduate studies in advertising, public relations and related fields.

The Department stresses flexibility and broad perspectives. The intellectual disciplines underlying advertising cut across the arts and sciences. Central to the field is the study of communication and other behavioral sciences, marketing and other business subjects, the creation and production of advertising messages, the selection and use of the mass media and the allocation of resources to advertising and public relations programs. Course work is designed to provide knowledge of principles basic to all advertising and public relations activities, including the creative, managerial, media, and research specializations, and to assure the richest possible background to prepare the student for meeting individual and social responsibilities.

At least three-fourths of each student's course work provides a broad general education for advertising and public relations in areas such as English and the humanities, natural sciences, economics, behavioral sciences, and marketing and business administration. About one-fourth of each program consists of courses in advertising, including advertising management, consumer research, copy writing, media planning, and social responsibility.

The State News, other local media, retailers, and advertisers in the Lansing area offer opportunities to obtain experience in planning and preparing advertising. Summer work in advertising and related fields often is available with media, manufacturers and advertising agencies in other cities. The Michigan State University Advertising Association has special activities for students, as do the Public Relations Student Society of America and the student chapter of the Business/Professional Advertising Association. Student teams regularly enter the American Advertising Federation national advertising campaign competition.

Admission as a Junior

Enrollments in the Department of Advertising are limited. In addition to the University and College requirements, minimal criteria for application as a major in advertising are:

1. Completion of Advertising 205 with a minimum grade of 2.0.
2. Completion of Economics 201 and 202 and Psychology 101 with a combined minimum grade-point average of 2.00.

Admission is based on the cumulative grade-point average of all courses taken; the grade in Advertising 205; and the combined grade-point average in Economics 201 and 202 and Psychology 101. In addition, factors such as work experience, diversity, and residency may be considered.

To be considered for admission, upper division students transferring from another institution must have completed at least 2 of the 4 required courses for admission as a junior referenced above with a combined minimum grade-point average of 2.00. If one of the required courses is equivalent to Advertising 205, then the individual course grade must be 2.0 or better. Transfer students who are admitted to the advertising major will have one semester to complete any of the remaining requirements for admission as a junior referenced above.

For additional information about procedures for admission as a junior, students should contact the Coordinator of Undergraduate Student Affairs, College of Communication Arts and Sciences.

**Admission to a Second Bachelor's Degree Program
or an Additional Major**

The ability of the Department of Advertising to accommodate students seeking admission to a second bachelor's degree program or an additional major is limited. At a minimum, these students must meet the same requirements as for admission to the advertising major as a junior.

PKG	210	Principles of Packaging	3
SOC	100	Introduction to Sociology	4
STT	200	Statistical Methods	3
TC	100	The Information Society	3
TC	275	Effects of Mass Communication	3

¹ Students should note that the possibility of restricted enrollments in certain required courses offered by the College of Business exists.

**Requirements for the Bachelor of Arts
Degree in Advertising¹**

- The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of the catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Advertising.
The University's Tier II writing requirement for the Advertising major is met by completing Advertising 317, 465, and 486. These courses are referenced in item 3. b. below.
The completion of Mathematics 110 referenced in item 3.c. below satisfies the University mathematics requirement.
- The requirements of the College of Communication Arts and Sciences for the Bachelor of Arts degree.
- The following requirements for the major:

CREDITS

- A grade-point average of 2.00 or higher in Accounting 230, Advertising 205, and Economics 202.
- The following Advertising courses: 23 to 40
All of the following Advertising Core Courses (23 credits):
 ADV 205 Principles of Advertising 3
 ADV 317 Creative Strategy and Execution 4
 ADV 346 Advertising Media Planning and Strategy 4
 ADV 485 Advertising and Social Responsibility 4
 ADV 473 Consumer Research and Advertising
 Planning 4
 ADV 486 Advertising Management 4
 The completion of Advertising 465 and 486 satisfies the capstone/synthesis requirement for the Advertising major.

Advertising electives. A maximum of 17 additional credits may be earned in Advertising courses to meet the requirement of at least 23, but not more than 40 credits in courses in the major. Electives may be chosen from ADV 227 Principles of Public Relations, ADV 321 Advertising Graphics and Production, ADV 417 Advanced Creative Strategy and Execution for Broadcast Media, ADV 449 Direct Response Advertising and Promotion Management, ADV 470 International Advertising, ADV 490 Independent Study, and ADV 493 Advertising/Public Relations Internship. Advertising 227 and 417 place significant emphasis on writing.

- The following required courses in other departments: 33 or 34
 Accounting 230 (3 credits).
 Computer Science 130 or 131 (3 credits).
 Economics 201 and 202 (6 credits).
 Journalism 205 plus one additional writing course approved by the Department of Advertising (6 credits).
 Mathematics 110 (5 credits).
 Marketing and Transportation Administration 300 (3 credits).
 Psychology 101 (4 credits).
 Literature: 3 or 4 credits in English or foreign language literature courses.
 Some of the courses listed above are prerequisites for certain Advertising Core Courses and should be completed before enrolling in the Core Courses. Students should note that Accounting 230 is a prerequisite for Marketing and Transportation Administration 300.
- Only credits in courses graded on the numerical or Pass-No Grade system may be counted toward the requirements for the Advertising major. Advertising students may not enroll in courses required for the major, including courses in other departments, on a Credit-No Credit basis.

The total range of credits for the Advertising major, excluding University and College requirements, and excluding elective credits outside the major, is 56 to 74 credits. Students should meet with their academic advisors concerning the minimum and maximum numbers of elective credits available to them at various stages in their programs.

Recommended Electives:
The following courses are supportive of and related to the Advertising major:

ACC	202	Principles of Management Accounting	4
COM	100	Human Communication	3
MGT	302	Management and Organizational Behavior	4
MGT	310	Human Resources Management	3
ML	302	Consumer and Organization Buyer Behavior	3
ML	317	Quantitative Business Research Methods	3
ML	413	Personal Selling and Sales Management	3
PHL	130	Logic and Reasoning	3

GRADUATE STUDY

The Department of Advertising offers professional graduate programs leading to the Master of Arts degree and participates in the doctoral program in the Mass Media.

Academic standards for admission and retention; degree requirements; and residence, transfer credit, and time limit requirements are in accordance with the regulations of the University and the College.

Master of Arts

The Department offers two programs leading to the Master of Arts degree: one in advertising and one in public relations. Both programs provide an intensive professional preparation for careers in these fields. Course work focuses on the general principles and practices underlying all advertising and public relations activities, as well as specialized areas of advertising such as management, media planning, consumer behavior, or research.

The master's degree programs are available under either Plan A (with thesis) or Plan B (without thesis). By registration week of the semester preceding the semester of graduation, each student must have chosen to complete the Plan A or Plan B requirements.

Requirements for the degree include course work in other academic units within the University. Concepts and analytical techniques derived primarily from the behavioral sciences and business administration are especially important. The student's master's degree program must be approved by the student's academic adviser.

Only course work which does not apply to degree requirements may be taken on a credit-no credit basis.

In addition to meeting the requirements of the University and of the College of Communication Arts and Sciences, students must meet the requirements specified below.

Admission

Admission to departmental programs is determined by an evaluation of information regarding the applicant's academic record, goals and motivation, experience, personal references, and other items submitted as indicators of intellectual, creative, and administrative capabilities. The Graduate Record Examination General Test is also required. The Graduate Management Admission Test (GMAT) is not required, but scores on this test may be submitted.

Although evidence other than grades influences the admission decision, the Department uses the following guidelines: students whose grade-point averages for the third and fourth years of undergraduate study are 3.25 or better are admitted to regular status; students whose grade-point averages are 3.00 to 3.24 may be admitted to provisional status; and students whose grade-point averages are below 3.00 are rarely admitted.

A background in advertising and/or public relations, either from experience or from undergraduate study, is needed before students can begin graduate study. Students without adequate background will be required to remedy significant deficiencies through collateral course work or individual study.

COMMUNICATION ARTS AND SCIENCES
Department of Advertising

Because of the sequencing of graduate-level courses, it is best if students who have had significant undergraduate coursework in advertising or public relations enter the program in the fall semester. Students who need to do preparatory work for the program should enroll the preceding spring or summer semester.

For additional information contact the Department of Advertising.

Doctor of Philosophy

The Department of Advertising participates in the doctoral program in the Mass Media. This program is described under the College of Communication Arts and Sciences listing.

Requirements for the Master of Arts Degree in Advertising

At least 30 credits are required for the degree under either Plan A or Plan B.

	CREDITS
Requirements for Both Plan A and Plan B:	18
1. All of the following courses:	
ML 805 Marketing Management	3
ADV 823 Consumer Behavior	4
ADV 826 Advertising and Promotion Management	4
ADV 865 Advertising and Society	3
ADV 875 Advertising and Public Relations Research	4
Additional Requirements for Plan A:	12
1. The following course (4 to 8 credits):	
ADV 899 Master's Thesis Research	4 to 8
2. Additional credits from the courses listed below, or in other courses, as approved by the student's academic adviser (4 to 8 credits):	
ADV 846 Management of Media Programs	3
ADV 870 International Advertising	3
ADV 890 Independent Study	1 to 6
Additional Requirements for Plan B:	12
1. Twelve additional credits from the courses listed below, or in other courses, as approved by the student's academic adviser:	
ADV 846 Management of Media Programs	3
ADV 870 International Advertising	3
ADV 890 Independent Study	1 to 6

The final certifying examination is a written examination.

Requirements for the Master of Arts Degree in Public Relations

At least 30 credits are required for the master's degree in public relations under either Plan A or Plan B.

	CREDITS
Requirements for Both Plan A and Plan B:	18
1. All of the following courses:	
ML 805 Marketing Management	3
ADV 823 Consumer Behavior	4
ADV 826 Advertising and Promotion Management	4
ADV 850 Public Relations Planning	3
ADV 875 Advertising and Public Relations Research	4
Additional Requirements for Plan A:	12
1. The following course (4 to 6):	
ADV 899 Master's Thesis Research	4 to 6
2. A minimum of 6 credits of developmental study in a cognate outside the College of Communication Arts and Sciences (6 to 8).	
3. Additional credits from the courses listed below, or in other courses, as approved by the student's academic adviser (0 to 2 credits):	
ADV 846 Management of Media Programs	3
ADV 870 International Advertising	3
ADV 890 Independent Study	1 to 6
Additional Requirements for Plan B:	12
1. A minimum of 6 credits of developmental study in a cognate outside the College of Communication Arts and Sciences (6 to 12).	
2. Additional credits from the courses listed below, or in other courses, as approved by the student's academic adviser (0 to 6 credits):	
ADV 846 Management of Media Programs	3
ADV 870 International Advertising	3
ADV 890 Independent Study	1 to 6

The final certifying examination is a written examination.

ADVERTISING

ADV

Department of Advertising
College of Communication Arts
and Sciences

227. Principles of Public Relations
Fall, Spring, Summer. 4(4-0)

P: Completion of freshmen writing course. R: Not open to freshmen.

Public relations practice in business, education, and government. Emphasis on principles and writing for public relations.

493. Advertising/Public Relations Internship
Fall, Spring, Summer. 1 to 4 credits.

R: Open only to Advertising majors. Approval of department; application required.

Supervised experience in a professional environment.

850. Public Relations Planning
Fall. 3(3-0)

Planning, execution, and evaluation of public relations programs. Theories, techniques, and applications. Topics include media relations, government relations, and fundraising.

875. Advertising and Public Relations Research
Fall. 4(3-2)

P: One introductory research design or statistics course. R: Open only to graduate students in College of Communication Arts and Sciences.

Data collection and analysis. Use and interpretation of software package output.

Northern Michigan University

COMMUNICATION AND PERFORMANCE STUDIES

Department Office:
 Edgar L. Harden Learning
 Resources Center, Room 7-Q,
 Phone 227-2045
 Theatre Office: Forest Roberts
 Theatre, Phone 227-2553

FACULTY

Department Head, *Donald J. Rybacki*
 Director, Forest Roberts Theatre, *James Panowski*
 Department Secretary, *Ronnie Varney*
 Professors: *Robert Albritten, Louise Bourgaunt,*
William Buccalo, James A. Panowski, Kenneth Paulin,
James Reppert, Donald Rybacki, Keryn Rybacki
 Associate Professors: *Robert Dornquasi, Victor Hol-*
iday, Patrick Jerome, Shelley Russell-Parks
 Assistant Professors: *James Cantrill, Debra Kernisky*

DEPARTMENTAL OBJECTIVES

Verbal and nonverbal communication is a primary basis of our humanity, of who we are as individuals, groups, or societies. Communication is a tool of thinking and interacting. Using this as a frame of reference, programs of study in the Department of Communication and Performance Studies are based on two concepts: first, the communication process is complex, continuous, and changing; second, individuals can learn to understand and improve the effectiveness of their communicating through a combination of theoretical and applied learning skills. The Department offers programs in five areas of study: Broadcasting, Mass Communication, Public Relations, Speech Communication, Speech Education, and Theater.

FACILITIES AND ACTIVITIES

The Forest Roberts Theatre is one of the finest university theatres in the nation, boasting a computerized lighting control panel and an upgraded

sound system. Students may participate onstage or backstage in the five major productions yearly that play to sold out subscription audiences. The annual playwriting award winner is a part of the regular season. Additional experimental theatre space in the McClintock building is the home of numerous student-directed productions as well as performance classes. A special audition class has helped insure 90% placement of theatre students over the past decade.

Broadcasting classes use a professionally equipped radio studio and a newly opened television studio. The array of equipment includes three professional color television cameras, video field production equipment, video tape editor, video switcher with chroma key and effects, character generator, a new computer controlled studio lighting system, multi-channel audio console and multi-track audio recorders. In these studio facilities students become familiar with concepts to the solution of a wide range of problems encountered in the world of media message production.

Broadcasting/mass communication students have numerous opportunities to acquire practical experience at WNMU-TV and WNMU-FM, NMU's PBS stations; WJUPX, the student operated campus radio station; commercial broadcasting stations; and The North Wind, a weekly campus newspaper.

ACADEMIC PROGRAMS

LIBERAL STUDIES (All Programs)	40
I. <i>Composition</i>	8
II. <i>Humanities</i>	8
III. <i>Natural Sciences</i>	8
IV. <i>Social Sciences</i>	8
V. <i>Formal Communications</i>	4
VI. <i>Visual and Performing Arts</i>	4
<i>Students cannot use courses taught in the department of their first majors or first minors to meet Liberal Studies requirements in divisions II, III, IV, V, or VI. For complete information on Liberal Studies and a list of available courses, plus additional scheduling requirements for graduation, see page 42.</i>	

Department majors must maintain a 2.50 GPA, and earn at least a "C-" in all major courses that are required for graduation, unless otherwise noted. Department minors must meet the University requirement of 2.00 GPA.

BROADCASTING MAJOR

LIBERAL STUDIES (see above)	40
PHYSICAL EDUCATION—See page 45	2
MAJOR	44
BC 165 Introduction to Mass Communication	4
BC 170 Survey of Broadcasting	4
BC 201 Fundamentals of Production	4
BC 270 Script Writing	4
BC 470 Mass Communication Law	4
BC 471 Mass Communication and Society	4
BC 473 Advanced Media Production	4
SP 110 Interpersonal Communication	4
BC elective—one of the following	4
BC 271 Audio Production	
BC 272 Studio Television Production	
BC 273 Electronic Field Production	
BC electives 300 level or above	8
MINOR	20
ELECTIVES	22
TOTAL REQUIRED FOR DEGREE	128

MASS COMMUNICATION MAJOR

LIBERAL STUDIES (see above)	40
<i>(PY 100L, H, or S is required as a natural science; SO 208 or MA 171 is required in formal communications studies.)</i>	
PHYSICAL EDUCATION—See page 45	2
MAJOR	44
BC 165 Introduction to Mass Communication	4
BC 170 Survey of Broadcasting	4
BC 470 Mass Communication Law	4
BC 471 Mass Communication and Society	4
EN 206 Journalism Survey	4
PS 303 Public Opinion and Voting Behavior	4
SP 110 Interpersonal Communication	4
BC electives	8
BC electives 300 level or above	8
MINOR	20
ELECTIVES	22
TOTAL REQUIRED FOR DEGREE	128

PUBLIC RELATIONS MAJOR

LIBERAL STUDIES (see above)40
 PHYSICAL EDUCATION—See page 452
 MAJOR40-44

Core28
 BC 165 Introduction to Mass Communication4
 BC 470 Mass Communication Law4
 SP 110 Interpersonal Communication4
 PR 230 Principles of Public Relations4
 PR 330 Public Relations Message Design4
 PR 430 Public Relations Case Studies4
 PR 431 Public Relations Campaigns4

COURSES USED TO SATISFY SURVEY, TOOL, AND THEORETICAL ELECTIVE REQUIREMENTS CANNOT BE DOUBLE COUNTED IN LIBERAL STUDIES

Survey Elective (select one)3-4
 AN 310 Peoples of the World4
 BC 170 Survey of Broadcasting4
 BE 216 Contemporary Consumer Issues4
 EN 206 Survey of Journalism4
 HN 214 Food Marketing & Processing3
 LE 302 Community Relations and Crime Prevention4
 MM 230 Introduction to Marketing4
 MM 330 Marketing Concepts3
 PS 105 American Government4
 PS 206 International Relations4
 RE 160 Intro to Recreation and Leisure4
 Tool Elective (select two)6-8
 AD 117 Photography: Black and White4
 AD 118 Graphic Design: An Intro to Visual Communication4
 AD 175 Psychological Aspects of Visual Arts4
 AF 201 Practical Accounting Procedures4
 AF 202 Accounting Concepts for Management4
 BC 201 Fundamentals of Production4
 BC 270 Script Writing4
 BE 344 Managerial Communication3
 CD 452 American Sign Language I2
 CD 453 American Sign Language II2
 Note: Both CD 452 & 453 must be taken and count as one tool.
 EN 207 News Writing and Reporting4
 EN 302 Nonfiction Writing4
 EN 303 Technical and Professional Writing4
 GA 120 Graphic Arts Processes4
 GA 220 Graphic Arts Photography4
 GA 233 Computer Typesetting2
 LS 430 Reference4
 MA 171 Probability and Statistics4
 MM 335 Consumer Behavior Analysis3
 OS 250 Desktop Publishing3
 OS 265 Word Processing Software3
 PS 201 Methods in Public Policy Analysis4
 PS 303 Public Opinion and Voting Behavior4
 SO 208 Methods in Social Research4
 SO 332 Study of Population4
 SP 200 Argumentation4
 SP 403 Advanced Public Address4
 TH 456 Theatre Management4
 Foreign Languages as Tools, if foreign language is chosen as a tool elective, both courses must be taken.
 FR 101 and 102 Elementary French8
 GR 101 and 102 Elementary German8
 JP 101 and JP 202 Elementary Japanese8
 SN 101 and 102 Elementary Spanish8

Theoretical Elective (select one)3-4
 BC 471 Mass Communication & Society4
 EN 404 The English Language4
 HN 462 Cultural Food Patterns3
 HS 463 Black History4
 MM 414 Small Enterprise Management3
 MM 417 Organizational Theory3
 MM 432 Advertising and Sales Promotion3
 MM 475 International Business3
 SO 311 Community & Human Service Organizations4
 SO 371 Industrial Sociology4
 SO 411 Social Organizational Theory4
 SO 472 Occupational Stress4
 SP 401 Persuasion4
 SP 421 Organizational Communication4

OTHER REQUIREMENTS

Must take one of the following to gain an understanding of environmental issues:

- *AN 210 People, Culture, & Nature
- *BI 205 Ecology and Man
- BI 210 Principles of Ecology
- *GC 101 Environmental Conservation
- *GC 164 Cultural Geography
- GC 320 Environmental Regulation
- GC 475 Environmental Impact Assessment

Must take one of the following to gain an understanding of economic issues:

- *EC 101 The American Economy
- EC 201 Microeconomic Principles
- EC 202 Macroeconomic Principles
- *EC/HS 337 American Economic History
- GC 220 Economic Geography

Must take one of the following courses to gain familiarity with computer use:

- *CP 110 Principles of Data Processing & Information Systems
- CP 115 Computers and Information Systems
- *CS 120 Intro to Computing

*courses which satisfy liberal studies requirements

These requirements may be satisfied by courses included in the student's minor.

MINOR20
 Any minor except speech cluster.

ELECTIVES18-26
 TOTAL ELECTIVE HOURS VARY CONTINGENT ON WHICH COURSES ARE TAKEN TO SATISFY MAJOR ELECTIVE REQUIREMENTS, AND WHETHER COURSES SATISFYING OTHER REQUIREMENTS ARE LIBERAL STUDY COURSES.

(Internship in public relations is available only to outstanding students as an elective.)

TOTAL REQUIRED FOR DEGREE124

Public Relations Minor20
 Because enrollment in PR-prefixed courses is tightly controlled, any student electing to minor in Public Relations should notify the CAPS Department at the time the minor is chosen. Students majoring in a departmental program which requires SP 110 who elect the public relations minor should count SP 110 in their major and replace it in the minor with one of the survey electives listed for the public relations major.
 SP 110 Interpersonal Communication4
 PR 230 Principles of Public Relations4
 PR 330 Public Relations Message Design4
 PR 430 Public Relations Case Studies4
 PR 431 Public Relations Campaigns4

DEPARTMENT OF CAPS COURSE DESCRIPTIONS

Theatre and speech courses marked * can be used to meet Liberal Studies requirements. Courses marked o can be taken for graduate credit.

PUBLIC RELATIONS

PR 230 PRINCIPLES OF PUBLIC RELATIONS. 4 cr.

The theory and practice of public relations, its function in organizations and its role in society. Topics include the history, communication theories, and ethics of public relations; areas of practice in public relations, and career opportunities. A feature of this course is the use of guest speakers who are public relations practitioners.

PR 295 SPECIAL TOPICS IN PUBLIC RELATIONS. 4 cr. Prerequisite: Permission of instructor. May be repeated for credit if topic varies.

Study of a particular topic or problem in the area of public relations.

PR 298 DIRECTED STUDY. 1-4 cr. Prerequisite: Permission of instructor and department head. May be repeated for up to 8 credits.

Independent study in an area of public relations to be defined by the student and instructor.

PR 330 PUBLIC RELATIONS MESSAGE DESIGN. 4 cr. Prerequisite: EN 211, successful completion of the writing proficiency examination, and a "C" or better in PR 230. Permission of the instructor will be granted only after an interview.

Development of entry level skills in the preparation of messages unique to public relations practice. Included are: news release design, background reports, speech writing, brochure design, advocacy advertising, special event design and preparation, and research designs appropriate to public relations. The emphasis is on professional development as students learn the techniques of message design, work under deadlines, and examine the variety of message designs used by organizations.

PR 430 PUBLIC RELATIONS CASE STUDIES.

4 cr. Prerequisite: A "C" or better in PR 330.

Permission of the instructor will be granted only after an interview.

Examination of how public relations is done by agencies and organizations. Both internal (employee-member) and external campaigns are examined to determine what standards of excellence exist in the practice of public relations. This course expands the discussion of the different types of public relations practice begun in PR 230. Students are expected to research, write, and give an oral presentation of an original case study.

PR 431 PUBLIC RELATIONS CAMPAIGNS.

4 cr. Prerequisite: A "C" or better in PR 430.

Permission of the instructor will be granted only after an interview.

Focus on the technical and theoretical aspects of creating communication campaigns in public relations. The student is expected to develop a campaign and present it to a "client." Students will be assigned "clients" at the beginning of the semester and develop a five-phase campaign assignment including: research designs, budgets, campaign concepts, post-campaign evaluation, and an oral presentation.

PR 491 PRACTICUM IN PUBLIC RELATIONS.

1-8 cr. Prerequisite: Permission of instructor.

S/U grade will be awarded.

Projects in the area of public relations carried on under the supervision of a faculty member.

PR 492 INTERNSHIP IN PUBLIC RELATIONS.

1-8 cr. Prerequisite: Permission of instructor.

GPA of 2.75 or better. S/U grade will be awarded.

Practical, applied experience involving placement in a job situation.

PR 495 SPECIAL TOPICS IN PUBLIC RELATIONS. 2-4 cr. Prerequisite: Permission of instructor. May be repeated for credit if topic differs.

Study of a particular topic or problem in the area of public relations.

PR 498 DIRECTED STUDY. 1-4 cr. Prerequisite:

Permission of instructor and department head. May be repeated for up to 8 credits.

Independent study in an area of public relations to be defined by the student and instructor.

Oakland University

Journalism Program

Requirements for admission to the journalism major

To be admitted to major standing in journalism, students must complete:

1. RHT 150 and RHT 160 (or otherwise satisfy the writing proficiency requirement) and JRN 200 with an average grade of 3.0 or above.
2. 20 credits of corequisite courses with an average grade of 3.0 or above.
3. An introductory two-semester sequence in a modern language or American Sign Language at the university level; or one semester of a modern language at the second-year level or above; or two courses numbered 120 or above in mathematical sciences or computer science.

Requirements for the liberal arts major in journalism, B.A. program

To earn the Bachelor of Arts degree with a major in journalism, students must complete:

1. A minimum of 24 credits in journalism, including JRN 200, 300, 403 and 404 and any two of the following: JRN 310, 311, 312, 320, 321, 332, 340 or 350.
2. 8 credits from the following for an emphasis in print or broadcast journalism: COM 201, 207, 285, 301, 303, 311, 371, 373, 403; or for an emphasis in advertising: JRN 341 and 342 or 343, plus an advertising internship (JRN 404); or for an emphasis in public relations: JRN 351, 352 and 353 (plus internship for major, JRN 404, must be in public relations).
3. Corequisites (36 credits) as follows (these courses, where appropriate, may also satisfy general education or college distribution requirements):
 - a. 8 credits from HST 101, 102, 114, 115, 223, 321 or 354.
 - b. 12 credits from ENG 100, 105, 111, 224, 241, 303, 306, 312, 315, 322, 332, 356, 357 or 369.
 - c. PS 100 and 4 credits from PS 110, 241, 305, 372, 373 or 377.
 - d. 4 credits from ECN 150 or 200.
 - e. 4 credits from SOC 100, AN 101 or 102.

Requirements for the liberal arts minors in journalism, advertising or public relations

A minor in *journalism* requires a minimum of 24 credits in JRN courses, including JRN 200, 300 and 404.

A minor in *advertising* requires a minimum of 24 credits in JRN courses, including JRN 200, 340, 341, 342 and 404. The internship (JRN 404) must be taken in advertising for that minor. (JRN 343 may be substituted for JRN 342.)

A minor in *public relations* requires a minimum of 24 credits in JRN courses, including JRN 200, 350, 351, 352 and an internship (JRN 404) in public relations. Additional course work to comprise the minimum of 24 credits must be selected from the following: JRN 353, 354, 356, and 360.

Journalism majors may not minor in advertising or public relations.

Course Offerings

The department offers selected courses from this catalog as warranted by student needs and availability of faculty. Specific offerings for each term may be found in the *Schedule of Classes*.

JRN 350 Introduction to Public Relations (4)

An overview of the practices of public relations and its potential impact on various audiences. Study of basic public relations tactics, including media relations, community relations, internal communications, public affairs and investor relations.

Prerequisite: JRN 200.

JRN 351 External Public Relations (4)

The study of public relations related to an organization's external audiences such as the news media and local, state and national government officials. Students will study public relations strategies used to interact with these groups, including media relations, legislative lobbying and special events.

Prerequisite: JRN 350.

JRN 352 Internal Public Relations (4)

The study of public relations related to internal audiences of an organization. In-depth discussion of the shaping of internal culture via public relations vehicles such as newsletters/publications, general memo/announcements, videotapes and face-to-face employee communications.

Prerequisite: JRN 350.

JRN 353 Public Relations and the News (4)

A study of the relationship between the public relations practitioner and members of the news media. Students will focus on understanding the differing needs of the news media and on using various public relations vehicles to reach targeted audiences via the media. Course includes writing weekly news releases.

Prerequisite: JRN 350.

JRN 354 Case Studies in Public Relations (4)

The study of actual public relations efforts of various companies and organizations. Students will take on the role of public relations practitioners for a fictitious organization and develop public relations goals, objectives, tactics and programs to deal with situations that affect the organization.

Prerequisite: JRN 350, JRN 351, JRN 352.

JRN 356 Video for Public Relations (2)

Understanding the elements involved in producing corporate videos, including an introduction to the technology of video, the applications of video to public relations needs and development of the video "treatment" for client presentation.

Prerequisite: JRN 350.

JRN 360 Special Topics in Public Relations (2)

Various specialties offered to students. Subjects change from semester to semester, with some opportunity for independent study. May be repeated under different subtitles.

Prerequisite: JRN 350.

University of Michigan

Communication

2020 Frieze Building
764-0420

Fax: (313) 764-3288

Professor Neil M. Malamuth, Chair

Professor Vincent Price, Associate Chair

May be elected as a departmental concentration program

Professors

Frank Beaver, *Film history, film production*

Neil M. Malamuth, *media effects, pornography, relationships between men and women*

Marion T. Marzolf, *Journalism history, journalistic ethics and criticism, information gathering*

John Stevens, *Media law, media history, news writing*

Michael Traugott, *Political communication*

Associate Professors

Richard L. Allen, *Intercultural communication, blacks and the media, persuasive communication*

Charles Eisendrath, *Foreign correspondence*

Assistant Professors

Richard Campbell, *Media and society*

Hilary Cohen, *Media and the arts*

Hayg Oshagan, *Public opinion, methodology*

Andra Press, *Sociology of communication, feminism theories*

Vincent Price, *Communication theory and methodology, media and public opinion*

Jimmie L. Reeves, *Media criticism, history, and writing*

Holli Semetko, *International and political communication*

Visiting Professor and Executive Editor

Jonathan Friendly, *News reporting and journalistic ethics*

Visiting Assistant Professor

Christopher L. Heavy, *Marriage, family, and interpersonal communication*

Lecturers

Donald J. Kubit, *News writing, Information gathering*

Terri Lee Sarris, *Radio/TV production and writing*

Alan S. Young, *New technology*

Adjunct Lecturers

David Bishop, *Journalistic ethics and reporting*

Jon Hall, *Reporting*

Katherine Hurbis-Cherrier, *Screenwriting*

Mick Hurbis-Cherrier, *Screenwriting*

Joan Lowenstein, *Media Law*

Barbara McAdam, *Information Gathering*

Barbara Morris, *Analyzing TV*

Brownson Murray, *Media Law*

Doug Rideout, *Film Production*

Linda Terhaar, *Information Gathering*

Professors Emeriti Henry Austin, Dean C. Baker, Charles F. Cannell, John V. Field,

Garnet R. Garrison, Graham B. Hovey, Howard H. Martin, Wesley H. Maurer,

William Porter, Edward Stasheff, Alfred Storey, Leland Stowe, Edgar Willis.

Undergraduate concentrators in mass communication study the structure, processes and effects of mass communication. Several scholarly approaches to media research are represented in the curriculum, including historical, legal, cultural, institutional and effects orientations. The analytical diversity of the field is reflected in the variety of classes offered, which range from examinations of the mass media and persuasion, to politics, public opinion, law, history, organizations, and popular culture. The department also offers a number of skills courses on news reporting, television and film production, and writing for the mass media. The undergraduate concentration is not intended as preparation for professional careers in media. The Bachelor of Arts degree in Communication provides students with a deeper understanding of the role of mass communication in society.

Prerequisites to Concentration. Communication 103.

Concentration Program. A total of 30 credits of courses beyond 100-level introductory courses. These must include the following:

1. **Areas of Communication** One course must be taken from each area. The areas of study and the courses satisfying each requirement are:
 - a. Historical and Legal Issues: Comm. 202, 400, 403.
 - b. Media Criticism and Analysis: Comm. 320, 405, 417.
 - c. Mass Communication Processes and Effects: Comm. 301, 312, 552.
2. **Advanced Writing Requirement:** One Advanced Writing Course (AWC) from the following: Comm. 290, 302, 409, 427, 428.
3. **Cognate:** Nine credits of cognate work from a single other discipline at the 300-level or above. These credits must be approved by a communication counselor.
4. **Electives:** Nine credits of courses in Communication. All courses not used to satisfy area or AWC requirements are considered electives, excepting Comm 450 (Internship).

Honors Program. The Honors Program in Communication is available in senior year to students with a grade point average by their final term of junior year of 3.5 in communication courses and 3.2 overall. Make an appointment with the Department's Honors Advisor. Ask for an information sheet on the Honors Program in Communication at the Department office (2020 Frieze).

A.B./M.A. Journalism Program. This dual-degree program is for outstanding seniors at the University of Michigan with aptitude and interest in journalism graduate education. One or two exceptional students are admitted in the fall term of the senior year. See the Department Chair or Director of the Master's Program in Journalism for information.

Advising and Counseling. Counseling appointments are scheduled at 1213 Angell. Prospective concentrators should schedule an appointment with a concentration advisor during the second term of the sophomore year. Most students continue to see an advisor at least once a year. In any case, students consult an advisor during the first term of the senior year to ensure that required courses will be completed for graduation.

Broadcasting and Print Journalism Facilities. The department has audiovisual viewing carrels, audio and television studio facilities, field production equipment for film and video production, and editing suites for film and videotape for producing entertainment, news and documentary programs. Computer-equipped writing labs facilitate newsroom simulation and lab production.

Research on Journalistic Performance. The department administers the Howard R. Marsh Center for the Study of Journalistic Performance. This endowed facility studies questions of journalistic ethics and functions in American life. A visiting professorship in journalism is also supported by a gift by Howard R. Marsh. The Marsh Center brings invited editors, publishers, communication theorists, and broadcasters to the campus during the academic year.

Courses in Communication (Division 352)

100. Public and Interpersonal Communication. *Not open to seniors.* (3). (Excl).
 103. Introduction to Mass Communication. *Not open to seniors.* (4). (SS).
 202. Freedom of Expression. (3). (SS).
 250. Information Gathering for Mass Media. (3). (Excl).
 290. News Writing. (3). (Excl).
 301(401). Mass Communication Theory. (3). (Excl).
 302. Writing for the Mass Media. *Comm. 290, or permission of instructor.* (3). (Excl). *May be repeated for a total of 6 credits with permission of concentration advisor.*
 305/Linguistics 305. Political and Advertising Discourse. *Junior standing.* (3). (Excl).
 310. Persuasive Communication. (3). (Excl).
 312. Communication and Contemporary Society. (4). (Excl).
 320. Film Analysis. (4). (HU).
 330. Analyzing Print Journalism. (3). (Excl).
 400. The Media in American History. (4). (SS).
 402. Comparative World Journalism. (3). (Excl).
 403. Ethics of Journalism. (3). (Excl).
 404. Media in the Marketplace. (4). (Excl).
 405. The Media and the Arts. *Comm. 103 and upperclass standing.* (3). (Excl).
 406. Mass Communication Research. (3). (Excl).
 407. Television and Children. (3). (Excl).
 409. The Michigan Journalist. *Comm. 290 or permission of instructor.* (3). (Excl).
 410. Introduction to Group Communication. (3). (Excl).
 417. Analyzing Television. *Comm. 103 and junior standing.* (4). (HU).
 420/Pol. Sci. 420. Politics and the Mass Media. *Pol. Sci. 111, 300, 410, or 411.* (4). (Excl).
 421. Introduction to Radio and Television. *Upperclass standing.* (3). (Excl).
 423. Film Practicum for the Writer. *English 412 and permission of instructor.* (3). (Excl).
 425. Introduction to Radio and Television Directing. *Comm. 421.* (3). (Excl).
 427. Preparation of Radio and TV Continuity. *Junior standing.* (3). (Excl).
 428. Writing Drama for Film and Television. *Junior standing.* (3). (Excl).
 450. Undergraduate Internship. *Junior standing, concentration in Communication and permission of instructor.* (2) (Excl). *Offered mandatory credit/no credit. (EXPERIENTIAL). May be elected for a total of six credits.*
 462/Soc. 462. Cultural Theories of Communication. *Comm. 103, Soc. 100, or Anthro. 101.* (3). (Excl).
 463/Soc. 463. Mass Communication and Public Opinion. *Upperclass standing.* (3). (SS).
 500. Seminar. *Open to senior concentrators.* (3). (Excl). *May be repeated for credit.*
 501. Departmental Tutorial. *Open to senior concentrators.* (1-4). (Excl). (INDEPENDENT). *May be repeated for credit.*
 502. Marsh Professor Mini-Course. (1). (Excl). *May be repeated for credit.*

510. Studies in Group Communication. *Comm. 410 or permission of instructor.* (3). (Excl).
 518. Cross-Cultural Communication. *Senior standing or permission of instructor.* (3). (Excl).
 521. History of the Motion Picture. *Upperclass standing.* (3). (HU).
 522. Film Theory. *Upperclass standing.* (3). (Excl).
 525. Radio and Television News and Special Events. (3). (Excl).
 527. Radio Television Management and Program Development. *Permission of instructor.* (3). (Excl).
 528. Advanced Television Writing. *Comm. 428 or permission of instructor.* (3). (Excl).
 529. International Broadcasting. *Upperclass standing.* (3). (Excl).
 550 Reporting the Sciences *Comm. 302, or permission of instructor.* (3). (Excl). *May be repeated for a total of six credits.*
 551. Investigative Reporting. *Comm. 302 or 600; or permission of instructor.* (3). (Excl).
 552. Society and Mass Media. (3). (Excl).
 553. Media Economics. (3). (Excl).
 554. Media and Government. (3). (Excl).
 555. Media History. (3). (Excl).
 556. International Communication. (3). (Excl).
 557. Media Law. (3). (Excl).
 558. The Ethnic Press. (3). (Excl).
 559. Foreign Correspondence. *Permission of instructor.* (3). (Excl).
 590. Senior Honors Seminar. *Open to senior concentrators by departmental invitation.* (2). (Excl). (INDEPENDENT).
 591. Senior Honors Thesis. *Communication 590.* (4). (Excl). (INDEPENDENT).

Foreword

The School of Business Administration is a professional school concerned with the theory and practice of business administration. The primary objectives of the School are to provide relevant education of high quality for business administration students, and to develop new knowledge through research and encourage application of findings. To this end, in addition to their instructional services, faculty has been a continuing source of notable scholarly publications and it is a special strength of the School that it brings a fine research faculty to teach undergraduate as well as graduate courses.

This school has a tradition of instructional programs exemplifying high standards for both faculty and students as is acknowledged by accreditation of the American Assembly of Collegiate Schools of Business for both the baccalaureate and master's degree programs. The School provides relevant, comprehensive business education through programs that serve recent high school graduates as well as older student populations. The student body is racially and ethnically diverse, commuting, and often working and raising families. To meet the needs of these students, the School schedules classes throughout the metropolitan area, during both day and evening hours.

The undergraduate program begins after students have acquired an educational foundation in the basic sciences and arts in the first two years of undergraduate work. During the third and fourth years, the student follows a program of study in the School of Business Administration designed to provide professional education. Students may select majors in accounting, finance, management, management information systems, and marketing. Degrees of Bachelor of Science in Business Administration and Bachelor of Arts in Business Administration are awarded.

The graduate program leading to the Master of Business Administration degree is dedicated to educating graduate students in professional careers in business administration. The Master of Science in Taxation degree is offered to those exhibiting an advanced appreciation of the study of taxation. These graduate programs are offered primarily during the evening hours, with occasional course offerings at other times. For additional graduate program information, consult the Wayne State University Graduate School Bulletin.

The School of Business Administration also recognizes its obligation to community service. As part of an urban university, the School makes a special commitment to foster basic and applied research that will benefit business enterprises. Equally important is the dedication to excellence in the instructional programs that create and support the business leadership that is critical to the continuing revitalization of southeastern Michigan.

Degree Programs

BACHELOR OF SCIENCE in Business Administration with majors in

Accounting
Finance and Business Economics
Management and Organization Sciences
Management Information Systems
Marketing

BACHELOR OF ARTS in Business Administration with majors in

all of the Bachelor of Science concentrations cited above

**MASTER OF BUSINESS ADMINISTRATION*

**MASTER OF SCIENCE IN TAXATION*

* For specific requirements, consult the Wayne State University Graduate Bulletin.

MARKETING

Office: 300 Prentiss Building; 577-4525

Chairperson: Edward A. Riordan

Professors

Ishmael P. Akaah, Hugh M. Cannon (Adcraft Club/Simons—Michelson Professor in Advertising), H. Webster Johnson (Emeritus), J. Patrick Kelly (Kmart Chair in Marketing), Ferdinand F. Mauser (Emeritus), Edward A. Riordan

Associate Professors

John D. Beard, Mary S. Irwin (Emerita), George C. Jackson, Leon R. Klein (Emeritus), James T. Low, John J. Rath (Emeritus), Jone M. Rymer, Louis L. Stern (University Ombudsperson), David L. Williams, Attila Yaprak

Assistant Professors

Francis J. Brown (Emeritus), Alice Herge (Emerita), Daniel R. Home, M. Christine Lewis, Jeffrey J. Stolman, John C. Taylor

Senior Lecturer

Richard C. Becherer

Lecturer

Donna L. Santo

Degree Programs

BACHELOR OF ARTS in Business Administration with a major in marketing

BACHELOR OF SCIENCE in Business Administration with a major in marketing

Bachelor's Degrees

Admission Requirements: Admission to undergraduate degree programs in the School of Business Administration is granted to upper division students (junior and senior level) only after completion of a pre-business administration curriculum; for a list of required courses, as well as the admission policies of the School, see page 57.

DEGREE REQUIREMENTS: Candidates for the bachelor's degree must complete 128 credits including satisfaction of the degree requirements stated on pages 58-59, as well as the marketing core courses and requirements for one of the specializations listed below. All course work must be completed in accordance with the academic procedures of the University and the School which apply to these degrees; see pages 14-41 and 57-62 respectively.

Marketing Core

The specializations in marketing are designed for students planning careers in advertising, public relations, research, retailing, sales management and logistics management. The major provides the concepts and methods by which managers identify and solve the marketing problems and opportunities of either business or non-business organizations through market target, product, price, distribution and promotion decisions.

The major program in marketing employs a capstone course, MKT 696, to assess students' knowledge of the discipline.

Students who major in marketing will complete the first two of the following three courses, then select courses from their designated area of specialization, and then take MKT 696:

MKT 541	Marketing Research and Analysis
MKT 545	Consumer Behavior
MKT 696	Marketing Policy

Advertising/Public Relations

This specialization is complementary to careers in a wide variety of businesses, institutions, agencies, or other organizations. It prepares students to assume responsibilities for the development, coordination, and implementation of advertisement and promotion of goods, services, issues, ideas, and people.

MKT 549	Principles of Advertising
MKT 552	Public Relations of Business

One course from a Departmental list (MKT 550 and/or 551 recommended)

Business Logistics

This specialization focuses on the determination and selection of the most efficient and appropriate marketing intermediaries, including wholesalers and retailers, who move products from producers to consumers. It also emphasizes the study of managing the movement of products within firms as well as through marketing channels.

MKT 560	Transportation and Distribution Management
MKT 562	Business Logistics

One course from a Departmental list

Sales Management

Successful sales managers are responsible for the overall organization of sales personnel. Students preparing for careers in this field become skilled in the management activities of selecting, training, motivating, supervising, evaluating and controlling an effective sales force. They also learn and apply effective market forecasting techniques and procedures.

MKT 546	Sales Management
MKT 548	Market Forecasting

One course from a Departmental list

MARKETING COURSES (MKT)

The following courses, numbered 090-599 and 610-699, are offered for undergraduate credit. Courses numbered 600-609 and 700-999, which are offered for graduate credit only, may be found in the graduate bulletin. For interpretation of numbering system, signs and abbreviations, see page 449. Students must be admitted to the School of Business Administration or receive permission from an adviser in the School to enroll in courses numbered 400 and above.

552. Public Relations of Business. Cr. 3

Philosophy of public relations of business, history of public relations, study of public opinion, the public relations process, tools of communication, uses of mass media in public relations work, and analyses of methods employed in establishing sound public relations programs. (T)

Bachelor of Arts Degrees

Admission Requirements are satisfied by the general requirements for undergraduate admission to the University; see page 14.

DEGREE REQUIREMENTS: Candidates for the Bachelor's degree must complete 120 credits of course work including satisfaction of the University General Education Requirements (see page 24), as well as the major requirements of one of the programs listed below. All course work must be completed in accordance with the regulations of the University and the College governing undergraduate scholarship and degrees; see pages 14-41 and 155-158, respectively.

A major will complete at least thirty but not more than forty-six credits in the department. Any course work elected over the forty-six credit maximum must have prior approval of both adviser and chairperson if the additional credits are to count toward the degree (120 credits). At least twelve credits are required in residence within the major. Students should see their adviser about completing the Writing Intensive competency requirement. A proper distribution of courses approved by the student's adviser is important.

Writing Intensive (WI) Requirement: The University General Education Program requirement of a writing intensive course in the major may be fulfilled by taking SPC 321 (speech communication or public relations majors) or SPJ 446 (journalism majors) or SPR 421 (radio-television majors) as a corequisite with its designated WI course; the WI courses (SPC 593, SPJ 593, SPR 593) are non-credit courses offered for S and U grades. The writing intensive course and its corequisite should be taken simultaneously during the junior year after satisfactory completion of the English Proficiency Examination.

— With a Major in Public Relations

Students electing this major typically seek employment in one of the many career opportunities in public relations: business and industry; non-profit organizations; trade associations; government service; education; or account executive positions in an agency. Some students later pursue graduate-level study in fields such as organizational communication.

Major Requirements: In addition to the Public Relations core courses—SPC 317, Fundamentals of Public Relations and SPC 516, Communication and Public Relations—the following courses are required: SPJ 210, 321, 521 or 530; SPC 210, 216, 321, 325; SPR 201, 421.

Recommended electives include an internship (SPC 619), as well as courses in Journalism (SPJ 200, 228, and 446) and Speech Communication (SPC 220, 520, 521). An adviser should be consulted early in the student's program. Direct inquiries to 531 Manoogian Hall (577-2946).

Minor in Public Relations: A minor in this area requires: SPC 216, 317 and 325; SPJ 210 and 321; SPR 201.

UNDERGRADUATE COURSES

The following courses, numbered 090-699, are offered for undergraduate credit. Courses numbered 700-999, which are offered for graduate credit only, may be found in the graduate bulletin. Courses in the following list numbered 500-699 may be taken for graduate credit unless specifically restricted to undergraduate students by individual course limitations. For interpretation of numbering system, signs and abbreviations, see page 449.

317. (CL) Fundamentals of Public Relations. Cr. 4

Prereq: SPB 101 or SPC 210 or equiv. No undergraduate credit after SPC 516. Historical background of the profession of public relations; communication variables in public relations; emphasis on presentational techniques, publicity preparation and development of special events. (F)

516. Communication and Public Relations. Cr. 3

Prereq: SPC 317 or graduate standing. Overview of selected topics in communication as applicable to current practices and issues in public relations; corporate image and awareness campaigns, persuasive efforts of non-profit agencies; educational programs of consumer-related agencies; political and social campaigns. (W)

619. Internship in Organizational Communication and Public Relations. Cr. 1-4(Max. 6)

Prereq: written consent of instructor. Open only to majors. On-the-job observations and work experience in business, service, social, governmental, and industrial organizations. Emphasis on public relations and organizational communication. (T)

Western Michigan University

COMMUNICATION

James Gilchrist, Chair
Lynwood Bartley
Loren Crane
Richard Dieker
Wendy Ford
Richard A. Gershon
James Jaksa
Richard Joyce
Steven Lipkin
Peter G. Northouse
Thomas F. Page
Steven C. Rhodes
George Robeck
Dale Shannon
Thomas Sill
Robert L. Smith
Shirley A. Van Hoeven
Earl Washington
Shirley C. Woodworth
Paul Yelsma

Communication is the principal mode for establishing and maintaining human relationships. It consists of those processes by which society is made possible, by which people develop and exchange ideas, solve problems, and work cooperatively in attaining common objectives. Effective oral communication is an educational imperative for all human beings.

The Department of Communication is dedicated to meeting the personal and professional communication objectives of our students. Seven areas of concentration within the major are available: Broadcast and Cable Production (BCP); Communication Studies (COS); Interpersonal Communication (IPC); Media Studies (MDS); Organizational Communication (OCM); Public Relations (PUR); and Telecommunication Management (TCM). These major areas of concentration reflect the primary divisions in the discipline, with required courses to insure adequate preparation in specific fields. The concentration areas and accompanying upper-level requirements provide appropriate guidance to assure that programs of study are academically sound.

Two minors, Minor in Communication and Minor in Secondary Communication Education, are also offered.

The study of communication is important to virtually every profession that involves working with people, making an excellent major, minor or cognate for communication-related jobs in education, business, government agencies, health care professions, social services, industry, and other public and private organizations. Communication is central to positions in public relations, corporate communication, public information management, employee communication, training and development, and radio, television, and film.

Excellent production training facilities and professional curricular programs in radio, television and film provide both the background knowledge and training for positions in mass media production, performance and management.

The department also encourages a close relationship between academic classes and extracurricular and co-curricular experiences. Students may become involved in a variety of activities, including community service projects, WIDR-FM radio station, video-taping of special events, film-making, and internships in a variety of organizations. Academic credit may be earned for significant participation in many of these communication activities.

Students planning to major or minor in any of the communication areas should discuss their program needs and interests with a departmental advisor at the earliest possible

date. Call the departmental office at 387-3130 for advising hours. A *Handbook for Majors and Minors in Communication*, which describes career opportunities and suggested programs of study in COM, is available free of charge from the department office.

Pre-Communication Major

Students planning to major in any area of communication will be admitted as a pre-communication student, PCM, and will work with a communication advisor in the development of a planned program. This status, however, does not guarantee admission to a communication major, since more students apply for admission than can be accepted. A student's application for admission as a major will be considered following the completion of a minimum of 30 semester hours, 15 of which must be from Western Michigan University and the completion of COM 170 and COM 200.

Transfer students who present appropriate communication courses will be evaluated and may be admitted on an individual basis directly into the program. Transfer students with no communication courses will be required to take COM 170 and COM 200 the first semester, and will be acted upon at the completion of their first semester.

Admission to a major in communication is by application only, and will be based on the following factors:

1. Overall grade point average, with a minimum of 2.0
2. Grades earned in COM 170 and COM 200 must be "C" or better.

Deadlines for submitting applications are February 15, May 15, and October 15. Application forms and additional information can be obtained from the departmental office, 301 Sprau Tower.

Students not meeting admission requirements will be informed of steps they can take to earn admission. Admission of students on a probationary basis to the communication major will be considered on an individual basis.

General Program Requirements

1. All major/minor programs must be approved by a departmental advisor. Admission to a major in communication will be considered by a departmental advisor following completion of the PCM requirements. Declaration of a minor in communication must be made with a departmental advisor before the completion of nine semester hours of communication credit.
2. Students must earn a grade of "C" or better in all course work applied toward a major/minor program.
3. Prerequisites for upper-level communication courses must be met. Prerequisites applicable to all 500-level courses in Communication include junior status and 15 credit hours of Communication or related courses and consent of advisor and/or instructor. Some 500-level courses may list specific prerequisite courses, and such specified courses can be counted in the 15-hour requirement.
4. Petition for exceptions to any departmental policies should be directed to the department chair.

Baccalaureate Writing Requirement

Students who have chosen the Communication or Public Relations majors will satisfy the Baccalaureate Writing Requirement by successfully completing one of the following courses:

COM 332	Group Problem Solving
COM 335	Leadership
COM 358	TV and Film Scripting
COM 359	Broadcast Journalism
COM 370	Interpersonal Communication II
COM 372	Introduction to General Semantics
COM 441	Documentary in Film and Television
COM 482	Communication Processes in the Organization
COM 541	Mass Communication Law

Public Relations (PUR) Major

50 hours

1. Pre-Communication Requirements 6 hrs.

COM 170 Interpersonal Communication I 3
COM 200 Introduction to Communication Theory 3

2. Public Relations core requirements 30 hrs.

A. Required courses (9 hrs.)

COM 449 Public Relations and Organizations 3
COM 450 Public Relations Program Development 3
COM 482 Communication Processes in the Organization 3

B. Select one of the following (3 hrs.):

COM 358 Television and Film Scripting 3
COM 359 Broadcast Journalism 3

C. Select one of the following (3 hrs.):

COM 104 Public Speaking 3
COM 204 Advanced Public Speaking 3

D. Select one of the following (3 hrs.):

COM 332 Group Problem Solving 3
COM 335 Leadership 3
COM 483 Interviewing 3

E. Select two of the following (6 hrs.):

COM 256 Broadcast Operations 3
COM 257 Radio Programming and Production 3
COM 355 Small Format Video Production 3
COM 356 Film Production 3
COM 357 Television Studio Production 3
COM 458 Television Performance 3

F. Select two of the following (6 hrs.):

COM 240 Introduction to Telecommunication 3
COM 443 Mass Communication and Social Change 3
COM 444 Mass Communication, News and Public Affairs 3
COM 447 Organizational TV Production 3

3. Cognate Course Requirements 14 hrs.

A. This course is required:

PAPR 150 Graphic Arts 3

B. Select one of the following (3 hrs.):

ED 548 Audio Visual Media I 3
ED 549 Audio Visual Media II 3
ED 550 Photography Workshop 3

C. Select two of the following (required courses in English can be used toward a journalism minor) (6 hrs.):

ENGL 264 News Writing 4
ENGL 265 News Editing 4
ENGL 363 Advanced Reporting 4
ENGL 364 Feature/Article Writing 4

Recommended minors include: Journalism, General Business, Marketing, and Management. Recommended majors include: Public Administration, Advertising, Environmental Studies, and Travel and Tourism.

All course prerequisites must be met to enroll in upper-level courses. Grade requirement: A minimum grade of "C" is required in all courses to be applied toward the major. *Writing Intensive Course Requirement. These courses satisfy the upper-level writing requirement.

Communication Courses (COM)

(Course described in italics is approved for General Education.)

COM 449 Public Relations and Organizations
3 hrs.

The course will examine the role of public relations and public information in a variety of organizations with a communication theory perspective. The course is designed to prepare individuals for positions in public relations and public information, or for other positions in organizations concerned with the flow of information across organization boundaries.

COM 450 Public Relations Program Development
3 hrs.

This is an advanced course in public relations emphasizing research methodology, developing planning objectives, and program evaluation for corporate, governmental, educational, and social service organizations. Prerequisite: COM 449.

COM 482 Communication Processes in the Organization
3 hrs.

This course is a systematic study of the communication processes in organizations at the individual, group, and organization-wide levels. Students will learn strategic communication planning, including methods of organizing and evaluating information, identifying and solving communication problems and applying organizational communication skills in decision-making. This course meets the University upper-level writing-intensive requirement. Prerequisites: COM 170 and COM 200.

APPENDIX I FACULTY VITA

RONALD H. GREENFIELD

Vita

CURRENT POSITION

Assistant Professor, Marketing and Coordinator, Public Relations Major 1995-Present
College of Business, Ferris State University, Big Rapids, Michigan

PROFESSIONAL EXPERIENCE

Corporate Vice President 1989-94
Peabody Holding Company, Inc., St. Louis, Missouri

Planned and directed communications and advertising programs for the nation's largest coal producer and its 50 subsidiaries worldwide with 8,000 employees and annual revenues of \$2 billion. Also managed corporate headquarters employee relations, office services, purchasing and printing functions including up to 27 people and annual budgets of \$4.5 million.

- Directed management communications programs through intensive, two-year long proposed recapitalization and eventual takeover by British corporation.
- Developed long-range plan to decentralize public relations function and train operating executives to effectively fulfill regional/local public relations requirements.
- Managed news media and communications activities to position company as law-abiding, ethical victim during 3-year Federal investigation of coal industry corruption.
- Chaired committee to develop and present a 3-day, national, communications training workshop for public relations managers.
- Developed and produced marketing materials for substantial expansion of western operations.

Director - Public Affairs 1983-89
Peabody Holding Company, Inc., St. Louis, Missouri

Developed and executed corporate-wide public relations and advertising programs for the parent company and its 40 subsidiaries with annual sales of \$1.7 billion. Directed a staff of eight and managed a budget of \$1.1 million.

- Launched award-winning, 28 - 36 page, quarterly magazine for employees.
- Wrote text and prepared audiovisuals for more than 50 CEO speeches and policy statements presented worldwide.
- Produced four issues of award-winning, 36-page annual report/corporate brochure to position the company for a public offering and provide a central information source.
- Planned and directed worldwide communication programs to counter negative impacts of 100-year-old Native American/federal government dispute.
- Developed highly targeted product and institutional advertising program to gain momentum for a new marketing strategy and to increase market share.
- Presented national workshop on developing comprehensive media relations programs.

Director - Public Affairs 1981-83
Peabody Coal Company, St. Louis, Missouri

Planned and implemented communications programs for principal subsidiary of Peabody Holding Company, Inc. with 14,000 employees and annual revenues of \$1.1 billion.

- Conducted comprehensive communications audit to measure perceptions of and attitudes toward the corporation among its primary publics.
- Established professional public relations function by consolidating disparate communications activities, launching new programs and building a staff of three.
- Developed and implemented media relations program serving 750 local, regional and national newspaper, magazine, radio and television outlets.
- Planned and initiated corporate-wide, year-long 100th Anniversary celebration involving some 40 committees, production of 28-minute corporate film, etc.

Manager of Public Relations 1972-81
Central Soya Company, Inc., Fort Wayne, Indiana

Planned and implemented public and investor relations programs for Fortune 150, NYSE listed, agribusiness and food processor with \$2.4 billion annual sales and 110 plants worldwide.

- Developed and implemented comprehensive investor communications programs which broadened stock ownership and generated support for new business strategies.
- Planned and directed national public relations programs involving volatile and violent, six-month labor strike.
- Implemented corporate-wide identification system using new logotype, stationery, etc.

Chief and Deputy Chief, Public Information Division 1970-72
U.S. Air Force Academy, USAF Academy, Colorado

Developed and managed national news media relations programs for 4-year university educating 4,000 career Air Force officers, offering 28 majors and hosting 1 million visitors annually.

- Directed news media operations involving a major cadet honor code incident in 1971, frequent anti-war demonstrations, visit by the Vice President of the United States, etc.
- Supervised production of two weekly Mutual Radio Network programs utilizing the command orchestra to increase academy applications.

Chief, Internal Information Division 1968-70
U.S. Air Force Academy, USAF Academy, Colorado

Designed and directed internal communications programs for 4-year college and major command level Air Force installation with 12,000 students, employees and dependents.

- Produced award-winning, weekly, 16-20 page newspaper.
- Established and produced daily, 30-minute, televised cable news program.

Editorial Assistant 1966-1968

University of Illinois, Champaign-Urbana, Illinois

Produced live television interviews; wrote, produced and edited film news features; wrote and produced weekly radio feature programs; and wrote and edited newspaper articles and magazine features on full-time and half-time basis while attending graduate school.

Summer Intern 1965

Iowa State University, Ames, Iowa

Co-produced and presented daily noon hour program on WOI-AM and substituted for host of morning drive-time radio program and daily news feature interview segments on WOI-TV.

Summer Youth Advisor 1964

University of Illinois Cooperative Extension Service, Amboy, Illinois

Served as summer assistant for Lee County 4-H Program and planned and managed three-day County 4-H Fair and Junior Show.

Summer Intern 1963

Dick Herm Firm, Peoria, Illinois

Assisted with production and presentation of 57 market news programs weekly, a daily 30-minute radio news feature program and a weekday, noon hour television news and feature program. Assumed full responsibility during regular host's two-week vacation.

EDUCATION

"Fundamental Strategies for Senior Public Relations Executives," New York University, New York, NY, 1982.

"Public Relations Institute," Northern Illinois University, DeKalb, IL, 1979.

Accredited, Public Relations Society of America, New York, NY, 1976.

"Financial Relations Strategies and Tactics," New York University, New York, NY, 1974.

M.S., University of Illinois, major in Journalism (Radio and Television emphasis, including 10 hours of Educational Psychology), 1971.

B.S., University of Illinois, major in Agricultural Science (Agricultural Journalism), 1966.

TEACHING/TRAINING EXPERIENCE

"News Media Interviews," Personalized Training Programs for Headquarters Senior Executives and Subsidiary Spokespersons, 1990-93.

"Communicating on Environmental Issues," Mining Communications Workshop, Washington, DC, 1989.

"Building Bridges to the Environmental Community," Panel Moderator, AMC/NCA Communications Workshop, Atlanta, GA, 1988.

"Balancing Needs - Coal and the Environment," AMC/NCA Communications Workshop, Denver, CO, 1987.

"Media Relations - Dealing with Inquiring Reporters," Communications Skills Workshop, Pittsburgh, PA, 1985.

"Crisis Planning and News Media Management," Superintendent's Training Program, 37 locations, 1984-85.

"Implementing the Corporate Identification System," Training Program for Senior Executives and Facility Managers, 1985.

"100th Anniversary Celebration," AMC Communications Seminar, Denver, CO, 1984.

"Corporate Logo and Identification System," Corporate Strategic Planning Conference, Key Largo, FL, 1984.

"Working with News Media," Special Training Program for Corporate Lawyers, Evansville, IN; Fairview Heights, IL; Flagstaff, AZ; Henderson, KY; and Denver, CO, 1982-83.

"Effective Public Speaking," Individualized Training Program for Senior Executives, St. Louis, MO, 1983.

Note: Listed above are training and teaching experiences included in the numerous educational programs and instructional presentations to industry, professional, corporate and community organizations over recent years.

MILITARY SERVICE

United States Air Force, Captain (Information Officer), 1968-1972

PROFESSIONAL AND COMMUNITY ACTIVITIES

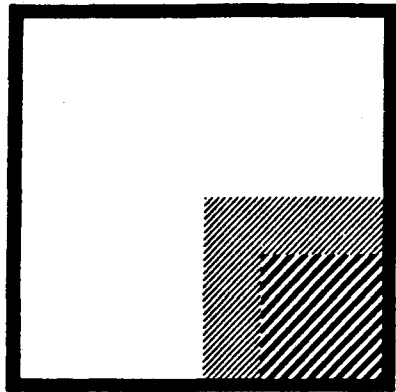
Accredited: Public Relations Society of America
Member: FSU College of Business, Recruitment and Retention Committee,
FSU College of Business, Distinguished Business Speaker Com.
Ferris State University, *Torch* Editor Selection Committee
International Association of Business Communicators
American Coal Foundation, Operating Committee
National Coal Association, Public Relations Committee
American Mining Congress, Communications Committee
First United Methodist Church, Administrative Board
Mining Industry Communications Workshop
Chairman: American Feed Manufacturers Assn., Communications Com.
Vice Chairman: New Haven United Methodist Church, Council on Ministries
Chairman: New Haven United Methodist Church, Administrative Board
Vice Chairman: Highland Terrace Community Association, Board of Directors
Director: U.S. Air Force Academy Junior Officers' Council
President: U.S. Air Force Academy Junior Officers' Council
Internal Vice President: Sigma Delta Chi
President: Sigma Delta Chi
Secretary: Alpha Tau Alpha
Secretary: FarmHouse Fraternity
President: BYMAC (Agricultural Communications Club)
President: "Who's Who in Public Relations"
Listed: "Who's Who in the Midwest"
"Who's Who in Finance and Industry"

8/97

APPENDIX J
DESIGN FOR UNDERGRADUATE
PUBLIC RELATIONS EDUCATION

REISSUED NOVEMBER 1993

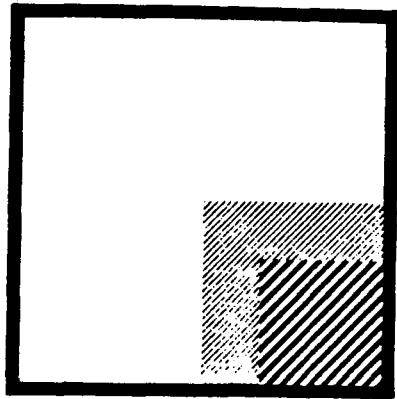
BY THE EDUCATIONAL AFFAIRS COMMITTEE OF
THE PUBLIC RELATIONS SOCIETY OF AMERICA



Design for Undergraduate Public Relations Education

INCLUDING RESEARCH:

**WHAT PUBLIC RELATIONS PROFESSIONALS
AND EDUCATORS SAY ABOUT PREPARING
STUDENTS FOR THE PRACTICE TODAY
AND TOMORROW**



Design for Undergraduate Public Relations Education

A Study Co-Sponsored by:

The Public Relations Division
Association for Education in Journalism and Mass Communication

The Public Relations Society of America

The Educators Section of PRSA

1987

COMMISSION ON UNDERGRADUATE PUBLIC RELATIONS EDUCATION

Headquarters 30A • 225 West Randolph Street • Chicago, Illinois 60606 • 312-727-2046

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Public Relations

APRC 1997-1998

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- Requirements for PRSA Charter of PRSSA Chapters (9)

PUBLIC RELATIONS -- A STATEMENT

Public relations is a rapidly growing professional field in the United States. The Department of Labor reported that 143,000 people were in the practice in 1985 -- a 24 percent increase since 1975.

More than 160 colleges and universities have a public relations sequence or degree program. Sixty percent of the public relations sequences now rank first or second in sequence enrollments of journalism units. In 1985, public relations majors constituted about 13 percent of the 82,760 students enrolled in departments and schools of journalism.

By every measure the numbers are growing. More important, so are the role and influence of public relations in the private and public sectors.

Public relations is rooted in a democratic society where people have freedom to debate and to make decisions -- in the community, the marketplace, the home, the workplace and the voting booth. Private and public organizations depend on good relations with groups and individuals whose opinions, decisions and actions affect the vitality and survival of those organizations.

At its best, public relations is used by organizations to monitor the environment effectively, counsel on organizational policies and actions, direct and evaluate communications which are mutually beneficial to the organization and its publics.

At its best, the contemporary public relations practice offers significant opportunities for service to society.

INTRODUCTION

In late 1983, the Commission on Undergraduate Public Relations Education was established by the Public Relations Division of the Association for Education in Journalism and Mass Communication (AEJMC), the Public Relations Society of America (PRSA) and its Educators Section. During a three-year term (1984-86), the Commission was charged with developing and recommending a public relations program of study for undergraduate students enrolled in U.S. colleges and universities. The target for publication of its report was 1987.

The initial Commission to address the public relations curriculum had been formed in the early seventies. Its 1975 report, "Design for Public Relations Education," was a first in the field and a milestone for the growing profession. Co-chaired by the late J. Carroll Bateman, APR, past president of PRSA, and Professor Scott M. Cutlip, APR, now retired from the University of Georgia, that Commission also consisted of five other members representing the practice and education. The report made recommendations for both undergraduate and graduate education.

In the early eighties, a new Commission was established to update and provide a more detailed recommended curriculum for graduate education and its report was published in 1985. However, it was not until almost ten years after the first "Design" was published that extensive work on revising the recommended curriculum for undergraduate education began. That alone is testimony to the exceptional document which served public relations education and the practice so superbly for more than a decade.

The 1987 Commission recognized this. At its initial meeting in 1984, its first action was to reaffirm the recommendations of the 1975 "Design" until the report of the new Commission had been published. The pattern of membership for both Commissions was the same: representative of education and the practice. The co-chairs were an educator and practitioner, Dr. William P. Ehling, professor at Syracuse University, and Betsy Plank, APR, past president of PRSA. The key sponsoring organizations were also the same. The 1987 Commission also elected to retain the "Design" title for its report.

There were, however, some differences.

Unlike the 1975 Commission, the sole focus of the 1987 Commission was on the undergraduate curriculum. The 1975 Commission named specific public relations courses while the 1987 Commission addressed course content which should be covered in a total public relations program. Including ex officio members, the new Commission consisted of 26 members. Unlike the 1975 Commission, all were not exclusively members of AEJMC's Public Relations Division or PRSA. To seek as much professional consensus as possible, the new Commission included representatives from the International Association of Business Communicators and its Educators Academy; the Foundation for Public Relations Research and Education; the American Marketing Association; the International Communication Association; the American Management Association and the Speech Communication Association. All of these organizations were identified as having a stake in public relations education, and indeed the active participation in Commission work by their representatives has confirmed that conviction.

Another significant difference was the initiative undertaken by the 1987 Commission to conduct research. Coordinated by Professor James W. Anderson, APR, a Commission member, and his associate at the University of Florida, Dr. Robert L. Kendall, APR, its purpose was to determine what educators and practitioners believed the content of an undergraduate education should be. Traditional wisdom had asserted that educators and practitioners disagreed about that content. The research results proved traditional wisdom wrong: today's educators and practitioners do agree about those areas of study necessary to prepare an undergraduate student for the present and future practice.

Commission members used that invaluable research as a grid against which to test their individual and collective experience and judgment. A public report on the research findings was presented at the PRSA conference in November 1985.

The Commission's work was conducted via frequent correspondence, telephone and six meetings, held in conjunction with the annual conferences of its sponsoring organizations and the International Communication Association.

The Commission refused to debate two commonplace questions: Can public relations be taught? And, in what department or school should public relations be taught?

The reality is that public relations is being taught. The Commission's concern was to improve the content of that education.

The reality is that most public relations programs are associated with schools or departments of journalism or mass communications. But programs are also taught in other schools or departments, e.g. speech, liberal arts, business. While the program of study outlined in this report relates to schools of journalism and mass communications, it can be adapted to any academic home.

Thus the content and integrity of the program were the priorities of the Commission and that steady focus prevailed throughout its three-year agenda.

The need for a new curriculum recommendation was prompted by the profession itself. A growing, dynamic field, the practice of public relations continues to defy definitions. As it matures, the practice continually flexes its muscles by reaching into new areas, using research and new technologies to renew and improve old patterns, learning more about the art of communications and assessing the compelling and frustrating condition called human behavior.

As the Commission's 1984 interim report stated, "From the viewpoint of today's practitioner, there are two key stakes in education for public relations. One is future employees. The other is the profession itself. One of the unequivocal hallmarks of every recognized, respected profession is a program of formal education."

The recommendations presented in this report seek to be a contribution to the mission of making undergraduate public relations education the best it can be.

*"An essential hallmark of a profession
is a program of formal education."*

HIGHLIGHTS OF THE REPORT

- . Research reveals virtual unanimity of opinion between practitioners and educators about what the content of undergraduate public relations education should be.
- . Two subjects tied for highest ratings by practitioners and educators. For general education, English. For public relations, an internship/practicum/work-study program.
- . The fundamental purpose of undergraduate public relations education is to provide the student with a well-rounded program of study, including an area of specialization called a public relations major. The traditional arts and sciences remain the solid basis for undergraduate education of public relations students, essential to their functioning professionally in a complex society.
- . The Commission takes no stand on where -- the department or school -- a public relations program ought to be located in an institution of higher education. (The great majority of programs are associated with departments or schools of journalism and mass communications.)
- . Wherever a program is located, these guidelines are addressed to the content and substance of that program and the ratio of professional courses to general education courses, particularly in the liberal arts and sciences.
- . Of the credit hours required for a baccalaureate degree, a minimum of 54 percent should be secured in the liberal arts and sciences.
- . The Commission recommends that public relations students, especially those planning to enter the corporate or agency world, give strong consideration to business as a secondary area of concentrated study, customarily called a "minor." (The business minor was also the leading recommendation by practitioners and educators responding to Commission research.)
- . No more than 25 percent of the credit hours required for a baccalaureate ~~degree~~ should be secured through professional courses. Of this 25 percent, a minimum of half of the credit hours should be in courses clearly identifiable as public relations courses.
- . The curriculum recommendations of the Commission are focused on course content, and not courses by specific name. How courses are configured is the prerogative of the educational institution. In the professional education courses for a public relations major, the content identified by the Commission should be covered.

CURRICULUM: Professional Education (25 percent of credit hours required for graduation)

Communications Studies (maximum of half of professional credit hours)

Technical/production: copy preparation and editing; graphic arts and typography; still photography; production for electronic media; public speaking and oral presentation.

Historical/institutional: history of public communications; law and ethics; problems and issues.

Communication process/structure: factors affecting the process or structure of communications; impact of the communication process or structure on other factors, e.g. social, psychological.

Public Relations Studies (minimum of half of professional credit hours)

Principles, practices, theory; emphasis on ethics.

Techniques: writing, message dissemination, media networks.

Research for planning and evaluation.

Strategy and implementation, including case studies.

Supervised internship/practicum/work-study.

Recommended: Specialized advance study, e.g. marketing, employee, financial, international, consumer, community relations; public affairs.

- The public relations educator should have experience in public relations practice and university teaching and an advanced degree in public relations/communications, preferably at the doctoral level.
- Public relations educators should continue professional development, e.g. research, writing, work in the practice, participation in professional organizations.
- Administrative support has frequently not kept pace with the needs and numbers of today's public relations students. Too often, student-faculty ratios are too high; classes are overpopulated; students are thus shortchanged in getting a substantive education for public relations. The Commission recommends a faculty-student ratio of 1 to 15 for public relations writing and production courses and no more than 1 to 20 for upper-class public relations courses.

- Financial support from the practice to public relations education is inadequate. The Commission recommends that practitioners and their firms (1) make contributions to encourage stronger programs of public relations education and to influence more equitable administrative support of them; (2) commission public relations professors to conduct research and special projects.
- The relationships between the practice and education are growing stronger. Numerous productive dialogues and support systems have been forged by educators, practitioners, students, and their organizations and foundations. Many practitioners are serving as lecturers or adjunct professors. Increasingly, educators are contributing to research and literature and are being recognized as leaders in the profession. All means of such professional partnerships should be constantly strengthened to benefit the preparation for and the practice of public relations.

CURRICULUM RESEARCH

Asking practitioners and educators what they think should be taught to undergraduate public relations students is an innovation of this Commission.

In May 1985, 1,500 questionnaires were mailed to professionals. It was the most extensive survey ever conducted on undergraduate public relations education.

The questionnaires went to all public relations educators listed as members of the Public Relations Society of America (PRSA), International Association of Business Communicators (IABC), International Communication Association (ICA) and Speech Communication Association (SCA). They were also sent to a cross-section of leading practitioners, with appropriate representation from all major areas of practice.

Associate Members of PRSA were also surveyed. The Commission wanted to obtain reactions from those most likely to be in the younger generation -- thus closer to formal education -- and more likely to have studied public relations in college. Associate Members are also more likely to be closer to the "entry level" at which undergraduate public relations education is targeted.

Without follow-up mailings, the response of 544 questionnaires was 36.29 percent.

Each respondent was asked for value ratings on 124 courses, course-parts and topics considered to cover the scope of present-day undergraduate public relations education. The rating scale was from 1 to 7 -- from "not essential" at 1 to "most essential" at 7. Respondents were reminded that "educators must prepare students for their first jobs in public relations and also for lifetime careers of professional growth and performance and service to society."

The study yielded an enormous amount of detailed information which was of value to the Commission. There were interesting minor differences of opinion on some items among various respondent categories. However, of greatest significance was the finding of virtual unanimity of opinion between practitioners and educators about what the content of undergraduate public relations education should be.

Presented here are the overall means on the items listed under the general categories on the questionnaire.

LIBERAL ARTS AND GENERAL EDUCATION

Areas of liberal arts and general education were listed with the approximate number of courses most programs require in each area. Most are taken during the first three years of college. Here are the overall means for each item -- in order of importance -- as rated by respondents:

LIBERAL ARTS COURSES

- 6.67 English, three courses, at least two in composition
- 5.93 Economics
- 5.88 Humanities, at least three courses
- 5.85 Behavioral Science
- 5.64 Political Science
- 5.37 History, at least two courses
- 5.23 Sociology
- 4.94 Mathematics, at least two courses
- 4.06 Geography
- 3.81 Physical and Biological Science, three courses

FRESHMAN/SOPHOMORE COURSES FOR PUBLIC RELATIONS STUDENTS

As one way of qualifying students for admission to public relations studies, some institutions have various pre-professional or freshman/sophomore requirements. Respondents rated four such items as follows:

- 6.40 Writing for Mass Communication
- 5.88 Public Speaking
- 5.29 The Language of Business -- the equivalent of two semesters of intensive study (a choice of Accounting, Statistics and/or Computer Science courses) as an alternative to Foreign Language
- 4.22 Foreign Language -- the equivalent of two semesters of intensive study -- as an alternative to The Language of Business

MINORS FOR PUBLIC RELATIONS STUDENTS

To provide public relations students with a strength in a second area, some schools require a minor, or secondary concentration of study. For such a minor, this was the rating of the respondents:

- 6.36 Business
- 5.56 English
- 4.94 Social Science
- 4.91 Psychology
- 4.82 Speech
- 4.72 Political Science
- 4.32 Computer Science

KEY COURSES IN A BUSINESS MINOR

Traditionally, the most popular (and recommended) minor for public relations students has been business. Respondents were, therefore, asked to rate the relative values of key business courses for public relations majors:

- 6.54 Marketing
- 6.19 Management
- 5.66 Business Economics
- 5.08 Finance
- 4.78 Computer Science
- 4.75 Business Law
- 4.47 Statistics
- 4.42 Accounting
- 4.17 Production

PROFESSIONAL EDUCATION

Respondents indicated the values of courses in various disciplines related to public relations (such courses are normally available in the same colleges or departments as public relations courses):

COURSES IN PUBLIC RELATIONS-RELATED DISCIPLINES

- 6.43 Journalism
- 5.81 Radio/TV/Videotape Production
- 5.74 Advertising
- 5.20 Mass Communication Law
- 4.85 Art/Design/Graphics
- 4.65 Photography
- 4.15 Videotex (Electronic Newspapers)

PUBLIC RELATIONS -- CONTENT OF COURSES

For public relations education per se, the research group decided that what the Commission needed were value judgments on course content. To merely suggest course names and list credit hours would be meaningless. This was because of the myriad range of interpretations between educators and their various institutions. The problem of what, specifically, to include was solved by synthesizing the tables of contents of seven leading public relations textbooks. This material was organized under logical headings, and with each, the ratings of the respondents are shown:

ORIGINS AND PRINCIPLES OF PUBLIC RELATIONS

- 6.27 Nature and Role of Public Relations: Definitions
- 6.10 Societal Forces Affecting Public Relations
- 4.87 History of Public Relations

THE PUBLIC RELATIONS FIELD

- 6.00 Duties of Public Relations Practitioners
- 5.53 Career-long Professional Development
- 5.53 The Public Relations Department
- 5.45 The Public Relations Counseling Firm
- 5.21 Qualifications, Education and Training Needed

PUBLIC RELATIONS SPECIALIZATIONS

- 6.43 Publicity and Media Relations
- 6.01 Community Relations
- 6.00 Employee Relations
- 5.71 Consumer Relations
- 5.29 Financial/Shareholder Relations
- 5.26 Public Affairs/Lobbying
- 4.93 Fund-raising/Membership Development
- 4.50 International Public Relations

PUBLIC RELATIONS RESEARCH

- 6.12 Public Relations Research/Designs/
Processes/Techniques
- 5.92 Public Opinion Polling/Surveys
- 5.74 Fact-finding/Applied Research
- 5.47 Observation/Performance Measurement
- 5.43 Social Audits/Communications Audits/Employee Audits
- 5.40 Issue Tracking
- 5.27 Focused Interviews/Focus Groups
- 5.22 Use of External Research Services/Consultants
- 5.11 Media Analysis/Clippings Analysis
- 4.56 Historical Research

PUBLIC RELATIONS PLANNING

- 6.40 Setting Goals, Objectives, Strategies, Tactics
- 6.15 Audience Segmentation
- 6.07 Problem/Opportunity Analysis
- 6.01 Budgeting
- 5.87 Contingency/Crisis/Disaster Planning
- 5.60 Issues Management
- 5.52 Timetables/Calendaring
- 5.37 Assigning Authority/Responsibility
- 5.34 Planning Theory/Techniques/Models
- 5.16 Organizational Background/Philosophy/Culture

PUBLIC RELATIONS ETHICS AND LAW

- 6.22 Ethics and Codes of Practice, Public Relations and
Other Professions
- 6.11 Credibility
- 5.91 Public Relations Law
- 5.20 Compliance, Regulatory Agencies, etc.

PUBLIC RELATIONS ACTION/IMPLEMENTATION

- 5.98 Campaigns
- 5.70 Continuing Programs -- Personnel, Safety, Suggestions, etc.
- 5.60 One-time Incidents/Crises/Situations
- 5.52 Individual Actions by Public Relations
- 5.33 Individual Actions by Employer or Client
- 5.11 Meetings/Workshops/Seminars/Conventions, etc.
- 5.08 Other Special Events

PUBLIC RELATIONS COMMUNICATION

- 6.51 Planning, Writing, Producing and Delivering Print Communication to Audiences
- 6.27 Planning, Writing, Producing and Delivering Audiovisual, Electronic, Videotape and Multimedia Communication to Audiences
- 5.87 Employee/Internal Communication
- 5.78 New Public Relations Tools and Techniques
- 5.76 Message Strategy
- 5.71 Persuasion
- 5.68 Controlled (Advertising) Versus Uncontrolled (Publicity) Communication
- 5.62 Interpersonal Communication
- 5.52 Communication Theory/Concepts/Models
- 5.37 Layout and Graphics
- 5.28 Speech-writing/Speech-making/Speech Bureaus
- 5.12 Feedback Systems
- 4.84 Spokesperson Training
- 4.82 Propaganda
- 4.77 Photography and Film-making
- 4.66 Corporate/Graphics Identity
- 4.64 Working With Outside Suppliers

PUBLIC RELATIONS PERFORMANCE EVALUATION/MEASUREMENT

- 6.27 Measuring Program Effectiveness
- 6.13 Decision-making Based on Results (Planning)
- 6.12 Tools/Methods of Evaluation/Measurement
- 5.99 Setting Performance/Success Criteria
- 5.96 Reporting on Results of Public Relations Efforts
- 5.61 Measuring Staff/Public Relations Counsel Effectiveness

PUBLIC RELATIONS INTERNSHIP/PRACTICUM/WORK-STUDY PROGRAM

Approximately 66 percent of qualified public relations majors participate in internship programs of various types. Respondents were asked to rate the importance of this experience.

Practitioners with more than 13 years of experience rated the internship/practicum/work-study program at 6.48; educators, 6.66; practitioners with 13 years of experience or less, 6.79; PRSA Associate Members, at the younger end of the experience spectrum, rated it 6.96. **The overall rating was a resounding 6.67, tied with English as most highly recommended by survey respondents.**

Finally, respondents were invited to write brief statements indicating what the central purpose of undergraduate public relations should be. There were 334 responses. Many were thoughtful and profound. They testified eloquently to the growing self-respect for the societal role of public relations and the need for formal academic training essential to a profession.

The survey results were highly useful to the Commission in its work to develop a recommended undergraduate curriculum to prepare undergraduate students for a career in public relations. The Commission expresses its appreciation to all the educators and practitioners who participated in this watershed research.

PUBLIC RELATIONS PROGRAMS OF STUDY

Public relations -- its management and productive activities -- has a vital role in contemporary society. Therefore, formal education in public relations is essential to adequate preparation for a career in the field. Complementing professional training, formal education presents concepts and descriptions and defines appropriate standards of professional conduct to students who will shape the future practice.

The nature and consequence of the societal role of public relations are the foundation upon which public relations education must be built. This role entails working and serving within a milieu of complex interorganizational relationships, generating understanding, mediating the disagreements and controversies often arising from such relationships, and communicating ideas and knowledge that contribute to the clarification of public issues and debate. The purpose is to replace dissent and conflict with consensus and cooperation.

The Commission is aware of the growing popularity of public relations courses and programs in colleges and universities. It is aware of the continuous efforts of public relations organizations to establish high standards of practice and ethical behavior and to promote professional development programs for practitioners. It is aware that modern society increasingly uses advancing technologies which prompt the establishment of richer networks of interdependencies among organizations and varied social groups. In short, it is aware that the practice of public relations is expanding and changing in response to new needs and new opportunities.

All of this imposes a challenging and difficult burden on the public relations educator, whose task in the classroom is to help students understand public relations administration and practices.

The educator has the responsibility of giving conceptual content to public relations and, with it, a critical perspective of what activities and modes of conduct are to be legitimately associated with the technical and managerial spheres of action that compose the modern practice.

Faced with students who are seeking to grasp the structure and process of public relations as an organized and organizational activity, the educator must sort out what is conceptually clarifying from what is intellectually superficial, what is high professional performance from what is shoddy, what is ethically acceptable from what is not.

Not only is this conceptualizing activity a primary responsibility of public relations education, it is the ingredient which defines the goals of a public relations program of study.

Briefly, the responsibility of such study is to convey to undergraduate public relations majors:

- . the nature of a public relations activity;
- . the tasks and responsibilities of public relations management;
- . the various intellectual perspectives on which alternative concepts of public relations production and management are based; and
- . the operational and ethical standards that can be and should be used in determining which perspective is the most appropriate in practice.

These are goals from which, within the framework of a department or school, faculty can establish objectives and means of attaining them, including:

- . the number and types of courses that should make up the undergraduate public relations program;
- . the conceptual content and structure of these courses;
- . the type of emphasis and the standards of course evaluation; and
- . the nature of assessment used to judge student performance.

DIMENSIONS OF PUBLIC RELATIONS ACTIVITY

The nature of public relations activity is closely related to the various perspectives practitioners use to conceptualize public relations management. Together, they shape the way in which the functions of public relations practice are eventually put into operation.

For that reason, it is important educationally to look carefully at the nature of public relations activity. For many -- from textbook writers to practitioners -- it can be understood by providing a definition of public relations. These definitions range from the simple textbook variety to a full-page elaboration adopted by PRSA in 1982. (See Appendix 1.)

Definitions, of course, have their place. However, they may impede rather than facilitate understanding. This is particularly true when there are too many definitions, many of which never rise above an easy-to-remember slogan or a one-line description. Dictionaries do little to clarify the nature of public relations activity. They generally state that "public relations" is commonly used in three somewhat vague and inconsistent ways: as a relationship with those who constitute an organization's publics or constituents; as the ways and means used to achieve some kind of favorable relationship; as the quality or status of such relationships. One term, then, is used to label both means and ends, to name a condition, and to express conduct or action related to that condition.

The study of public relations activity begins logically with the social milieu in which organizations come into existence, sustain themselves and, not infrequently, disintegrate and disappear. It is in this social environment that interorganizational relationships and interaction patterns are forged, used, altered and defended. These relationships and patterns may result in understanding and agreement or tension and disagreement. They generate activities such as meetings, talks, arguments, bargaining or agreements -- as well as agreements to disagree.

Once such a social setting is understood, the institutional role of public relations becomes more apparent. Public relations functions help an organization understand its environment, identify threats and opportunities, and take actions to ensure its survival and growth.

Through and from such environments, various types of social groupings and coalitions -- sometimes loosely called "publics," "audiences," "constituents," or "stakeholders" -- arise. These various networks are not always easy to identify or locate. Even when they are, they must be carefully analyzed. Their actual or potential impact must be forecast.

This perspective justifies the need for public relations research, because it is research which provides the raw materials to be evaluated in the planning and policy-formulating stage of public relations management.

If public relations practice is to have substance, it must have (1) a functional role in an organization, and (2) clearly defined activities performed within that role. If the functional role and these activities are not correlated with the ever-changing patterns or interdependencies which affect an organization, the value of that organization's public relations is either diminished or immaterial.

From these premises, public relations activity may be derived, administered and put into operation. Thus, the primary content of public relations activity is a set of policies, actions and associated decisions that spells out the ends to be attained and the means to attain such ends. Essentially, these ends are to attain or maintain accord between an organization and those social units upon which it is dependent or, conversely, to reduce or eliminate actual or potential discord, conflict or dispute. The means to be used to attain or maintain those ends are performance and communication. A system of communication is a rich, complicated and long-term activity which entails a mutual exchange of information -- constant dialogue. It is never easy to establish or maintain. It requires a high degree of skill in environmental assessment, in negotiation, in joint program planning and in the appraisal of performance.

The nature of public relations activity is thus rooted in an empirical world of organizational environment and interaction where intercommunication is the primary means of attaining, maintaining or enhancing social accord. In turn, the goals of a public relations academic program are to convey this concept to students and to have them grasp the social, organizational, administrative and ethical implications of such a perspective.

PUBLIC RELATIONS PROGRAM OF STUDY: OBJECTIVES

The primary objectives of a public relations program of study are to:

1. Describe the state of the art and explain the current body of knowledge.
2. Identify, elaborate and integrate the defining concepts and theoretical schemes which can be appropriately used to give public relations practice intellectual content and ethical warranty. This can be done by appeal to four general theoretical areas: decision-making and management theory; theory of interorganizational relationships; communication theory; theory of conflict resolution.
3. Design, assemble and administer programs of study for undergraduate students, and organize faculty and staff resources to carry out the educational mission adequately.
4. Provide students with an understanding of (a) the professional and ethical problems confronting the public relations field and its individual practitioners; (b) the technical and strategic tasks and responsibilities of public relations practitioners; (c) the administrative-managerial role of public relations activity in various organizations and the social value of such activity to the operations, integrity and public acceptance of these organizations; (d) the social and cultural milieu in which public relations practitioners and their associated organizations must function.
5. Require undergraduate students in a public relations program to meet the standards for liberal arts and general education (including a secondary study emphasis, or minor, such as business) established by the Accrediting Council on Education in Journalism and Mass Communications. (ACEJMC is the sole agency authorized by the U.S. Department of Education and the Council on Post-Secondary Education for accrediting programs of professional education in journalism and mass communications, including public relations, in U.S. institutions of higher education.)
6. Structure the sequence of public relations courses so that students may move progressively from underclass introductory courses to upper-class advanced courses in public relations.
7. Clarify the basic concepts associated with public relations management and differentiate public relations management from the technical tasks of public relations production. In concept and by performance, students must also be able to relate public relations management to other types of management activities such as marketing, human resources, industrial relations, finance, government relations and fund-raising. They must be able to understand how public relations management is associated with issues management, crisis management and conflict management.

8. Draw on critical concepts and on empirical models of public relations administration found in the private and public sectors and in profit and not-for-profit organizations to enable students to analyze and resolve ethical and management issues.

THE PUBLIC RELATIONS CURRICULUM: ASSUMPTIONS AND COMMITMENTS

The Commission's recommendations are based on a number of assumptions about the nature and purpose of undergraduate public relations education and on a number of commitments related to education in general and to accreditation in particular.

- . The 1986 Commission reaffirms the belief of the 1975 Commission on Public Relations Education that the fundamental purpose of undergraduate public relations education leading to a bachelor's degree is to **provide the student with a well-rounded program of study, including an area of specialization called a public relations major.** (See "The Spirit of Liberal Education," Appendix 2.)
- . The Commission reaffirms the belief of the 1975 Commission that while a bachelor's degree level program in public relations education may prepare students for their initial years of professional practice, those planning for a lifetime career in public relations should seek graduate education.
- . The Commission subscribes to ACEJMC's "90-hour rule" which limits the number of course credits students can take in their major field of study. (See Appendix 3.) Based on a model of 120 credit hours required for graduation, the rule states that "students take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications." Of these 90 hours, "no less than 65 semester hours" must be taken in basic "liberal arts and science courses." This means that when 120 semester hours are required for a baccalaureate degree, only 30 semester hours can be taken in a major area of professional study. (In percentages of the credit hours required for graduation: 54 percent in liberal arts and science; 21 percent in other general education; 25 percent in professional education.) The curricular recommendations of the Commission are to be interpreted within these accrediting guidelines established by ACEJMC.
- . The Commission recognizes the key role that communication plays (or should play) in public relations practice. The Commission regards communication systems as a principal and appropriate means to be used by public relations practitioners to attain the ethical objectives which define the primary mission of the public relations enterprise.

Public relations undergraduates need to understand the nature, scope, structure, and dimensions of the complex, interactive and dynamic processes to which the term "communication" is applied in contemporary theory. Moreover, they must understand that such communication systems are jointly, not unilaterally, designed; are bidirectional, not unidirectional, in message dissemination; are designed to bring mutual benefits to participating parties, not shaped to have one party exploit the other.

This commitment calls upon both public relations educators and practitioners to repeatedly reexamine and justify their notions and rationale not only about the nature and process of communication in human affairs, but also about the role and design of such communication systems within the framework of public relations management and practices.

- The Commission is aware that many public relations programs are traditionally found in units (departments, schools or colleges) which operate under the general label of journalism and mass communications. However, public relations programs are also found in other units. The Commission takes no stand on where a public relations program ought to be located. It is concerned only with the substance of undergraduate public relations education and the ratio of professional courses to courses in liberal arts and general education.
- The Commission believes that public relations education should adopt procedures of periodic self-study and review. For public relations programs located in schools, colleges or departments of journalism or mass communications, the Commission recommends that the unit in which the program is taught seek examination for accreditation by ACEJMC.
- The Commission believes that to the extent a program of study is called a "public relations" sequence or a major, such a program should have at least 50 percent of the required credit hours in courses clearly identifiable as public relations courses. This means that their designation, course description and content should be distinguished from other required professional courses, e.g. general courses in communications and journalism.

In short, a public relations program of study (a so-called "major" in public relations) should be warranted. Such warranty is to be established by the credit hours and content of public relations courses included in the program. A sound, substantial undergraduate public relations program is not, for example, merely a journalism or communications program plus add-on public relations courses.

THE UNDERGRADUATE CURRICULUM

From its beginning, public relations education encouraged a mix of professional training and liberal arts education. The belief was -- and is -- that the former would allow students to take their place in the public relations field upon graduation while the latter would provide the student with knowledge about the world in which public relations practice is to be conducted.

In a brief span of four years, undergraduate students must acquire formal knowledge about this world which has grown increasingly complex, interdependent, technological and threatening to individual liberty, well-being and integrity. As a result, professionally oriented college curricula are imposing increasing demands on students and faculty in the acquisition and transmission of knowledge. This is especially true in curricula associated with journalism, mass communications, advertising and public relations. Such curricula, especially for public relations, require a sound and disciplined learning experience. Students must learn not only how to communicate but also what should be communicated and why it should be communicated.

The "how" of communication should include the basic skills of rhetorical composition and such stylistic variations as news reporting and script and feature writing. At the same time, these requirements must be transcended. The public relations curriculum must include instruction in message presentation (both oral and written) and message dissemination through institutionalized systems such as mass media, as well as through formal and informal interpersonal networks. Message utilization, in turn, includes uses that bring about information exchange, communicative dialogs and social transaction.

The "how" of communication also includes principles of management and strategic decision-making. The application of these principles, in turn, gives rise to the functions of management, including public relations management -- functions that entail conceptualizing the tasks and responsibilities of public relations communication, goal-setting, budgeting, program planning and design, program implementation and administration, and program evaluation.

The "what" and "why" of communication must also be viewed in broad terms. Inevitably, an understanding of "what" should be communicated and "why" pushes students outside of their major area of study into courses offered by arts and science. Such courses cover the humanistic area of philosophy (including ethics with its concern of right and wrong, good and bad), literature, language and the fine arts, as well as the social sciences (with their concern for an understanding of the factual nature of the sociocultural world and the individual's place in it) and the natural sciences (with their concern for grasping the nature of the physical, biological and ecological spheres of our universe).

These multiple demands call for a reasonable balance between courses in basic communication and message presentation and courses in liberal arts and other fields and disciplines found in institutions of higher learning. Within the public relations major, a balance is needed between courses emphasizing professionally oriented skills and instruction in the managerial skills involved in communication planning, implementation, integration and evaluation.

For a student majoring in public relations, the total program of study leading to a degree may be divided conveniently into (1) general education and (2) professional education.

I. GENERAL EDUCATION

The term "general education" applies to courses in the arts and sciences of the liberal arts curriculum and other fields and disciplines, e.g., business administration. The Commission recommends that a minimum of 65 semester hours of the student's course work required for graduation be in arts and science courses as specifically defined by the institution. This includes courses in English (including modern rhetoric and writing), the social sciences and history (sociology, anthropology, political science, economics), psychological and behavioral sciences, the humanities (philosophy, literature, fine arts, etc.), natural sciences (physics, chemistry, biology, geology, etc.), mathematics and foreign languages.

In their professional courses, students should also be exposed to issues and ideas grounded in the liberal arts. Specific social situations and social issues, questions of law and ethics, and matters of planning and programming within the reality of the social milieu should be examined and evaluated. **It should be remembered that public relations is itself a social science.**

Electives, Minors, Concentrations

Where there is opportunity within the framework of the student's public relations major to take additional courses under the rubric of electives, guidance should be provided by the adviser to have students elect courses which directly support their career objectives.

In many colleges and universities, the student can develop a secondary concentration of study, or a minor, outside of liberal arts units and in such units as schools or departments of business administration or management. The Commission recognizes that the most preferred minor or secondary concentration for public relations students is general business. The Commission's research showed that among educators, practitioners and students, the business areas given the highest rankings included marketing, management, business economics and finance, in that order.

Where opportunities for a minor exist, it is recommended that students, especially those planning to enter the corporate or agency world, give strong consideration to business as a secondary concentration or minor.

Depending on the student career plans following graduation, other areas might include public administration and political science (for students intending to obtain public relations jobs in government and/or politics) and educational administration (for those planning to become associated with educational institutions or systems, art museums or performing arts centers).

II. PROFESSIONAL EDUCATION

Under the general label of professional education are found two areas of study: (1) communication (its structure, process and effect) and (2) public relations (practices at the technical, production level and practices at the strategic, managerial level).

The Commission recommends that no more than 25 percent of the credit hours required for graduation be designated as a professionally oriented area of study, that is, as a public relations major. For example, on a semester system requiring 120 credit hours for graduation, no more than 30 of those credit hours should be in professional education.

A. Studies in Communications

The field of communications, as noted earlier, is an exceedingly complex system. It cannot be adequately understood by students by merely having them focus on some discrete part of it. The Commission, of course, is mindful that undergraduate students cannot be expected to cover all facets of this vital human activity with complete thoroughness nor to completely master all of its dimensions.

However, the Commission also is aware that "communications" as a subject-matter field can be variously organized -- hierarchically, from the relatively simple parts to extremely complex systems; horizontally, ranging across activity sectors or spheres that include interpersonal, intraorganizational, interorganizational and institutional communication. At the same time, there also is a longitudinal dimension in which communication is spoken of as a process, defined as a function of time by which the operations of message construction, dissemination, utilization and exchange unfold temporally.

Thus a balance needs to be struck between instruction which focuses on some of the basic parts of the communication systems (such as news writing) and instruction which focuses on how the parts of communications are integrated, as well as the conditions under which the integrated whole allows persons, social groupings and organizations to advance social cooperation and coordination.

Students majoring in public relations should study the following subjects as courses or parts of courses:

1. Technical/Production

Copy Preparation and Editing. This area covers a broad range of activities including news and feature writing, advertising copywriting and writing for electronic media. Such activities are usually treated under principles of message presentation in such courses as news writing and reporting, copy editing, script writing and advertising principles and copywriting.

Graphic Arts and Typography. This area generally addresses the matters of the origin, kinds and uses of various printing and display processes, typeface classification and design, copy fitting and layout, color reproduction and the production and display of drawings, engravings, graphs, photographs and other representations in print and electronic media.

Still Photography. Included here are the techniques and processes utilized in the technologies that produce black-and-white and color prints or slides. Courses dealing with this area provide information about the origin, kinds and uses of photographic equipment, photography techniques and how the photographic products are integrated in a system of visual presentations.

Production for Electronic Media. These activities include writing for and the use of technologies to produce and disseminate radio, television and videotaped programs for commercial and public broadcasting, closed-circuit television and cable television, including satellite television. Courses in this area cover programming techniques, programming organizations and supporting hardware technologies.

Public Speaking and Oral Presentation. Included here are the general rules of rhetoric, their use and application in preparing and giving speeches, talks and other types of oral presentations. Courses related to this area usually provide students with message-organizing techniques and modes of oral delivery under varying social conditions. Their purposes are to make students aware of the importance of oral presentations and more confident in giving speeches on public occasions.

2. Historical/Institutional

This area of study covers the history of public communications, including the institutionalized areas of the mass media (newspaper, magazines, radio and television) as well as the sectors of public relations and advertising. In some cases, the history of public communications is covered in introductory courses in mass communications and society. In others, the histories of the various areas of specialization, e.g. advertising, news editorial, public relations, are presented separately or as a part of an introductory course in the specific area. In addition, areas of specialization have courses that deal with various institutional aspects such as the structure of the enterprise, corporation or agency, law and ethics regulating behavior in the public communications sector (including the practice of public relations), as well as problems, issues and criticisms associated with groups and organizations engaged in activities directing and affecting public communications..

3. Communication Process/Structure

In this area, the student's attention is directed to the nature of the communication activity itself. Such an activity can be viewed from several perspectives. The most common are those concerned with the process and structure of communication. Courses dealing with these aspects of communication are sometimes identified as "theory" courses, although much of the material used is based on empirical studies. Two broad types of

questions are addressed: What factors, say, social or cultural, affect the process or structure of communication? What impact does the communication process or structure have on, say, psychological or social factors? In general, the intent of courses dealing with these topics is to make students aware of the multidimensional aspects of communication and the complex interactional systems which emerge from communication activities.

B. Studies in Public Relations

Together with courses in communication-oriented subjects, studies in public relations make up the field of specialization. Educators and students must strive to construct a program of study that will prepare students to enter their field of interest -- usually at the level of technicians -- and to move to higher levels of responsibility in a relatively short period of time. Hence there is need for the student to distinguish between and be knowledgeable about both the technical-production level of public relations practice and the strategic-managerial level. To strike a reasonable balance between these different types of instruction, a number of public relations courses must be offered to the student.

A minimum of 50 percent of the student's credit hours in professional education should be in courses clearly identifiable as public relations courses. Of these public relations courses, about half should be production-oriented. The remaining half should be management-oriented (research, planning and evaluating).

The content of such public relations courses should include at least the following subject matter, distributed over a core curriculum equivalent to a minimum of 15 credit hours, based on 120 credit hours required for graduation, and customarily translating to five courses, each with three credit hours. Ideally, these should be taught at the upper-class (junior and senior) level. The content is categorized in five areas, with a sixth area for specialized advance study where possible.

1. Principles, Practices, and Theory of Public Relations

In this area, the primary focus is on management's critical areas of accountability: the conceptualization and specification of the tasks and responsibilities which define the nature, scope and warranty of public relations activity. Such tasks and responsibilities rest on a number of theoretical foundations, including, among others, communication theory, interorganizational theory, decision-making and management theory and conflict and conflict-resolution theory.

From such a foundation, the tasks of public relations activity can be derived and specified as a set of functions performed by those responsible for managing public relations activity. Such functions within the public relations context include the research and assessment of the organizational public relations environment, establishing public relations goals and objectives, selecting appropriate courses of communication action, implementing those communication programs and evaluating performance.

Such a course should be treated as a concepts course, not a skills or production course. Its role is to familiarize students with the background and content of public relations management, helping them understand the nature of managerial and ethical responsibilities of public relations practitioners. **Attention should be given to the codes of ethics and enforcement processes of national societies of public relations professionals.**

2. Public Relations Techniques: Writing, Message Dissemination and Media Networks

Here the focus is on skills and techniques that cover several closely associated areas such as writing for public relations, copy dissemination, media use and media network design. These techniques range across internal and external media, print, electronic and audiovisual media.

Although journalistic writing and advertising writing are sometimes seen as overlapping public relations writing, the latter is to be differentiated in terms of (1) the range of media used; (2) the multiple groups which have to be reached at the same time; (3) the social and organizational context in which public relations writing is done; and (4) the objectives to be attained by such writing. These objectives must be identified with the public relations mission to seek accord with various social groupings and organizations. In short, public relations writing employs a variety of styles, formats and message structures in fulfilling an organization's accord-seeking objectives.

Message dissemination systems are many and varied in their structure. They range from highly formalized and institutionalized systems, exemplified by the mass media system, to informal, interpersonal networks. It is these latter networks, in the form of face-to-face discussions and small group meetings, through which public relations activity is often carried out.

It is thus important for students to understand how the one-way dissemination systems usually associated with publicity techniques must be fit together with two-way interpersonal communication systems. This kind of knowledge sets public relations communication techniques apart from other types of written and oral presentations.

3. Public Relations Research for Planning and Evaluation

Public relations students need to know more than how to construct messages. They need to know the process of public relations research for planning and evaluating programs of action, including programs of communication.

To plan communication programs in support of an organization's action, there is a need to (1) identify and segment various social groupings (interest groups, stakeholders, coalitions) with whom messages are to be exchanged; (2) ascertain the impact of the action and information system on communication participants; and (3) evaluate the results of such action and communication activity against desired outcomes. Such research activities, when formalized, are regarded as essential to planning and part of evaluative research methodology.

Three types of evaluative research are relevant to public relations research. The first entails techniques for assessing the organization's environment, a process generally called environmental monitoring and evaluation. The second involves techniques for evaluating various courses of action available to the decision-maker -- in this case, the public relations executive -- to determine which course of action is most efficient and effective. Such activities are usually performed under the rubric of operations research. The third focuses on the performance of a program of action to see if it is attaining the sought-after goals or objectives. Such research is identified as performance evaluation.

These evaluative research methodologies make up a vital component of the managerial process. They are central to the activity called public relations management. Students need to know that public relations management entails much more than that of implementing programs of communication. It includes strategic and tactical planning and programming, and the validity of the latter is based on information derived from sound research.

Many of the techniques and methods of public relations research are similar to the methodologies used in social science research. The difference, however, between public relations research and social science research is that the former must always incorporate the methodologies of evaluative research. In other words, public relations research is not only fact-finding research, it is also evaluative research. Hence, standards (norms) of evaluation must be identified by the public relations researcher and utilized so that the findings are relevant for public relations decision-making.

4. Public Relations Strategy and Implementation

In this area, attention is directed at strategic planning and implementation as they pertain to public relations administration. Courses usually associated with this academic area include those which take the form of case studies of public relations campaign strategies. The general intent of such courses is to place the student in a managerial, decision-making role in which the primary requirement is to think in planning and program-execution terms.

There are two important aspects of this area of study. The first pertains to developing and applying criteria that allow the decision-maker (in this case, the student acting out the role of a decision-maker) to identify what constitutes a public relations program. The second covers the theory and norm to be used in making decisions, namely, the selection of strategies under varying kinds of information conditions.

Because different strategies are associated with different informational conditions, it is important for students to understand these associations and the formal methods which can be applied in strategy-selection. They also need to be able to apply these norms to public relations management which usually entails decision-making under risk and uncertainty.

Strategy-selection presupposes that the goals or outcomes for which the strategies are to be used have been well-formulated. Part of the exercise in strategy-selection is to engage the student in goal-setting -- the process of formulating goals which are ethically legitimate, administratively appropriate and practically attainable.

A case-method approach and a campaign-planning approach are among the several ways students can become familiar with the techniques of goal-setting and strategy-selection. In either case, the student can be introduced to the formal rules of strategy-selection, once goals have been specified, by appeals to the literature base covering the subjects of decision theory and management theory.

5. Supervised Public Relations Experience

Internship, practicum and cooperative studies are areas which allow students to gain practical experience by participating in on-site work situations with various types of public relations departments or organizations. Such hands-on experience, however, should have faculty supervision, be related to the classroom and, ideally, have on-site supervision by an experienced public relations practitioner. Of the hours required for graduation, no more than three credit hours should be obtained in these studies. (See Appendix 4.)

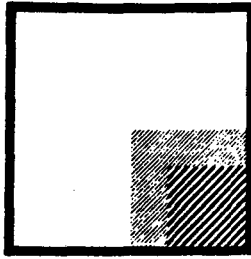
Whenever such experiences are formalized through credit-granting courses, students should be required (1) to meet in a classroom setting to discuss and evaluate their ongoing, on-site, hands-on activity under teacher supervision; (2) to carry out an in-depth analysis of an on-site public relations problem, formulate a plan for its resolution, indicate how much a plan is to be implemented and show the manner for evaluating the plan's implementation; (3) to support their on-site activities and classroom assignments with thorough library research and documentation.

The Commission underscores its conviction that supervised internship programs are one of the important facets of undergraduate education in which students have the opportunity and are given guidance to develop sound judgment in various kinds of public relations problem-solving situations.

6. Specialized Advanced Study

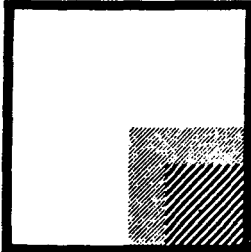
Where time and resources allow, specialized advanced study should be encouraged to give students an opportunity to become more familiar with the detailed ramifications of various subdivisions and levels of operation found within the framework of public relations administration. These include such activity sectors as marketing public relations, public affairs, publicity and media relations, community relations, international public relations, financial and shareholder relations, consumer relations, employee relations, fund-raising and membership development.

The Commission considers that substantially all of the foregoing content is needed for a complete undergraduate public relations program.



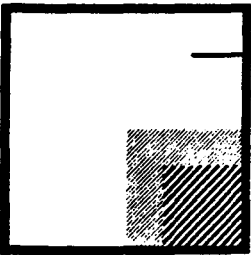
THE SYMBOL

Adopted by the Commission on Undergraduate Public Relations Education, this symbol visually summarizes the Commission's recommendations for the distribution of credit hours of study required for a public relations major.



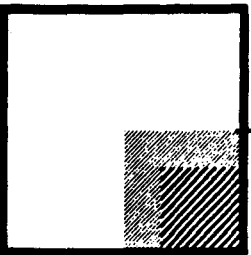
120 HOURS

This first, main square represents the minimum credit hours required for a bachelor's degree -- usually 120 hours attained during a four-year period.



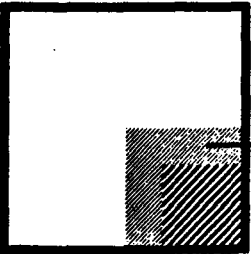
90 (65/25) HOURS

This white area represents courses in liberal arts (minimum of 65 credit hours) and general education (maximum of 25 credit hours, including a minor area of concentrated study, e.g. business) -- a total of 75% or 90 of the 120 credit hours required for graduation.



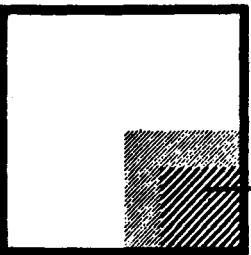
30 (15/15) HOURS

This second, smaller square represents professional education -- 25% or 30 of the 120 credit hours required for graduation.



15 HOURS

This lightly marked area of the second square represents courses in communications -- a maximum of half of professional education or 15 of the 120 credit hours required for graduation.



15 HOURS

This third, heavily marked square represents courses in public relations -- a minimum of half of professional education or 15 of the 120 credit hours required for graduation.

THE PUBLIC RELATIONS EDUCATOR

Just as this Commission report sets certain guidelines for the public relations undergraduate curriculum, Commission members also feel that it is essential that public relations educators possess certain qualifications and expertise to insure that students receive the best possible instruction and counsel.

The public relations educator should be one who has experience in the practice of public relations, teaching experience at the university level, and an advanced degree in public relations/communication, preferably at the doctoral level. Because teachers with such credentials are relatively scarce, the heads of public relations educational programs should be sure that their faculties as a whole have an adequate mix of appropriate professional experience and advanced academic preparation in public relations. **Public relations courses should not be taught by people who have little or no experience and interest in the field and have no academic preparation in public relations.**

It is also critical that the size and quality of the public relations instructional staff be adequate to maintain high standards of teaching in all public relations subject areas recommended in this report. Even though public relations programs should be primarily staffed by full-time public relations faculty, qualified part-time or adjunct faculty can often bring a fresh, progressive viewpoint and special expertise to the program.

The best public relations faculty members bring unique vitality and enthusiasm to their teaching duties. They provide ongoing, personalized counseling to their students on curriculum matters and in other areas important to academic preparation for a public relations career. They also assist students in locating and securing appropriate public relations positions upon graduation.

Public relations educators should be expected to continue professional development throughout their careers, with sufficient emphasis on research (adding to the body of knowledge of the public relations profession and education), scholarly and professional writing for publication, and practical work experience in the public relations field from time to time. Public relations educators also are expected to provide appropriate educational and support services to the public relations field and to be active participants in one or more of its professional organizations.

SUPPORT FOR PUBLIC RELATIONS EDUCATION: THE NEEDS

Students studying for public relations account for an increasing number of enrollments in undergraduate programs. Too frequently, the support for the discipline by college administrations has not kept pace with this burgeoning market, thus penalizing the students.

Faculty-to-student ratios are often much too high. As a result, public relations classes become overpopulated; faculty without adequate qualifications are sometimes enlisted to teach public relations; faculty may have too many students assigned for counseling; little faculty time remains for research, publication and service to the profession.

The Commission recommends that administrators review their support for public relations programs to ensure that equitable resources are allocated to meet their commitments to their consumers -- students who believe they are receiving adequate preparation to enter the contemporary field.

A similar review is called for by professionals in the practice of public relations.

Educational institutions are providing increasing numbers of graduates who are qualified to take entry-level positions in the field. Programs for formal public relations education are providing professional legitimacy to the field. Educators are adding significantly to the literature, research and body of knowledge in public relations.

Yet with such substantive contributions being made by the educational sector to the practice and professional maturity of the field, support by the majority of practitioners for public relations education is inadequate to meet the growing demands on education. The Commission recommends that practitioners recognize these contributions, identify and take new initiatives to provide support to educators and schools which offer strong programs of public relations education.

ADMINISTRATIVE SUPPORT

In one sense, public relations education is highly cost-effective. It requires no expensive laboratory apparatus or high-tech equipment. It can share video display terminals and word processors with other educational programs in communications.

However, in a labor-intensive enterprise such as education, undergraduate public relations education is even more labor-intensive. Most undergraduate public relations educational programs are housed in colleges of journalism, mass communication or liberal arts. Yet they compete for faculty on the same basis as professional colleges of business and law.

The Commission recommends that salaries be set at levels to attract professors with at least five years of professional experience in managing public relations programs, with high levels of competence for managing public relations research, evaluation and reporting of results. In many cases, professors of public relations also will need the competence to include in their public relations classes the principles of management, marketing and finance that students often cannot get elsewhere because of the current difficulty of enrolling in classes in colleges of business.

We recommend that administrative support be set at maintaining a faculty-student ratio of 1 to 15 for public relations writing and production courses and a ratio of no more than 1 to 20 for upper-class courses. In addition to reasonable teaching loads, public relations faculty should be allowed sufficient time to work with students in such co-curricular activities as the Public Relations Student Society of America and student-operated public relations firms; to promote and supervise internships and professional partner programs.

Administrative support also should provide the resources to allow public relations faculty to participate actively in professional public relations organizations.

In return for adequate administrative support, deans have a right to expect appropriate levels of research and publication by their public relations faculties. Professors who qualify for managing public relations programs and research also have an obligation to both the practice and teaching to create new knowledge. They owe to the teaching profession the creation of theoretical, basic or pure knowledge. They owe to the public relations practice the creation of applied knowledge. They owe to both -- and to their colleagues -- the sharing of this knowledge through publication.

SUPPORT FROM THE PROFESSIONAL PRACTICE

Until this generation of public relations graduates is in a position to provide or influence substantial personal or corporate contributions to their schools or to foundations established for public relations education, such support must come primarily from present leaders in the practice and their firms. These contributions are one important way practitioner-leaders can encourage stronger programs of public relations education. Such contributions can also be designated to support a special project or objective in which practitioners and their firms have particular interest.

In return for furnishing the profession with competent graduates who can assume entry-level positions with minimal supervision and who have potential to advance to higher positions, the professional practice should also provide to public relations educators increased opportunities to update their knowledge in the field.

The Commission also recommends that corporate relations departments and public relations firms provide grants to professors of public relations for service such as research or management of special programs. Such grants may be awarded directly to public relations professors or to foundations of professional societies and universities.

These professional partnerships between education and the practice can provide meaningful work experience to professors and valuable service to the grantors.

RELATIONS BETWEEN THE PRACTICE AND EDUCATION

Relations between public relations educators and practitioners have improved significantly since the first Commission's report, "A Design for Public Relations Education," was published in 1975.

Professional and educational organizations and foundations established to encourage public relations education have been primarily responsible for the growing, productive dialogue and cooperation between the practice and the educational community. Increasingly, educators are being recognized as leaders in the profession.

The rapid growth of the Public Relations Student Society of America has generated higher visibility for public relations education. While responsible self-support and governance by this thriving student organization have grown, so too has the support by its parent society.

Local chapters of national professional organizations sponsor student organizations, provide advisers, internships, classroom speakers and resources, and involve both practitioners and educators in professional development programs.

Many colleges and universities have retained public relations practitioners as part-time instructors. There have been numerous and notable examples of practitioners who have returned to the college campus as lecturers or adjunct professors following distinguished careers in the practice of public relations.

Public relations educators are conducting more research, have broadened and enriched the public relations literature and are destined to play increasingly important roles in professional development and continuing education. Many educators have sought out opportunities -- during summer vacation and sabbaticals, for example -- to take part-time jobs in public relations departments and with counseling firms. Some manage to combine teaching with outside consulting assignments.

Such cooperation and relationships between professionals in the practice and in education should be nurtured and strengthened and new ways to reinforce this partnership be constantly sought. The prime beneficiary of such initiatives will be the profession, whose future is personified by today's students of public relations.

APPENDIX

REPRINTED IN 1933 AS A CONTRIBUTION TO EDUCATION FOR PUBLIC RELATIONS BY
THE FRIENDS OF THE PUBLIC RELATIONS STUDENT SOCIETY OF AMERICA
33 IRVING PLACE, NEW YORK, NEW YORK 10003 • (212) 995-2230

APPENDIX 1

Official Statement on Public Relations (Formally adopted by PRSA Assembly, November 6, 1982)

Public relations helps our complex, pluralistic society to reach decisions and function more effectively by contributing to mutual understanding among groups and institutions. It serves to bring private and public policies into harmony.

Public relations serves a wide variety of institutions in society such as businesses, trade unions, government agencies, voluntary associations, foundations, hospitals, and educational and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders and other institutions, and with society at large.

The managements of institutions need to understand the attitudes and values of their publics in order to achieve institutional goals. The goals themselves are shaped by the external environment. The public relations practitioner acts as a counselor to management and, as a mediator, helps to translate private aims into reasonable, publicly acceptable policy and action.

As a management function, public relations encompasses the following:

- . Anticipating, analyzing and interpreting public opinion, attitudes and issues which might impact, for good or ill, the operations and plans of the organization.
- . Counseling management at all levels in the organization with regard to policy decisions, courses of action and communication, taking into account their public ramifications and the organization's social or citizenship responsibilities.
- . Researching, conducting and evaluating, on a continuing basis, programs of action and communication to achieve informed public understanding necessary to the success of an organization's aims. These may include marketing, financial, fund-raising, employee, community or government relations and other programs.
- . Planning and implementing the organization's efforts to influence or change public policy.
- . Setting objectives, planning, budgeting, recruiting and training staff, developing facilities -- in short, managing the resources needed to perform all of the above.

- . Examples of the knowledge that may be required in the professional practice of public relations include communication arts, psychology, social psychology, sociology, political science, economics and the principles of management and ethics. Technical knowledge and skills are required for opinion research, public issues analysis, media relations, direct mail, institutional advertising, publications, film/video productions, special events, speeches and presentations.

In helping to define and implement policy, the public relations practitioner utilizes a variety of professional communication skills and plays an integrative role both within the organization and between the organization and the external environment.

APPENDIX 2

From Accredited Journalism and Mass Communications Education,
1985-86, Copyright, 1985, ACEJMC, Accrediting
Council on Education in Journalism and Mass Communications

The Spirit of Liberal Education

Each institution is free within broad limits to set its own objectives. Those objectives will vary with the nature of the institution, the resources available and the character of the student body. However, such variance is limited, of necessity, by the ACEJMC accrediting standards and by the generally accepted philosophy of education in journalism and mass communications.

Historically, programs in this field have developed in relation to and in lively interaction with the traditional liberal arts and sciences. Proper education in journalism and mass communications is broad and general -- not narrow and specialized. Practitioners must command the basic skills required by the specialized area in which they choose to work, but the practical component of their education must not be overemphasized, nor should it be allowed to crowd out and make marginal the liberal arts and sciences.

The traditional arts and sciences remain the solid basis of professional education for all of journalism and mass communications. The Council recognizes that fields like advertising and public relations require additional work in marketing and business administration. It also recognizes that broadcasting and broadcast instruction require production courses often taken outside the journalism and mass communications unit. Still, the Council emphasizes the liberal character of education for all who work in this field and the necessity to limit strictly practical courses in the curriculum, independent of where such courses originate.

Every student needs room for general electives and the opportunity to pursue strictly personal and/or avocational interests. Nonetheless, the Council is concerned about the tendency to dissipate the quality and pertinence of education by overindulgence in excessively specialized and excessively frivolous courses. Therefore, units should control carefully, within the limits of institutional policy, the total education of their students....

The spirit of liberal education has been expressed through a formula -- that approximately twenty-five (25) percent of a student's education should be in the journalism and mass communications unit and approximately seventy-five (75) percent in general and academic courses with an emphasis (no less than 65 semester hours) on the liberal arts and sciences. Typically, a major in this field consists of about 30 semester hours in journalism and mass communications courses, though some of those courses are expected to be in the more academic study

and analysis of the mass media. Courses in the professional unit, then, work out to be approximately twenty-five (25) percent of the typical 120 semester-hour degree. This is the desired and expected model for education in journalism and mass communications.

The character and quality of the non-journalism, non-mass communications portion of a student's program are of vital educational importance and should be monitored carefully by the unit. Assurances that a college of liberal arts is taking care of general education without examination by and recommendations from the unit are not enough. The unit should endeavor through advising and prerequisites and by working with other units to ensure that a majority of a student's education is in academic disciplines that contribute to the development of a fund of substantial knowledge about the modern world.

Curriculum

Standard:

The unit's curriculum must provide students with a solid opportunity to learn not only why and how to communicate but also what to communicate. This requirement calls for a reasonable balance between journalism and mass communications courses and courses in other disciplines, primarily in the liberal arts and sciences. Balance also should be provided between instruction in practical skills and in the more philosophical aspects of journalism and mass communications.

Explanation:

Today's world is complex and fast-paced. To prepare students for such a world, a sound educational program should provide a broad exposure to the liberal arts and sciences, up-to-date instruction in the skills necessary to practice journalism and mass communications, and understanding of the role of the mass media as important social institutions.

Consequently, no more than approximately twenty-five (25) percent of a student's work should be in journalism and mass communications courses, including journalism and mass communications courses taken outside the unit.

No limit is placed on journalism and mass communications courses taken in excess of the hours required for a professional degree, so long as the 25/75 percent ratio is observed in the degree requirements.

Students should be exposed to liberal arts and sciences content and concepts in their journalism and mass communications courses. However, it is important that they receive their instruction in general education and the liberal arts and sciences in departments primarily concerned with a given discipline. It is equally important that they receive such instruction from faculty members who have been educated in those disciplines and who continue to be active scholars in those areas of expertise.

The unit curriculum proper should be systematic and comprehensive. Students should receive rigorous practical training and demanding scholarly instruction. Courses should be offered in an order to ensure that students learn to gather, analyze, organize, synthesize and communicate information in a format appropriate to their areas of specialization. Competence in English should be stressed everywhere, and demonstration of such competence should be a requirement for graduation. Theoretical instruction and practical laboratory experience should be provided in the basic skills of writing, reporting, editing, visual communication, layout and design, and other fundamental techniques appropriate for such specialities as advertising, public relations and broadcasting. Whatever the specialization, the skills work should be offered in a context of philosophical instruction in such areas as history, law, ethics and mass communications theory.

The unit should concentrate its professional courses in the last two years of a four-year program and should not offer more than two full-year professional courses (or equivalent) below the junior year.

The following from ACEJMC Training Manual for 1993-94 Visiting Teams

C.1993

Because universities require different numbers of credit hours for graduation, the policy outlined in 1-5 was adopted by the Council in September 1992 and revised in May 1993:

1. Students, in the undergraduate program, must take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications, with no fewer than 65 semester hours in the basic liberal arts and sciences. This requirement is based on 120 semester hours required for graduation. For schools on the quarter system, 131 quarter hours is equivalent to 90 semester hours and 94 quarter hours is equivalent to 65 semester hours.
2. However, a unit with a curriculum requiring between 120 and 124 semester hours for graduation may count up to six hours of journalism/mass communications courses that are liberal arts and sciences in nature as part of the "90" (but not the basic "65") and, therefore, "outside" or exempt from the major if such courses meet at least one of the criteria listed below. A unit with a curriculum requiring between 125 and 128 semester hours for graduation may count up to three hours of courses as "part" of the "90" and therefore "outside" or exempt from the major if they meet at least one of the criteria listed below: [A unit on the quarter system requiring between 175 and 183 hours may count up to eight quarter hours or two courses that are liberal arts and sciences in nature as part of the "131" (but not the basic "94") and, therefore, "outside" or exempt from the major if such courses meet at least one of the criteria listed below. A unit on the quarter system with a curriculum requiring between 184 and 188 quarter hours may count one course or four quarter hours as "part" of the "131" and, therefore, "outside" or exempt from the major if they meet at least one of the criteria listed below.]
3. The exemption criteria are:
 - (a) The course(s) is part of the general education requirements or electives of the university, or
 - (b) The course(s) can be used to satisfy a basic or advanced writing requirement of the university and is otherwise not required for graduation from a professional curriculum, or
 - (c) The course(s) is primarily offered to upper division students as a general elective, is academic (as opposed to professional) in nature and is demonstrated by the unit to be genuinely "liberal arts and sciences" in content.
4. A committee of Council and Committee members will review material on selected courses that units submit for exemption.
5. The Council places no limit on the number of courses that a unit may submit for exemption. However, depending on the number of hours required for graduation by the institution, no more than one or two courses for each student may be selected.

APPENDIX 3

The "90-Hour" Rule *

Based on 120 credit hours required for graduation, the ACEJMC standard requires that students take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications, with no less than 65 semester hours in basic liberal arts and science courses.

To ensure compliance with this important accreditation standard and to ensure accurate data which command confidence, ACEJMC requires each school or department seeking accreditation or reaccreditation to include in its pre-visit report the number of semester hours taken in non-journalism and mass communications and in liberal arts, sciences and social sciences by all members of each graduating class in the two years before the accreditation visit.

This complete class census is necessary to prove compliance under the new liberal arts standard by at least "95 percent of each graduating class in the two years prior to an accreditation visit."

In addition, ACEJMC will institute immediately the procedures necessary to ensure that visiting teams inspect and verify the accuracy of a significant sample of student course transcripts, and that they report to the Accrediting Committee and to the Council their findings about compliance with the 95 percent rule.

In the self-study, schools normally should provide transcripts of 25 percent of the graduates of each sequence or department if there are no sequences for the year preceding the visit. The self-study should contain a minimum of 25 transcripts per sequence or department, unless the total number is fewer than 25.

* Adopted by ACEJMC October 1985

APPENDIX 4

From Accredited Journalism and Mass Communications Education, 1985-86, Copyright, 1985, ACEJMC, Accrediting Council on Education in Journalism and Mass Communications

Internships and Work Experience

Standard:

Internships and other quality work experience in journalism and mass communications should be encouraged. Academic credit may be awarded only for strictly monitored and carefully supervised internships in fields related to journalism and mass communications but must not exceed three semester hours.

Explanation:

Journalism and mass communications internships can add a significant, realistic component to a student's education. When students hold internships, and particularly when academic credit is awarded for internships, the unit should develop a formally structured and supervised internship program. Internships for credit should always be closely supervised and monitored by a regular member of the academic staff. Supervision should include advance negotiation with the organization or business offering the internship, strict specification of the duties undertaken, and regular reports from a designated supervisor at the employing firm and from the internee, and faculty visits to the site of the internship.

Evidence:

- A. The structure and supervision of internship programs as described in the self-study report and interviews with students, faculty, and cooperating employers.
- B. Student interviews about the quality of their internship experience.
- C. Credit for internships in official student transcripts, whether the journalism or mass communications internship originates in the unit or any other department of the university.

PUBLIC RELATIONS STUDENT SOCIETY OF AMERICA

The student Society was established in 1967 by the Public Relations Society of America. The PRSA National Board of Directors has the sole authority for granting PRSSA charters to qualifying colleges and universities.

REQUIREMENTS FOR ESTABLISHING A PRSSA CHAPTER

In accordance with PRSA Bylaws, Article XVII, and PRSSA National Bylaws:

- 1) A PRSSA chapter may be established and maintained only at a college or university which offers baccalaureate degrees, is accredited by a nationally or regionally recognized accrediting association or board, offers a sequence of at least five courses in public relations and is supplemented by courses allied to this field of study. While it would be inappropriate for PRSA to try to characterize the specific nature of the courses of study in public relations, we subscribe to the subject areas and credit hours identified by the 1987 Commission on Undergraduate Public Relations Education. The areas of study the Commission identified as:
 1. Principles, Practice as Theory of Public Relations
 2. Public Relations Techniques: Writing, Message Dissemination and Media Networking
 3. Public Relations Research for Planning and Evaluation
 4. Public Relations Strategy and Implementation
 5. Supervised Public Relations Experience
2. The minimum number of students required for establishing a chapter is ten, at least one of whom must have satisfactorily completed a public relations course, the remaining students either affirming in writing their plan to major in public relations or demonstrating their interest in the subject by enrolling in at least one course. A minimum of eight of the students required for establishing a PRSSA chapter must be at or below the junior level.
3. Students petitioning for a PRSSA charter must elect as their proposed chapter faculty advisor a full-time teacher of at least one, but not all, of the public relations courses offered at their college or university. The faculty advisor must be a member of the Public Relations Society of America.
4. Petitioning students must also elect one or two professional advisors, each a Member of PRSA, at least one of whom must be a Member who is Accredited. (Associate members do not qualify for this position.)
5. Each application for a PRSSA charter must be endorsed by the president and four additional members of the sponsoring PRSA chapter.

Application forms for PRSSA charters and the names and addresses of appropriate PRSA chapters and their presidents may be obtained from PRSA headquarters in New York.

For further information, write:

Educational Affairs Department
Public Relations Society of America
33 Irving Place
New York, NY 10003

APPENDIX K
BIBLIOGRAPHY FOR PUBLIC
RELATIONS PROFESSIONALS

BIBLIOGRAPHY FOR PUBLIC RELATIONS PROFESSIONALS

☞ During 1994, many books on public relations were published. This bibliography is compiled annually by the PRSA Information Center. The updated version is issued each February as a service to members of the Society who need such a reference for their individual projects, or to develop PRSA chapter and section professional development programs. Suggestions for future listings are welcomed.

☞ Books, periodicals and directories listed should be ordered directly from the publishers, or through your local bookstore (prices subject to change). Information about videos, audiocassettes, seminar-in-your-home study courses, Issue Papers and other PRSA professional resources is available from PRSA headquarters, 33 Irving Place, New York, NY 10003-2376.

☞ Additional copies of this bibliography are available from PRSA, 33 Irving Place, New York, NY 10003-2376; (212) 460-1462. Fax: (212) 995-0757. Please prepay all orders and add \$3 per copy to cover shipping and handling costs. Members, \$20; nonmembers, \$30. Make checks payable to PRSA; U.S. funds, drawn on a U.S. bank only.

Note: Bold indicates a new listing; pb indicates paperback.

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For reprint permission please contact the PRSA Information Center.

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- Metro California Media. Public Relations Plus, POB 1197, New Milford, CT 06776. 203-354-9361. \$139.50.
- Minnesota Media Directory - Twin Cities. Delmont Communications, 1700 Livingstone Ave., West St. Paul, MN 55118. 612-871-7201. \$110.00.
- Minnesota Media Directory- Greater Minnesota. Delmont Communications. \$110.00.
- National Directory of Magazines. Oxbridge Communications. \$395.00.
Ref Z6941, N28
- National Directory of Community Newspapers. American Newspaper Representatives, 1000 Sherlard Pkwy, Minneapolis, MN 55426. 612-752-6237. \$75.00.
- National PR Pitch Book. Infocom Group, 2115 Fourth St., Berkeley, CA 94710. 800-959-1059. \$295.00.
- National Radio Publicity Outlets. Morgan Rand. 215-938-5511. \$188.50.
- National Directory of Newspaper Op-Ed Pages. Communication Creativity, 425 Cedar St., Box 909, Buena Vista, CO 81211. 719-395-8659. \$19.95.
- Newsletters In Print. Gale Research. \$185.00.
- Newsmaker's Guide to Local Business Publications. Assn. of Area Business Publications, 5820 Wilshire Blvd., Ste. 500, Los Angeles, CA 90036. \$30.00.
- News Media Yellow Book of Washington & New York. Leadership. \$170.00.
- New York Publicity Outlets. Public Relations Plus. 203-354-9361. \$139.50.
- Oxbridge Directory of Newsletters. Oxbridge. \$345.00.
Ref Z6944, N44 552
- Pocket Media Guide. Media Distribution Services, 307 West 36th St., Dept. P., NY, NY 10018. 212-279-4800. Free.
- Power Media Selects. Broadcast Interview Source. \$166.50.
- Publicity Club of Chicago Media/Membership Directory. 200 N. Michigan Ave., Ste. 300, Chicago, IL 60601. 312-541-1747. \$95.00.

Radio Programming Profile. BF/Communication Inc., 66 Chestnut Lane, Woodbury, NY 11797. 516-364-2593. \$310.00.

Radio Talk Shows Need Guests. Pacesetter Publications, POB 101330, Denver, CO 80250. 303-722-7200. \$198.00.

Rolle's Blue Book (Directory of Washington Area Sr. Level Communicators). Rolle Communications. 301-571-0071.

Samir Husni's Guide to New Consumer Magazines. Cowles Business Media, 911 Hope St., POB 4949, Stamford, CT 06907 203-358-9900. \$59.95.

Senior Media Directory. Gem Publishing, 250 E. Riverview Circle, Reno, NV 89509. 702-786-7419 \$90.00.

Serials Directory. EBSCO Publishing, POB 1943, Birmingham, AL 35201-1943. 205-980-2772. \$339.00. Ref Z6941 .S464

Standard Periodical Directory. Oxbridge. \$495.00.

ref Z6951 .S78
Talk Show Selects. Broadcast Interview Source. \$185.00.

Travel, Leisure & Entertainment News Media. Larriston Inc. \$99.00.

TV Cable Publicity Outlets. Morgan Rand. 215-938-5511. \$188.00.

Vermont Media Directory. Kelliher Samets Volk, 212 Battery, Burlington, VT 05401. \$125.00.

Washington Representatives. Columbia Books. \$80.00.

Working Press of the Nation. (5 volumes) Reed Reference Publishing. \$330.00. Z6951 .w67

INTERNATIONAL DIRECTORIES

Advertiser's Guide to Magazines in Japan. Available: JETRO, 1221 Avenue of the Americas, NY, NY 10020. 212-997-0400.

Australian Periodicals in Print. Bowker. 800-521-8110.
(Australian: \$75.00).

Bacon's International Directory - Western Europe. Bacon's Publishing Co. \$270.00.

Benn's Media Directory. (Vol 1 - UK); (Vol 2 International). Nichols, 155 W. 72nd, NY, NY 10023. 212-580-8079. (per volume) \$200.00.

Bowden's Media Directory. Bowdens, 2206 Eglinton Ave., Scarborough, Ontario MIL 4T5. 416-750-2220. (Canadian: \$200.00).

Directory of European Business. Reed Reference Publishing. \$195.00.

Editor & Publisher International Yearbook. 11 W. 19 St., NY, NY 10011. .
212-675-4380. \$90.00. Ref PN4700, E4

Editor's Media Directories. PR Newslink, 9-10 Great Sutton St., London EC1V
0BX. (British Pounds: 345).

Encyclopedia of Women's Associations Worldwide. Gale Research 1993. \$80.00.

The Europa World Year Book. Gale Research. \$610.00.

Ref JN1, E55
Gale International Directory of Publications. Gale Research. \$100.00.

Gee's Australian Media Guide. Margaret Gee Media Group, 45 Flinders Lane,
Melbourne, VIC 3000. (Australian: \$320.00).

Hollis Europe. Hollis Directories Ltd. (British Pounds: 125).

Hollis Press & Public Relations Annual. Contact House, Lower Hampton Rd.,
Sunbury-on-Thames, Middlesex, England TW16 5BR. (British Pounds: 85).

International Literary Market Place. R.R. Bowker. \$179.95.

Z291.5 I58
International Media Guides: International Media Guides, Inc. 85 Perimeter
Rd., Nashua, NH 03063. 603-882-9576.

Newspapers Worldwide \$150.00

Consumer Magazines Worldwide \$150.00

Business/Professional Publications:

Asia/Pacific, Middle East & Africa \$150.00

Europe \$150.00

The Americas \$150.00

International Radio Stations Guide. Bernard Babani, The Grampians,
Shepherd's Bush Road, London W6 7NF. (British Pounds: 5.95).

Media Scandinavia. Danske Reklamebureauers Brancheforening, Badstuestraede
20, DK-1205, Copenhagen K, Denmark. (Krone: 635).

MPM - Mexican Print Media Directory. SRDS. \$60.00.

PIMS UK Media Directory. PIMS International, PIMS House, Mildmay Ave.,
London. (British Pounds: 80). PIMS USA INC.: 1133 Broadway, NY, NY 10010.
212-645-5217.

Ulrich's International Directory. R.R. Bowker. \$415.00.

Ref Z6971 .45

BUSINESS DIRECTORIES

Almanac of the 50 States. Information Publications, 3790 El Camino Real,
#162, Palo Alto, CA 94306. 415-965-4449. \$55.00; \$47.00pb.

Ref HA214 .A745

Alternative Publications. McFarland & Co. \$18.95.

American Lobbyists Directory. Gale Research. \$175.00.

American Society of Journalists & Authors - Directory. ASJA, 1501 Broadway, NY, NY 10036. 212-997-0947. \$75.00.

AV Market Place. R.R. Bowker. \$139.95.

Ref LB 1043, A817

Awards, Honors, Prizes. Gale Research. \$390.00.

Ref AS 8, A87

Book of the States. The Council of State Governments. \$79.00.

Ref JK 2403, B6

Business Organizations, Agencies, and Publications Directory. Gale Research. \$345.00. *HF 3010, B37 1980*

Buyer's Guide to Qualified Photographers. Professional Photographers of America, 57 Forsyth St. NW, Ste. 1600, Atlanta, GA 30303. 404-522-8600. \$110.00.

Celebrity Directory. Axiom Information Resources, POB 8015, Ann Arbor, MI 48017. 313-761-4842. \$39.95.

Celebrity Service International Contact Book. Celebrity Service, 1780 Broadway, NY, NY 10019. 212-245-1460. \$45.00.

Charitable Organizations of the United States. Gale Research. \$150.00.

Chase's 1995 Calendar of Events. Contemporary Books. \$45.95.

Ref D11.5, C48

Consultants & Consulting Organizations Directory. Gale Research. \$470.00.

Ref HD 64, C6 C647

Corporate Technology Directory. CorpTech, 12 Alfred St., Ste. 200, Woburn, MA 01801. 617-932-3939. \$495.00.

Ref HG 4057, A16

Consumer's Resource Handbook. U.S. Office of Consumer Affairs. 202-634-4310. Free. *US GOV DOC HE 1, 508/2*

Directories in Print. Gale Research. \$290.00.

Ref AY 2001, D55

Directory of American Firms Operating in Foreign Countries. World Trade Academy Press, 50 E. 42nd St., NY, NY 10017. 212-697-4999. \$195.00.

Ref HG 4538, A1 D5 also main stacks

Directory of Catholic Communication Personnel. US Catholic Conference, 3211 4th St. NE, Washington, DC 20017. 202-541-3200. \$5.00.

Directory of Multicultural Public Relations Professionals & Firms. PRSA. Members \$30; Nonmembers \$40.00 plus \$3.00 s/h prepaid.

Directory of Newsletters. Oxbridge Communications. \$345.00.

Directory of Personal Image Consultants. Image Industry Publications, 10 Bay St. Landing, Staten Island, NY 10301. 718-273-3229. \$35.00.

Encyclopedia of Associations. Gale Research. \$375.00.

Ref AS 22, E5 1995

Encyclopedia of Business Information Sources. Gale Research. \$245.00.

Ref HF 54.52, E85 E53 1994

Encyclopedia of Governmental Advisory Organizations. Gale Research. \$505.00.

Ref JK 463, C7 E5 also main stacks

European Business Rankings. Gale Research. \$160.00.
Ref HG 4132 .A2

FORTUNE Directory. Time Inc. 212-586-1212. \$25.00 prepaid.

The Foundation Directory. The Foundation Center. \$185.00.
Ref AS 911 .A2 F65

Fulltext Sources Online. Bibliodata. \$90.00.
Ref Z6941 .F85

Gale Directory of Databases. Gale Research. \$290.00.
Ref Z699.22 .D57

Hoover's Handbook of American Business. Reference Press. \$34.95.
Ref HG 4057 .A28617

Hoover's Handbook of Emerging Companies. Reference Press. \$32.95.
Ref HG 4057 .A28618

How to Find Business Intelligence in Washington. Washington Researchers. \$195.00.

IEG Directory of Sponsorship Marketing. International Events Group, 312-944-1727. \$175.00.

Information Industry Directory. Gale Research. \$495.00.

International Companies and their Brands. Gale Research. \$260.00.

International Directory of Market Research Organizations. Market Research Society, \$255.00. U.S. Distributor: 404-352-2290.

International Directory of Marketing Research Companies & Services. American Marketing Assn. 914-948-9466. \$105.00.

Investor Relations Resource Guide. NIRI. 202-861-0630. \$50.00.

Japan Trade Directory. Gale Research. \$245.00.

Literary Market Place. R.R. Bowker. \$165.00.
Ref PW 161 .L5 also in main stacks

Madison Avenue Handbook. Peter Glenn Pubs. 212-869-2020. \$45.00.
Ref HF 5805 .M32

National Directory of Corporate Public Affairs. Columbia Books. \$90.00.

National Directory of Nonprofit Organizations. The Taft Group. \$415.00.

National Trade & Professional Associations of the U.S.. Columbia Books. \$65.00.
Ref HD 2425 .D53

Nelson's Directory of Investment Research. Nelson Publications. \$495.00.

Newsmakers. Gale Research. \$95.00.
Ref CT 120 .C663

The 1995 National Directory of Addresses and Telephone Numbers. Omnigraphics Inc. \$85.00. *Ref. E 154.5 .N37 also in HSL Ref*

O'Dwyer's Directory of Corporate Communications. O'Dwyer's, 271 Madison Ave., NY, NY 10016. 212-679-2471. \$110.00.
Ref HD 59 .D352 also in main stacks

O'Dwyer's Directory of Public Relations Executives. \$70.00.
HD 59 .0353

O'Dwyer's Directory of Public Relations Firms. \$125.00.
Ref HM 263 .037

Directory of Personal Image Consultants. Image Industry, 10 Bay Street
 Landing, Staten Island, NY 10301. 718-273-3229. \$35.00.

Public Interest Profiles. Congressional Quarterly. \$175.00.
Ref. JK 1118 .P79

Public Relations Journal - Register Issue. PRSA membership directory.
 Nonmembers: \$120.00. *Ref HM 263 .A1 P82*

Reed's Worldwide Directory of Public Relations Organizations. Pigafetta
 Press. \$110.00.

Research Centers Directory. Gale Research. \$455.00.
Ref AS 25 .R47

Standard Rate and Data Services. SRDS.
Business Publications Rates and Data. \$497.00 *HF 5905 .5723*
Community Publication Rates and Data. \$79.00
Newspaper Rates and Data. \$490.00 *HF 5905 .573*
Spot Radio Rates and Data. \$173.00 *HF 5905 .574*
Spot Television Rates & Data. \$164.00 *HF 5905 .5745*

Trade Shows Worldwide. Gale Research. \$220.00.

Tradeshow Week Data Book. Reed Reference. \$315.00.

Television & Cable Factbook. (3 vols.) Warren Publishing. 202-872-9200.
 \$395.00. *Ref TK 6555 .T26*

V.I.P. Address Book. Associated Media Companies. \$89.95.

Ward's Business Directory of U.S. Private & Public Companies. Gale Research.
 5 Volumes. \$1400.00. *Ref HD 2771 .W39*

Washington Information Directory. Congressional Quarterly. \$94.95.
Ref F192.3 .W33

Washington Representatives: Lobbyists, Foreign Agents, Consultants, Legal
 Advisors, Public Affairs and Government Relations. Columbia Books. \$70.00.

Who's Who in America. Marquis Who's Who. \$429.95.
Ref E176 .W642 also at HSL table

Worldwide Government Directory. MacFarlane & Co, One Park Place, Atlanta,
 GA 30318. 404-352-2290. \$350.00. *Ref JF 37 .L345 published by
 1987 N.J.A. Standards Assoc.*

Yearbook of Experts, Authorities & Spokespersons. Broadcast Interview.
 \$47.50.

IV. PERIODICALS (with annual subscription cost)

Benefits Communicator. HR Communication Services, P.O. Box 671, Richmond, VA 23206. 804-751-5003. Bi-monthly. \$84.00.

Broadcasting. Cahner's Publishing. 1350 East Touhy Ave. Des Plaines, IL 60018. 708-635-8800. Weekly. \$85.00 TK 6540 .885

Currents. CASE. Monthly. \$95.00.

Channels. PR Publishing, POB 600, Exeter, NH 03833-0600. 603-778-0514. Monthly. \$50.00. PN 1992.6 C514

Community Relations Report. POB 924, Bartlesville, OK 74005. 918-336-2267. Monthly. \$139.00.

Corporate Annual Report Newsletter. Ragan Communications, 212 W. Superior St., #200, Chicago, IL 60605. 312-922-3336. Monthly. \$237.00.

Corporate Giving Watch. The Taft Group. Monthly. \$139.00.

Corporate Public Issues & Their Management. 207 Loudoun St. SE, Leesburg, VA 22075. 703-777-8450. 2x per month. \$195.00.

Corporate Shareholder. 300 W. 108th St., Ste. 5A, NY, NY 10025. 212-662-0877. 22 per year. \$249.00.

Healthcare PR News. 1201 Seven Locks Rd., Potomac, MD 20854. Bi-weekly. 301-340-1520. \$397.00.

Investor Relations Newsletter. 350 W. Hubbard St., Ste. 440, Chicago, IL 60610. 312-464-0300. Monthly. \$195.00.

Investor Relations Update. NIRI, 8045 Leesburg Pike, Ste. 600, Vienna, VA 22182. 703-506-3750. Monthly. \$125.00.

International Public Relations Review. Wordsworth, 18 West Church St., Frederick, MD 21701. 301-845-2991. Quarterly. \$40.00.

Jack O'Dwyer's PR Newsletter. 271 Madison Ave., NY, NY 10016. 212-679-2471. Weekly. \$175.00.

Journal of Non-Profit and Public Sector Marketing. Haworth Press. Quarterly. \$36.00.

Managing the Human Climate. Philip Lesly Co. Bimonthly. \$30.00.

Newsletter on Newsletters. 44 West Market St., POB 311, Rhinebeck, NY 12572. 914-876-2081. \$120.00.

Newsletter Design. See above. Monthly. \$125.00.

O'Dwver's Washington Report. 271 Madison Ave., NY, NY 10016.
212-679-2471. Bi-weekly. \$95.00.

O'Dwver's PR Marketplace. See above. Bi-weekly. \$24.00.

O'Dwver's PR Services Report. See above. Monthly. \$40.00.

Party Line. 35 Sutton Pl., NY, NY 10022. 212-755-3487. Weekly. \$150.00.

PR Clock. 25 W. 39th St., NY, NY 10018. 212-221-0410. Bi-Weekly. \$95.00.

PR Reporter. Box 600, Dudley House, Exeter, NH 03833. 603-778-0514.
Weekly. \$175.00.

PR Watch. 3318 Gregory St., Madison, WI 53711. 608-233-3346. Quarterly.
\$300.00 Corporate; \$60.00 Individual and Non Profit.

Public Relations Tactics. PRSA. Monthly. Nonmembers: \$36.00.

Public Relations News. 1201 Seven Locks Road, Potomac, MD 20854-3394. 301-
340-1520. Weekly. \$277.00.

Public Relations Quarterly. 44 W. Market St., POB 311, Rhinebeck, NY 12572.
914-876-2081. \$40.00. *HM 263, P 766 Fulltext in Business Index*

Public Relations Review. 55 Old Post Rd. #2, Greenwich, CT 06836-6200.
Quarterly. \$70.00. *abstracted by public relations quarterly 1991*

Ragan Report. 212 West Superior St., #200, Chicago, IL 60605. 312-922-8245.
Weekly. \$197.00.

Social Science Monitor. 10606 Mantz Rd., Silver Spring, MD 20903.
301-445-3230. Monthly. \$150.00.

Special Events Report. 213 West Institute Pl., Chicago, IL 60610.
312-944-1727. Bi-weekly. \$340.00.

Speechwriter's Newsletter. 212 W. Superior St., #200, Chicago, IL 60605.
312-922-8245. Weekly. \$257.00.

TJFR Business News Reporter. 545 N. Maple Ave., Ridgewood, NJ 07450. 201-
444-6061. Semi-monthly. \$575.00.

Travel Publicity Leads. Scott American Corporation, Box 88, West Redding,
CT 06896. 203-938-2955. \$140.00.

Public Relations Journal (Fulltext in Business Index)

PR Newswire (Fulltext in Business Index)

V. PUBLISHERS

- A.A.S.A. 1801 N. Moore St., Arlington, VA 22209. 703-528-0700.
- A.A.S.L.H. 530 Church St., Nashville, TN 37219. 615-255-2971.
- A.B.A. 750 N. Lake Shore Dr., Chicago, IL 60611. 312-988-6101.
- A.H.P.I. 737 N. Michigan Ave., Chicago, IL 60611. 800-621-6902.
- A.S.A.E. 1575 Eye St. NW., Washington, DC 20005. 202-626-2723.
- Acropolis. 2311 Calvert St. NW, No. 300, Washington, DC 20008.
800-451-7771.
- Addison-Wesley. 1 Jacob Way, Redding, MA 01867. 800-447-2226.
- Ad-Libs. POB 4050, Bartonville, IL 61607. 309-697-1120.
- Advertising Research Foundation. 641 Lexington Ave., NY, NY 10022.
212-751-5656.
- Alert Publications. 9016 Wilshire Blvd., Ste. 421, Beverly Hills, CA 90211.
800-253-7863.
- Allworth Press. 10 E. 23rd St. Ste. 400, NY, NY 10010. 212-777-8395.
- Allyn & Bacon. 160 Gould St., Needham Heights, MA 02194. 800-223-1360.
- AMACOM. 135 W. 50th St., NY, NY 10020. 212-903-586-8100.
- American Association of Advertising Agencies. 666 Third Ave., NY, NY 10017.
212-682-2500.
- American Demographics. POB 68, Ithaca, NY 14851. 800-828-1133.
- American Management Association. see AMACOM.
- American Map Corp. 46-35 54th Rd., Maspeth, NY 11378. 800-432-6277.
- American Marketing Association. 250 S. Wacker Dr., Chicago, IL 60606.
312-648-0536.
- Archival Services. 3900 Roy Rd., #37, Shreveport, LA 71107. 318-929-2346.
- Art Direction. 10 E. 39th St. 6th Fl., NY, NY 10016. 212-889-6500.
- Ashgate Publishing Co. Old Post Road, Brookfield, VT 05036. 802-276-3162.
- Aspen Publications. 200 Orchard Ridge Dr., Ste. 200, Gaithersburg, MD
20878. 800-638-8437.

Associated Media Companies. 4350 Via Dolce, Ste. 311, Marina Del Rey, CA 90292. 310-821-2011.

Association of National Advertisers. 155 E. 44th St., NY, NY 10017. 212-697-5950.

Atheneum. see Macmillan.

Avon. 1350 Avenue of the Americas, NY, NY 10019. 800-238-0658.

Bacon's Information Inc. 332 South Michigan, Chicago, IL 60604. 800-621-0561.

Bank Marketing Association. 1120 Connecticut Ave. NW, Washington, DC 20036. 202-663-5268.

Bantam. 1540 Broadway., NY, NY 10036. 800-223-6834.

Barrington Press. 28 Lakewood Rd., Newton Highlands, MA 02161. 617-969-9346.

Barron's. POB 8040, 250 Wireless Blvd., Hauppauge, NY 11788. 800-645-3476.

Basil Blackwell. 238 Main St., Cambridge, MA 02142. 800-488-2665.

Beekman. POB 888, Woodstock, NY 12498. 914-679-2300.

D. Bellavance Agency. 323 Beacon St., Boston, MA 02116. 617-262-0411.

Berkley Publishing Group. 200 Madison Ave., New York, NY 10016. 212-951-8800.

Berrett-Koehler Publishers, Inc. 155 Montgomery St., San Francisco, CA 94104-4109. 800-788-3123.

BiblioData. POB 61, Needham Heights, MA 02194. 617-444-1154.

Bizarre Butterfly. POB 16186, Phoenix, AZ 85011. 602-266-2426.

Blackwell Business. AIDC, P.O. Box 20, Williston, VT 05495. 800-862-0095.

Bob Adams, Inc. 260 Center St., Holbrook, MA 02343. 800-872-5627.

Bonus Books. 160 E. Illinois, Chicago, IL 60611. 800-225-3775.

Books on Demand. 300 N. Zeeb Rd., Ann Arbor, MI 48106. 800-521-0600.

R.R. Bowker. 121 Chanlon Rd., New Providence, NJ 07974. 800-521-8110.

Broadcast Interview Source. 2233 Wisconsin Ave., NW, Washington, DC 20007. 800-955-0311.

Brown & Benchmark. 25 Kessel Ct., Madison, WI 53711. 800-338-5578.

Burgess International. 7110 Ohms Lane, Edina, MN 55439. 612-831-1344.

Burrelle's. 75 East Northfield Rd., Livingston, NJ 07039. 800-US-MEDIA.

Business of Your Own. 837 Stirrup Dr., Nashville, TN 37221. 615-646-3708.

Butterworth-Heinemann. 313 Washington St., Newton, MA 02180. 800-366-2665.

Caduceus Communications. 1300 W. Belmont, #402, Chicago, IL 60657.
800-229-1832.

Career Press. 180 Fifth Ave, Hawthorne, NJ 07507. 800-227-3371.

Carol Publishing Group. 120 Enterprise Ave., Secaucus, NJ 07094.
201-866-8159.

Cassell. Maple Ridge Rd., North Sandwich, MA 03259. 800-351-9278.

CASE. 11 Dupont Circle, Washington, DC 20036. 800-554-8536.

Cause Effective. 39 W. 14th St., NY, NY 10011. 212-807-6896.

Center for Creative Leadership. P.O. Box 26300, Greensboro, NC 27438-6300.
910-288-7210.

Chase Communications, Inc. 3353 Peachtree Road, Ste. M130, North Tower,
Atlanta, GA 30326. 404-266-0888.

Chilton Books. 201 King of Prussia Rd., Radnor, PA 19089. 800-695-1214.

Chronicle Books. 275 Fifth St., San Francisco, CA 94103. 800-722-6657.

Church Growth Institute. POB 4404, Waterlick Rd., Lynchburg, VA 24502. 804-
525-0022.

Clark Boardman Callaghan. 375 Hudson, NY, NY 10014. 212-929-7500.

Coast to Coast Books. POB 633, Manzanita, OR 97130. 800-289-0963.

Columbia Books. 1212 New York Ave., NW, Washington, DC 20005.
202-898-0662.

Common Courage Press. Box 702, Corner Jackson Rd. & Rte. 139, Monroe, ME
04951. 207-525-0900.

Communication Creativity. POB 909, Buena Vista, CO 81211. 800-331-8355.

Communication Publications & Resources. 700 Black Horse Pike, Blackwood, NJ
08012. 800-888-2086.

Communication Skills Institute. 1821 N. Camino Sabadell, Tucson, AZ 85715.
602-290-5078.

Community Resource Institute Press. 1442-A Walnut St., #51, Berkeley, CA
94709. 510-526-7190.

Computer Industry Almanac. 225 Allen Way, Incline Village, Lake Tahoe, NV 89451. 702-831-2288.

The Conference Board. 845 Third Ave., NY, NY 10022. 800-872-6273.

Congressional Quarterly. 1414 22nd St., NW, Washington, DC 20037. 202-887-8500.

Consultants News. Templeton Rd., Fitzwilliam, NH 03447. 800-531-0007.

Contemporary Books. 2 Prudential Plaza #1200, Chicago, IL 60601. 312-540-4500.

CorpTech. 12 Alfred St., Woburn, MA 01801. 800-333-8036.

Corwin Press Inc. 2455 Teller Rd., Newbury Park, CA 91320. 805-499-9734.

Council of State Governments. Iron Works Pike, POB 11910, Lexington, KY 40578. 606-231-1939.

CRI-Communication Research. 3954 44th St. SE, Grand Rapids, MI 49508. 616-698-0444.

Crisp Publications. 1200 Hamilton Court, Menlo Park, CA 94025. 800-442-7477.

Dartnell. 4660 N. Ravenswood Ave., Chicago, IL 60640. 800-621-5463.

Daystar. POB 707, Angwin, CA 94508. 707-965-2085.

Dearborn Trade. 520 N. Dearborn, Chicago, IL 60601. 312-836-4400.

Direct Marketing Association. 6 E. 43rd St., NY, NY 10017. 212-689-4977.

Dobbs Directories. 242 Clinton Ave., Dobbs Ferry, NY 10522. 914-693-3419.

Dorsey. C/O Wadsworth, Inc. 10 Davis Drive, Belmont, CA 94002. 800-423-0563.

Doubleday & Co. 1540 Broadway, New York, NY 10036. 800-223-6834.

Dryden Press. 301 Commerce St., Ft. Worth, TX 76102. 800-782-4479.

ERIC Clearinghouse. U of M School of Education, Rm. #2108, Ann Arbor, MI 48109. 313-764-9492.

ETC Publications. 700 E. Vereda del Sur, Palm Springs, CA 92262. 619-325-5352.

Educational Technology Pubns. 700 Palisade Ave., Englewood Cliffs, NJ 07632. 201-871-4007.

Lawrence Erlbaum. 365 Broadway, Hillsdale, NJ 07642. 201-666-4110.

Public Relations

APRC 1997-1998

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Ethics Resource Center. 1120 G Street NW #200, Washington, DC 20005.
202-737-2258.

Facts on File. 460 Park Ave. South, NY, NY 10016. 212-683-2244.

Fairchild. 7 W. 34th St., NY, NY 10001. 800-247-6622.

Fawcett. 201 E. 50th St., NY, NY 10022. 212-572-2713.

Financial Executives Research Foundation. 10 Madison Ave., POB 1938,
Morristown, NJ 07962. 201-898-4600.

Financial Institutions Marketing Association. 111 East Wacker Dr., Chicago,
IL 60601. 312-938-2570.

Financial Sourcebooks. see Sourcebooks.

Forbes. 60 Fifth Ave., NY, NY 10011. 212-620-2200.

The Foundation Center. 79 Fifth Ave., NY, NY 10003. 212-620-4230.

Foundation for American Communications. 3800 Barham Blvd., Ste. 409, Los
Angeles, CA 90068. 213-851-7372.

Franklin Book Co. Inc. 7804 Montgomery Ave., Elkins Park, PA 19117.
215-635-5252.

Franklin Sarrett Publications. 3761 Vinyard Trace, Marietta, GA 30062.
800-444-2524.

Free Press. 866 Third Ave., NY, NY 10022. 800-257-5755.

Fund Raising. 800-877-8238. See Gale Research for address.

Fundraising Formula. 4125 Via Nivel, Palos Verdes Estates, CA 90274.
310-375-3327.

The Gable Group. 450 B Street, 11th Floor, San Diego, CA 92101.
619-234-1300.

Gale Research. 835 Penobscot Bldg., Detroit, MI 48226. 800-877-4253.

Garland Publishing. 1000A Sherman Ave., Hamden, CT 06514. 800-627-6273.

Georgia State University. University Plaza, Atlanta, GA 30303.
404-651-4253.

G.K. Hall. POB 159, Thorndike, ME 04921. 800-223-6121.

Golden Gate Publishing. 588 Sutter St., San Francisco, CA 94102.
415-741-0622.

Gordon Press Publications. POB 459, Bowling Green Station, New York, NY
10004. 718-624-8419.

Government Institutes Inc. 4 Research Pl., Ste. 200, Rockville, MD 20850.
301-921-2355.

Gower. Old Post Road, Brookfield, VT 05036. 802-276-3162.

Greenwood. 88 Post Rd. W., POB 5007, Westport, CT 06881. 800-225-5800.

Grey House Publishing. Pocket Knife Square, Lakeville, CT 06039.
203-435-0868.

Halsted. 605 Third Ave., NY, NY 10158. 212-850-6465.

Harcourt Brace Jovanovich. 525 B St., Ste. 1900, San Diego, CA 92101.
800-346-8648.

Harper & Row. 10 E. 53rd. St., NY, NY 10022. 800-242-7737. 212-207-7000.

Harper Business. See Harper & Row.

Harper College. See Harper & Row.

Harper Collins. See Harper & Row.

Harvard Business School Press. Harvard Business School, Boston, MA 02163.
617-495-6700.

Harvey Yorke. P.O.B. 252, Novato, CA 94948. 415-897-4050.

Haworth Press. 10 Alice St., Binghamton, NY 13904. 800-342-9678.

HBJ College Publications. 301 Commerce St., Ste. 3700, Ft. Worth, TX 76102.
800-782-4479.

D.C. Heath & Co. 125 Spring St., Lexington, MA 02173. 800-235-3565.

Henry Holt & Co. 115 W 18th St., NY, NY 10011. 800-488-5233.

Hollis Directories Ltd. Contact House, Lower Hampton Rd., Sunbury-on-Thames,
Middlesex, TW16 5HG England. 011-44-932-784781.

Hopscotch Press. 1563 Solano Ave., Ste. 135, Berkeley, CA 94707.
510-525-3379.

Howard University Press. 1240 Randolph St. NE, Washington, DC 20017.
202-806-4935.

Human Kinetics Publications. POB 5076, Champaign, IL 61825. 800-747-4457.

Human Resource Development Press. 22 Amherst Road, Amherst, MA 01002.
800-822-2801.

Hunter House. P.O. Box 2914, Alameda, CA 94501. 510-865-5282.

I.A.B.C. One Hallidie Plaza, #600, San Francisco, CA 94102. 415-433-3400.

International Events Group. 213 W. Institute Pl., Ste. 303, Chicago, IL 60610. 312-944-1727.

Institute for Public Relations Research & Education. 3800 South Tamiami Tr., Ste. N, Sarasota, FL 34239. 813-955-5577.

InterPrint. C/O State Mutual. 521 Fifth Ave., 17th Fl., NY, NY 10175. 212-682-5844.

International Advertising Association. 342 Madison Ave., Ste. 2000, NY, NY 10173. 212-557-1133.

International Council of Shopping Centers. 665 Fifth Ave., NY, NY 10022. 212-421-8181.

International Publications Service. 1900 Frost Rd., Ste. 101, Bristol, PA 19007. 215-785-5800.

Investor Relations Association. 364 Lorraine Ave., Glen Ellyn, IL 60137. 708-858-0016.

Iowa State University Press. 2121 S. State Ave., Ames, IA 50014. 515-292-0140.

Irwin Professional Publishing. 1333 Burr Ridge Parkway, Burr Ridge, IL 60521. 800-634-3961.

Jai Press. 55 Old Post Rd., #2, POB 1678, Greenwich, CT 06836. 203-661-7602.

JB & Me. POB 3879, Manhattan Beach, CA 90266. 310-546-1255.

Jossey-Bass. 350 Sansome St., San Francisco, CA 94104. 415-433-1767.

Judson. POB 851, Valley Forge, PA 19482. 800-331-1053.

K & L. POB 09121, Columbus, OH 43209. 614-898-2724.

Kendall Hunt. 4050 Westmark Dr., Dubuque, IA 52004. 800-228-0810.

Kennedy Publications. Templeton Rd., Fitzwilliam, NH 03447. 800-531-0007.

Kluwer Academic. POB 358, Accord Station, Hingham, MA 02018. 617-871-6600.

Alfred A. Knopf. 400 Hahn Rd., Westminster, MD 21157. 800-733-3000.

Knowledge Industry. 701 Westchester Ave., White Plains, NY 10604. 800-800-5474.

Knowledge Network Press. c/o Field Associates Ltd., 25 Landfield Ave., Monticello, NY 12701. 914-794-8181.

Media Scope Int'l Inc. 3516 Plymnoth Rd., Victoria, BC, Canada V8P 4X4.
604-592-0556.

Medical Economics Books. 5 Paragon Dr., Montvale, NJ 07654. 800-223-0581.

Medical Group Management Assn. 160 E. Illinois St., Chicago, IL 60611.
312-467-0424.

Merrill. POB 508, Columbus, OH 43216.

Morrow. 1350 Avenue of the Americas, NY, NY 10019. 800-843-9389.

NAL/Dutton. 375 Hudson St., NY, NY 10014-3657. 212-366-2000.

National Association of Realtors. 430 N. Michigan Ave., Chicago, IL 60611.
312-329-8292.

National Learning. 212 Michael Dr., Syosset, NY 11791. 800-645-6337.

National School Public Relations Assoc. 1501 Lee Hwy., Ste. 201, Arlington,
VA 22209. 703-528-5840.

National Writers Club. 1450 South Havana, Ste. 424, Aurora, CO 80012.
303-751-7844.

National Conference of State Legislatures. 1560 Broadway, Ste 700, Denver,
CO 80202. 303-830-2200.

Nelson. POB 591, Port Chester, NY 10573. 800-775-1500.

Nelson Canada. 1120 Birchmount Rd., Scarborough, Ontario M1K 5G4.
416-752-9100.

Nelson-Hall. 111 N. Canal St., Chicago, IL 60606. 312-930-9446.

New American Library. 375 Hudson, NY, NY 10014. 212-397-8000.

New Forums Press. POB 876, Stillwater, OK 74076. 405-372-6158.

New Jersey Institute CLE. 1 Constitution Sq., New Brunswick, NJ 08901.
908-249-5100.

New Strategist. POB 242, Ithaca, NY 14851. 607-273-0913.

New York Institute of Finance. 2 Broadway, NY, NY 10004. 212-344-2900.

New York University Press. 70 Washington Sq. South, NY, NY 10012.
212-998-2575.

Nichols Publishing. POB 6036, East Brunswick, NJ 08816. 908-297-2862.

North Light Books. 1507 Dana Ave., Cincinnati, OH 45207. 800-289-0963.

Kogan Page Ltd. 120 Pentonville Rd., London, N19JN. 071-278-0433.
Fax: 071-837-6348; or C/O Nichols Publishing. POB 6036, East Brunswick,
NJ 08816. 908-297-2862.

Koinonia Press. POB 57244, Oklahoma City, OK 73157. 405-525-5334.

Krieger. POB 9542, Melbourne, FL 32902. 407-724-9542.

Landmarks. Chausee de la Hupe, 85 Terhulpsesteeweg, 1170 Brussels, Belgium;
or C/O International Pubns. Service. (see separate listing).

Leadership Directories. 104 Fifth Ave., NY, NY 10011. 212-627-4140.

Leister & Sons. Rd. 5, Box 5154F, Lake Areil, PA 18436. 717-689-7391.

Libraries Unlimited. POB 6633, Englewood, CO 80155. 800-237-6124.

LIFETIME. 2131 Hollywood Blvd., Hollywood, FL 33020. 800-771-3355.

Linkbridge Publishing. 90 Park Ave., New York, NY 10016. 212-876-5363.

Loma Linda Publishing Co. Box AA, Bisbee, AZ 85603. 602-432-5361.

Longman. 10 Bank St., White Plains, NY 10606. 800-447-2226.

Lukaszewski Group, Inc. 10 Bank St., Ste. 530, White Plains, NY 10606-1933.
914-681-0000.

Lyceum Books. 5758 S. Blackstone, Chicago, IL 60637. 312-922-1880.

McFarland. POB 611, Jefferson, NC 28640. 919-246-4460.

McGraw-Hill. 1221 Ave of the Americas, NY, NY 10020. 212-512-2000.

Macmillan. 866 Third Ave., NY, NY 10022. 800-257-5755.

Market Research Society. 1 Park Place, Ste. 450, Atlanta, GA 30318.
404-352-2290.

Market Statistics. 355 Park Ave. So., New York, NY 10010. 800-253-6708.

Marketing Science Institute. 1000 Massachusetts Ave., Cambridge, MA 02138.
617-491-2060.

Marquis Who's Who. 121 Chanlon Rd., New Providence, NJ 07974.
800-521-8110..

Media Alliance. 356 W 58th Street, NY, NY 10019. 212-560-2919.

The Media Institute. 1000 Potomac St. NW, Ste. 301, Washington, DC 20007.
202-298-7512.

Media Research Center. 113 S. West St., Alexandria, VA 22314.
703-683-9733.

NTC Publishing Group. 4255 W. Touhy Ave., Lincolnwood, IL 60646.
800-323-4900.

Oasis. 300 N. Valley Dr., Grants Pass, OR 97256. 800-228-2275.

Olde & Oppenheim. POB 61203, Phoenix, AZ 85082. 602-839-0560.

Omnigraphics. Penobscot Bldg., Detroit, MI 48226. 800-234-1340.

Open Horizons Publishing Co. POB 205 Fairfield, IA 52556. 515-472-6130.

Oryx Press. 4041 N. Central Ave. at Indian School Rd., Ste. 700, Phoenix,
AZ 85012. 800-279-6799.

Oxbridge Communications. 150 Fifth Ave., Ste. 302, NY, NY 10011.
212-741-0231.

Oxford University Press. 200 Madison Ave., NY, NY 10016. 800-451-7556.

Paradigm Publishing Co. 2323 Broadway, Studio 202, San Diego, CA 92102.
619-234-7115.

PASE. POB 1299, Highland Park, NJ 08904. 201-321-1011.

Peachpit Press. 2414 6th St., Berkeley, CA 94710. 800-283-9444.

Penguin. 375 Hudson St., NY, NY 10014. 800-331-4624.

Pergamon. POB 945, Madison Square Station, NY, NY 10160. 212-989-5800.

Pfeiffer & Co. 8517 Production Ave., San Diego, CA 92121. 800-274-4434.

Philip Lesly Co. 155 Harbor Dr., Ste. 2201, Chicago, IL 60601.
312-819-3590.

Pigafetta Press. POB 39244, Washington, DC 20016. 202-244-2580.

Pilot Books. 103 Cooper St., Babylon, NY 11702. 516-422-2225.

Planners Press. c/o American Planning Assn., 1313 E. 60th St., Chicago, IL
60637. 312-955-9100.

Praeger. 1 Madison Ave., 11th Fl., NY, NY 10010.

Precept Press. 160 E. Illinois St., Chicago, IL 60611. 312-467-0424.

Prentice-Hall. 15 Columbus Circle, NY, NY 10023. 800-223-2348.

Prima. 3875 Atherton Rd. Rocklin, CA 95765. 800-221-7945.

Probus Publishing. 1925 N. Clybourn Ave., Chicago, IL 60614. 800-776-2871.

Productivity Press. P.O. Box 13390, Portland, OR 97213. 800-394-6868.

Professional Marketing Systems. 600 McCain Dr., Monroe, LA 71203.
318-342-1185.

PRSA Fulfillment Department. 33 Irving Place, New York NY 10003.
212-460-1462.

PSI Research. 300 North Valley Dr., Grants Pass, OR 97526. 800-228-2275.

Public Affairs Council. 1019 19th St., NW, Ste. 200, Washington DC 20036.
202-872-1790.

Public Library Association. 50 East Huron St., Chicago, IL 60611.
800-545-2433, X5752.

Public Management Institute. 358 Brannan St., San Francisco, CA 94107.
415-896-1900.

Public Relations Publishing. 1633 Broadway, NY, NY 10019. 212-315-8000.

PWS-Kent. 20 Park Plaza, Boston, MA 02116. 800-354-9706.

Quorum Books. 88 Post Rd. West, Box 5007, Westport, CT 06881.
203-226-3571.

Rachel P.R. Services. 1650 S. Pacific Coast Highway, #200C, Redondo Beach,
CA 90277. 310-792-1313.

Ragan Communications. 212 W. Superior Street #200, Chicago, IL 60610.
312-335-0037.

Rand McNally. 8255 N. Central Pk., Skokie, IL 60676. 708-673-9100.

Random House. 201 E. 50th St., 22nd Fl., NY, NY 10022. 800-726-0600.

Rector. 130 Rattlesnake, Leverett, MA 01054-9726. 800-247-3473.

Reed Reference. 121 Chanlon Rd., New Providence, NJ 07974. 800-521-8110.

Reference Press. 6448 Highway 290 E., Suite E-104, Austin, TX 78723.
512-454-7778.

Religious Public Relations Council. POB 296, Wernersville, PA 19565.
610-373-1067.

Rodale Press. 33 East Minor St., Emmaus, PA 18098. 800-527-8200.

Ron Gold. 1341 Ocean Ave., Santa Monica, CA 90401. 310-399-7938.

The Roper Organization. 205 E. 42nd St., NY, NY 10017. 212-599-0700.

Routledge, Chapman & Hall, Inc. 29 W. 35th St., NY, NY 10001.
212-244-3336.

Rowman & Littlefield. 4720 Boston Way, Ste. A, Lanham, MD 20706.
301-459-3366.

SRDS. 3004 Glenview Rd., Wilmette, IL 60091. 800-323-3537.

Sage. 2455 Teller Rd., Thousand Oaks, CA 91320. 805-499-0721.

St. James Press. 835 Penobscot Bldg., Detroit, MI 48226. 800-345-0392.

St. Lucie Press. 100 E. Linton Blvd., Ste. 403B, Delray Beach, FL 33483
407-274-9906.

St. Martin's. 175 Fifth Ave, Rm. 1715, NY, NY 10010. 800-221-7945.

Scarecrow Press. 52 Liberty St., Box 4167, Metuchen, NJ 08840. 800-537-7107.

Schenkman. 118 Main St., POB 119, Rochester, VT 05767. 802-767-3702.

Schrello Direct Marketing. 555 E. Ocean Blvd., Long Beach, CA 90801.
800-367-6559.

Scott-Foresman. 1900 E. Lake Ave., Glenview, IL 60025. 708-729-3000.

Seaver Books. 141 Fifth Ave., NY, NY 10010. 212-475-2633.

M.E. Sharpe. 80 Business Park Dr., Armonk, NY 10504. 800-541-6563.

Shay Pubs. 5916 Birchbrook Dr., No. 229, Dallas, TX 75206. 214-418-9999.

Sierra Club Books. 100 Bush St., 13th Floor, San Francisco, CA 94104.
800-733-3000.

Simon & Schuster. 1230 Avenue of the Americas, NY, NY 10020. 212-698-7000.

Smithsonian Institution Press. 470 L'Enfant Plaza, Ste. 7100, Washington,
DC 20560. 202-287-3738.

Society of American Travel Writers. 1155 Connecticut Ave., Ste. 500,
Washington, DC 20036. 202-429-6639.

Sourcebooks. POB 313, Naperville, IL 60566. 708-961-2161.

Sources. 26 Hart Ave., Hopewell, NJ 08525. 609-466-0051.

South-Western Publishing. 5101 Madison Rd., Cincinnati, OH 45227.
800-543-0487.

Springer-Verlag. 175 Fifth Ave, NY, NY 10010. 212-460-1500.

State Mutual Books. 521 Fifth Ave., 17th Fl., NY, NY 10175. 212-682-5844.

Storm King Press. POB 2089, Friday Harbor, WA 98250. 206-378-3910.

Sunset Hill. Box 444, Fall River Mills, CA 96028. 916-336-5122.

Syracuse University Press. 1600 Jamesville Ave., Syracuse, NY 13244.
800-365-8929.

TAB Books. POB 40, Blue Ridge Summit, PA 17294. 800-233-1128.

The Taft Group. 835 Penobscot Bldg., Detroit, MI 48226. 800-347-4253.

Taylor & Francis. 1900 Frost Rd., #101, Bristol, PA 19007. 800-821-8312.

Third Sector Press. POB 18044, Cleveland, OH 44118. 216-831-9300.

Thomas, CC. 2600 S. First St., Springfield, IL 62794. 217-789-8980.

Thomas Pub. Co. 353 Buford Ave., Gettysburg, PA 17325. 717-334-1921.

Todd Publications. 18 N. Greenbush Rd., West Nyack, NY 10994. 914-358-6213.

Transaction Publications. Rutgers University, New Brunswick, NJ 08903.
908-932-2280.

Trans-Atlantic. 311 Bainbridge St., Philadelphia, PA 19147. 215-925-5083.

Turtle Publishing. POB 353, Lakeville, CT 06093. 203-435-9873.

University Associates. 8517 Production Ave., San Diego, CA 92121.
800-274-4434.

University of California Press. 2120 Berkeley Way, Berkeley, CA 94720.
800-822-6657.

University of Oklahoma Press. 1005 Asp Ave., Norman, OK 73019.
800-627-7377.

University of Wisconsin Press. 114 N. Murray St., Madison, WI 53715.
608-262-8782.

University Press of America. 4720 Boston Way, Lanham, MD 20706.
301-459-3366.

University Sports Press, Inc. POB 2315, Athens, OH 45701. 614-593-2607.

Urban Decision Systems. 2040 Armacost Ave., Los Angeles, CA 90025.
800-633-9568.

Urban Land Institute. 625 Indiana Ave., NW, Ste. 400, Washington, DC 20004.
800-321-5011.

U.S. Chambers of Commerce. 1615 H St. NW, Washington, DC 20062.
301-468-5028.

U.S. Government Printing Office. Superintendent of Documents, Washington,
D.C. 20402.

U.S. Travel Data Center. 1100 New York Ave., Ste. 450, Washington, DC
20005. 202-408-1832.

Van Nostrand Reinhold. 115 Fifth Ave., NY, NY 10003. 212-254-3232.

Video Software Dealers Assn. 303 Harper Dr., Moorestown, NJ 08057.
609-231-7800.

Wadsworth. 10 Davis Dr., Belmont, CA 94002. 415-595-2350.

Walker and Company. 720 Fifth Ave., NY, NY 10019. 212-265-3632.

Warner Books. 1271 Avenue of the Americas, NY, NY 10020. 212-522-7200.

Washington Researchers. POB 19005, Washington, DC 20036-9005. 202-333-3499.

Watson-Guptill. 1515 Broadway, NY, NY 10036. 212-536-5121.

Waveland. POB 400, Prospect Heights, IL 60070. 708-634-0081.

West Publishing Co. 58 W. Kellogg Blvd., POB 64779, St. Paul, MN 55164.
612-668-3600.

Westview Press. 5500 Central Ave., Boulder, CO 80301-2847. 800-456-1995.

W.H. Freeman & Co. 41 Madison Ave., NY, NY 10010. 212-576-9400.

Whistlestop Publishing. Clairdale Dr. RCP, Hampton Bays, NY 11946.
516-728-1960.

John Wiley. 605 Third Ave., NY, NY 10158. 212-850-6000.

William C. Brown. 2460 Kerper Blvd., Dubuque, IA 52001. 800-338-5578.

Joe Williams Communications Inc. 300 SE Fourth St., Bartlesville, OK 74005.
918-336-2267.

Williamstown Publishing. Box 295, Williamstown, MA 01267. 800-345-5368.

H.W. Wilson. 950 University Ave., Bronx, NY 10452. 800-367-6770.

Word Doctor Publications. P.O. Box 9761, 6516 Ben Ave., No. Hollywood, CA
91609. 818-980-3576.

WorldComm. 65 Macedonia Rd., Alexander, NC 28701. 800-472-0438.

World Future Society. 7910 Woodmont Ave., Ste. 450, Bethesda, MD 20814.
301-656-8274.

Oliver Wright Publications. 85 Allen Martin Dr., Essex Junction, VT 05452.
802-878-8161.

**APPENDIX L
PUBLIC RELATIONS
SOCIETY OF AMERICA
CERTIFICATION PROGRAM**



**Public Relations
Society of America**

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July 20, 1989

**TO: PRSA Chapter Presidents
PRSSA Chapter Presidents
PRSSA Faculty Advisors ✓
Members, Educators Section
Members, Educational and Cultural
Organizations Section**

**FROM: David Ferguson *DF*
Professional Co-chairman, PRSA Educational
Affairs Committee**

SUBJECT: PRSA Certification Program

PRSA has instituted a certification program through which universities which have PRSSA chapters may voluntarily apply for PRSA certification of their public relations sequences. The attached document is an introduction to the program. Please read it.

Applications are now being received for this certification program. Schools applying now for certification will be visited and reviewed during 1990. The first visitation, to try out the program, will be at Brigham Young University in November 1989.

The Educational Affairs Committee believes that this new certification program will be a great asset in PRSA's effort to improve the quality of education for public relations.

THE CEPR PROGRAM OF PRSA

INTRODUCTION

At its July 1988 meeting, the PRSA Board of Directors acted on a recommendation from the Educational Affairs Committee that a program be established to provide optional review and certification for undergraduate public relations programs in schools chartered by PRSA for PRSSA chapters. In the future, the service may be extended to other schools.

The board action was to approve the concept and to authorize the committee to develop a plan for consideration and approval at the board's meeting in January 1989, which was done.

Certification by PRSA will be designated for public relations programs which 1) are located in units which are connected to PRSA through a PRSSA charter and PRSA membership by at least one of its faculty or staff; 2) after study and on-site review conducted under the auspices of the Educational Affairs Committee, have been recommended to the PRSA Board of Directors; 3) have been designated as Certified by the PRSA Board of Directors. (The requested certification review at a school chartered by PRSA for a PRSSA Chapter will have no bearing on PRSSA Charter Requirements, which are specified in PRSA and PRSSA bylaws.)

BACKGROUND

The initiative for the program was taken by the Educational Affairs Committee primarily in response to ongoing concern expressed by educators who are members of PRSA and whose programs are in school units not associated with departments or colleges of journalism and mass communication.

A public relations program located in school units associated with journalism and mass communications does have such an opportunity when its school/unit requests review by the Accrediting Council for Education in Journalism and Mass Communications (ACEJMC), an organization authorized by the Council on Postsecondary Education (COPA) of the U.S. Department of Education. No such official authority exists for public relations programs outside of units of journalism and mass communications, e.g. units in schools or departments of Speech Communication, Arts and Sciences, Business.

Through the proposed Certification Program, PRSA does not presume any official, governmental authority for review of public relations programs. Rather, it seeks to be responsible and responsive to those schools with which it has an established connection and which wish an objective review of their public relations programs by the foremost professional organization of public relations practitioners and educators in the U.S.

HIGHLIGHTS

The nomenclature for public relations programs which have been certified by the PRSA Board of Directors will be Certified in Education for Public Relations (CEPR).

During the initial, two-year introductory phase of the program, this optional service will be offered to schools which have been chartered by the PRSA Board of Directors to have PRSSA Chapters. Subsequent consideration may be given to requests from schools which are not PRSSA-chartered, but which have a PRSA member on its faculty or staff in the unit housing the public relations program.

Responsibility for the optional service will be vested in a CEPR Cabinet, a unit of the PRSA Educational Affairs Committee, with staff support by PRSA's Director of Educational Affairs. The cabinet will be composed of an equal number of practitioners and educators and the latter will represent at least three types of schools or departments in which public relations programs are housed.

All PRSA members associated with the review and certification process will be Accredited and all Accredited Members may volunteer. Registered candidates will compose The CEPR Academy.

The review process will be conducted by three members of the CEPR Academy who represent education and the practice and will include advance study and an on-site review. Recommendations of the Review Team will be made to the CEPR Cabinet.

Certification of a public relations program will be granted by the PRSA Board of Directors for a period of six years.

ADVANCE PROCESS

A request for a review of a public relations program of study in a PRSSA-chartered school must be initiated by a letter to the Director of Educational Affairs, PRSA, from the head of the unit in which public relations is taught and by the PRSSA Faculty Advisor. The Director of Educational Affairs will immediately send a copy of the request to the leadership of the CEPR Cabinet, which includes the Co-chairmen of PRSA's Educational Affairs Committee and their designate(s) from the committee.

If this request is granted, the school's representatives, at least four months in advance of visit, must agree to:

Schedule dates for the review.

Complete the request for advance information and send it to the Director of Educational Affairs at least two months in advance of review.

Arrange for all required meetings, motel/hotel accommodations, local transportation for Review Team and advise the Director of Educational Affairs of specific arrangements at least two months in advance of review.

Pay costs of review: 1) for administration, \$500 payable to PRSA at least three months in advance of review (non-refundable in event school withdraws request); 2) for Review Team expenses, including travel (any air travel cost billed at coach rate), accommodations, and meals on site of visit. (Note: Expenses will be billed by PRSA following visit. Review team will not be hosted any time during visit.)

Provide a private work center with typewriters and/or word processors for the Review Team.

When the dates for the review are scheduled, PRSA's Director of Educational Affairs will immediately 1) advise the leadership of the CEPR Cabinet; 2) provide list of Review Team candidates to the school contacts, requesting that they remove the names of any candidates known to have conflicts of interest and advising that they have the option of removing up to five additional candidates from the list, which must be returned to PRSA's Director of Educational Affairs within ten days.

From the edited list, PRSA's Director of Educational Affairs, in consultation with the CEPR Cabinet, will secure the Review Team: the Chairman and two other Accredited PRSA members, then advise the school contacts. When advance information is received from the school two months prior to the review, the director will send a copy of that information, together with the 1987 Commission Report on Undergraduate Public Relations Education and a Review

Team Report Form, to each of the Review Team members for pre-visit study.

TEAM RESPONSIBILITIES

Advance: Study of response and academic materials provided by school, developing questions and comments for interviews and team discussion.

Telephone interviews of alumni.

Arrange personal travel schedules. (Local transportation arranged by school.)

Visit: Serve on-site for entire review period (2 1/2 days).

One-on-one meetings with faculty teaching public relations. (This must include the PRSA Member or Associate Member elected by the PRSSA Chapter as its Faculty Advisor.)

Meeting with the Dean of College or Chairman of Department in which public relations is taught.

Meeting with a tenured faculty member from each of two unit programs other than public relations to ascertain perception of public relations program and students.

Meeting with officers of PRSSA Chapter and the leadership of the student agency, if any.

Interview with the PRSA Accredited Member elected by the PRSSA Chapter as its Professional Advisor, via face-to-face, on-site meeting (preferred) or telephone.

Attendance at PRSSA Chapter meeting, if scheduled.

Visits to public relations classes, as time permits.

Review of facilities, including school and unit libraries, noting public relations books and periodicals.

Write and sign report.

Final meeting of entire Review Team with Chairman or Director of the academic unit in which public relations is taught.

Final meeting of team with Vice President of Academic Affairs and/or President to review report and recommendations. (In case meeting with only one is possible, the Vice President of Academic Affairs is preferred.)

GRANTING OF CERTIFICATION

The nomenclature for PRSA Certification of a school's public relations program is: Certified in Education for Public Relations (CEPR).

CEPR will be awarded for a period of six years from date of PRSA board action.

Framed certificate will be presented to CEPR school representative by PRSA Chapter President at appropriate chapter event. Presentation may be repeated on campus at option of school.

Publicity announcement will be sent by PRSA to public relations and educational publications, school and daily press in school area; published in PRSA and PRSSA publications.

Representative of CEPR school will be honored at Honors and Awards Luncheon during Annual Meeting of PRSA Annual Conference. (Mention in printed program and during program; seating on dais.)

Representative of CEPR school will be recognized during Annual Meeting of PRSA Educators Section and at PRSSA National Conference.

In information provided by PRSA regarding schools where public relations is taught, CEPR schools will be given special attention.

CEPR schools will be listed in annual PRSA Register.

**APPENDIX M
PUBLIC RELATIONS
JOB DESCRIPTIONS**

VICE PRESIDENT - PUBLIC RELATIONS

Objective

To establish and maintain sound relations between the corporation and its various publics, fostering a business climate in which the company can operate most effectively.

Basic Function

Responsible to the chairman for assisting the chief executive officer (CEO) in the formulation of overall public relations planning; providing input to and implementing approved policies; and directing and coordinating the company's plans to achieve established objectives. The Vice President-Public Relations is responsible for interpreting the company's corporate character to the public and for analyzing, interpreting and evaluating public opinion to its executives.

Major Duties and Responsibilities

1. Advise the CEO of public relations policies and procedure calculated to ensure maximum possible understanding and acceptance of the company by its various publics, thus aiding the company's progress.
2. Monitor public attitudes, opinions and relationships and advise the CEO on the public relations effects of proposed policies, plans and activities of the company and its divisions.
3. Advise and assist the heads of operating divisions in the development and execution of public relations programs consistent with the overall corporation policies and objectives.
4. Provide counsel and assistance to subsidiary companies in their efforts to build good relations with their publics.
5. Review all public statements and advertising of the company for accuracy and consistency with policies and objectives.
6. Write position papers, testimony, reports, public statements and speeches for attribution to company executives.
7. Direct development of and recommend short- and long-range public relations objectives, plans, budgets and programs for the corporation.
8. Develop and implement employee communications programs which will build teamwork, enhance productivity and ensure a well-informed workforce.
9. Act as corporate spokesperson, except as otherwise directed, and establish and maintain favorable relations with all media (newspapers, news services, newsletters, trade journals, professional journals, radio/TV, consumer and business magazines, etc.).
10. Arrange public or news conferences, meetings or speaking engagements for corporate executives.
11. Write, produce and distribute other corporate communications of a public relations nature: corporate brochures, shareholder and investor materials, radio and television publicity, audio-visual presentations, etc.
12. Assist the chief financial officer with shareholder and investor communications plans and programs.
13. Develop and implement marketing communications programs to support the sales efforts of divisions and subsidiaries.
14. Develop themes and copy platforms for corporate or institutional advertising on issues of concern to the corporation.
15. Supervise and direct corporate contributions, giving, activities in the arts, foundations, etc.
16. Assure that proper liaison with civic and community-oriented business organizations is maintained with such organizations as deemed appropriate.
17. Assist all divisions of the company in maintaining the corporate graphic standards and enforce these standards when necessary.
18. Retain and supervise outside public relations counsel, as necessary, to provide advice and support.

DIRECTOR OF MEDIA RELATIONS

Objective

To present information about the company and its various operations to news media for the purpose of increasing public knowledge and understanding of company through continued identification of company policies and activities with the public interest.

Basic Function

To analyze, develop and implement the company's external communications with all print and electronic media, including newspapers, magazines, television, radio, films, theater and individual writers and photo-journalists, etc.

Major Duties and Responsibilities

1. Analyze corporate objectives, policies and standards and identify media which may generate positive exposure.
2. Counsel executive management on the media impact of policies, decisions, courses of action and public statements.
3. Develop and implement effective two-way communications programs with news media, which are mutually beneficial.
4. Prepare news releases and publicity programs on information released by the executive office.
5. Provide information about company in response to news media inquiries.
6. Promote appropriate participation by company personnel in public activities and associations to generate positive visibility in the news media.
7. Plan and implement national media strategies which gain knowledge of understanding of company's views on particular issues known and accepted in timely manner by specific target audiences.
8. Obtain exposure for corporate position on public issues impacting on its business.
9. Maintain close contacts with representatives of news media.
10. Develop special feature articles for placement with the print media.
11. Develop special materials for use with broadcast media.
12. Undertake special assignments in areas of public, news media and community relations for corporate and division managements.

DIRECTOR OF EMPLOYEE COMMUNICATIONS

Objective

To establish channels of credible communication with executive management and employees in order to develop mutual loyalty to the company, and to develop understanding of company policies and activities so employees can become spokesmen in their neighborhoods and peer groups.

Basic Function

Employee communications is responsible, under the direction of the Vice President-Public Relations, for developing, producing and implementing programs of internal communications.

Major Duties and Responsibilities

1. Write, produce and distribute a company newspaper or magazine.
2. Write speeches, correspondence and statements directed to employees by management.
3. Prepare exhibits, audio-visual presentations and other communications directed to employees. Arrange meetings and seminars as directed by management.
4. Write, produce and distribute the management newsletter.
5. Write and produce the employee handbook and other brochures and general communications requested by management or the personnel department.
6. Work closely with employee organizations and assist with their activities.
7. Provide communications liaison with retired employees.
8. Prepare letters from management periodically to be sent to the homes of employees to keep the family informed.
9. Develop a system for measuring employee accomplishments.
10. Improve employee performance, morale and support of company programs.
11. Improve employee understanding of the company and its line of business.
12. Develop internal communications media such as bulletin boards, in-house television, pay envelope stuffers, letters to employee's homes, etc.

DIRECTOR OF COMMUNITY RELATIONS

Objective

To create favorable public opinion and positive relationships in the community toward company by monitoring social trends, analyzing and interpreting them to management and advising management on policy changes intended to bring the company's policies into harmony with public opinion.

Basic Function

Serves as the company's "social responsibility and goodwill officer." The basic function is to formulate and carry out programs to eliminate or reduce friction between the company and the communities in which it operates, also between company and any activist groups working on local or national scale.

Major Duties and Responsibilities

1. Monitor social trends by maintaining communications channels with academics, community leaders, activists and organizations; maintain close relationships with appropriate editors and writers; analyze these trends and formulate action or nonaction programs.
2. Serve as staff director of company's contributions program and secretary of contributions committee; as such, investigate requests for assistance and make recommendations to the committee.
3. Maintain inventory of company's and its officers' memberships in civic and business-related groups, and recommend appropriate extensions of these.
4. Maintain relationships with press in plant cities and arrange for distribution of corporate news releases directly or through operating personnel to this press.
5. Supervise research as required on community attitudes toward the company.
6. Arrange for appropriate exhibits, audio-visual demonstrations, speeches and direct mail to community leaders.
7. Execute general responsibilities common to all executive and supervisory positions.
8. Conduct such other community relations activities as executive management may specify.

DIRECTOR OF SPECIAL EVENTS

Objective

To use special events and create situations as a vehicle of communications to enhance the goodwill and reputation of the company or to promote its products.

Basic Function

Responsible for formulation, development and execution of special activities to create greater visibility, positive understanding and goodwill for the company, its products and services.

Major Duties and Responsibilities

1. Create and develop special events to showcase the company's products or services (e.g., bake-offs, fashion shows, financial forums, energy fairs, etc.).
2. Assist with charitable events held in local facilities to enhance company's reputation.
3. Plan, assist and advise on programs designed to create goodwill and public understanding in various communities (e.g., Little League, 4-H, Junior Achievement, etc.).
4. Plan and execute appropriate sporting events participation of company.
5. Conduct annual facilities visitations (e.g., family day, wives' visits, open houses) to corporate facilities.
6. Arrange for plant or facilities tours by educational and other groups.
7. Create special events and opportunities for top management to tell company's story.
8. Participate in such civic and professional activities as might be important to company communications efforts and interests.
9. Render whatever assistance possible in crisis public relations situations.
10. Offer use of company's auditorium or meeting room to local civic groups (e.g., planning boards, charitable organizations, etc.).
11. Create major sporting events for public goodwill.
12. Develop and manage budget for these activities.

DIRECTOR OF EDITORIAL SERVICES

Objective

To give the company the capability of producing excellent written materials and editorial assistance while maintaining quality of materials prepared and distributed by the company.

Basic Function

To act as principal editor and writer for Public Relations Department. To initiate, research and write speeches, policy statements, newspaper and magazine articles and other materials for senior management. Also, prepare news releases, bulletins, background papers and presentations as required.

Major Duties and Responsibilities

1. Research and write basic background memorandum on the company.
2. Research and write news releases, feature articles, and other printed materials.
3. Develop an appropriate copy clearing and approval procedure including the executives involved, legal department, executive management, etc.
4. Develop a style book for use by all preparing written materials for the company.
5. Keep abreast of all public developments affecting the company.
6. Assist with the development of presentations as needed.
7. Assist with the writing of speeches for senior management.
8. Periodically review all company publications for style and accuracy consistency.
9. Provide for the creative input and production of audio-visuals, motion pictures, sound slides, etc.
10. Assist in production of annual and quarterly reports, and other financial communications.
11. Provide consultation and assistance with preparation and placement of technical articles for specialized publications.
12. Function as the company's literary specialist available for consultation with top executive management.
13. Maintain list of free-lance writers and photographers, and contact them when needed.

DIRECTOR OF PUBLIC RELATIONS NONPROFIT ORGANIZATION

Objective

To plan and carry out a program designed to create and maintain a favorable public image for the institution or organization and to encourage public support for the institution's mission, programs and accomplishments.

Basic Function

Responsible to the chief executive and to the board for formulating plans for and for implementing, diverse programs, activities and efforts that meet the needs, objectives and policies of the institution, as well as for interpreting programs and policies to the public, and public attitudes and opinions to the institution.

Major Duties and Responsibilities

1. Consult with, and counsel, the chief executive and the board on policies and programs that involve the various publics and the institution's public image.
2. Define long-and short-term public relations goals, and recommend public relations programs and activities designed to meet these goals.
3. Prepare a budget and organizational structure, with job descriptions, for carrying out the public relations program and maintain budgetary controls.
4. Advise and assist administrators of other departments, as well as constituent groups (trustee, alumni, students, volunteers, etc.) in handling activities and issues that may reflect on the institution's reputation.
5. Serve as communications liaison between the chief executive and board, and the institution's various publics or constituencies.
6. Establish and maintain good relations with print and electronic media, keeping them informed of the institution's activities.
7. Maintain institutional mailing and contact lists.
8. Produce institutional publications, including annual reports, newsletters, magazines and journals, brochures, catalogs, posters, invitations, etc.
9. Work with the head of development or directly handle fund-raising activities; including, as appropriate, the preparation of grant applications.
10. Plan and handle arrangements for special events, including guest lists, physical arrangements, invitations, programs, publicity, etc.
11. Assist the chief executive, board and other top officers in preparing speeches, position papers, testimony and other official institutional statements.
12. Work with governmental and community groups to help achieve institutional goals.
13. Serve as the institution's representative to local, state, regional and national organizations.
14. Plan and implement public relations programs for employees.
15. Represent the institution as speaker before community and professional groups and organizations.
16. Develop a history and achievements background of the organization.

DIRECTOR OF PUBLIC RELATIONS TRADE / PROFESSIONAL ASSOCIATION

Objectives

To create goodwill for the industry and members represented by the trade association.

Basic Function

To develop and implement a program of public information and action to create a climate of goodwill.

Major Duties and Responsibilities

1. Develop and plan for the collection of information and statistical materials on the industry and its members.
2. Maintain close relations with elected officials government regulatory authorities and congressional committees in areas of the association's interests, and prepare testimony and position papers for public hearings.
3. Advise association members on contacting their legislators when necessary.
4. Conduct opinion polls on industry customers and report on the results.
5. Maintain close relations with other trade associations covering the industry.
6. Maintain a close contact with academic institutions which have an interest in doing research on the industry.
7. Publish a newsletter reporting items of interest to association members and their activities.
8. Work with appropriate personnel in developing and maintaining membership in the association.
9. Arrange for press conferences and publicity during association's annual convention and report on election of officers.
10. Recruit competent public relations personnel and develop a staff.
11. Publicize various aspects of industry to make it better known in a favorable way.
12. Work closely with public relations personnel in other industries on common interest.
13. Maintain a clipping and publicity monitoring service to keep abreast of developments in the industry.
14. Develop a speech source material file for ready reference when association officers or member executives require speeches written.
15. Develop a series of films and audio-visual presentations to make the industry better known.
16. Develop, write and produce background brochures for use of association's membership development officer.
17. Write and distribute informational bulletins regularly to association members.
18. Develop and administer the annual public relations budget.
19. Advise association members on contacting their legislators when necessary.
20. Develop sample public relations programs for use of association members who do not have public relations staffs.

ACCOUNT SUPERVISOR PUBLIC RELATIONS AGENCY

Objective

To manage, supervise and coordinate the activities of various account executives while maintaining an awareness of needs of clients and their importance as profit centers.

Basic Function

To constantly review the activities of the account executive, their staffers and specialized departments, keeping top management informed of pertinent activities and potential problems.

Major Duties and Responsibilities

1. Develop a spirit of teamwork and high morale among the subordinates and peers.
2. Administer account executives weekly, written report system which summarizes their activities. Review these staff reports and summarize for top management.
3. Develop contacts with clients' executive management and maintain two-way communication. Hold periodic review meetings between agency people and clients.
4. Lead and manage the account and client staff personnel in the conduct of public relations activities.
5. Enhance the creativity of the staff people under his/her direction.
6. Work to increase the volume of business from among present clients by promoting additional activities, always managing and supervising the accounts under his/her direction for maximum profitability.
7. Develop a system of monitoring the publicity produced for each client and report results on a monthly basis.
8. Anticipate public relations problems before they become major issues and bring solutions to top agency management.
9. Make certain as much account executive, account supervisor and staff time as possible is billable to clients.
10. Make certain activities on behalf of clients are executed within budget estimates.
11. Supervise each account's use of the agency's specialized departments and personnel.
12. Search for opportunities for new clients and new business.
13. Prepare for agency top management an account-by-account profit and loss statement.

ACCOUNT EXECUTIVE PUBLIC RELATIONS AGENCY

Objective

To assure maximum performance of the agency on behalf of the client while maintaining a reasonable profit.

Basic Function

To maintain liaison with and be responsible for all the agency's work on behalf of the client, functioning essentially as the primary point of contact between the two.

Major Duties and Responsibilities

1. Develop key contacts with management of the client and facilities, and develop and maintain plan of two-way communications.
2. Supervise the work of all agency staff people on behalf of the client.
3. Secure approval of copy, news releases, feature articles, etc., from the client.
4. Hold periodic conferences between the agency and client representatives, and prepare written conference reports.
5. Write and distribute monthly projections of future activities to executive management of agency.
6. Require weekly work reports of the staff people working on account.
7. Assist in developing annual budget for client and closely monitor expenditures.
8. Assist in reviewing monthly bill for staff time and out-of-pocket expenses, and convey to the client.
9. Monitor all clippings and radio-TV reports, and send to client.
10. Lead client's management in public relations activities.
11. Seek out public relations problems with client and suggest ways to solve them.
12. Arrange periodic review meetings between agency and client's top management.
13. Develop annual public relations program for client and secure approval.
14. Keep account supervisors informed of activities affecting the client.
15. Develop and maintain lists and files relating to client activities.
16. Conduct each account as if it is a business.

**APPENDIX N
PUBLIC RELATIONS
PROGRAM PROPOSAL**

Ferris State College

Academic Senate

TO: Richard C. Hansen, Dean, School of Business
Daniel P. Darrow, Head, Marketing Department

FROM: Thomas E. Oldfield, Ph.D. *Thomas E. Oldfield*
President, Academic Senate

SUBJECT: Public Relations Major Proposal

DATE: February 15, 1989

On January 10, 1989 the Academic Senate approved the Public Relations Major Proposal.

The proposal is now in the Office of the Vice President for Academic Affairs.

cc: Elizabeth Tidwell
E. G. Nash, Vice President, Academic Affairs
Alex Pomnichowski, Chair, UCC

SCHOOL OF BUSINESS
FEB 16 1989
OFFICE OF THE DEAN

CHECKLIST/ROUTING FORM

Type of Review Requested:

- (1) New Degree/Major
- (2) New Academic Minor
- (3) Revision to Existing Major/Minor
- (4) New Course
- (5) Course Change (Name, Number, Title)

Initiated By: Elizabeth Tidwell Marketing Business
 Contact Name Department School
BUS 124-E 2108
 Campus Mailing Address Campus Telephone Extension

Date Rec'd	Date Action Taken	Disposition
------------	-------------------	-------------

Daniel P. Darrow
 Chairperson, Department Curriculum Committee

3-7-88

3-8-88

Marketing Faculty

No.

- In Favor
- Opposed
- Not Voting

* Unanimous - count not taken.
 See attached minutes, 3-8-88.

Daniel P. Darrow
 Department Vote-Signature of Department Head

3-7-88

3-8-88

*Chairperson, School Curriculum Committee

Richard C. Hansen
 Dean, School

5-2-88

5-17-88

School of Business Faculty Meeting

No.

- In Favor
- Opposed
- Not Voting

*School Vote

5-2-88

5-17-88

*Optional depending upon department policy

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ABSTRACT

The public relations emphasis was introduced in 1981 as an option under Advertising. The placement utilized existing faculty who had learned additional credentials in the public relations field by passing the Public Relations Society of America's AFR, accredited in Public Relations, exam. The first full-time public relations faculty member was hired for the 1985-86 school year, also charged with further program development and refinement.

Over the last six years, the number of majors has grown from the initial two students (fourteen in 1982 and thirty-five in 1983) to seventy-three current majors. In the last eighteen months, the number of Public Relations courses has increased from four to six. And, although the Public Relations Student Society of America is not officially a part of the curriculum, the chartering of our chapter in April, 1986 has led to student activities and experience substantially influencing the students' knowledge and preparation for the Public Relations field. Approximately eighty percent of all junior and senior majors are now members of FSU's PRSSA chapter.

Public Relations is a distinct discipline professionally and in most academic settings. Establishing a separate Public Relations Major will benefit the majors, the graduates and Ferris State University by officially recognizing a strengthened discipline and allaying the concerns of Public Relations practitioners who are at best skeptical and at worst insulted by the apparent subjugation of the Public Relations curriculum under Advertising.

The Public Relations curriculum at Ferris is unique in the United States. Its position in the School of Business is unusual, since over ninety percent of the Public Relations programs in the nation are in schools of journalism, speech or communication. What sets the FSU program even further apart is its emphasis on Public Relations, Advertising, Marketing and Journalism plus a full business sequence. Many professionals have expressed very positive interest in this approach, including two former presidents of the Public Relations Society of America. However, several who have studied the checksheets have expressed concerns about the advertising designation in the degree and course prefixes.

Establishment of a separate major will be official recognition and confirmation of a situation which already exists. The action will not require any changes in the degree hours, course sequences or course content. Present faculty arrangements will be maintained. No additional administrative staffing or expenses are anticipated.

Essentially--in the conduct of classes and student activities, in implementation and continuation of student counseling and in establishing and maintaining relationships with professionals and other academic and professional organizations--Public Relations is being treated as a separate discipline already.

CATALOG DESCRIPTION

The catalog description remains the same as given in the 1986-88 School Bulletin (p. 129) except:

The title shall be: Public Relations Major

The number of hours (next to last paragraph): 192

The number of hours reflects changes made since the bulletin was published. Checksheets (reflecting official changes as of May, 1988) are attached.

The catalog description for the two-year transfer program remains the same as given in the 1986-88 School Bulletin (p. 130) except:

The title shall be: Public Relations Major

The explanation after "Courses in Major" will read:

Minimum Number of Quarter Hours
Required for Bachelor of Science Degree
Including Transfer Hours 203

In addition to the two years of credit accepted for the Associate Degree, 103 quarter hours are required to complete the Two-Year Transfer program in Public Relations. However, if deficiencies exist, additional hours of work in excess of the 103 quarter hours may be required. Students having Associate Degree credit for any of the courses listed above must, in consultation with their advisor, select an equal number of elective hours from general education courses. Students who have not completed the following courses must take them in addition to their program requirements or in place of general education requirements: ENG 111, ENG 112, ENG 113, MTH 121, ECN 221, ECN 222 and QA 210.

These changes reflect changes made since publication of the bulletin. Checksheets (reflecting official changes made through May, 1988) are attached.

7/88

FERRIS STATE UNIVERSITY

B.S. PUBLIC RELATIONS

Instructions for Completion of Checksheet:

- Mark in the left column:
 - ✓ Courses completed by credit earned at Ferris.
 - Tr Courses completed by transfer of credit.
 - x The course has been waived.
- Mark in the right column:
 - ✓ Courses you are now taking.
- Circle the name of the courses for which you are now pre-registering.

FIRST YEARSECOND YEARFirst Quarter

EN 111 - English I	3	_____
ED 121 - Fund. of Pub. Sp.	4	_____
RN 121 - Reporting	3	_____
EA 121 - Typewriting I	2	_____
EC 110 - Physical Environment	4	_____
	<u>16</u>	_____

First Quarter

ECN 221 - Prin. of Economics I	4	_____
D-P 202 - Survey of Data Proc.	4	_____
TVP 301 - Studio Television Tech.	3	_____
ADV 222 - Prin. of Advertising	4	_____
	<u>15</u>	_____

Second Quarter

EN 112 - English II	3	_____
MA 121 - Intermediate Algebra	4	_____
PH 215 - Intro. to Philosophy	3	_____
GM 100 - Intro. to Humanities	3	_____
ED 201 - Group Discussion Making	4	_____
	<u>17</u>	_____

Second Quarter

ECN 222 - Prin. of Economics II	4	_____
ACT 201 - Prin. of Fin. Acct. I	4	_____
PHO 201 - Photojournalism	4	_____
JRN 230 - Industrial Editing	3	_____
AVP 287 - Audio-Visual Systems	2	_____
	<u>17</u>	_____

Third Quarter

EN 113 - English III	3	_____
PS 221 - Intro. to Psych. I	3	_____
PR 224 - Publicity Release Writing	4	_____
EN 240 - American Pop Literature	3	_____
SO 221 - Intro. to Sociology	4	_____
	<u>17</u>	_____

Third Quarter

ACT 202 - Prin. of Fin. Acct. II	4	_____
JRN 228 - Feature & Editorial Writing	3	_____
HUM 340 - Popular Culture	3	_____
P-R 340 - Prin. of Public Relations	4	_____
ENG 321 - Advanced Composition	3	_____
	<u>17</u>	_____

REQUIRED FOR GRADUATION: a cumulative honor point average of 2.00 or better in:

- (1) all course work taken AND
- (2) all course work taken in the major AND
- (3) all course work taken in Business Core.

(SEE REVERSE SIDE)

B.S. BUSINESS - PUBLIC RELATIONS

THIRD YEAR

FOURTH YEAR

First Quarter

BA 210 - Business Communications II	4	_____
MGT 261 - Fund. of Management	3	_____
MKT 321 - Prin. of Marketing	4	_____
ADV 368 - Advertising Media	4	_____
	<u>15</u>	

First Quarter

ADV 311 - Adv. Layout & Production	4	_____
MKT 322 - Consumer Behavior	4	_____
PSY 325 - Social Psychology	3	_____
Free Elective**	4	_____
	<u>15</u>	

NOTE: Prospective Internship students must meet with:

- (1) Faculty Advisor OR
- (2) Co-op Coordinator

for schedule adjustment.

Second Quarter

MGT 262 - Fund. of Organ. Behavior	3	_____
MKT 231 - Professional Selling	4	_____
BA 341 - Meth. & Tech. (Print Media)	4	_____
ADV 360 - Advertising Copy	4	_____
	<u>15</u>	

Second Quarter

MGT 465 - Business and Government	4	_____
MKT 425 - Marketing Research	4	_____
P-R 440 - Public Relations Prob.	4	_____
Free Elective *	4	_____
	<u>16</u>	

Third Quarter

BA 342 - Meth. & Tech. (Meeting Mgt.)	4	_____
BA 321 - Business Statistics	4	_____
FIN 322 - Financial Management	4	_____
MGT 373 - Personnel Management	4	_____
	<u>16</u>	

Third Quarter

MKT 491 - Marketing Policy	4	_____
P-R 455 - Pub. Rel. Campaigns	4	_____
P-R 456 - P.R. Senior Seminar	4	_____
Free Elective *	4	_____
	<u>16</u>	

Consult your Advisor.

REQUIRED FOR GRADUATION: a cumulative honor point average of 2.00 or better in:

- (1) all course work taken AND
- (2) all course work taken in the major AND
- (3) all course work taken in the Business core.

Transfer Hours	_____
Ferris Hours (to date)	_____
TOTAL	_____
Required	<u>192</u>

NAME OF STUDENT _____ DATE _____

NAME OF ADVISOR _____ EXPECTED DATE OF GRADUATION _____

7/38

FERRIS STATE UNIVERSITY

B.S. PUBLIC RELATIONS - TRANSFER PROGRAM

Directions for Completion of Checksheet:

1. Mark in the left column:
 - / Courses completed by credit earned at Ferris.
 - /tr Courses completed by transfer of credit.
 - x The course has been waived.
2. Mark in the right column:
 - ✓ Courses you are now taking.
3. Circle the name of the courses for which you are now pre-registering.

THIRD YEAR

FOURTH YEAR

First Quarter

D-P - Survey of Data Proc.	4	___	___
ADV222 - Prin. of Advertising	4	___	___
MGT 261 - Fund. of Management	3	___	___
P-R 340 - Prin. of Public Relations	4	___	___
JRN 121 - Reporting	3	___	___
	<u>18</u>	___	___

First Quarter

Q-M 321 - Business Statistics	4	___	___
MKT 231 - Professional Selling	4	___	___
FIN 322 - Financial Management I	4	___	___
ADV 308 - Advertising Media	4	___	___
	<u>16</u>	___	___

Second Quarter

MGT 262 - Fund. of Organ. Behavior	3	___	___
ACT 201 - Prin. of Fin. Acct. I	4	___	___
ADV 311 - Advertising Layout & Prod.	4	___	___
P-R 341 - Meth. & Tech. (Print Media)	4	___	___
JRN 224 - Publicity Release Writing	4	___	___
	<u>19</u>	___	___

Second Quarter

MKT 322 - Consumer Behavior	4	___	___
P-R 440 - Public Rel. Problems	4	___	___
JRN 230 - Industrial Editing	3	___	___
MKT 425 - Marketing Research	4	___	___
	<u>15</u>	___	___

Third Quarter

P-R 342 - Meth. & Tech. (Meeting Mgt.)	4	___	___
ACT 202 - Prin. of Fin. Acct. II	4	___	___
ADV 350 - Advertising Copywriting	4	___	___
MKT 321 - Prin. of Marketing	4	___	___
JRN 228 - Feature Writing	3	___	___
	<u>19</u>	___	___

Third Quarter

MKT 491 - Marketing Policy	4	___	___
P-R 456 - P.R. Senior Seminar	4	___	___
MGT 465 - Business and Government	4	___	___
P-R 455 - Public Relations Campaigns	4	___	___
	<u>16</u>	___	___

Students having Associate Degree credit for any of the courses listed above must substitute General Studies courses requirements as identified in the four-year Public Relations program. All substitutions must be selected in conference with an advisor. All of the following courses which have not been completed must be taken in addition to the courses in the transfer program:

ENG 111, 112, and 113; MTH 111 and 121; ECN 221 and 222; SPC 121; PSY 221; and O-A 210.

B.S. PUBLIC RELATIONS - TRANSFER PROGRAM

NOTE: Students on the 2-year transfer program are not permitted to substitute MKT 470 and MKT 471 for the courses required above.

REQUIRED FOR GRADUATION: a cumulative honor point average of 2.00 or better in:

- (1) all course work taken AND
- (2) all course work taken in the major AND
- (3) all course work taken in the Business core.

DEFINITION OF PROPOSED DEGREE MAJOR PROGRAM

1.a. General Information

This proposal is submitted by the Marketing Department in the School of Business. The proposed major is PUBLIC RELATIONS, Bachelor of Science in Business, and also includes provision for a two-year transfer program. Implementation will be in the fall of 1988-89.

1.b. Degree Placement

Marketing Department, School of Business

1.c. Individual Primarily Responsible for Proposal

Elizabeth Tidwell
Assistant Professor
Marketing

1.d. Objectives for the Proposed Degree Major Program

The Public Relations major at Ferris State University focuses on preparing students to enter public relations practice with solid foundations in public relations, advertising, marketing and journalism plus a full sequence of business courses. Emphasis is on developing writing and production skills, providing professional orientation, and building analysis and planning abilities.

This major prepares the student to enter a wide variety of positions in public relations or related fields immediately upon graduation. And it gives an orientation essential to advancement into management ranks, based on ability to ascertain and meet management goals and to analyze and plan programs beyond the communication technician role.

1.e. Implementation Plan

Implementation of the major requires no changes in existing courses or their content. Requirements remain consistent with current checklists. Relationships with other majors within the department, the School of Business and corollary courses in other schools remain the same. No advisory or administrative changes are anticipated.

Therefore implementation should take place in the fall of 1988-89.

1.f. Specification of Required Courses for Major
Total Units: 180

Distribution:	Business Core	- 42
	Public Relations	- 24
	Advertising	- 16
	Journalism	- 12
	Other Marketing	- 8
	English	- 12
	Photography/AV	- 9
	General Educ.	- 69

Description: See Checksheets.

Prefixes on Adv. 340, 341, 342, 440, 455
and 456 will be changed to P-R.

No new courses.

1.g. Specification of Elective Courses for Major

12 hours of free electives are offered. Students are advised to complete a cooperative education project, take courses which will apply to the specific area of public relations they plan to enter, and/or take courses in political science, history or speech.

1.h. Special Emphasis within Major

Not applicable.

1.i. Program Admission Criteria

Not applicable.

1.j. Special Program Characteristics

Not applicable.

1.k. Articulation

Efforts have begun to promote the the program at the high school level. These include a presentation during the high school conference special emphasis on communications programs at FSU and a survey to 150 high school counselors. Specific fliers will be developed for use by the placement office in 1989.

Journalism and speech professors often encourage their students to check into the public relations program. Referrals also have been received from telecommunications. More formal efforts are planned in 1989.

No current special efforts are in progress or planned at the junior/community college level.

1.l. Accreditation

Not applicable. Only accreditation currently available is for programs in journalism schools (ACEJMC).

1.m. Licensure/Certification

Not applicable.

NEED FOR THE PROPOSED DEGREE MAJOR PROGRAM

2.a. Offerings by Neighboring Institutions

Grand Valley State University offers a major in its School of Communication and Central State University offers an emphasis in its Journalism Department.

Since Grand Valley's PRSSA chapter is also affiliated with the West Michigan Public Relations Society of America, we have considerable contact with their students and instructors. We both utilize professionals as speakers and advisers. Grand Valley students have participated in classes and special seminars in conjunction with national PRSA speaker visits to FSU during recent fall quarters.

Central students have been invited to participate but have not thus far. We are in touch with two faculty members there. The Central PRSSA chapter is sponsored by the Detroit PRSA chapter.

2.b. Identify Differences

Programs at GVSU and CVSU are traditional in both placement within schools and emphasis. Neither has a significant business emphasis and neither requires the amount of work in corollary fields.

2.c. Relationship to Current College Programs

Related Programs: Advertising
Journalism
Technical Writing
Speech
Telecommunication

2.d. Survey of Demand by and for Students

73 Majors and Transfer program majors already are enrolled.

Surveys were prepared to test interest among students in advanced English classes, speech classes and journalism classes.

Results:	Yes	No	Maybe
English	4	100	12
Speech	7	72	16
Journalism	None Returned		

Recruiting has been initiated with high school counselors and more extensive efforts will be made in the 1988-89 school year and beyond. Recruiting also will be stepped up in feeder programs at Ferris.

2.e. Professional Uses of Degree

A B.A. or B.S. degree is required for most entry level positions in the public relations field, and specific public relations emphases are preferred. Several top level practitioners have expressed very positive interest in our program because of the course work in three related areas and the emphasis in business.

Public relations graduates are employed in every occupational area including corporations, agencies, government, schools, financial institutions, health care organizations and professional fields. They may be employed as writers, editors, events coordinators, media relations specialists, researchers and in numerous other areas.

According to statistics of the Michigan Employment Service Center, the employment of public relations practitioners is expected to increase 22.7% from 1984 to 1995, 130 openings a year. Latest figures from national public relations sources, indicate a shortage of trained practitioners is anticipated in the next five years, thus increasing not only openings but salaries, the latter by as much as 50%.

2.f. Expected Number of Majors

According to the Ferris Admissions office, majors or transfers entering the program include:

1983-84	15
1984-85	16
1985-86	14

Those numbers are expected to grow with the institution of the separate major and the recruiting efforts partially outlines in 1.k and 2.d.

2.g. Number of Undergraduate Majors

Same

EXISTING SUPPORT RESOURCES

3.a. Faculty

Elizabeth Tidwell, APR All Public Relations Courses
Assistant Professor
Full-time, Tenure Track
Master of Arts, Journalism/Public Relations

Thomas Mehl, APR P-R 340, P-R 455
Associate Professor
Full-time, Tenured
Master of Arts, Advertising

Craig Newburger P-R 455
Assistant Professor
Adjunct from Humanities Faculty
PhD., Speech Communication

3.b. Facilities

Traditional classroom assignment.

3.c. Library Resources

Current Volumes (since 1980): 65

Older Volumes: Approximately 80

Periodical Subscriptions: Public Relations Journal
Public Relations Quarterly
Public Relations Review

3.d. Equipment, Computer and Specialized Material

Computer Labs in School of Business. No specific use anticipated although some students use them for word processing, spread sheets and chart-making.

3.e. Budget Implication

No additional impact. Eventual increase in enrollment will require more faculty, but not outside the requirements of the program as an option within the Advertising major.

ADDITIONAL SUPPORT RESOURCES REQUIRED

4.a. Program Impact on Other Segments of Campus

4.b. Additional Faculty or Staff

None above what would be required if the programs were to remain under Advertising.

4.c. Additional Facilities

No additional lecture space. Since desktop publishing is becoming more common in the field, we have submitted several proposals to establish a computer station to make instruction in this area possible. These proposals have been made in conjunction with the Advertising program and would be a shared resource.

4.d. Additional Library Resources

Continual need to update current literature (both book and periodical). None beyond what currently required as an adjunct of Advertising.

4.e. Additional Equipment and Computers

None other than that mentioned in 4.c.

4.f. Additional Specialized Material

Not Applicable.

APPENDIX O
PRODUCTIVITY/COST REPORTS

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH / FTEF
Aggregated by University, by College, by Department and by Course Prefix

SUMMER 1988 - SPRING 1993

YEAR	College Dept	UNTR/PREFX	STUDENT CREDIT HOURS					FULL TIME EQUATED FACULTY					SCH / FTEF				
			Summer	Fall	Winter	Spring	F+W+S	Summer	Fall	Winter	Spr	FWS-Avg	Sum	Fall	Win	Spr	F+W+S
1988-0	fac all	FERRIS	36,909	196,166	161,166	147,644	473,914	128.4	886.3	880.7	688.3	678.7	287	282	277	289	819
1989-0	fac all	FERRIS	38,787	162,832	186,810	148,888	488,128	146.5	886.7	886.3	678.6	689.9	285	288	271	284	783
1990-1	fac all	FERRIS	38,388	184,888	188,177	148,818	472,882	148.8	888.7	887.8	681.2	682.9	288	278	271	285	787
1991-2	fac all	FERRIS *	42,888	188,816	188,788	188,188	488,488	148.8	881.9	877.1	672.5	683.8	288	282	278	282	822
1992-3	fac all	FERRIS	48,174	184,731	183,238	141,844	488,804	181.3	886.8	885.0	681.2	671.0	288	281	271	282	804
1988-0	01 all	TECHNOLOGY	2,808	18,828	18,888	17,183	68,678	12.9	112.8	114.2	113.7	113.8	217	178	184	181	480
1989-0	01 all	TECHNOLOGY	3,480	18,881	17,888	17,880	68,887	21.3	116.0	112.4	112.8	113.7	183	184	188	187	488
1990-1	01 all	TECHNOLOGY	3,884	18,888	17,128	18,321	62,887	19.4	118.8	114.6	114.8	118.3	174	188	148	142	488
1991-2	01 all	TECHNOLOGY	2,887	18,218	17,818	17,820	64,767	18.8	118.3	114.1	114.1	114.8	178	185	187	184	477
1992-3	01 all	TECHNOLOGY	3,882	18,288	17,788	18,437	63,488	18.8	112.8	110.2	108.6	110.7	188	171	181	180	483
1988-0	02 all	BUSINESS	12,886	42,882	44,886	41,788	128,147	33.6	127.8	128.3	124.7	127.2	384	336	344	336	1,016
1989-0	02 all	BUSINESS	13,188	42,173	43,832	48,388	128,513	36.4	128.8	132.4	127.4	128.7	383	336	326	316	887
1990-1	02 all	BUSINESS	13,884	41,888	42,811	41,888	128,888	34.9	127.4	124.8	122.3	124.8	388	328	341	340	1,010
1991-2	02 all	BUSINESS	18,821	42,348	42,311	48,888	128,218	38.3	122.4	121.8	118.8	121.8	426	346	348	341	1,036
1992-3	02 all	BUSINESS	18,886	38,882	38,286	37,280	118,887	38.8	118.8	118.1	118.4	118.1	432	383	330	316	878
1988-0	03 all	ARTS/SCIENCES	11,888	78,486	73,887	84,288	214,883	32.2	288.7	188.8	188.3	188.2	370	386	377	338	1,081
1989-0	03 all	ARTS/SCIENCES	12,888	78,881	74,820	84,888	218,281	36.2	223.8	288.2	187.8	288.3	386	341	358	328	1,028
1990-1	03 all	ARTS/SCIENCES	13,227	78,828	74,888	88,816	218,488	38.7	227.1	218.8	288.8	218.2	333	346	347	321	1,014
1991-2	03 all	ARTS/SCIENCES	14,286	81,182	74,883	88,818	222,884	48.8	238.6	210.1	281.3	214.8	383	382	388	330	1,038
1992-3	03 all	ARTS/SCIENCES	14,888	78,873	71,888	82,286	211,331	41.4	221.8	287.8	188.3	288.3	382	382	342	314	1,007
1988-0	04 all	PHARMACY	2,231	8,483	3,824	3,836	13,822	8.8	22.4	22.0	23.8	22.5	227	244	178	188	888
1989-0	04 all	PHARMACY	1,873	8,448	4,817	4,867	13,813	12.5	34.1	22.8	28.2	24.0	134	228	178	188	888
1990-1	04 all	PHARMACY	1,781	8,488	4,888	4,878	18,848	12.4	86.8	81.8	86.8	84.3	137	217	188	184	671
1991-2	04 all	PHARMACY	1,888	8,882	4,888	4,883	18,843	14.2	25.8	28.7	28.8	28.0	134	228	178	178	878
1992-3	04 all	PHARMACY	2,438	8,117	4,882	4,788	18,488	13.5	28.4	25.8	24.5	25.6	188	222	178	186	883
1988-0	07 all	EDUCATION	3,816	8,782	10,133	8,788	28,886	14.2	33.8	36.6	37.8	36.1	278	286	277	286	818
1989-0	07 all	EDUCATION	3,873	8,218	8,718	8,888	28,843	13.4	33.8	34.4	36.7	34.7	288	272	282	288	823
1990-1	07 all	EDUCATION	3,878	8,482	8,886	8,818	28,217	14.0	34.8	36.6	36.2	36.6	282	278	281	244	788
1991-2	07 all	EDUCATION *	4,248	8,676	10,128	8,287	28,886	14.1	34.3	33.8	34.0	34.1	382	278	286	272	848
1992-3	07 all	EDUCATION	4,388	8,284	8,888	8,811	27,873	12.5	31.8	31.4	32.5	31.8	388	284	306	278	878
1988-0	08 all	ALLIED HEALTH	2,717	7,344	7,246	7,238	22,486	10.2	48.8	61.2	68.0	48.7	287	188	141	146	483
1989-0	08 all	ALLIED HEALTH	2,718	7,437	7,677	7,282	22,888	13.0	48.8	47.5	47.8	48.4	288	148	188	181	488
1990-1	08 all	ALLIED HEALTH	2,488	8,133	8,833	8,831	24,887	11.8	48.4	48.8	48.5	47.9	288	178	184	178	818
1991-2	08 all	ALLIED HEALTH	3,888	8,783	8,888	8,788	28,888	13.8	48.1	48.3	61.4	47.8	277	188	188	171	888
1992-3	08 all	ALLIED HEALTH	4,248	8,384	8,884	8,818	28,827	16.8	48.0	44.8	60.0	47.8	287	184	188	178	888

* FTEF is understated and SCH/FTEF is overstated because in 1991-2 employees who taught Child Development courses were not paid from the instructional budget. The 8000s product are reported without corresponding FTEF's.

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH / FTEF
Aggregated by University, by College, by Department and by Course Prefix

SUMMER 1988 - SPRING 1993

YEAR	College Dept	UNIT/PREFIX	Summer	STUDENT CREDIT HOURS					FULL TIME EQUATED FACULTY					SCH / FTEF				
				Fall	Winter	Spring	F+W+S	Summer	Fall	Winter	Spr	FWS-Avg	Sum	Fall	Win	Spr	F+W+S	
1988-0	02 05	ADV	584	1,824	1,868	1,912	5,624	1.3	5.2	4.8	4.7	4.9	436	346	389	404	1,142	
1989-0	02 05	ADV	484	1,848	1,780	1,852	5,160	0.8	4.7	4.3	3.7	4.3	582	391	406	416	1,213	
1990-1	02 05	ADV	440	1,488	1,300	1,844	4,432	0.9	4.0	3.7	4.0	3.9	501	372	352	411	1,135	
1991-2	02 05	ADV	612	1,376	1,188	1,282	3,836	1.6	3.7	3.2	3.8	3.6	388	375	367	362	1,104	
1992-3	02 05	ADV	628	1,400	1,208	1,344	3,952	1.5	3.7	3.4	3.7	3.6	408	382	359	367	1,107	
1988-0	02 05	F-S	121	1,456	1,323	1,031	3,812	0.4	3.9	4.2	3.3	3.8	285	370	316	315	1,002	
1989-0	02 05	F-S	168	1,536	1,414	1,181	4,103	0.5	4.2	4.3	3.9	4.2	370	363	325	294	963	
1990-1	02 05	F-S	180	1,474	1,386	1,289	4,099	0.4	3.9	4.2	3.9	4.0	377	374	327	325	1,025	
1991-2	02 05	F-S	214	1,189	1,250	1,181	3,600	0.6	3.3	3.8	3.4	3.5	336	363	333	342	1,036	
1992-3	02 05	F-S	418	1,048	1,080	877	3,015	1.1	3.5	3.2	2.9	3.2	373	296	346	305	948	
1988-0	02 05	H-M	72	322	295	426	1,046	0.4	1.3	0.8	1.2	1.1	170	247	349	353	949	
1989-0	02 05	H-M	89	264	310	400	974	0.2	1.4	1.0	1.2	1.2	278	189	310	322	821	
1990-1	02 05	H-M	188	314	264	454	1,022	0.6	1.2	1.1	1.2	1.2	277	289	233	365	867	
1991-2	02 05	H-M	211	320	394	488	1,212	0.7	1.3	1.3	1.3	1.3	280	251	310	391	952	
1992-3	02 05	H-M	194	207	288	436	930	0.8	1.0	1.0	1.3	1.1	229	201	288	342	831	
1988-0	02 05	MKT	2,335	5,171	5,448	5,855	16,274	5.8	15.0	14.8	15.2	15.0	406	344	389	372	1,086	
1989-0	02 05	MKT	2,633	5,236	5,174	5,814	15,946	6.0	14.5	15.8	16.8	15.6	437	382	332	327	1,022	
1990-1	02 05	MKT	2,476	4,938	5,306	5,415	15,657	5.1	14.6	15.3	15.6	15.2	486	339	347	347	1,033	
1991-2	02 05	MKT	2,817	5,351	4,912	5,046	15,309	5.9	15.4	14.3	14.2	14.8	441	348	344	354	1,047	
1992-3	02 05	MKT	2,897	4,861	6,063	5,037	15,961	6.0	13.9	17.1	15.8	15.6	485	351	365	319	1,025	
1988-0	02 05	PGM	430	371	374	805	1,360	0.7	1.0	1.0	1.0	1.0	645	371	374	805	1,350	
1989-0	02 05	PGM	482	440	364	630	1,434	0.7	1.0	1.0	1.0	1.0	723	440	363	630	1,423	
1990-1	02 05	PGM	486	464	370	573	1,407	0.7	1.0	1.0	1.0	1.0	729	464	369	573	1,366	
1991-2	02 05	PGM	454	407	406	836	1,489	0.7	1.0	1.0	1.0	1.0	661	407	406	855	1,469	
1992-3	02 05	PGM	504	455	388	570	1,423	0.7	1.0	1.0	1.0	1.0	756	455	388	570	1,423	
1988-0	02 05	PTM	56	36	132	32	200	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	
1989-0	02 05	PTM	66	42	126	12	180	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	
1990-1	02 05	PTM	55	37	148	14	199	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	
1991-2	02 05	PTM	90	46	178	8	232	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	
1992-3	02 05	PTM	52	40	154	54	246	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	
1988-0	02 05	P-R	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	
1989-0	02 05	P-R	0	0	316	444	760	0.0	0.0	1.3	1.3	0.9	0	0	237	333	570	
1990-1	02 05	P-R	226	420	524	536	1,480	0.5	1.3	1.3	1.3	1.3	502	315	383	402	1,110	
1991-2	02 05	P-R	256	536	516	558	1,868	0.5	1.3	1.2	1.2	1.2	563	402	437	470	1,309	
1992-3	02 05	P-R	288	532	448	380	1,380	0.5	1.3	1.5	1.3	1.4	634	399	295	285	980	

**APPENDIX P
PROGRAM REVIEW PANEL
ADMINISTRATION**

Memo

TO: Doug Haneline
FROM: Ron Greenfield
DATE: March 24, 1997
SUBJECT: Program Review Panel, Public Relations

As we discussed, following are the members of the Program Review Panel for the Public Relations Major in the College of Business as stipulated in the "Academic Program Review: A Guide for Participants", June 1996.

Chairman: Ronald H. Greenfield
Assistant Professor and Coordinator, Public Relations Major

Kaaren Denyes
Acting Chair, Marketing Department

Paul Wyatt Jackson *
Associate Professor, Marketing

Faye I. Kuzma *
Associate Professor- Languages and Literature

Eric VanTrump
FSU Public Relations Graduate

Paula J. Butler
Member, FSU Public Relations Advisory Committee

David D. Yarnell
Assistant to the President, West Shore Community College

* Since there is only one faculty member in the program
it is not possible to name additional Public Relations faculty.

I will proceed with scheduling the meeting and will include you, as we discussed this afternoon.

Thank you for your cooperation.

cc Kaaren Denyes

Evaluation Plan

Program: Public Relations

Degrees Awarded: B.S. in Business (Public Relations)

Purpose: To identify the needs and evaluate the effectiveness of the Public Relations major so that the University can make sound, informed decisions on allocation of its resources.

Data Collection Techniques

1. Graduate evaluation- mail survey to all 120 graduates.
2. Employer evaluation- mail survey to Michigan PRSSA and IABC members using systematic random sample of 280.
3. Student evaluation- mail survey to all 40 current students in the major.
4. Faculty evaluation-internal mail survey to all COB faculty.
5. Advisory committee evaluation- mail survey to all 12 members
6. Labor market analysis- archival research on current PRSA, IABC, DOL and other sources.
7. Facilities and equipment evaluation- conducted of PR Advisory Committee
8. Curriculum evaluation- analysis based on PRSA, IABC and related research of professional market requirements and demands.

Schedule of Events

<u>Activity</u>	<u>Leader</u>	<u>Target Date</u>
Graduate Survey	Ron Greenfield	July 1, 1997
Employer Survey	Ron Greenfield	June 1, 1997
Student Evaluation	Ron Greenfield	May 1, 1997
Faculty Perceptions	Ron Greenfield	May 1, 1997
Advisory Committee	Ron Greenfield	June 1, 1997
Labor Market Analysis	Ron Greenfield	May 15, 1997
Facilities Evaluation	Ron Greenfield	June 15, 1997
Curriculum Evaluation	Ron Greenfield	June 15, 1997

Ronald H. Greenfield
Review Panel Chair

Evaluation Plan

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Ronald H. Greenfield
Review Panel Chair