

Public Relations
Academic Program Review Report

August 15, 2009

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Executive Summary

- Ferris State's Public Relations major is the only Public Relations academic major combined with a Bachelors degree in Business and located in a College of Business in the United States.
- FSU's Public Relations major was developed in the late 1980s based in advice from a nationwide committee of public relations professional including two past national presidents of the Public Relations Society of America to serve as a unique prototype program for public relations students.
- The quality of Ferris State's Public Relations students is evidenced by the members of the 2009 senior class which included:
 - The President of Ferris State's 2008-2009 Student Government and two other seniors serving on the Executive Cabinet
 - The 2008 Ferris State Homecoming Queen and King
 - Three of the ten 2009 campus wide winners of Torchbearer Leadership Awards for outstanding contributions to the Ferris State community
 - Two winners of College of Business Excellence Awards for outstanding academic and extracurricular performance by seniors
- Ferris State's Public Relations students graduate with a Bachelor's degree in Business offering a potential for starting salaries one-third greater than the average for students with BS degrees from Colleges of Journalism, Communication or Liberal Arts.
- FSU now offers ten public relations courses at the undergraduate level, twice the standard offering of most public relations academic majors in the United States and more than any other Michigan university.
- FSU's Public Relations faculty averages more than 15 years of professional public relations experience.
- The National Commission on Public Relations Education found that:
 - public relations practitioners rate college courses in management and marketing more valuable than journalism for preparation of young public relations professionals.
 - the second most significant problem area for new public relations practitioners was lack of understanding of business practices. Poor writing skills ranked number one.

Historical Perspective

History of the Public Relations Profession

To provide proper perspective for evaluating the current status and projecting the potential of Ferris State's 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 1641, 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 taxes.

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.'

Bernays 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 relations' development, use and practice on an international level.

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. Practitioners utilize the theories and principles of psychology, sociology and anthropology and apply them to understanding and motivating desirable human behaviors. 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

The Public Relations Society of America, the nation's largest organization of professional public relations practitioners, has adopted the following definition:

"Public relations helps an organization and its publics adapt mutually to each other."

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 that influence or change those attitudes and behaviors.

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

Employee Communication - Inform and motivate employees or organizational members, retirees and their family members to enhance productivity and achieve organizational 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 with government officials 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 contributions and encourage members, friends, supporters and others to donate 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 Communication - Integrating public relations activities with advertising, marketing and promotions, using each technique to its best advantage to sell a product, service or idea.

Historical employment trends within the profession as shown on the table below.

Figure 1-1
PUBLIC RELATIONS EMPLOYMENT TRENDS

<u>Year</u>	<u>Number of "Public Relations 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"

Today, public relations is practiced by about 290,000 practitioners according to the U.S. Bureau of Labor Statistics and about 68 percent of these working public relations practitioners are women. A 2006 study by *PR Week* magazine, identified the typical public relations professional is a 37 year old female with 13 years experience. The median annual salary for public relations professionals stands at \$82,400, according to the "Salary Survey 2008" released by *PR Week*.

Approximately eight percent of these public relations practitioners are members of the Public Relations Society of America (PRSA); the world's largest organization for public relations professionals with current membership of 22,000. There are approximately 800 PRSA members currently residing in Michigan. Applying the same ratios, you could estimate that there are currently about 10,000 public relations practitioners working in Michigan.

The student arm of PRSA is called the Public Relations Student Society of America (PRSSA). Its membership includes 9,600 students at 284 colleges and universities in the United States.

History of FSU's Public Relations Major

The initial consideration of offering 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 Communication curricula and other related College 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 Public 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 Communication 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 the 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 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 Communication [AEJMC], the PRSA and its Educators Section) was completing its first report, a three-year study to develop and recommend a public relations program of study for undergraduate students enrolled in U.S. colleges and universities.

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 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 re-designated ENGL 121 and 122. Also in 1997, the requirement to complete the VISC 214, Computers in Graphic Design, course was added to the Public Relations curriculum.

The Academic Program Review submitted in 1997 recommended several changes to make the major more flexible and to realign course content to fulfill the changing needs of the job market. As part of those changes approved in 1999, four new public relations courses were developed

and the content of two were substantially revised. The following courses were offered beginning in the Fall 1999:

PREL 101	Contemporary Public Relations	1 hour
PREL 220	Public Relations Writing	4 hours
PREL 240	Public Relations Principles	3 hours
PREL 341	Public Relations Tools and Techniques	3 hours
PREL 342	Public Relations Strategies and Tactics	3 hours
PREL 401	Public Relations Seminar I	1 hour
PREL 402	Public Relations Seminar II	1 hour
PREL 440	Public Relations Cases	3 hours
PREL 455	Public Relations Campaigns	3 hours
PREL 491	Public Relations Internship	3 hours

All of these courses, except PREL 220, were required for every Public Relations major. The PREL 220 course was developed expressly for the new four-course Public Relations Certificate which was also approved in 1999. The courses required for the certificate were as follows:

PREL 220	Public Relations Writing	4 hours
PREL 240	Public Relations Principles	3 hours
PREL 341	Public Relations Tools and Techniques	3 hours
PREL 342	Public Relations Strategies and Tactics	3 hours

In 2001, the Public Relations curriculum was revised to incorporate the changes made by the College of Business in the 10 course Business Core required of all students who graduate with a Bachelor of Science degree in Business. The new Core included the following courses:

ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 301	Legal Environment of Business	3
BUSN 499	Integrating Experience	3
FINC 322	Financial Management	3
ISYS 321	Business Information Systems	3
MGMT 301	Applied Management	3
MGMT 370	Quality/Operations Management	3
MKTG 321	Principles of Marketing	3
STQM 260	Introduction to Statistics	3

Revisions have recently been made in the Public Relations major and these were approved by the Academic Senate and VPAA in early 2009 and will take effect with the fall semester 2009. Details on the new curriculum and more recent changes will be covered under Section 3 - F. Curriculum.

Section 1: Program Overview

A) Program Goals

The mission of the Public Relations academic major at Ferris State University 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.

Learning Outcomes for the Public Relations Major

Ferris State Public Relations graduates will be able to:

- Demonstrate understanding of the origin, principles and professional practice of public relations in the management of corporations, agencies, non-profit and related organizations.
- Articulate and apply the theoretical, social sciences framework to public relations role in influencing human behaviors.
- Define public relations and differentiate its management function in shaping organizational policies and serving the public interest.
- Apply standard research designs, processes and techniques to improve understanding of public attitudes and opinions and to develop and evaluate public relations programs.
- Develop and apply standard public relations tools and tactics including press releases, newsletters, web sites, VNRs, media pitches, fact sheets and media research.
- Utilize strategic thinking and analysis to address organizational goals and issues through planned programs involving issues management, special events, press conferences, product introductions, employee relations and crisis communications.
- Apply accumulated knowledge and skills to plan a comprehensive public relations campaign for an existing company, organization or institution.
- Produce and present effective oral presentations and written documents/proposals on public relations in a counselor/client setting.
- Develop the highest standards of ethical conduct and apply those principles to public relations practices.

These program outcomes were developed from the program objectives defined in the last Academic Program Review. Those objectives were based on the course objectives that were developed in the mid-1990s and were revised and updated as courses were revised and new material was incorporated to keep content current with the job market and professional practice.

With the completion of the 1999 Report of the Commission on Public Relations Education the objectives of Ferris State's Public Relations major underwent minor revisions to align them with the Recommendations for Undergraduate Education made by this national task force. A new commission prepared an updated report "The Professional Bond – Public Relations Education for the 21st Century," in 2006 and their recommendations were incorporated into the new course and curriculum objectives.

Over the past couple of years these objectives have transitioned from course and program objectives to outcomes and the above program outcomes were formalized and incorporated into the Public Relations Curriculum Cleanup proposal approved February 13, 2009. Each public relations course also has a defined set of course outcomes based on these overall program outcomes. These are shown on each course syllabus included in the Appendix to this report.

Mission

The Public Relations major fits well with Ferris State's mission of "career-oriented, broad-based education." It's ten highly focused public relations courses are blended with 13 business courses to provide a career focus to the degree that is then overlaid on 50 hours of General Education subjects to broaden the base and provide graduates with educational depth and career flexibility.

The program is truly innovative and creative because it is currently the only program in the United States that provides a Public Relations major with a Bachelor's of Business degree. As the state of Michigan continues to face economic challenges, the uniqueness of FSU's Public Relations major provides characteristics that should aid in gaining long-term funding as redundant academic programs are viewed with skepticism.

The ten Public Relations courses encompass knowledge of theory, application through hand-on projects, critical thinking and strategic planning to provide a career oriented focus made possible by providing instructors with decades of public relations professional experience.

B) Program Visibility and Distinctiveness

As mentioned, Ferris State's Public Relations major is unique in the United States. The program is housed in the College of Business and students graduate with a Bachelors of Science degree in Business and a major in Public Relations. Our research has not found any other college or university academic program that matches these distinct characteristics. This combination has been a key factor in many students decisions to come to Ferris State or to stay at FSU and transfer into the Public Relations major. The uniqueness of Ferris State's program has been featured in national professional publications such as *Public Relations Journal*.

One indication of the value of this Business degree is to compare the average starting salaries of college graduates by type of bachelor's degree. The National Association of Colleges and Employers conducts an annual study that provides data to illustrate this. Shown on the chart below are comparative average annual salaries for 2007 graduates by discipline. This data indicates that the market place values the Business degree approximately \$10,000 per year (nearly one-third) higher than other Public Relations programs degrees in Communication, Liberal Arts or Performing Arts.

Average Annual Salary Offer for 2007 Graduates by Discipline

Engineering	\$53,710
Computer Science	51,992
Business	44,287
Health Science	42,871
Biological Science	33,944
History & Social Science	33,763
Education	33,679
Communication	32,857
Liberal Arts	32,717
Visual & Performing Arts	30,174

All data are for bachelor's degree candidates.

Source: National Association of Colleges and Employers, Fall 2007 *Salary Survey*

The Public Relations Society of America publishes a listing, "Where to Study Public Relations," that carries information on some 297 U.S. colleges and universities that have chapters of the Public Relations Student Society of America (PRSSA). A copy of that list is available at www.prssa.org/resources/studypr08.pdf. Each of these colleges must provide at least five public relations courses to qualify to have a PRSSA chapter on campus.

In reviewing this list, all but 31 of the Public Relations programs are identified as being housed in Communication, Journalism or similar colleges or departments. Of the remaining 31 only Columbia College in Chicago indicates any Business focus and further study of their website shows that they are offering a Public Relations Concentration within a Marketing Communications Major beginning in the 2007-2008 academic year but they do not offer a degree in Business.

The publication, "Where Shall I Go to Study Advertising and Public Relations" reported recently that there were 16,679 public relations students and 5,004 graduates annually of 144 public relations programs at U.S. colleges and universities. The nation's largest program was at the University of Florida with 688 students and 190 bachelor's degrees awarded. They have 10 full-time and 3 part time faculty for the public relations program.

There are also 44 schools that have joint advertising and public relations programs with 6,320 students, 1,981 graduates annually and 156 faculty members. The largest of these is at Boston University with 755 undergraduate students, 301 graduates and 22 faculty members.

According to "Where Shall I Go...", there are only two actual Public Relations majors at the undergraduate level in Michigan and these are in Ferris State's College of Business and Wayne State's Department of Communication. Central Michigan offers a public relations concentration in its Journalism Department, Eastern Michigan offers an "interdisciplinary major" in public relations in its Department of English Language and Literature and Northern Michigan offers a public relations program in its Communication and Performance Studies Department. Grand Valley offers a major in Advertising and Public Relations in its School of Communication and Oakland offers an emphasis in Advertising/Public Relations in its Journalism program. Michigan State offers a public relations specialization (two courses) within its Advertising major at the undergraduate level and does offer a Masters degree in Public Relations which covers most of the public relations subjects Ferris State teaches in its junior and senior level courses. The

University of Michigan is not included in the publication but research indicates it offers a Bachelor of Arts in Communications Studies but does not offer one course in public relations.

Because Ferris State's Public Relations Program is uniquely positioned in the College of Business it does not qualify for accreditation by the American Council on Education in Journalism and Mass Communication (ACEJMC). The Public Relations Society of America, the nation's largest association of public relations professionals, strongly disagrees with ACEJMC's position but has been unsuccessful in getting it to change. As a result, PRSA has developed and launched a substitute "Certification" program for Public Relations majors outside of Journalism colleges. Sixteen colleges/universities have been awarded this Certification. Ferris State's uniqueness and visibility would be enhanced further if it applied for and was designated as Certified by PRSA.

The public relation profession is not well known or well understood by the general public. The uniqueness and strength of Ferris State's Public Relations program is also not well known among parents, educators, public relations professionals, business people and not-for-profit leaders in Michigan. Additional effort needs to be undertaken to increase awareness of FSU's strong Public Relations program and of the nature and outstanding potential of a public relations career. This will aid in student recruiting, internship development and graduate placement and continue to enhance Ferris State's reputation in Michigan, regionally and nationwide.

C. Program Relevance

The U. S. Department of Labor (DOL) ranked public relations as one of the nation's fastest growing professions during the 2000-2010 period, projecting that jobs for public relations managers would increase by 61.3 percent. This was a substantial increase from the 47 percent growth rate DOL reported for the 1990s when they identified public relations as one of the ten "fastest job growth" professions in the United States. Public relations job growth in the 1980s was estimated to be 37 percent.

In its most recent report in 2006, DOL projects lower rates of growth for the 2006-2016 decade. Jobs for public relations specialist will increase 18 percent and jobs for public relations managers will grow by 17 percent. Both of these are above the average for all jobs in the United States and significantly stronger than related courses identifies by DOL.

U. S. Employment Projections

	<u>Jobs in 2006</u>	<u>Jobs in 2016</u>	<u>Number New Jobs</u>	<u>Percent Increase</u>
Public Relations Specialists	243,000	286,000	43,000	18
Public Relations Managers	50,000	58,000	8,400	17
Marketing Managers	167,000	193,000	24,000	14
Sales Managers	318,000	351,000	33,000	10
Advertising & Promo. Mgrs.	47,000	50,000	3,000	6

Occupational Handbook
U. S. Department of Labor

If you accept the estimated 10,000 public relations practitioners believed now to be working in Michigan and apply the current DOL job growth projections, you can expect some 2,000 public relations jobs to be added in Michigan in the 2006-2016 period.

It is sometimes difficult to determine the actual number of people employed in public relations because many do not carry job titles which easily identify them with public relations. For example, in 1913 Congress passed a law making it illegal for any Federal government agency to employ a public relations person. As a result, it is hard to identify the thousands of men and women now doing public relations work in the Federal government including the estimated 7,000 now spread through the Department of Defense.

The DOL estimates that there were 293,000 public relations specialists and managers employed in the United States in 2006. In his book, *Effective Public Relations*, Glen Broom projects the distribution of these practitioners by type of organization and his estimates are shown in the chart below. The right hand column applies the percentages to the estimated total number of public relations practitioners to derive a number of practitioners in each category.

Public Relations Employers

<u>Organization</u>	<u>Percent of total</u>	<u>Number of jobs</u>
Corporations (manufacturing, industrial, consumer goods, financial, service, media, entertainment)	35	102,550
Public relations firms (marketing communications firms, advertising agencies, individual practitioners)	25	73,250
Associations (foundations, educational institutions)	15	43,950
Health care (hospitals, HMOs, clinics, home health care agencies, mental health facilities)	9	26,370
Government (local, state, federal)	8	23,440
Not-for-profit (charities, religious, social welfare organizations)	8	23,440

Cutlip, Center, Broom, "Effective Public Relations"

In recent years, there has been a significant movement by corporations to outsource a greater portion of their public relations function, much the same as they have done to accounting, payroll, benefits, training and other staff functions. This has been part of the cost reduction, delayering, downsizing and similar corporate management strategies. There has also been significant downsizing of manpower and resources for the public relations functions in some organizations as they respond to competitive and economic issues. This has produced a noteworthy shift of public relations jobs from the Corporate category to Public Relations Firms but the same professional knowledge and skills are required for both. In fact, there may be

greater demands for a business background by agency personnel since they no longer have daily access to the knowledge available when working inside the corporation.

U.S. News and World Report has identified public relations as one of its 20 "hot track" professions for the late 1990s and early 2000s. And *Money Magazine* noted that managing public relations (along with marketing and advertising) ranks as 10th out of 50 "Top Occupations" in the United States.

Today, the practice of Public Relations is very much an international and worldwide growth profession. Increasingly multinational corporations, shifts from socialist to democratic and capitalist forms of government, expansion of communication technologies, the realignment of economic power and similar changes have focused attention on public opinion and the need to build positive, long-term relationships with diverse publics that influence the success of international organizations. One leading public relations expert in China, for instance, estimates that there are more than 100,000 "public relations" practitioners working in that country. While worldwide growth in public relations activity is apparent, it is very difficult to find reliable data and projections for jobs outside the United States.

The Public Relations Society of America recently published the following key facts on growth and outlook for the public relations profession and industry.

Industry Growth

- U.S. spending on public relations increased 12 percent to \$4.27 billion in 2007, as companies sought improved methods of promoting their products and services in a perpetual news cycle. This marked the industry's fourth straight year of double-digit growth.
- According to Paul Holmes' State of the Public Relations Industry (June 2007), global public relations spending increased 10 percent between 2005 and 2007, to \$7 billion.
- Healthcare accounted for the largest share of public relations spending in 2007 at 29.0 percent, followed closely by consumer and retail at 26.0 percent and technology at 21.0 percent.
- Three-quarters of Council of Public Relations Firms members reported an increase in revenue in 2007, at an average rate of 12.3 percent, and more than 80 percent of firms project revenue growth in 2008.
- Industry trade publication, *PR Week*, reports that 8 out of 10 top firms reported double-digit growth for 2007, with digital and global communications representing the "hottest" growth areas.
- Global firms say a significant portion of their growth now comes from multinationals tasking them with more work in multiple countries – beyond the work they initially may have been hired to do in the U.S.
- A survey of members in IPREX, one of the world's largest networks of independent PR firms, found that 63 percent expect their revenues to increase in 2009, while just 6 percent anticipate a downturn. The IPREX survey also identified three anticipated drivers of growth: globalization; client investment, as more companies come to consider public relations as central to their marketing efforts; and new media, with increases of anywhere from 15 percent to more than 30 percent expected by 60 percent of participating firms.
- Public relations spending is expected to increase about 17 percent by 2016, compared with a 6 percent increase in advertising spending over the same time period.

- The average annual PR budget in a publicly owned company is \$ 9.9 million and \$16.4 million for a government agency.

Industry Outlook

- U.S. public relations firms saw a 7.5 percent increase in revenue, on average, for the first quarter of 2008, compared with the same quarter of 2007. 68 percent expect revenues to remain up for the full year.
- Despite current economic uncertainties, U.S. public relations firms are headed for another record year in revenues and profits:
 - 75 percent expect increased revenues
 - 83 percent say client budgets haven't been affected and are holding steady
 - 70 percent said current economic volatility is having no effect on their bottom line
 - 100 percent of larger agencies (net fee revenues over \$25 million) say client budgets are holding steady, and 88 percent predict increased 2008 revenues
- According to Paul Holmes' State of the Public Relations Industry (June 2007), the biggest opportunities for future public relations growth are in the digital communication sector and in corporate reputation management.

Issues and Assessments

The Public Relations profession is very dynamic as it changes to develop and adopt new techniques and adapt to new technology and communication practices. Ferris State's Public Relations academic program is consistently being revised to fulfill these emerging market needs. Faculty members have an average of 15 years of professional experience and maintain close contact with other professionals through membership in PRSA, frequent contact with practitioners through meetings, conference, advisory committee, professional journals, etc. New public relations techniques and identified market needs are then incorporated into course content semester to semester.

For example, the internet has had a profound impact on public relations and greater changes are expected in coming years as traditional media such as newspapers, television, magazines, etc. decline as the result of reduced readership/viewership and shrinking advertising revenues, subscriptions, etc. Replacing these traditional media are a growing array of internet based communication techniques such as blogs and chat rooms, social media such as Facebook and Twitter and sites such as You Tube. These new and emerging internet tools have been incorporated into classes such as Public Relations Principles, Public Relations Writing/Tools, Public Relations Campaigns, etc.

In another example, lower standards of personal responsibility have been identified by professionals as a growing shortfall among college graduates. To emphasize and overcome this, a stronger emphasis has been placed on strengthening this personal characteristic in all junior and senior level Public Relations courses at FSU through features such as required attendance, strict adherence to numerous deadlines, high standards of personal conduct and ethics, etc. A few students find these high standards and demands difficult but research has shown that these efforts are valuable in enabling students to make a smooth transition to the professional world after graduation.

Information on why students come to Ferris State and major in Public Relations has routinely been collected from students entering the PREL 101, Contemporary Public Relations, course for new freshmen and transfers. Factors such as enjoyment of writing, working with people, being

creative and planning events are frequently mentioned as attractive features of the major and career. A key factor also frequently mentioned by both transfers and freshmen is the fact that FSU's Public Relations major is combined with a Business degree. Close contact with Public Relations faculty through course work, meetings, campus visits, etc. is another factor also mentioned frequently.

When graduating seniors were asked on our survey to identify why they majored in Public Relations, similar reasons were mentioned but peer influence through contact with existing Public Relations students also became a key factor in many decisions. A significant percentage of recent graduating seniors are transfer students so they are more exposed to peer influences.

When graduating seniors were asked to rate the "Overall quality of the Public Relations curriculum" they rated it excellent (4.7 out of 5) and current students also rate it excellent (4.46). Past graduates also rated the curriculum highly (4.25). This compares to good ratings of 3.8 for College of Business courses and 3.9 for FSU's courses in general from graduating seniors. These ratings indicate that the Public Relations program is meeting expectations of students and graduates.

One important factor in attracting students to the Public Relations major is the realization that only a small percentage of the general public really understands the true definition and role of the public relations function in organizations. This limited understanding serves as a significant handicap in drawing young students into the major and highlights the need for aggressive recruiting efforts to fulfill the potential of the program.

D. Program Value

On the FSU faculty survey the members strongly agree (4.57 out of 5) that the Public Relations major fits with Ferris State's mission. They also strongly agree (4.62 out of 5) that the major is a valuable part of the College of Business curricula offerings.

The faculty also agrees that the Public Relations Principles (PREL 240) course is a beneficial elective course for students in other majors. About 150 students who are not Public Relations majors took this course in 2008-2009 as an elective or required course in their program. Most of these students are from the College of Business but a growing number of students are coming from other programs across campus.

The Public Relations Certificate has been offered for several years but participation by students in other majors has been limited by the inability to generate sufficient student numbers to teach PREL 220, Public Relations Writing, one of the four required courses. The curriculum changes taking effect in the Fall of 2009 will resolve this problem by eliminating the PREL 220 course and substituting an new course, PREL 350 Public Relations Law/Ethics, which is now also required of all Public Relations majors. This will add significant value to this certificate and more versatility for other majors throughout the university.

Members of the Public Relations faculty have been active in the Public Relations Society of America, particularly the Western Michigan Chapter through service as an officer, Board of Directors member, committee chair, accreditation trainer and participant in workshops and meetings.

The function of Public Relations in organizations is to build positive relationships that will help make it possible to achieve the organization's goals and objectives. This is also a key philosophy underpinning democratic societies and free market economies as they develop and function throughout the world. 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.

Public Relations students play an active role on campus in Student Government, RSOs, Gold Club, Honors program, COB Ambassadors, recruiting aids, campus guides, etc., making valuable contributions to Ferris State vitality and success.

While the majority of Ferris State's graduates are employed by corporations and consulting agencies, a significant number work in not-for-profits and government. These people are directly involved in serving our Nation and its citizens. However, it is also important to recognize that business is an integral part of our society and contributes a great deal not only through its production and sale of goods and services, providing jobs, etc., but also direct contributions of money and manpower to support and strengthen many community service organizations and agencies. The public relations professionals in those corporations are frequently the driving force behind this and are typically the ones responsible for such community relations activities.

Section 2: Collection of Perceptions:

A. Graduate Follow-up Survey

Survey Methods

University Advancement's Alumni office developed a database drawn from the Student Information System to provide names and addresses of graduates of the Public Relations major. No addresses were available for several graduates. Through use of the most recent Public Relations Alumni Directory, and recent correspondence with graduates, many of these addresses were revised to make them current. In addition, some missing public relations graduates were added to the list. After this process was complete, we compiled a mailing list of 100 Public Relations graduates.

In mid-May, each graduate was mailed a cover letter, questionnaire and self addressed, stamped envelope (see samples in the Appendix). The cover letter and questionnaire were similar to the ones used in the previous program review. Responses were accepted through June 29, 2009.

We received 17 replies from this mailing, accounting for a 17% response rate. Six of the seventeen graduates who responded indicated that they are directly employed in the field of Public Relations. The remaining eleven are generally employed in related fields, such as: retail financial planner, real estate, non-profit coordinator, police officer, sales and marketing, retail sales, homemaker, business development and marketing, immigration law, assistant hockey coach and marketing brand manager.

Key Findings

1. Graduates rated FSU's public relations courses as great (4.35 with 5 = excellent) as well as the public relations curriculum (4.24).
2. The professional public relations experience of the Public Relations faculty was measured as great (4.41) as well as the hands-on, applied approach to teaching Public Relations (4.35).
3. FSU's job placement office and career services ranked below average (2.44).

Survey Results

Please rate the following in preparing you for your career (5 = Excellent, 4 = Great, 3 = Good, 2 = Fair, 1 = Poor):

FSU's public relations courses:	mean of 4.35 / 5.00
FSU's marketing courses:	mean of 3.53 / 5.00
FSU's general business courses:	mean of 3.41 / 5.00
FSU courses external to the College of Business:	mean of 3.29 / 5.00
FSU's overall public relations curriculum:	mean of 4.24 / 5.00
Hands-on, applied approach to teaching PR:	mean of 4.35 / 5.00
Professional PR experience of PR faculty:	mean of 4.41 / 5.00
PR internship experience:	mean of 3.76 / 5.00
PRSSA chapter activities:	mean of 3.06 / 5.00
FSU's faculty advisors:	mean of 4.24 / 5.00

FSU's computer labs & equipment:	mean of 3.65 / 5.00
FSU's library resources, references, etc:	mean of 3.76 / 5.00
FSU's job placement office/career services:	mean of 2.44 / 5.00
Quality of FSU's PR program compared to other colleges:	mean of 4.19 / 5.00

Please describe the two strongest features of FSU's PR major:

- 1) In College of Business and 2) taught by someone who worked in PR (also required internship).
- Final project – working w/ outside source, I loved that the faculty had experience in the field.
- Business background is what puts us above the rest.
- Networking is stressed; Greenfield is knowledgeable.
- College of Business – internship requirement.
- Mr. Greenfield!! – Course work – I've actually done the “assignments” in my current position.
- Ronald Greenfield, APR.
- Hands-on work. Business degree w/ PR – high expectations.
- Campaign course and the small class sizes.
- 1. PR campaigns course – last PR class before graduation. 2. A lot of PR classes, covered everything.
- 1) Hands-on 2) Job Preparation.
- Great faculty and small classes w/ individual attention.
- (1) Real-world hands-on approach (2) Writing styles-variety.
- (1) Faculty experience (2) Presentation to client in capstone course

Please describe any suggestions for improving FSU's PR major:

- More hand-on work with real, local clients. More training speaking to reporters and on-camera. Train to work/attend Editorial Board mtgs.
- I wish I knew more options I had in the field i.e. potential jobs available, etc. Also, not as much writing but more time working on dealing w/ media, employers in a non-print way.
- 1) Required internships 2) Advanced curriculum related to agency work, as PR agencies are the largest employer in this field.
- More stress on business, analyzing data, and taking conclusions. Execution of a plan!
- More guidance from advisors.
- Less business courses. Marketing/advertising professions are poor.
- Make journalism an elective. Structure courses for various PR tracks – media – business – nonprofit.
- Only 1 journalism course – they are both very similar. It was a waste of time to do both.
- Continue to search for employers/businesses to partner with for stronger internships.
- Need to have info of how PR applies to all different types of jobs.
- More detailed courses on working with reporters/media outlets, including pitching stories, hosting media roundtables, etc.
- More hands, on real world experience

Other comments:

- I was extremely prepared but lacking in the “speaking” part of the job. More required speech classes would be great – as well as more writing classes. Students coming out of school today cannot write effectively. Doesn't matter if they know how to send a

release via Twitter, Facebook, podcasts, etc. if they can't even write well in the first place. Also, a speech writing class would've been great – I've had to learn that on-the-job.

- I work with a fellow PR/Ferris grad, daily we talk of Ron Greenfield and what he has taught us.
- Have the evaluation to the employer not be specific towards one major. Not all of us are in the field we studied. (-:
- Internship should be optional or have better resources.
- I have had PR interns from other colleges and their skills do not compare to FSU grads or I had too high of expectations. (-:
- Please put an emphasis on students doing more than one internship. I would have gotten a job much faster if I would have done two or more internships.
- Mr. Greenfield is an amazing teacher. I learned so much from him!
- Felt 100% better equipped and prepared for my career than most of all of my friends. (even w/ similar degrees).
- Overall, I've been very pleased with how well the PR courses prepared me for working in the industry.

B. Employer Follow-up Survey

Survey Methods

Similar to the 2003 Academic Program Review, current employers of FSU Public Relations graduates were contacted through graduates of the Public Relations program. As described in the previous section, 100 graduates were contacted for the graduate survey. In the same mailing, each graduate was asked to forward a survey and self-addressed, stamped envelope to their direct supervisor (see samples in the Appendix). Of the 17 responses to the graduate mailing, 6 were employed directly in public relations. Of those 6, all employers responded to the questionnaire, for a 100% reply rate.

Key Findings

1. Employers rated the graduates writing/editing skills great (rated 4.20).
2. Employers rated the graduates overall professionalism great (4.33).
3. Employers rated FSU's students general business knowledge and skills as great (4.17) as well as the preparedness of FSU's graduates that enter the public relations profession (4.17).

Survey Results

Based on your personal experience, please rate the following professional skills and knowledge of FSU's public relations graduates (5 = Excellent, 4 = Great, 3 = Good , 2 = Fair, 1 = Poor).

General writing/editing skills:	mean of 4.33 / 5.00
Public speaking skills:	mean of 4.00 / 5.00
Interpersonal communication skills:	mean of 3.83 / 5.00
Production of Public Relation materials:	mean of 3.67 / 5.00
Planning Public Relations programs:	mean of 3.83 / 5.00
Strategic thinking:	mean of 4.17 / 5.00
Computer applications to Public Relations:	mean of 4.00 / 5.00
Overall Public Relations knowledge and skills:	mean of 4.17 / 5.00
General business knowledge and skills:	mean of 4.17 / 5.00
Professional ethics and character:	mean of 4.17 / 5.00
Overall professionalism:	mean of 4.33 / 5.00
Preparedness of FSU's graduates to enter the PR profession:	mean of 4.17 / 5.00
Preparedness of FSU's graduates compared to others:	mean of 3.50 / 5.00
Importance of employee's business knowledge and skills:	mean of 4.33 / 5.00

What do you perceive to be the greatest strength of FSU's Public Relations program?

- The business background
- Business background
- Good base of skills – writing and PR
- Unsure
- Teach diverse skill sets including business management, organizational behavior and real “practical” experiences.

How can FSU better prepare Public Relations graduates for success in the next 5-10 years?

- Marketing – need more training – finance and accounting
- More public speaking experience. More practical marketing experience, should do an internship
- In addition to traditional media tactics more social media courses; budget management from PR including limited resource times

Other comments?

- Kari Sederberg is a consummate professional. Well done FSU for your role in that chapter of her career

C. Graduate Exit Survey

Survey Methods

Each of the graduating seniors enrolled in the Public Relations major was included in the sample for this exit survey which has been conducted annually since the 2003 Academic Program Review. The survey was administered very near the end of each Winter/Spring Semester to the students enrolled in the PREL 455 capstone course. Typically 100 percent of the seniors completed the questionnaire.

The questionnaire was essentially the same as the one used in the last APR except that it was revised to incorporate changes in the courses required. Each student was asked to assess the quality and effectiveness of the Public Relations major, College of Business, and Ferris State faculty, staff, facilities, etc. Each student was asked to rate each course he/she has taken at Ferris State or other factors on a scale of 1-5 with 5 being Excellent, 3 average and 1 poor).

A summary of the findings on the rating questions and full compilation of the responses to the open ended questions are included below. A copy of the actual questionnaire used is included in the Appendix.

Key Findings

1. The Cultural Geography, GEOG 112 course that was added to the major in 1999 continued to be rated of low value by the Public Relations students. The Curriculum Cleanup approved in 2009 deleted that course and replaced it with ANTH 122, Introduction to Cultural Anthropology. This change takes effect with the fall 2009 semester. It is important to remember that the value of some of these courses may not be apparent to the students until they have worked in public relations after graduation.
2. The rating for the BUSN 499 course increased from 2.8 to 4.2 since the last APR. This course was developed in 2001 and replaced MKTG 499 (Rated 4.9 by Public Relations students in 1997) in the Public Relations curriculum. Several students expressed concern in the comments about the value and quality of the ISYS 321 (rated 2.0) and MGMT 370 (rated 3.0) courses. These are two of the ten Business Core courses required of all College of Business students and must be completed to earn the Bachelors of Science in Business.
3. Ratings for the MGMT 477, Business Ethics and Social Responsibility, course varied dramatically from year to year and in recent years ratings were down a full point or more. The Curriculum Cleanup approved in 2009 deletes this course and replaces it with two new courses PREL 350, Public Relations Ethics/Law, and PHIL 290, Business Ethics.
4. Ratings for some Public Relations major courses declined from those shown in the 2003 APR. Many students expressed concern about the quality of teaching done by adjunct faculty used for PREL 341 and 342 early in the current evaluation time frame. This produced lower ratings and sharp variations in ratings from year to year. The quality of PREL 101 has continued to be about a half point lower than it was rated prior to the incorporation of FSUS 100 requirements into the course in 2002.
5. As shown by the recap below, the full-time Public Relations faculty is rated high (4.6, 5 is excellent) compared to other faculty in the College of Business (3.8) and at Ferris State (3.8).

	<u>Rating</u>
Full-time Public Relations faculty	4.6
Part-time Public Relations faculty	3.7
Marketing Department faculty	3.9
College of Business faculty	3.8
Ferris State faculty overall	3.8

Adjunct Public Relations faculty rated one point lower (3.7), about the same as all other faculty who teach at Ferris State. Early in the current APR time frame, students were very outspoken in the comments about the need to hire additional faculty with strong public relations knowledge and experience. After two unsuccessful searches, Patrick Bishop was hired in a tenure track position in the spring of 2006 to replace these adjuncts and assist with the Public Relations teaching and advising needs.

6. Since the last APR in 2003 there has been about a full year increase in the mean ratings of when the students entered the Public Relations major. Most of this change occurred with the seniors of 2008 and 2009. In 2004 about half of the then senior students transferred into Public Relations after arriving at FSU. Among 2009 seniors about half transferred into Public Relations during or after their sophomore year. This indicates one or more of the following (a) a less than effective high school recruiting effort, (b) a strengthening of our recruiting efforts among current FSU students in other programs, and/or (c) an increase in the students transferring to FSU after completing an associate degree or some course work at another educational institution.

Survey Results and Comments

General Education Courses

In your opinion how effective has each of the following General Education courses been in preparing you for your career in public relations. Remember if you have not yet taken the course, leave the answer blank. (5 is excellent, 3 is average, 1 is poor)

	<u>Rating</u>
Fundamentals of Public Speaking (COMM 121)	4.1
English 1 (ENGL 150)	4.0
English 2 (ENGL 250)	4.0
Advanced Business Writing (ENGL 325)	3.9
Cultural Enrichment electives	3.6
Social Awareness elective	3.6
Introduction to Sociology (SOCY 121)	3.5
Introduction to Psychology (PSYC 150)	3.4
Principles of Economics 1 (ECON 221)	3.0
Principles of Economics 2 (ECON 222)	3.0
Intermediate Algebra (MATH 115)	2.8
Scientific Understanding (science) electives	2.8
Cultural Geography (GEOG 112)	2.2

Note: When a specific course was not required to meet a Gen Ed requirement, the student rated whatever course he/she selected to take so it is difficult to meaningfully interpret that rating and to identify it with a specific course offering.

Business Core Courses

How effective have the following College of Business Core courses been in helping you prepare for your career? (5 is excellent, 3 is average, 1 is poor)

The ratings of each course in the order of highest to lowest are shown below.

	<u>Rating</u>
Interdisciplinary Integrating Experience (BUSN 499)	4.2
Legal Environment of Business (BLAW 301)	4.1
Principles of Marketing (MKTG 321)	3.9
Applied Management (MGMT 301)	3.3
Introduction to Statistics (STQM 260)	3.3
Principles of Accounting 1 (ACCT 201)	3.2
Principles of Accounting 2 (ACCT 202)	3.1
Quality/Operations Management (MGMT 370)	3.0
Financial Management 1 (FINC 322)	2.9
Business Information Systems (ISYS 321)	2.0

Related College of Business Courses

How effective are the following related College of Business courses on helping you prepare for your career? (5 is excellent, 3 is average, 1 is poor)

The ratings of each course in the order of highest to lowest are shown below.

	<u>Rating</u>
Principles of Advertising (ADVG 222)	3.8
Desktop Publishing (VISC or GRDE 118)	3.5
Business Ethics/Social Responsibility (MGMT 447)	3.3

Public Relations Major

Please rate the following Public Relations major courses on their effectiveness in developing your professional skills. (5 is excellent, 3 is average, 1 is poor)

	<u>Rating</u>
Public Relations Campaigns (PREL 455)	4.7
Public Relations Internship (PREL 491)	4.7
Public Relations Cases (PREL 440)	4.6
Public Relations Tools and Techniques (PREL 341)	4.4
Public Relations Principles (PREL 240)	4.3
Public Relations Seminar I (PREL 401)	4.3
Public Relations Strategies and Tactics (PREL 342)	4.3
Public Relations Seminar II (PREL 402)	4.2
Contemporary Public Relations (PREL 101)	3.7
Marketing Research (MKTG 425)	3.4
Reporting (JRNL 122)	3.5
Writing for Mass Media (JRNL 121)	3.5

Please rate the following aspects of Ferris State, the College of Business and the Public Relations major. (5 is excellent, 3 is average, 1 is poor)

Public Relations Major	<u>Rating</u>
Overall quality of Public Relations curriculum	4.7
Availability of Public Relations program advisor	4.6
Helpfulness of Public Relations program advisor	4.8
Quality of Public Relations instruction by full-time faculty	4.6
Quality of Public Relations instruction by adjunct faculty	3.7
Quality of PRSSA student organization	3.2
Quality of Public Relations internship experience	4.2
Quality of classroom facilities used for Public Relations	4.1
 College of Business	
Quality of Marketing Department faculty	3.9
Helpfulness of Marketing Department staff	3.7
Quality of College of Business computer facilities	3.7
Quality of College of Business MAC lab facilities	3.6
Quality of College of Business faculty	3.8
Helpfulness of College of Business main office staff	3.9
Quality of College of Business instruction in general	3.8
Quality of College of Business classrooms in general	3.9
 Ferris State	
Quality of FSU Library's public relations references	3.6
Helpfulness of FSU's administrative staff overall	3.8
Quality of FSU's faculty overall	3.8
Quality of FSU's facilities overall	3.7
Quality of FSU's academic program overall	3.9
Quality of FSU's instruction overall	3.8
Helpfulness of FSU's career services office	2.8

Based on your knowledge, please rate the quality of Ferris State's Public Relations major compared to those offered by MSU, GVSU, CMU, EMU and NMU. (5 is Excellent, 3 is Average and 1 is Poor)

Rating = 4.5

Demographics

You entered the Public Relations Major as a (1) New FSU Freshman (2) Freshman year (3) Sophomore (4) Junior (5) Senior.

The mean response was 3.3 meaning the majority of graduating students transferred to the Public Relations major after beginning their sophomore year of college.

Are you a member of PRSSA? (1) Yes (2) No

The mean response was a 1.2 rating.

Your grade point average at FSU is: (1) below 2.0 (2) 2.0-2.5 (3) 2.5-3.0 (4) 3.0-3.5 (5) 3.5-4.0

The mean response was a 3.7 rating.

Note: The responses to the following open-ended questions were compiled with the most recent (2009 survey) answers first and the oldest answers (2004 survey) last. You will note general changes in the nature and tone of the comments based on the years the survey was completed.

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

- It would be to have the advisor oversee the internship program. It would be much easier to get a job or internship.
- Eliminate Management 447 because we have so much ethics in our public relations classes that ethics does nothing for us.
- Keep up with the changing times and mediums.
- No changes.
- Not much! I really love our program!
- Job fair for PR majors. Ferris does a bad job of providing College of Business students a variety of businesses at Job Fair.
- Social media because it is the future.
- More references (websites) for PR tools i.e. promo items.
- More emphasis on writing. Such as press releases. Give students an opportunity to publish writing. That would boost portfolios.
- Less repeat stuff between 401 and 402. Doing two more informational interviews and another networking event seems redundant after doing them in 401.
- JRNL classes course content changed.
- None. I feel that the program right now is sufficient.
- Teach students about internet tools. Podcasts, blogs, wikis, etc. How they are useful and how they should be used as PR tactics.
- Get rid of courses like ISYS 321.
- Both PR teachers need to combine their curriculums.
- None.
- More group projects to get an idea of working together.
- I think PREL 101 was really slow and I didn't get much out of it.
- More PR courses.
- Don't require Geography, Accounting 202, Economics 222.
- Group projects correlated into class work. This would help in working together.
- Get rid of GEOG 112, not applicable.
- Doing more of what we did in PREL 455.
- No ISYS.
- Remove ISYS 321.
- Better networking with local GR businesses for internships. Better understanding of Adobe Indesign or CS2 program.
- I would require more VISD classes for web page design. Less cultural enrichments and science requirements.
- Student should take more visual design classes.

- I know you want us to do it ourselves and go network, but if we could have help finding an internship that would be great.
- More classes like 440. More repetitive assignments in 341 and 342 because I don't remember how to do some tools and tactics.
- Drop ISYS. Do more case studies within other classes other than 440. Until I got to 440 I did not understand.
- I think there should be a media relations class instead of JRNL because JRNL is more (applicable) if you want to write for a newspaper. If there is a media relations class there would be more learning on press kits, releases and stuff like that. That is my main concern that I don't have enough knowledge on that subject.
- Move 341 and/or 342 to sophomore year. Have 240 as a freshman.
- Greenfield is a great professor and I am so glad to have had the opportunity to have him as my advisor for the past four years.
- Campaigns in the fall and Cases in the spring because it is really hard maintaining the campaign and trying to find a job. Using the internship more to our benefit.
- A change in the journalism program.
- Internship under instruction of Greenfield not Brenda Lee. Important because it would be better organized and a better overall experience.
- I don't think I would change anything.
- More interaction in lower level PR courses (like in 455 and 440).
- It's important that we learn how to write feature articles and I would have rather learned that.
- To have more than only one main PR instructor so that we get more than one view of PR.
- Remove GEOG 112 and MGMT 370. I think these classes were a waste of my time. I also think PREL 220 should be offered in place of the Journalism classes.
- Do not have adjunct professors teach PR classes.
- Additional full-time faculty member with experience in different PR fields. Not everyone has corporate aspirations. Another viewpoint would be beneficial.
- Eliminate the one credit classes and combine into a three credit course for scheduling ease.
- More work with actual clients. Job shadow and researching PR positions early in the PR program so we could have focused in on a specific aspect of PR.
- For campaigns, assist students in finding a client that will be a help. My client didn't assist me enough to the point where I struggled. New journalism teacher.
- There needs to be a faculty of people who know PR, not just one person. I think that the internship program needs restructuring and 455 should run over a 1 year term.
- Change 455, too much work for one semester.
- Any PR classes taught by adjunct faculty fell short of standards set by Professor Greenfield. More PR faculty with degrees in PR and a lot of real world experience would really help in classes that Professor Greenfield isn't available to teach.
- More teachers that are qualified since Greenfield is the only full-time PR teacher. I know that it's hard for Greenfield to be around at all times and there's always a line outside of his office.
- Get rid of the pointless classes-ISYS 321.

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

- My sorority sister told me my first semester here and I switched the next semester.
- Teghan (Another Public Relations student).
- Online search on FSU site before junior year.
- I became aware of the program through a friend who was in the program.
- When researching to switch majors.
- Through Mr. Greenfield's PREL 240 class.
- Online search a2zcolleges.com "business" "PR".
- Through Career Services at Ferris.
- Peer.
- Just looking through the Ferris course booklet while researching colleges.
- Pharmacy wasn't working for me and Professor Greenfield got me to join PR. I wanted to join something in Business.
- Researched PR at CMU and Ferris and decided Ferris because of College of Business aspect.
- I became aware of the Public Relations program in PREL 240 and I really enjoyed it after that.
- During PREL 240 with Professor Greenfield.
- Through my own personal (research) on the internet about the PR field and then through Greenfield.
- I was thinking about changing my major and I was Google searching different majors. I found the PR program online.
- When I arrived, knew PR existed but not quality of the program.
- My roommate was a PR major.
- Through the Ferris major book when I was a freshman.
- At my meeting with the dean.
- My friend was in the program.
- Website.
- I was originally in pre-pharmacy and was looking for a change. I like writing but didn't want to major in English so I decided to give PR a shot and really enjoyed it.
- Through tests at the University College.
- Roommate.
- Career Counselor. Took a test and this is one of the things it said I would be interested in.
- Through the FSU Academic online site.
- FSU catalog/website.
- On entering as a freshman.
- Online.
- My sophomore year in Telecom. I had to take 1 PR course. That's all I needed.
- I became aware of it from Mr. Greenfield my sophomore year.
- Online, word-of-mouth, high school guidance counselor.
- I flipped through the catalog and read the description of the program.
- I got a packet in the mail my senior year as a high school student.
- My roommate was in it.
- Internet.
- When I had to take PREL 240 as an advertising major.
- Through PREL 240 (I was an Ad major.)

- Freshman Orientation.
- Student referral as a freshman.
- In high school my teacher suggested public relations to me and then we did research on FSU's program.
- Autumn Adventure in fall of my senior year of high school. Talked to Mr. Greenfield there.
- Transferred in after sophomore year.
- In the FSU careers book with majors and descriptions of them.
- In high school from my counselor.
- Sharon Bell suggested I join PR because good writing skills and I am outgoing.
- I called my mother-in-law and was told to apply for admission at Ferris. I looked at the web site.
- I found the major when researching on line.
- The FSU rep came to my high school.
- Ferris catalog. Then called to set up appointment with Greenfield.
- In PREL 240, was a MIM major.
- Professor John Vermier recommended I look into the major during my first semester in his contracts and sales course. I looked into the major, identified with the course description and received all needed info and guidance from Greenfield.
- Talked with PR student and gained interest.
- Head of admissions. I said that I loved broadcast journalism but I wanted a business degree; he pitched PR to me and I was enrolled within two days.
- On line
- In taking PREL 240 freshman year.
- Other students and Carma Burcham (Great lady), sophomore year.
- Marketing material produced by Ferris, PR was the most interesting sounding business major, which is what I was looking for (a creative, but business oriented major).
- I came in as a freshman in the Technical Writing program then switched to marketing. I learned of PR through Mr. Jackson through ADVG 222 class because I wasn't happy with marketing.
- Surfing on the web for schools when I was a senior in high school.

Why did you decide to major in Public Relations?

- Because it was a perfect fit for me.
- I am outgoing and want to plan events.
- Seemed to be an interesting and fun career. Thought I would enjoy it and I do!
- I am a people person, and I like organizing ideas for people.
- Mr. Greenfield.
- I love the option to be professionally creative and social.
- I had a lot of variety of activities and I could work anywhere in any company.
- Loved communications, wanted to be more specific.
- After talking with a friend and consulting with the PR advisor (Greenfield).
- It gave me an opportunity to express myself in a creative manner while learning about business.
- It didn't involve a lot of math classes and it had a variety of courses. It also was a B.S. in Business.
- Professor Greenfield got me hooked.
- Spoke with a professional and she suggested it.

- Mr. Greenfield did a great job teaching it and made it look fun and interesting.
- Because I wanted to do publicity work within the music industry. Already having my MIM degree, I thought it would be more marketable to get a B.S. in PR to compete with other job candidates.
- Creativity and writing are my passion.
- Because I thought it sounded interesting and something I would be good at.
- My high school teacher told me to.
- I thought it would be something I would enjoy doing and it gives me the opportunity to work in many different types of business.
- Because I enjoy writing.
- Because it suits my personality.
- Because of Mr. Greenfield and the knowledge and personal experience he has within the corporate world.
- I enjoy writing and meeting people.
- I needed to pick a major.
- Because I have a natural knack for communicating.
- After taking a few classes to see if I would like it and stuck with it.
- The business world and writing aspect!
- Love working with people, interesting.
- After meeting the Coordinator and talking I knew this would be something I would enjoy.
- I feel that it opens the door to work in a lot of interesting environments.
- I like the variety of the career.
- It fits my skills.
- All the options for a career.
- I want to be an event planner.
- To receive a great job in sports, but to also keep all of my doors open with a communication/business degree.
- Advice from HS business teacher.
- Public relations combines everything I love to do into one major.
- I love people and I wanted to go into the business world.
- Because I did not like the program I was in, Music Industry Management.
- Counselor suggested it.
- It fit what I wanted to do more than advertising.
- It was a growing field from what I found out. I thought I could utilize some of my main strengths and assets by majoring in public relations at Ferris State. I feel I will be very successful in my career if I keep up with learning and growing.
- It fit my personality.
- I wanted to change my major to a specific business degree with a mandatory internship. I also felt PR was a good fit for my personality.
- I became aware of the PR major from the FSU COB website.
- Business/communications.
- My teacher suggested it to me in high school and after doing research I found that it fit my personality and I liked that it was a business degree.
- Activities outside the classroom.
- I want to work in educational or media relations. Mr. Greenfield at orientation.
- It fits my personality.
- Public Relations was interesting to me. I wanted to be able to get involved in strategic planning, assisting in "making a difference" ethically and professionally. Today's businesses need assistance due to social issues and changes.

- I like working with people and like to plan events and variety. I liked that there are many options of areas to go into.
- Advisor and materials provided.
- Enjoyed writing and PREL 240, business background.
- I enjoy communication, research, advertising, marketing, sociology, etc. All my passions are incorporated in one major.
- I thought I would be good and I wanted to work with people on a daily basis.
- Came to play hockey and because some of my friends went here.
- Because I love to communicate and apply myself to an array of situations.
- I like people.
- I heard from a PR major at CMU who said she wished she had come to Ferris. And, many PR business/departments in Grand Rapids were very impressed with Ferris' program as opposed to GVSU (from what I have been told personally).
- I talked with my professors, some PR students and Mr. Greenfield to learn more about PR. I switched over after enjoying PREL 240.
- I have always liked it.

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

- I came here for a boyfriend and I stayed because of the public relations program.
- I liked the university and the town.
- Cost, distance from home, no one from high school except one person would be here.
- Great size campus and class sizes.
- Unique PR program.
- Close to home and job placement rate.
- Only PR program in Business.
- Came for Nuclear Medicine and changed to PR my second year.
- I only applied to two colleges.
- My father went here and it seemed like a great university to attend.
- Close to home. Liked the campus.
- When looking at Pharmacy, FSU was one of the best in that department.
- Like campus size. Liked courses offered.
- This was the only school I applied to.
- Because I was already here for one BS for Music industry Management. It was close-but far away.
- Away from home and at same time small town and good community.
- Music Industry Management program. Location. Small campus.
- Liked the northern Michigan location. Enjoyed smaller class sizes.
- I was originally a pre-pharm major.
- A grant that paid my tuition.
- I came here for volleyball purposes.
- They gave me tuition money.
- Because my friend was going here and I needed to get out of Flint.
- I like the small classes and the unique PR degree from FSU.
- Close to home.
- Volleyball brought me here, size of campus is perfect.
- I loved FSU.
- I like the college overall.

- PR major is in the College of Business.
- Was the best deal and school for public relations.
- The major and scholarships.
- I was accepted out of high school.
- Because my mother is an alumni from '68.
- PR was a Business program.
- They were the only ones to offer me a full-ride for softball.
- I like the college and class size.
- Business degree instead of Communication degree.
- Because I was already here. I came here for pre-pharmacy.
- Close to my home (Rockford) and well known business program. Recruitment at my high school.
- I knew people that were going here and they told me how much they enjoyed the program.
- It was close to home. I received free credits from my step mom. Parents wouldn't pay for other school.
- Finances. More scholarships at FSU.
- Because the public relations program is a business degree and I had the opportunity to play volleyball at FSU.
- Honors, scholarships, Public Relations, felt comfortable on campus.
- Family.
- Honors program, scholarships, College of Business degree.
- I wanted to get away from Ohio.
- Close to home. Family went here and scholarship for dorms.
- Reputation of the college. Its PR program is 1 of 3 programs in the US that offer it in as "Business Program."
- I came here for dental hygiene. Ended up liking FSU but not dental so I stayed and changed my major.
- Faculty/student ratio. Small town atmosphere.
- They gave me the most money/scholarships.
- Location and husband is an alumni.
- Scholarship opportunity.
- I wanted to be close to home and live out of home. A know a few people attending FSU. Offered me a full-ride. Job placement seemed high.
- Soccer scholarship.
- Business oriented education.
- Location
- For the PR degree – knew they had good program.

What do you think should be done to recruit more students for the Public Relations major at Ferris State?

- Promote it at high school fairs.
- Hometown speakers, billboards, CARE classes, orientation speaker.
- Active promotion of the unique and quality program.
- Publicity nationwide and visit high schools.
- Promote it. Get it accredited through PRSA and get the university to market it better.

- Get PR students more involved with orientation...mentor program for those who are undecided.
- Promote SWOT PR group. Most people don't know what PR is but they do know about the Big Red Chair and Go Green Gumbo.
- Visit students at high school career fairs. Send info to schools to distribute to students.
- High school career days. Junior/senior sit-in days for high school students. Advisor meeting at high schools.
- Classes taught by Mr. Greenfield.
- A lot more buzz-marketing! There is no promotion with the program. We're the best in the nation!!
- Visit cities and use actual PR student or alumni.
- Get the word out about how much better our program is than others.
- Let people know it exists.
- Marketing.
- Show students that are interested why a business degree is an advantage for them.
- Create better awareness of the program.
- We need to get more involved with PRSA and PRSSA throughout the state to bring more awareness of FSU and our PR program.
- Student speakers and orientation.
- Maybe target high school/transfer students when they visit or on their tour-make a brochure to put in their visit package.
- Visit more high schools with PR students not FSU faculty.
- Talk more with high schools on a one-on-one basis.
- More emphasis on how unique the program is.
- Go to more high schools.
- Offer it as a dual degree.
- Express how much better our degree is versus CMU, MSU, U of M and so on.
- Go into the high schools, talk to kids about it, etc.
- Get a hold of business classes at high schools and send people there to speak for the day.
- Make sure that current students work with past students for informational interviews and for internships. Set them up with someone to work with.
- Let more people know about it.
- Have actual students go to high schools and talk to students.
- Bring recruiters to high school.
- Perhaps have a sports PR certificate.
- Explain to them that it is in the College of Business so it is a stronger PR major than most.
- Speak at FSUS classes by current PRSSA students.
- Stress that it is a business degree.
- More involvement with Dawg Days, etc.
- More info on website, more school visits.
- Provide information about Ferris being one of the only colleges offering PR as a Business degree rather than a Communication degree.
- Stress the difference of public relations at FSU versus other colleges (COB degree).
- Brochures, information in books, book marks.
- Have students from PR program at FSU go to different high schools and tell about the major. Many HS students don't know what PR is.
- Have senior students speak to incoming students.

- Increase awareness. I had to be pointed in the right direction. I was not aware that the major even existed. Increase awareness of the program and of PRSSA will undoubtedly increase recruitment.
- Express to them what they could do after college with their PR degree.
- Hire a recruiter to visit schools with informational kits. Have FSU PR students (seniors) go back to their high school to speak to seniors about PR program.
- PRSSA needs to be more involved on campus, planning events and starting a student agency. Establish and grow reputation.
- More awareness. I didn't know what PR was until I spoke with Carma.
- Have the program/PRSSA become more involved in the area.
- More PR events with PRSSA, news releases in the Torch, etc. I think you should do more recruiting internally. I think that a lot of students aren't aware of what PR is, but I know that a lot of people were shocked/interested when they learned that I did my internship at a casino. I think a lot of people think PR is only done at an ad agency. A lot of hospitality majors that I talked to actually want to go more of a PR route such as I did and now think they went into the wrong major.
- Visits to high schools to promote Ferris. PRSSA go to high schools to promote PR at Ferris.

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.

- An internship should not be required to get a diploma especially during a poor economic time.
- Talk to each other. It's easier when the professors define things the same way.
- I believe that PR is the only program that I would strive so hard to do well in. You are such a wonderful professor and I'm sooo privileged to have you teach me. Thanks for being so GREAT!
- Like real world connections. Liked how 342 had a variety of projects. JRNL online. Have a print card as part of course materials.
- Better alumni networking for mentorships and job/intern searching.
- Group/team work is great experience for future public relations.
- I think it's fabulous! Keep up the good work. I feel completely prepared for the "real world."
- I feel that overall this is a great major. I just think that some bad professors can cause a bad experience.
- Bishop is going to do great things for the program, he will do well at filling Greenfield's footsteps.
- Take VISD course later in junior or senior year so you are more up-to-date.
- No more required sciences or cultural enrichments. They do not benefit us, they just waste our money.
- Maybe the new event course, because I know my internship will be all special events.
- I feel that the internship process is a pain in the butt and there should be a simpler process. The amount of paperwork is not necessary.
- Economics does not make much sense for the way it is taught.
- Take ISYS 321 and MGMT 370 out. These classes are pointless.
- JRNL/PR double major. Eliminate ISYS class. More Visual Communication classes, design, computer talent is a huge skill.

- Greenfield is an invaluable professor. As the major continues to grow, though, an additional professor will be necessary.
- I learned a lot through Public Relations. I believe the campaigns class prepared me so much for the workplace. I finally made something tangible that I can be proud of and can show in my portfolio.
- No one can teach the classes as well as Greenfield. However, he is spreading himself too thin with the increasing enrollment in the PR program. FSU may want to have Greenfield screen and hire an assistant able to teach as well as him.
- More internship help.
- Get rid of internship coordinator. Pointless, not helpful, found it annoying, she's air headed and doesn't remember anything.

D. Student Program Evaluation

Survey Methods

The population of current Public Relations students is 54 and each student was included in the APR student evaluation mailing. The mailing consisted of a cover letter and questionnaire (attached in the Appendix). The survey was voluntary and is essentially the same one used with graduating Public Relations seniors at the end of their final term. As part of this mailed survey, each student rates every course they have taken at FSU within the Public Relations curriculum (Likert scale of 1-5 with 5 = Excellent). From the population of 54, there were 15 responses (1 freshman, 2 sophomores, 5 juniors and 7 seniors), for a 27% response rate.

Recommendations for future APR surveys include making the questionnaire mandatory, having students complete it in class, decreasing the length of the survey, and possibly making it an electronic survey versus a hard copy mailing.

Key Findings

1. Students have a very high satisfaction rate with both academic advisors (4.60) and the overall Public Relations program (4.60).
2. Cultural Geography had the lowest average for the major courses (1.80).
3. The public relations internship received a perfect score (5.00).

Survey Results

Please rate the following aspects of Ferris State, the College of Business and the Public Relations major.

How satisfied are you with your main academic advisor?	mean of 4.60 / 5.00
How satisfied are you with the overall PR program?	mean of 4.60 / 5.00

Please rate the following Public Relations major courses in preparing you in a career in public relations.

Fundamentals of Public Speaking (COMM 121):	mean of 3.71 / 5.00
Principles of Economics 1 & 2 (ECON 221/222):	mean of 2.31 / 5.00
English 1 (ENGL 150):	mean of 3.38 / 5.00
English 2 (ENGL 250):	mean of 3.50 / 5.00
Advanced Business Writing (ENGL 325):	mean of 3.64 / 5.00
Cultural Geography (GEOG 112):	mean of 1.80 / 5.00
Intermediate Algebra (MATH 115):	mean of 2.38 / 5.00
Introduction to Psychology (PSYC 150):	mean of 3.00 / 5.00
Introduction to Sociology (SOCY 121):	mean of 3.08 / 5.00
Cultural Enrichment Electives:	mean of 2.77 / 5.00
Social Awareness Electives:	mean of 3.00 / 5.00
Scientific Understanding Electives:	mean of 2.30 / 5.00
Principles of Accounting 1 & 2 (ACCT 201/202):	mean of 3.14 / 5.00
Legal Environment of Business (BLAW 301):	mean of 3.50 / 5.00
Financial Management 1 (FINC 322):	mean of 2.64 / 5.00
Business Information Systems (ISYS 321):	mean of 2.11 / 5.00
Applied Management (MGMT 301):	mean of 3.15 / 5.00
Principles of Marketing (321):	mean of 3.50 / 5.00
Interdisciplinary Integrating Experience (BUSN 499):	mean of 3.57 / 5.00

Introduction to Statistics (STQM 260):	mean of 2.64 / 5.00
Operations Management (MGMT 370):	mean of 2.80 / 5.00
Principles of Advertising (ADVG 222):	mean of 3.54 / 5.00
Business Ethics and Social Responsibility. (MGMT 447):	mean of 2.71 / 5.00
Desktop Publishing (GRDE 118):	mean of 3.25 / 5.00

Please rate the following Public Relations courses on their effectiveness in developing your skills.

PREL 101: Contemporary Public Relations:	mean of 3.54 / 5.00
PREL 240: Public Relations Principles:	mean of 3.77 / 5.00
PREL 341: Public Relations Writing/Tools:	mean of 4.00 / 5.00
PREL 342: Public Relations Tactics/Plans:	mean of 4.58 / 5.00
PREL 401: Public Relations Seminar 1:	mean of 3.50 / 5.00
PREL 402: Public Relations Seminar 2:	mean of 3.17 / 5.00
PREL 440: Public Relations Cases:	mean of 4.50 / 5.00
PREL 455: Public Relations Campaigns:	mean of 4.50 / 5.00
PREL 491: PR Internship:	mean of 5.00 / 5.00
JRNL 121: Writing for Mass Media:	mean of 3.62 / 5.00
JRNL 122: Reporting:	mean of 3.09 / 5.00
MKTG 425: Marketing Research:	mean of 2.57 / 5.00

Please rate the following aspects of FSU, the College of Business, and the Public Relations major.

Overall quality of the PR curriculum:	mean of 4.53 / 5.00
Availability of PR program advisors:	mean of 4.67 / 5.00
Helpfulness of PR program advisors:	mean of 4.60 / 5.00
Quality of PR instruction:	mean of 4.67 / 5.00
Quality of PRSSA student organization:	mean of 2.73 / 5.00
Quality of PR internship experience:	mean of 4.57 / 5.00
Quality of classroom facilities used for PR courses:	mean of 4.07 / 5.00
Quality of marketing department faculty:	mean of 4.00 / 5.00
Helpfulness of marketing department faculty:	mean of 3.73 / 5.00
Quality of COB computing facilities:	mean of 3.33 / 5.00
Quality of COB main office staff:	mean of 3.67 / 5.00
Helpfulness of COB main office staff:	mean of 3.93 / 5.00
Quality of COB instruction in general:	mean of 3.73 / 5.00
Quality of COB classrooms:	mean of 3.73 / 5.00
Quality of FSU library resources:	mean of 4.13 / 5.00
Helpfulness of FSU's administrative staff overall:	mean of 3.47 / 5.00
Quality of FSU's overall facilities:	mean of 3.60 / 5.00
Quality of FSU's faculty overall:	mean of 3.60 / 5.00
Quality of FSU's overall academic program:	mean of 3.93 / 5.00
Quality of FSU's overall instruction:	mean of 3.87 / 5.00
Helpfulness of FSU's career services office:	mean of 3.38 / 5.00
Quality of FSU's PR program compared to others:	mean of 4.43 / 5.00

In your opinion, what are the two strongest features of FSU's Public Relations major.

- The extensive business background we are receiving; PR advisors and teachers are tremendous.

- The campaign course and doing it individually! I can show the campaign in my portfolio and say “I did this”, not, “my group”; Better prepared me for real world pressure!
- Good teachers; Helpful students
- Unique - business degree; Courses – may be difficult, but they push us to learn more and try harder
- Business degree
- Writing – force students to do an “above excellent” job; Tactics
- Business degree and experienced faculty
- Patrick Bishop and because it’s in the COB
- I haven’t been in the program that long and only taken 1 PR class but I think the professors and advisors are doing a great job.
- One of the strongest features is it being in the COB. I take classes that are required of me, but have to be taken in addition to other classes at other schools. The small class size helps a lot. I was comfortable with students in my class and therefore learned more
- College of Business – business degree; job shadows – networking opportunities
- The amount of PR courses we are required to take and placing the program in the business not arts or communications. Also, professor Bishop’s approach to 342 was excellent w/ use of social media and other means.
- This curriculum at FSU combines the aspects of the business courses with PR courses and is broader than most schools
- Teaching staff and the environment

Please describe any suggestions for improving FSU's Public Relations major.

- Keep working to make PRSSA better and more important on campus.
- Love the program!
- Have 300 and 400 level profs communicate better w/ each other. Need to teach same things, and they didn’t; Maybe lighten up on absences; people do get sick and may need 1 more absence. They shouldn’t be marked down for it.
- We need more ways to get involved. The GVSU students have worked on so many projects! Need ways to become creative. FSU's degree is extremely cookie-cutter. We don't accomplish anything that stands out on a resume
- Much better PRSSA
- Market it! Sway some of the PR 440 costs – I spent around \$350 for gas and supplies for my client.
- More design work. I work on a Mac at work and have only taken one class at Ferris that is on a Mac. Teach more interaction with the media. I spend a lot of time on the phone w/ reporters pitching stories and setting up editorial boards, and had to learn all that on the job.
- Improving PRSSA and public relations student run firm SWOT
- Require all PR majors to be actively involved in PRSSA; Minors!!... in advertising or sports. I know there is a sports marketing certificate in the works and it should also be available for PR because I know of numerous students who would pick that up.
- Great as it is
- lose JRNL 122 so long as Fox is the staff

Other comments.

- Great program and overall good profs. Learned a lot that is already of great use to me
- Get rid of 402 and 401 and take group trips to Chicago, Detroit, New York – wherever there are great PR firms. Give students motivation. 401 and 402 are pointless courses.
- Good luck! It has potential

E. Faculty Perceptions

Survey Methods

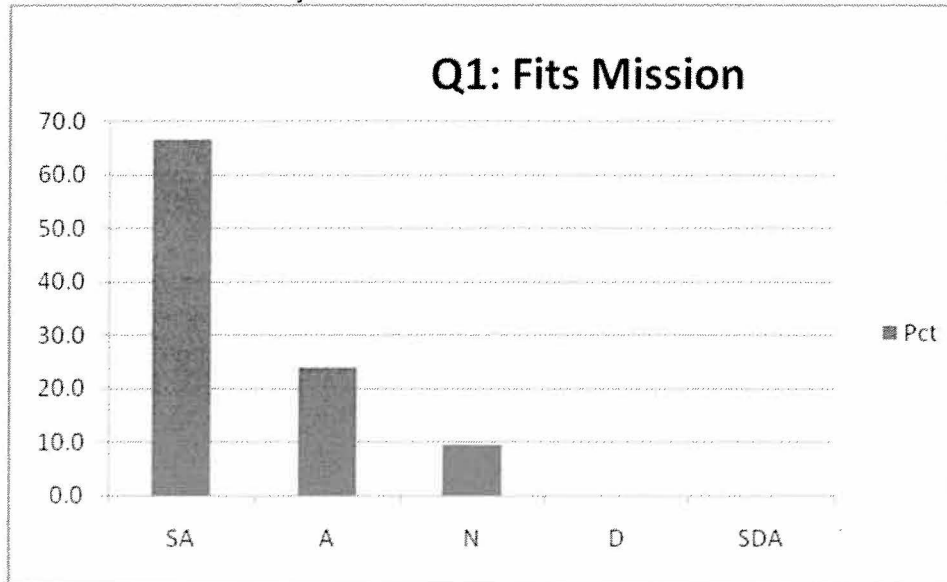
The survey of full time faculty included 66 members of the College of Business in attendance at the last COB meeting of the Spring 2009 semester. A brief introduction and explanation of the survey was presented along with the questionnaire (attached in the Appendix). Twenty-four Faculty members completed the survey and returned it to the Marketing Department secretary, creating a response rate of 36%.

Key Findings

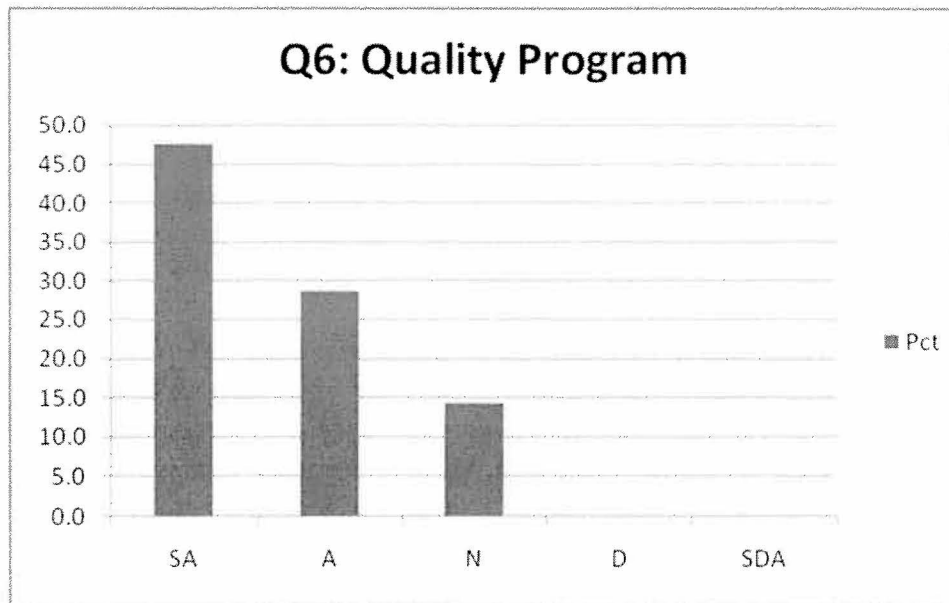
1. Faculty strongly agree that the Public Relations major fits FSU's mission (4.54) (5 = Strongly Agree) and that it is a valuable part of the College of Business curricula offerings (4.58).
2. Faculty agree (4.30) that the "...Public Relations curriculum is a quality program" and agree (3.7) that the "public relations students are equal to or above the average quality of all College of Business students."
3. Faculty are neutral (3.10) with the statement that "The current faculty staffing for the Public Relations major is sufficient to permit optimum program effectiveness."

Survey Results

The Public Relations major fits FSU's mission statement: mean of 4.54 / 5.00



FSU's PR major is a valuable part of the COB curricula:	mean of 4.58 / 5.00
PR Principles is a beneficial elective for other majors:	mean of 3.77 / 5.00
FSU's PR major is unique among programs offered in Michigan:	mean of 3.83 / 5.00
Most other PR programs are not within colleges of business:	mean of 3.68 / 5.00
FSU's Public Relations curriculum is a quality program:	mean of 4.30 / 5.00



Compared to all COB students, the quality of FSU's PR students are equal to or above average: mean of 3.70 / 5.00

The current faculty staffing for the Public Relations major is sufficient to permit optimum program effectiveness: mean of 3.10 / 5.00

The Public Relations program has sufficient technology for optimum program effectiveness: mean of 3.41 / 5.00

The Public Relations program has sufficient physical resources (classrooms, etc.) for optimum program effectiveness: mean of 3.43 / 5.00

FSU's Public Relations program is one of the best in the nation: mean of 3.68 / 5.00

What changes would you recommend be made to improve FSU's public relations academic program?

- Unfortunately I am not familiar enough with areas needed for improvement.
- Make sure that the program has sufficient faculty resources in the event that the key person should decide to retire.
- Increase faculty staff. Students should not have same instructor for all PR classes.
- More faculty and financial resources.
- I am glad we have 2 people that specialize in this area.
- It needs more resources; physical space dedicated to its RSO. It may require additional faculty soon.

What recommendations do you have to make Public Relations courses more valuable to students in other curricula?

- Promote collaboration with other disciplines. Quickly adapt content and methods for rapidly changing technology and means of communication.

Other comments?

- Excellent program. Need more faculty and faculty support.

- Patrick Bishop has been well liked and respected by top COB students. People and talent is the best asset in any organization.
- Even though Ron is very good instructor, students need exposure to other faculty that are experienced in PR work.
- I know very little about the program – Perhaps they need to do a little PR on the program.
- Comment from student: “all faculty should be as organized as Patrick Bishop.”
- I apologize – I know nothing of our PR programs, and have heard nothing.
- Insufficient information to evaluate PR at FSU.
- Student feedback has been very positive – many MIM students enrolled in Cert of their major – extremely valuable and relevant. Faculty appear to be very well liked.
- The program would benefit from additional recruitment resources. Not enough prospects are aware of its superior faculty and curriculum
- PR at FSU has always received high praise by the MIM students – a high value component. Support PR by all means

F. Advisory Committee Perceptions

Survey Methods

The Public Relations major's Professional Advisory Committee is now in the process of being reorganized and reactivated after becoming less involved in recent years after the death of its long time chairman. A written charter has been developed for the committee to formalize the groups structure, mission and activities. This document calls for a three-year term of service and most of the first group (one-third) of the members have agreed to serve and have responded to our survey to gather information for this Program Review.

Additional members will be added in the next few months to complete our goal of including a broad representation of the public relations professional community nationwide with the first formal meeting of the committee scheduled for the spring of 2010. A second one-third of the committee will be added in 2010-2011 with the last one-third joining the year after. Membership will eventually build to 25-30 professionals.

A survey instrument was developed to gather the information needed for this report and was distributed to those who have agreed to serve thus far. The survey included eight questions and ratings (1-5) of nearly 60 factors or qualities of our program. A copy of the survey is included in the Appendix.

Key Findings

1. Ferris State's Public Relations faculty are rated excellent (4.75 with 5 equaling excellent) by the Professional Advisory Committee members. Many years of professional public relations experience is cited as a key factor in this rating.
2. Ferris State's Public Relations curriculum is also rated excellent (4.5) by the committee. Hands on teaching approaches and a broad array of Public Relations courses are key features according to committee members.
3. Lack of familiarity with the Public Relations programs of other Michigan universities makes it difficult for Committee members to rate them but Ferris State's Public Relations program is ranked better than those of Michigan State, the University of Michigan and Oakland University.
4. The locations of Ferris State's Public Relations major in the College of Business is cited as a strong asset because it insures that graduates understand business procedures, operations, language, etc. and provides FSU alumni a competitive advantage in the job marketplace.
5. The required internship is a valuable part of FSU's major.
6. Social media and related new internet communication techniques must be integrated into the coursework and consistently updated to keep them current.
7. The broad and in-depth public relations skills and knowledge learned in FSU's Public Relations major provide abilities and versatility for graduates to pursue a variety of career paths.

Survey Results and Comments

1. Based on your knowledge and perceptions, please rate the effectiveness of each of the following functions/programs at Ferris State. (5 = Excellent, 3 = Average, 1 =Poor)

FSU's Public Relations curriculum	4.50
FSU's Public Relations faculty	4.75
Facilities/equipment for teaching PR students	4.00
Overall abilities of FSU PR graduates	4.25
Ferris State's academic programs overall	4.25
Ferris State's faculty overall	3.75

Comments:

The public relations program was the reason I stayed at Ferris! While the other courses and professors were competent, I really found the PR curriculum and faculty to be exceptional.

Been a while since I've been there, so hopefully computer facilities/programs/software has improved. Could use a camera for practice media interviews.

2. Please rate the quality of the undergraduate public relations curriculum offered by each of the following Michigan universities compared to Ferris State's Public Relations major. The respective college's public relations program is _____ than Ferris State's major. (5 = Much Better, 4 = Better, 3 = About the Same, 2 = Worse, 1 Much Worse, N/O No Opinion)

Adrian College	N/O
Central Michigan	3.66
Eastern Michigan	4.00
Grand Valley State	3.50
Lake Superior State	N/O
Michigan State	2.75
Michigan Tech	N/O
Northern Michigan	N/O
Oakland University	2.00
Saginaw Valley	N/O
University of Michigan	2.00
Wayne State	4.00
Western Michigan	3.33

Comments:

Note: Respondents indicate that the wording of this question may have resulted in confusion on the ratings and thus the results may not be valid.

I have worked with PR interns from both MSU and U of M while at Weber. They're good but not as confident as Ferris Students. Their learning is not as in-depth.

I do not feel comfortable ranking the programs I have not had experience with, or know very little about.

I really have no idea...most people I know went to MSU and they only have a PR specialty.

3. What makes Ferris State's public relations curriculum unique compared to those offered by other universities and why is that unique feature important?

Ferris State is wise to house its PR program within the College of Business. Having a basic understanding of business principles and operations can be a real asset to a PR professional. In fact, I have had employers comment on that very point – they feel the business background gives PR employees an edge in the marketplace.

The PR program at Ferris is very hands-on, providing practical, real work experience through the campaigns class and case studies. A majority of the PR curriculum is focused on teaching tools and tactics that can readily be implemented in a work environment. This is huge plus.

FSU's program is in the College of Business. This unique placement provides students with a solid business core of classes, complementing their major courses of study.

FSU students physically receive hands-on job training through internships and shadows. The senior campaigns class is also very useful. There are many times in my job that I can look back and say "I can do that, I did it while at Ferris."

Not being specifically familiar with other universities course offerings and curriculums, I can only speak to what I know and what I've heard. To this extent, I feel that Ferris graduates are much more well-rounded in terms of exposure to varying things like advertising, business law, marketing, accounting, journalism, public speaking, etc. They are easily adaptable to most any type of PR work, from an agency, to corporate to small non-profit.

Being housed in the College of Business truly gives PR graduates a unique perspective on the business world they are entering. It also gives them a broader range of experiences with marketing and advertising - two industries PR competes and/PR works closely with and should have a good understanding both of the differences between and the similarities.

Most PR students at other universities only have communication classes, and have no concept of business and how it works together in the "real world." Many universities only offer a PR specialty (i.e. MSU) so students are crammed in with marketing, communication, journalism, etc., and are not fully immersed in PR classes for 4 years like they are at Ferris. They may only have 1 or 2 actual PR classes - nowhere enough to have a full grasp of PR.

The hands-on class the last semester where students work with a real organization to create and present a PR plan is perfect learning tool. I found this truly beneficial. Also the required internship; is also a MUST! I know colleagues that didn't have to do this in college. It is imperative to have an internship in the PR world before graduation. If students could have two different ones, that would be even better.

I felt that I was super prepared going into my first job. Everything we learned in class about media advisories, press releases, talking points, basic media strategy, etc., I put to use right away. There are a few things I felt I was lacking, which I'll mention later in my commentary, but otherwise, I was able to jump right in and never miss a beat.

I also enjoyed the fact that we had a professor that had actually been a PR professional for many years and knew what he was talking about. Professors that simply become professors without spending time at an agency or corporation have no idea what life is really like out here. For future hiring, please make sure that person has actually practiced PR for a minimum of 15 years.

4. How important is each of the following public relations skills to a new professional?

(5 = Very Important, 1 = Not important)

News and feature writing/editing	4.50
Newsletter/magazine writing/editing	4.25
Technical/proposal writing	4.00
Speechwriting	4.00
Audiovisual writing/production	4.25
Digital content production	3.75
Still photography	2.50
Video/film production	2.00
Printing production	2.50
Radio production	2.50
Television production	2.00
Advertising copy writing/layout	3.50
Graphic design/layout	3.75
Computerized graphic design/layout	4.00
Using computer systems/software	4.75
Web site production/operation	4.50
Internet/world wide web utilization	5.00
Utilizing social networking sites	5.00
Direct mail/marketing	3.75
Public relations research	4.50

Comments:

Computers – web is IMPORTANT. Every interview and job description asks for that now.

The ability to use social media in today's job world is critical.

We're all being dragged kicking and screaming into the digital-internet realm. Better they learn it in the classroom first!

The extent a new graduate should have the above mentioned skills is dependent on the type of job they are pursuing upon graduation. My experience with a PR agency was quite a bit different than working for a small non-profit. At the agency, we worked with other specialists for television, radio, film and advertising production. While at the non-profit, I was expected to do it all.

5. How important is a working knowledge of each of the following public relations functions to a new college graduate entering the profession? (5 =Very Important, 1 = Not Important)

News media relations	5.00
Employee communication	4.50
Government relations	3.75
Community relations	4.25
Contributions management	3.67
Issues management	4.50
Marketing communication	4.25
Special events planning/management	4.25
Public relations/opinion research	4.50
Not-for-profit communication	4.00
Fundraising	3.25
Organizational identification/logos	3.50
Crisis communication	4.50
Senior management counseling	4.00
Program planning/budgeting	4.00
Staff management	3.75
Institutional/public relations advertising	3.50
Public relations law and ethics	4.75

Comments:

Having basic knowledge of all the above categories is important, but some more than others depending on the field the new graduate is looking to pursue. In the tight-budgeted non-profit world, it pays to understand all categories as you generally find yourself working on all aspects of communication.

The best PR pros have terrific media relations skills. This area cannot be stressed enough!

6. What changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?

I would definitely suggest more public speaking classes, and specifically class time devoted to leaning to talk on camera and on radio. Being able to give a live and/or taped interview is extremely important and one skill I felt like I was lacking once I got into the business world. Practice sessions should be done with students taking turns being the interviewer and the interviewee, with a real camera, and then watching and critiquing each other.

Another thing I would suggest is speech writing. In my job with the Senate, I have had to write numerous speeches for a variety of Senators, topics and events. While I consider myself a good writer, I feel speech writing didn't come naturally to me at first I've had to self-teach. I'm now more comfortable with it, but there are tricks to learning the person's voice, speech patterns and mannerisms that are not always easy. Also, students should be taught how to come up with topics, make use of humor, quotations, pauses, etc. Having class time devoted to learning some of these things would be beneficial.

Definitely need to add in at least one-two classes on digital media –interacting, utilizing and integrating.

Bring back more alums for networking and relaying “real world” experiences. Make these visits mandatory attendance for all PR majors.

I would suggest spending additional time on media relations, including tactics to get your stories heard by reporters. This would also include teaching students how to identify who to send a story to and how to obtain their contact information. When I was in school, we used a printed reference book. But I found in the working world it was not nearly as practical. Included in media relations, I would spend some time teaching students about media roundtables, op-ed pieces and other media-specific tools and tactics.

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 entering the field in about 2014?

Traditional media is changing with the fall of many print publications, meaning fewer reporters available to tell your news story. It will be important to teach students how to access reporters, including teaching online social media tools and tactics (ex. Facebook, Twitter, blogging, etc.) and how they can be used to reach your target audience. Although, by 2014 there will be a whole new type of online communication.

Understanding the role of social media and employing strategies and tactics to reach this new form of “public journalism.” The further deterioration of traditional media outlets will make social media more prevalent.

Social media. Print is by no means dead, but it’s no longer the priority.

Technology for sure. Not only social media, such as making good use of Twitter (or the next new thing after that), but just technology in general. The online world is changing and we all have to adapt. Blogging, online newspapers, HARO (Help A Reporter Out), SEO (search engine optimization) are all “new” things that PR students and professionals will have to become familiar with in order to survive and make their organization successful in the media world.

The standards for quoting sources, the standards for industry experts, monitoring conversation in life/print/broadcast/online also are constantly changing. Students (AND Professors) will need to stay on top of this to ensure graduates are prepared and ahead of the game.

The fact that newspapers are closing, downsizing and moving online makes it all that more important to learn how to pitch in a way that will get you media coverage, and not just annoy the reporter. The decentralization of media sources will make it more challenging to get your message out to the right people. This will mean having to write and make shorter pitches and use more condensed and concise writing and message formation.

Broadcast media also is becoming more important as the public’s attention span is shorter and you may only have 30 seconds of air time to get the message across.

Many organization’s budgets are being slashed, meaning less money for marketing and advertising. This makes it that much more important for PR to get “free” earned media. Having a good tracking program such as Burrells Luce is important to show the company a bottom time and prove to them how much that column on the front page of the Detroit News is worth.

Despite the changes in technology, the same basic skills of writing, networking and relationship building must remain essential. The ability to stay on top of the latest trends while not forgetting the basics of PR is a must! If you can't write a press release or media advisory or pitch a story, it doesn't matter what the medium is you use, it won't be effective. These 3 things (writing, networking and relationship building) are the building blocks of any good PR professional and are how you get media for your organization. You must work to gain the trust of the reporters so the reporters know they can call you anytime and get honest answers. Networking, networking, networking, can't say that enough.

8. 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.

Don't let Mr. Greenfield retire!

I think it was a great program, and other than my comments above, I'd leave it alone. If it ain't broke, don't fix it!

Keep up the great work – but grow with the changing media landscape.

Ferris State has a strong program. Upon graduating, students are well-prepared to enter the workforce. As an employer, I would certainly feel comfortable hiring a FSU PR graduate.

Section 3: Program Profile

A. Profile of Students

1) Student Demographic Profiles

The following chart shows enrollment in Ferris State's Public Relations major by gender for the years 2004-2008.

Enrollment by Gender

<u>Term</u>	<u>Enrolled</u>	<u>Male</u>	<u>Female</u>	<u>Unk</u>
2004	58	9	49	3
2005	57	13	44	4
2006	46	10	36	1
2007	54	14	40	0
2008	56	15	41	0

The percentage of FSU's Public Relations students who are male is currently 27 percent, substantially lower than female. The same is true for many years for the public relations profession in general. According to the Department of Labor, in 1968 25 percent of "Public Relations Specialists" were female. In 1983 about half of those in public relations jobs were female and by 2006 about two-thirds of all public relations practitioners were women.

In recent years, the percentage of males majoring in Public Relations at FSU has nearly doubled and is now about the same as the industry average for working professionals.

The Public Relations enrollment by ethnicity is shown on the table below.

Enrollment by Ethnicity

<u>Term</u>	<u>Black</u>	<u>Hispanic</u>	<u>Indian/ Alaskan</u>	<u>Asian/ Pac Islander</u>	<u>White</u>	<u>Foreign</u>
2004	1	0	0	2	51	1
2005	3	1	0	3	45	1
2006	3	1	0	1	40	0
2007	3	3	0	1	47	0
2008	4	2	0	1	49	0

The population of minority students in the Public Relations major has more than doubled from 5 percent to 12.5 percent over the period of this report. High proficiency in writing and speaking skills are essential to succeed in the major and the public relations profession. The requirement that a student achieve a "B" or better in ENGL 150 and 250 for entry into junior and senior level Public Relations courses is sometimes a difficult hurdle for young people coming from subpar high schools or foreign countries.

Enrollment in the Public Relations major by age is shown below.

Enrollment by Average Age

2004	25
2005	23
2006	23
2007	22
2008	21

The enrollment in the Public Relations major by age appears to be declining from an average of 25 years old in 2004 to an average of 21 in 2008. There seems to be no obvious, logical explanation for this decline. Lack of knowledge on how the data was collected make it impossible to explain the trend or insure the accuracy of the data.

Most Public Relations students are Michigan residents.

Enrollment by Residency

<u>Term</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>
2004	55	2	1
2005	54	2	1
2006	45	0	1
2007	52	1	1
2008	55	1	0

Most of the students in the Public Relations major are enrolled full time.

Enrollment By Full/Part time

<u>Term</u>	<u>Full Time</u>	<u>Part Time</u>
2004	55	3
2005	55	2
2006	43	3
2007	51	3
2008	51	5

All Public Relations classes, with the exception of the summer session PREL 240 course, are taught on campus during the daytime weekdays. With all but the PREL 240 classes being one section per year courses it is impossible to offer a variety of times and day combinations to add to student flexibility.

Enrollment Headcounts On-Campus*

<u>Term</u>	<u>Fresh.</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>	<u>Total</u>
2004	10	15	13	20	58
2005	13	14	14	16	57
2006	4	12	10	20	46
2007	6	10	17	21	54
2008	9	12	10	25	56

*Off-campus enrollments for all five years were zero.

We have seen a significant change in the mix of Public Relations students by class. The 2009 senior class was the largest of any year in this APR period with enrollment in the PREL 455 course a record 23 students in the Spring 2009 semester. The proportion of students who are freshman has declined from the record 22 freshman enrolled in 2001. This is due to several factors:

- Less effective efforts by FSU to recruit high school students into the Public Relations major
- FSU's launching of two somewhat competing, generic bachelors degree programs, Applied Speech Communication and Communication
- Some Public Relations students being required to declare another two-year major during their freshman and sophomore years at FSU to satisfy financial aid programs
- Recent COB requirements that transfer students meet specific course requirements before admission into the college and the Public Relations major
- Stronger efforts, particularly by current Public Relations students, to recruit transfer students from other programs at FSU such as pre-pharmacy and pre-optometry
- Increasing transfers from other college and universities

Enrollment in Online and/or Mixed Delivery Courses

The first public relations course offered fully online occurred in the summer of 2008 with 18 students enrolled in one section of PREL 240. The intent is to offer two sections of the same course with a maximum enrollment of 40 students for the summer of 2009. Mixed delivery is used currently to a limited extent in the PREL 341 and 342 courses.

The limited faculty resources until recent years and more intense emphasis on larger classes have made it very difficult to offer much flexibility and variety in delivery of classes to students.

2) Quality of Students

The Grade Point Averages of students enrolled in Public Relations are shown below.

Enrollment by FSU GPA

<u>Term</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max GPA</u>
2004	2.84	1.796	3.957
2005	2.73	0.506	3.925
2006	2.79	1.99	3.86
2007	2.84	1.95	3.89
2008	2.95	2.06	3.79

The average GPA for Public Relations majors has increased about one-tenth of a point during the period of this report and 8 percent from the low of 2005. During this APR period, enforcement of the minimum 2.5 GPA for entry into the 300 level Public Relations courses has had a positive effect and produced a gradual increase in average GPAs of Public Relations majors.

The ACT scores of Public Relations majors are shown below.

Enrollment by ACT Score

<u>Term</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2004	20.98	14	30
2005	21.08	14	29
2006	20.50	15	29
2007	21.06	15	30
2008	21.07	16	28

While the minimum ACT scores have increased gradually due to the new entry standards for the College of Business, the average ACT score of students enrolled in Public Relations has remained fairly consistent.

When we look at the GPAs of graduating seniors in Public Relations, we see the following:

Graduate FSU GPAs

<u>Term</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2003-2004	2.78	2.091	3.906
2004-2005	3.18	2.398	3.847
2005-2006	3.16	2.286	3.926
2006-2007	2.88	2.17	3.536
2007-2008	2.90	2.28	3.87

The average GPA of Public Relations seniors increased 6 percent from 2003-2004 to 2007-2008 with a peak of 3.18 in 2004-2005.

Graduate ACT Scores

<u>Term</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2003-2004	19.33	16	24
2004-2005	22.19	14	30
2005-2006	21.88	14	27
2006-2007	20.00	18	22
2007-2008	20.77	15	29

The average ACT scores of graduating seniors increased 7.5 percent from the beginning to the end of this APR period with a peak of 22.19 ACT for the 2004-2005 class.

During the 2006-2008 academic year students who were members of the Ferris State chapter of the Public Relations Student Society of America launched a student run public relations consulting firm serving other FSU student organizations. They provided public relations counsel and services to several groups and involved about ten Public Relations students.

In the 2007-2008 year this agency's activities were expanded and formalized with the structuring of S.W.O.T., a student run firm. They elected a chair, assigned account executives and designated account teams that served several clients including the Big Red Chair campaign for Spring 2008 and the Go Green Gumby campaign in 2009.

To summarize the quality of students in the Public Relations major it may be simplest to view a few of the key achievements of members of the most recent graduating class. Students in the 2009 graduating class included:

- Three of the 10 winners of 2009 Torchbearer Awards from the Office of Student Leadership and Activities. This is FSU's top award for student contributions of the campus community. One additional Public Relations student was named one of the five winners of Rising Star awards recognizing outstanding underclassmen
- The 2008 Ferris State Homecoming Queen and King
- The 2008-2009 President of Ferris State's Student Government.
- Two other seniors were also members of the Executive Cabinet
- Two of the 2009 graduating seniors were recipients of Excellence Awards as outstanding seniors in the College of Business

3) Employability of Students

The data available show a 100 percent employment rate for Public Relations graduates in recent years, however, the confidence level in this survey is low. The response rates and methodology raise questions about the validity of the 100 percent employed within one year figures. The table below shows survey results for four of the five years covered under this APR. Data for 2007-08 is not available.

Graduate Follow-Up Survey

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Bachelor's degrees awarded	11	18	9	7	12
Percent response to survey	54	58	56	38	N/A
Placement rate	91	91	100	100	N/A
Average starting salary	\$26,502	\$28,106	\$30,688	\$32,461	N/A

Entry level positions within the public relations profession are traditionally very difficult to obtain because most employers, particularly in the corporate segment, seek only employees with 3-5 years of experience. As a result, many new professionals are forced to obtain these years of experience through non-profits and public relations consulting agencies. This characteristic has been compounded by the depressed state of the Michigan economy in recent years and inability of the state government to effectively resolve the economic issues.

Because of these hiring patterns in the public relations profession and the fact that most jobs are obtained through aggressive personal efforts and networking, we developed the PREL 401 and 402 courses that were added to the academic program in 1999. The focus of these two one-hour courses taken by the student in the senior year is to assist the student in obtaining that first job and managing his/her career. This more formalized approach to assisting the students has produced a significantly better success rate for graduates. Low ratings for the helpfulness of FSU's Career Services group also reinforced this need for special efforts with resumes, portfolios, market identification, networking, interviews, cover letters, career planning, etc.

An increasing percentage of Public Relations graduates have been obtaining their first job out of state and particularly in the Chicago area. Encouraging students to seek internships out-of-state has been helpful to them in finding these distant jobs and in developing geographically broad, diverse professional networks. About half of FSU's graduates in recent years have left the state to get that first job in public relations.

Increasingly, employers are bringing new entry level public relations employees in as interns at meager salaries and this effectively delays some graduates from fully entering the career as a professional. This trend is particularly pronounced at public relations consulting firms who are requiring students to complete all college course work before they qualify for internships. After being accepted for an internship, the new graduate works for 3-6 months in the capacity and then, if an opening is available and if the individual has performed well, he/she will be offered a full-time, permanent position.

Starting salaries for Public Relations graduates remain low as has been traditional for the industry and continue to be suppressed by the significant number of young people who are trying to enter the profession with only Communication or Journalism degrees and with limited or no public relations course work or training. Ferris State graduates have been more effectively marketing their Business degree in recent years and this has helped to increase FSU's average graduate salaries by about 25 percent since 2003-04.

Significant salary increases are typically experienced in the public relations profession early in the career as the individual proves his/her value and skills. The table below reports a recent *PR Week* study that shows salary patterns based on years of experience. The \$43,860 mean salary for up to two years experience illustrates the typical substantial increase experienced in the early stages of employment. By the fifth year of employment mean salaries in the profession are about doubled.

Salary By Experience

<2 yrs	\$43,860
3-4	51,340
5-6	66,200
7-10	78,070
11-15	102,500
16-20	132,690
21+	158,930

"PR Week," February 20, 2006

The impact of the trend to start low salary levels at public relations consulting firms is illustrated in the following table from the same *PR Week* study. Account coordinator is typically the lowest starting level at public relations firms and the mean salary is \$27,040, about 10 percent below the average starting salary for Ferris State graduates.

Mean Salary By Job Title

Executive Vice President	\$186,250
Senior Vice President	180,360
Chief Operating Officer	175,000
Chairman/President/CEO	160,900
Vice President	147,880
Director/Managing Director	99,810
Freelance Consultant	92,500
Other	75,910
Account Supervisor	64,000
Senior Account Executive	59,240
Account Manager	48,750
Account Exec./PR Officer	41,390
Account Coordinator	27,040

"PR Week," February 20, 2006

Typical college public relations graduates are encouraged to work toward an advanced degree, usually in Business, early in their career so they learn basic business language, principles and practices so they can effectively work with clients. This need is supported by the recent National Commission on Public Relations Education report that found that:

- public relations practitioners rate college courses in management and marketing more valuable than journalism for preparation of young public relations professionals.
- the second most significant problem area for new public relations practitioners was lack of understanding of business practices. Poor writing skills ranked number one.

Fortunately Ferris State graduates have already earned a Bachelor's degree in business so they are equipped to fulfill these needs when they enter the job market. As a result, our graduates

typically pursue a degree in an area of study relating to the chosen career path. For example, a sports public relations practitioner may pursue a Masters degree in Sports Management, a graduate doing public relations for a natural history museum may pursue a Masters in Archeology, etc. Several graduates have taken this path to advance their careers, however, actual data on percentages is not available. In addition, we have had a few alumni go on the earn law degrees. Graduates are encouraged to seek employers who have benefit programs that assist employees with the financial requirements of pursuing an advanced degree.

FSU's unique public relations major with a Business degree also provides graduates with a variety of career paths and is a great advantage over the long-term. Research shows that some of Ferris State's graduates begin in public relations and then move into a general business or non-profit management job as they advance in their career. Or vice versa, they move into a junior management job in business and then switch into public relations when a good position becomes available. Such flexibility and broad applicability of the Public Relations degree from Ferris State is a strong asset to graduates throughout their careers.

B. Enrollment

Applications thus far (as of 7/09) for enrollment in Ferris State's Public Relations program have declined from 39 in 2008 to 30 in 2009. Acceptances at the same point have declined from 23 to 15 year-to-year. This is similar to the trends found for the College of Business in general and may be reflective of the state of the Michigan and United States economy as many students seek to lower costs by attending community colleges. Detailed data on applications, admittances and enrollment trends over the past five years are not available from Institutional Research and Testing.

Enrollment in the Public Relations major doubled during the last APR period peaking at 69 in 2002. Enrollments have leveled off at the 50-60 student level during this APR primarily based on limits in resources committed to or available for recruiting and promotion of the program. This is reinforced by the fact that during the period of growth in Public Relations student numbers early in this decade, a recent Public Relations graduate worked on FSU's Admissions recruiting staff. The lack of continued growth in Public Relations student numbers may also be due to FSU's decision to add a second generic degree that is somewhat similar to the Public Relations major and thus competes for FTIAC students. The coordinator of the other FSU academic program is granted release time for activities such as recruiting while the Public Relations major coordinator is not offered similar resources to help grow the program.

Enrollment Fall semester

	<u>1998</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Public Relations	33	58	57	46	54	56
Marketing Department	939	925	936	863	895	963
College of Business	2,359	2,090	2,139	2,182	2,346	2,473
Ferris State	8,458	11,803	12,547	12,575	13,087	13,532

When you compare Public Relations enrollment trends over the decade with those of other portions of Ferris State you find that since 1998 Public Relations enrollment has increased by 70 percent, Marketing Department enrollment has increased 2.5 percent, College of Business

enrollment has increased 4.8 percent and Ferris State's enrollment has increased by 60 percent including the acquisition of Kendall College.

Student credit hours for the current APR period are shown in the chart below along with totals for 1998 and 2001 for comparison purposes.

Student Credit Hours On-Campus*

<u>Term</u>	<u>Fresh.</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>	<u>Total</u>
1998					234
2001					563
2004	131	224	192	280	827
2005	185	206	199	221	811
2006	60	177	145	266	648
2007	96	149	258	278	781
2008	133	181	146	318	778

* No Off-Campus credit hours were reported.

Growth in the Public Relations major was significant during the period of the last APR with student credit hours more than doubling to 563 in 2001-2002. Since that point student credit hour peaked at 827 in 2004 and then leveled off at around 780 credit hours or a 72 percent increase from 2001-2002, the last year reported for the last APR. Student credit hours for the Public Relations program have more than tripled over the decade since 1998.

The enrollment in the Public Relations major by class year is shown in the table below. It is apparent from the fluctuations in numbers that a strong and steady recruiting effort is needed every year to fill the four-year pipeline and to sustain or increase that number year-to-year thereafter.

Public Relations Enrollment by Class Year

Fall Semester

	<u>1998</u>	<u>2001</u>	<u>2002</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Freshman	11	22	12	10	13	4	6	9
Sophomores	10	8	17	15	14	12	10	12
Junior	6	19	15	13	14	10	17	10
Senior	6	15	25	20	16	20	21	25

The sharp differences in the sizes of the freshman classes for 2001 and 2008 illustrate a significant problem. Steady enrollment growth and consistent classroom productivity requires a steady and meaningful commitment to recruiting students. The new freshman class in 2001 was twice the size of the new freshman class in 2008.

Likewise, in 2002 the Public Relations program had its highest population of seniors until 2008 when the number returned to that level. The large discrepancy between the freshman and senior numbers is a result of the effectiveness of our on-campus recruiting efforts for program transfers and transfers from other colleges and universities compared with the weak efforts in recent years to recruit new freshman from high schools. The more diligent enforcement in recent years of the 2.5 GPA hurdle for a student to enter the final two years of the Public

Relations major places greater emphasis on the need to recruit higher quality students for the program.

Public Relations Course Enrollment

The table below shows the enrollment in all public relations (PREL) courses for the period since the last ARP along with 1997-98 numbers for ten-year comparison purposes and 2001-02 data, the last year reported for the last APR.

	<u>1997-08</u>	<u>2001-02</u>	<u>2004-5</u>	<u>2005-6</u>	<u>2006-7</u>	<u>2007-8</u>	<u>2008-9</u>
PREL 101	N/A	34	15	27	16	21	23
PREL 220	N/A	N/A	0	0	0	0	0
PREL 240	57	139	121	117	134	142	177
PREL 341	8	24	15	17	20	23	16
PREL 342	10	23	14	17	18	22	15
PREL 401	N/A	N/A	15	13	16	12	21
PREL 402	N/A	N/A	14	12	15	15	22
PREL 440	5	14	14	12	17	14	22
PREL 455	5	12	14	10	16	12	23
PREL 491	6	14	16	7	14	12	17

A total of 336 students were taught 962 credit hours in Public Relations courses in 2008-2009 compared to a total of 269 students taught 734 credit hours in 2001-02 and 91 students taught 273 credit hours in 1997-98. That produces a 31 percent increase in credit hours since 2001-02 and a 250 percent increase in the last decade.

C. Program Capacity

As discussed earlier, enrollment in the Public Relations major more than doubled during the period of the last APR despite the very limited resources made available to promote the program. Enrollment in the Fall semester of 2002 peaked at 69 students, however, the Student Survey conducted at that time showed that only 27 percent of those students entered the Public Relations major directly from high school. This percentage would appear to be very low for a four year academic program and likely reflected the limited resources Ferris State committed to recruiting high school juniors and seniors for the major.

The trend of low freshman enrollment has continued into the current APR and, in fact, entering freshman numbers have declined to single digits in recent years compared to the high of 22 new freshman entering in the fall of 2002.

According to the 2004-2009 graduating Senior Survey the typical senior in Public Relations entered the major during the sophomore year and that indicates a fairly effective on-campus and transfer recruiting impact. This is also reflected in the senior's responses to why they decided to major in Public Relations which frequently mentioned the PREL 240 course and peer influence of current Public Relations majors.

If resources were made available, reasonable recruiting targets may be 30 new (FTIAC) freshman, 10 freshman and first semester sophomore transfers and 5 second semester sophomore and first semester junior transfers (such as AA degree transfers from community colleges) annually. With normal retention rates, this would produce about 100 students in the program and provide for effective employment of two full-time faculty members for the Public Relations major. This estimate includes utilization of the PREL 240, 341, 342 and 350 courses by five Public Relations Certificate students annually and the continuation of the principal service course, PREL 240, to three 30 student sections during the fall and spring semesters.

For the 2007-2008 and 2008-2009 academic years Professor Bishop taught three sections of three Public Relations courses and 9 hours. The balance of his schedule had been Marketing courses. Professor Greenfield has been teaching a full load of Public Relations courses consisting of 10 sections with seven preps and 24 hours. Faculty utilization for Public Relations will be at 1.5 full time equivalent for the 2009-2010 academic year with the addition of the new PREL 350 course and this approximately matches the enrollment of about 55 in the Public Relations major along with service course supporting other programs. The existing faculty resources could be expanded to 2.0 with full time utilization of Professor Bishop for Public Relations courses and thus fulfill needs if the program enrollment expanded to 100 students.

The key limiting factor on enrollment at this time is the failure to commit the resources necessary to recruit 30 new freshman by developing a strong on-going program focused on high school juniors and seniors. This need must be met or fulfilled by the FSU Admissions recruiting staff, by the College of Business recruiting efforts, by Public Relations Program Coordinator efforts or more realistically by all three combined.

The Public Relations program is actually surpassing the recruiting target cited for second semester freshman and sophomores with about 15 student transfers into the Public Relations major annually. These students have come from a wide variety of Ferris State programs including "career undecided" but in recent years a high percentage transfer from pre-pharmacy, pre-optometry and pre-med programs. A significant number of transfers have also come to Ferris State from other colleges because of the strength of FSU's Public Relations course work and the combination with the Business degree.

With the state of the economy and the increasing costs of college today, Ferris State can expect a growing demand from community college students transferring to a university for a bachelor's degree program after completing general education courses near home. A Public Relations Program Two-Year Transfer check sheet has been developed to assist those students in making a smooth transition and completing the program in two years. A copy has been included in the Appendix. A three-year check sheet has also been developed for students who are accelerating their college work and graduating in three calendar years. This check sheet has been used by a few students and is also included in the Appendix.

The uniqueness of FSU's major offers excellent potential for product differentiation and "marketing" the program. Recruiting efforts should be launched for high school juniors and seniors interested in public relations, journalism, communication and additional efforts are needed for community colleges. Emphasis must be placed on the quality not just quantity of students brought into the program.

Because of the relative youth of the profession, knowledge of public relations per se and its career opportunities are still very limited among the general public. As a result, special efforts

must be made to make young people and their parents aware of the nature and potential of the public relations career field and to correct misunderstandings about the profession. 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.

D. Retention and Graduation

The following chart shows the annual attrition rate for new (FTIAC) students enrolled in the Public Relations major by year since entry into the program.

Percent of FTIAC "Still Enrolled In" by Year

Entered Term	Number	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
1998	6	67	50	50	17	16	0
1999	8	88	75	75	13	0	0
2000	9	56	44	33	22	11	0
2001	20	55	45	35	5	10	0
2002	5	60	60	60	0	0	0
2003	11	82	73	55	10	0	
2004	5	80	80	60	40		
2005	8	38	38	38			
2006	4	75	75				
2007	5	60					

The retention of students is influenced by several factors but principally the effectiveness of programs to recruit quality students who are knowledgeable about the Public Relations major and career and are thus making sound judgments to pursue the program at Ferris State. The shortcomings of Ferris State's recruiting efforts for Public Relations students have been discussed in earlier sections. Misunderstanding of the Public Relations function and profession among the general public and high school students results in some entering students making unsound decisions to pursue the degree. The Public Relations students who complete the program in three years will also influence these numbers.

Shown below are the percentages of FTIAC "persisters" for each year after enrollment.

Percent of FTIAC Persisters by Year

Entered Term	Number	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
1998	6	67	50	50	17	33	17
1999	8	88	75	75	63	50	50
2000	9	56	44	33	33	33	33
2001	20	55	45	35	25	35	30
2002	5	60	60	60	40	60	60
2003	11	82	73	64	55	55	
2004	5	67	67	67	67		
2005	8	38	38	38			
2006	4	75	75				
2007	5	60					

The role of the PREL 101 course is important in the retention efforts. Because FTIAC students take this class their first semester of college, it can reaffirm at that early stage the individuals decision to pursue the Public Relations degree and career if that decision was based on accurate and complete knowledge. If that is found not to be the case, the student can be assisted in finding another Ferris State program in which the particular student will flourish.

A student's proficiency in basic writing and other communication skills is important for success in the Public Relations major and this point is strongly emphasized in the PREL 101 course. Students need to understand the requirements and demands of the academic program very early so that, if a good fit does not exist, they can be helped to find another Ferris State program better suited to their abilities.

The strongest factor in retention of students is their belief in the quality of FSU's Public Relations major and the potential of the career. This is readily apparent based on surveys of current students and alumni.

Public Relations students are required to have a 2.5 GPA and a "B" or better grade in ENGL 150 and 250 before entry into 300 level Public Relations classes. This hurdle is monitored closely before the student enrolls in the PREL 341 course, normally the first course taken the junior year, and students who do not fulfill these requirements may retake courses to achieve these minimums. This standard is important as a portal because of the high percentage of Public Relations graduates who transfer into the major after beginning college in another program. Experience has shown that students who exceed these minimums are more likely to succeed in the major and career.

Shown below is a table of the number of Public Relations graduates per year. The program had no off-campus graduates during the period.

Graduate Headcounts

<u>Term</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>Total</u>
2004	11	0	11
2005	19	0	19
2006	9	0	9
2007	7	0	7
2008	13	0	13

The high of 19 graduates was reached in 2005 and correlates with graduation of the largest incoming freshman class (22 students) recruited in 2001. This again reinforces the concern about the quality of the efforts in recent years to recruit high school students into the Public Relations major.

Graduation rates have also been influenced by the awkward way the PREL 491, Internship course has been administered. This course is normally taken between the junior and senior years or after the student has completed all other course work at FSU. The course is administered by the College of Business Internship Coordinator and the Marketing Department head/chair. No member of the Public Relations faculty has any authority over the course. Difficulties with the administration of the internship course in years past have resulted in some students not completing the course and thus never completing their bachelors degree.

The "Still Enrolled In" table indicates an average of only one FTIAC student each year who enroll in the Public Relations program do not graduate within four years. There may be several reasons this occurs but the most common likely is the fact that most Public Relations students work to pay a large percentage, if not all, of their college costs and occasionally this means the student must take a lighter course load or must complete the required internship during the ninth semester.

The semester-by-semester check sheet that has been used for more than a decade by Public Relations students is a valuable asset in assisting the student in planning course work and completing the program in four years.

E. Access

In order to assist transfer students in completing the Public Relations program expeditiously a two year check sheet was developed. A copy is included in the Appendix. AA transfers from other colleges typically must enroll in two Public Relations courses per semester with waived prerequisites to complete college in four years. Faculty advisors work closely with the College of Business counselor to help insure that these students register for the proper courses the first semester at Ferris State. This check sheet is also useful for current Ferris State students who transfer into Public Relations late from another major.

A number of Public Relations students have accelerated their class work to complete their degree in three years and a special three-year Public Relations check sheet has been developed to assist them in planning the course work. A copy of this check sheet is included in the Appendix.

The inability to draw sufficient Public Relations Certificate students to teach the PREL 220 course caused some problems for these students. The practice of substituting JRNL 121 for PREL 220 was adopted and this provided some relief. Four students completed the Public Relations Certificate in 2008.

The Certificate was revised in 2009 and the new PREL 350 course substituted for PREL 220 in an effort to provide a long-term solution to this problem. This change takes effect in the Fall 2009.

To assist students in other academic programs, the number of sections of PREL 240 were increased to three per semester in MWF and TR combinations. This increase has occurred gradually as demand for the course increased. Some flexibility is also provided on class sizes by exceeding the cap to meet the unique scheduling needs of students. This change did reduce the average size of Public Relations 240 classes but not as much as might have been expected.

An online version of PREL 240 has been offered during the summer principally for non-Public Relations majors and students on internships beginning in 2008. This was increased to two sections for the summer of 2009. This offering also helps smooth the transition for students who transfer into Public Relations the second semester of their sophomore year or beginning of their junior year.

The inability to teach each of the 300 and 400 level course both semesters of the year does cause some students scheduling problems. This is usually avoided by careful advising but an

increase in the number of students in the major would help to resolve this issue and provide more flexibility over the long-term by permitting each course to be offered each semester.

F. Curriculum

While continuous revisions are made each semester and year to keep course contents current with public relations practices and market demands, the Public Relations program has undergone formal curriculum revisions several times since it was approved in 1989. These changes occurred in 1993, 1997 and 2001. More recently, several additional factors lead to a comprehensive review and these included:

- the 2003 Academic Program Review,
- the 2006 report of PRSA's Commission on Public Relations Education,
- the requirements of the College of Business accrediting body,
- the requirements for Certification by the Public Relations Society of America,
- annual surveys of graduating Public Relations seniors and
- counsel with public relations professionals

After careful review of these new requirements and needs, a curriculum clean-up proposal was developed in 2007-2008, submitted to the university curriculum process in the fall of 2008, approved by the VPAA on February 13, 2009 and is scheduled to take effect with the Fall 2009 semester.

The principal changes were the addition of a new course, PREL 350 Public Relations Ethics/Law, to the major courses replacing MGMT 447, Business Ethics and Social Responsibility. ANTH 122, Introduction to Cultural Anthropology, was added to the General Education, Social Awareness requirements replacing GEOG 112, Cultural Geography. A new course being developed by the College of Arts and Sciences, PHIL 290 Business Ethics, was also added to strengthen coverage of ethical issues and respond to industry and professional concerns. The PREL 220 Public Relations Writing course that was designed for non-Public Relations majors pursuing the Public Relations Certificate, was deleted from FSU's course catalog due to low enrollments.

A new national Commission on Public Relations Education issued its report on "Public Relations Education for the 21st Century, the Professional Bond" in late 2006 in conjunction with the National Public Relations Society of America Convention. The Commission's purpose was to present recommendations for public relations undergraduate and graduate education and "to demonstrate, facilitate and encourage the kind of linking of public relations education and practice that is the hallmark of any profession."

The Commission was composed of 36 educators and professional practitioners representing a consortium of eight allied communications organizations: Public Relations Society of America and its Educators Academy, Institute for Public Relations, Association for Education in Journalism and Mass Communication, Association for Women in Communications, International Association of Business Communicators, the International Communicators Association and the International Public Relations Association. A copy of the Executive Summary of the report is included in the Appendix.

The Commission recommended that undergraduate public relations degree programs provide graduates with the following knowledge:

- communication and persuasion concepts and strategies
- communication and public relations theories
- relationships and relationship building
- societal trends
- ethical issues
- legal requirements and issues
- marketing and finance
- public relations history
- uses of research and forecasting
- multicultural and global issues
- the business case for diversity
- various world social, political, economic and historical frameworks
- organizational change and development
- management concepts and theories

The necessary skills graduates should possess, according to the Commission, are:

- research methods and analysis
- management of information
- mastery of language in written and oral communication
- problem solving and negotiation
- management of communication
- strategic planning
- issues management
- audience segmentation
- informative and persuasive writing
- community, consumer and employee relations and other practice areas
- technological and visual literacy
- managing people, programs and resources
- sensitive interpersonal communication
- critical listening skills
- fluency in a foreign language
- ethical decision-making
- participation in the professional public relations community
- message production
- working with current issues
- environmental monitoring
- public speaking and presentation
- applying cross-cultural and cross-gender sensitivity

The Commission recommended that a minimum of five courses should be required in the undergraduate major and that the coursework in public relations comprise no more than 40 percent of all credit hours. The "ideal" undergraduate curriculum, according to the report, should include the following public relations courses:

- Introduction to Public Relations
- Public Relations Writing and Production

- Public Relations Planning and Management
- Case Studies in Public Relations
- Public Relations Campaigns
- Public Relations Research, Measurement and Evaluation
- Public Relations Law and Ethics
- Supervised Work Experience in Public Relations (Internship)
- Directed Electives

The following list shows Ferris State's Public Relations courses that match with those generically recommended by the Commission.

- PREL 240 - Introduction to Public Relations
- PREL 341 - Public Relations Writing and Production
- PREL 342 - Public Relations Planning and Management
- PREL 350 - Public Relations Law and Ethics
- PREL 440 - Case Studies in Public Relations
- PREL 455 - Public Relations Campaigns
- MKTG 425 - Public Relations Research, Measurement and Evaluation
- PREL 491 - Supervised Work Experience in Public Relations (Internship)

The Commission further recommended that the directed electives include several disciplines such as: business management, marketing, accounting, finance, economics, consumer behavior, political science and the political system, public administration, social psychology, sociology, cultural anthropology, English and English writing, political science including government and political campaigns, intercultural communication, ethics and feminists studies and international business and communication. This matches nicely with the courses required in Ferris State's Public Relations major. It is rewarding to see that Ferris State's current major actually exceeds the standards the Commission sets for academic programs at the bachelor's degree level.

Directed Electives and Directed General Education Courses

The newly revised Public Relations curriculum will take effect with the Fall semester 2009. In order to fulfill Ferris States' General Education requirement, the requirements of the College of Business accrediting body and the recommendations of the Commission on Public Relations Education, the program includes the following requirements for General Education courses.

General Education Requirements (49-50 hours)

<u>Communications Competence Courses</u>		<u>Hours</u>
COMM 121	Fundamentals of Public Speaking	3
ENGL 150	English 1	3
ENGL 250	English 2	3
ENGL 325	Advanced Business Writing	3
<u>Scientific Understanding Courses</u>		
Natural science elective _____		3-4
Natural science elective w/lab _____		4

<u>Quantitative Skills Courses</u>		
MATH 115	Intermediate Algebra (or 24 ACT)	3
<u>Cultural Enrichment Courses</u>		
Elective	_____	3
Elective	_____	3
PHIL 290	Business Ethics	3
<u>Social Awareness Courses</u>		
ANTH 122	Introduction to Cultural Anthropology	3
ECON 221	Principles of Economics 1	3
ECON 222	Principles of Economics 2	3
PSYC 150	Introduction to Psychology	3
SOCY 121	Introduction to Sociology	3
<u>General Education Elective</u>		
Elective	_____	3

In the end, only one pure elective is left for the student to select from General Education. A degree of choice, however, is provided by the 7-8 hours of Natural Science and the 6 hours of Cultural Enrichment requirements that can be fulfilled by a number of courses.

The required courses for the Public Relations major were actually reduced by three hours as part of this revision. The new major consists of 27 hours and includes the following courses:

Public Relations Major (27 hours)		<u>Hours</u>
PREL 101	Contemporary Public Relations	1
PREL 240	Public Relations Principles	3
PREL 341	Public Relations Writing/Tools	3
PREL 342	Public Relations Tactics/Plans	3
PREL 350	Public Relations Ethics/Law	3
PREL 401	Public Relations Seminar I	1
PREL 402	Public Relations Seminar II	1
PREL 440	Public Relations Cases/Strategy	3
PREL 455	Public Relations Campaigns	3
PREL 491	Public Relations Internship	3
MKTG 425	Marketing Research	3

The PREL 101 course substitutes for FSUS 100 that is required of all new Ferris State students. The remaining courses align with the recommendations of the Commission of Public Relations Education and address the requirements for Certification by PRSA.

The Course Descriptions for the ten public relations courses are as follows.

Contemporary Public Relations PREL 101 1 hour

A survey of the public relations profession including history, academic preparation, required skills and knowledge, employment opportunities and career progression. Assesses the student's personal interests, characteristics and abilities to pursue and succeed in a public relations career. Offered Fall Semester

Public Relations Principles PREL 240 3 hours

Nature and function of public relations and how it is applied to build positive relationships for business, government, educational, sports, non-profit and other organizations. Explores the production and use of public relations brochures, news releases, newsletters, audiovisuals, the Internet, special events and

other tools. Studies the effective application of these tools to strategic and tactical public relations programs. Offered Fall, Spring and Summer Semesters, Prerequisite - ENGL 150

Public Relations Writing/Tools PREL 341 3 hours

Survey of the development, writing and production of public relations tools used by professionals to build and enhance relationships with an organization's key publics. Analysis of resources, needs and rationale leading to the hands-on production of a variety of written, verbal and visual communication methods and their application to news releases, newsletters, fact sheets, audiovisual presentations, brochures, web sites and internet techniques, television interviews, institutional advertising and other techniques. Offered Fall Semester, Prerequisites - PREL 240, B or better in ENGL 150 and 250 or consent of instructor.

Public Relations Tactics/Plans PREL 342 3 hours

Strategic application of public relations tools, techniques and tactics in programs designed to develop and strengthen positive relationships with an organization's publics. Strategic planning processes will be applied to employee, community, media, government, marketing, investor and other programs to achieve clearly-defined public relations objectives. Offered Spring Semester, Prerequisites - PREL 341 or consent of instructor.

Public Relations Ethics/Law PREL 350 3 hours

Application of ethical and legal standards and requirements to the professional practice of public relations. Study of ethical concepts and their application through PRSA, IABC, SPJ and related professional codes of conduct and ethical standards. The laws and government regulations as applied to public relations practices and programs including privacy, libel, copyright, financial disclosure, etc. will be studied, analyzed and applied. Offered Spring Semester - Prerequisite PREL 240

Public Relations Seminar I PREL 401 1 hour

Group discussions, activities and speakers designed to enable the student to prepare for entering the public relations profession. Seminar includes management, career planning, developing a personal marketing plan and other current topics. Offered Fall Semester, Prerequisite - PREL 342 or instructor approval

Public Relations Seminar II PREL 402 1 hour

Discussion, projects and guest speakers to prepare senior students to enter their professional public relations careers. Seminar involves management, professional practice, job search, interviewing, employee benefits, the job offer and other current topics. Offered Spring Semester, Prerequisite - PREL 401

Public Relations Cases\Strategy PREL 440 3 hours

Analyzing public relations opportunities, problems, policies and programs of businesses, governments, educational institutions and non-profit organizations. Preparing strategic analysis and public relations plans to manage and resolve organizational issues through strategic public relations activities. Offered Fall Semester, Prerequisites - PREL 342 or consent of instructor

Public Relations Campaigns PREL 455 3 hours

This capstone course for students completing the public relations major and pursuing a career in the profession. The class is organized as a public relations consulting agency with students utilizing strategic planning to research, plan, prepare and evaluate a public relations campaign for a company, organization or institution. Includes formal written and verbal presentations to the client. Offered Spring Semester, Prerequisites - PREL 440

Public Relations Internship PREL 491 3 hours

A semester-long internship that integrates the student's academic study with on-site work experience in cooperating business, government, education or non-profit organization. Supervised by a public relations professional and designed to enhance the student's course work, personal development and professional preparation. Three credit hours require a minimum of 200 hours of internship work. Credit/No Credit Grading. Offered Fall, Spring and Summer Semesters, Prerequisite - PREL 341 and 342, consent of instructor

Copies of the syllabi for each of these public relations courses, except the new PREL 350 class that will be taught for the first time in the Spring 2010 semester, are included in the Appendix to

this report. A copy of the Form E, New Course Information Form, for PREL 350 is also included in the Appendix.

The 30 hour Business Core is the same set of courses required for all College of Business students to graduate with a Bachelor's degree in Business. The 12 hours of related Business courses fulfill, to the best of our ability, recommendations of alumni, Professional Advisory Committee members and the Commission on Public Relations Education. After these requirements are met the student is left with one 3 hour elective which is truly "free." A listing of these courses is shown below:

Business Core (30 hours)		<u>Hours</u>
ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 301	Legal Environment of Business	3
BUSN 499	Integrating Experience	3
FINC 322	Financial Management	3
ISYS 321	Business Information Systems	3
MGMT 301	Applied Management	3
MGMT 370	Quality/Operations Management	3
MKTG 321	Principles of Marketing	3
STQM 260	Introduction to Statistics	3
 Related Courses (12 hours)		
ADVG 222	Principles of Advertising	3
JRNL 121	Writing for the Mass Media	3
JRNL 122	Reporting	3
GRDE 118	Desktop Publishing	3
 Free Elective (3 hours)		
Elective _____		3

As anyone who has ever developed an academic program that fulfills so many disparate requirements and organizations knows, this is a difficult process and one that ultimately presents very little freedom for electives. There are no hidden prerequisites in terms of course work but there are requirements that Public Relations majors take the Public Relations courses in sequence, achieve a B or better in English 150 and 250, and earn an overall 2.5 GPA for admission into 300 level Public Relations courses.

With the recent completion of revisions to the Public Relations major, no further changes are anticipated in the near future beyond routine updating of course content to fulfill developing needs of the profession and employers. Students in all Public Relations courses are routinely ask at the end of each semester to complete a student evaluation of the course. This is in addition to the standard SAI program. A sample copy of the course evaluation questionnaire is included in the Appendix.

G. Quality of Instruction

Current students in the Public Relations major rate the quality of FSU's instruction from full-time faculty in public relations at 4.67 on a scale of 5 equals excellent. For comparison purposes,

these same students rated the quality of the Marketing Department faculty at 3.73, College of Business faculty at 3.73 and FSU faculty overall at 3.87.

Since the 2003 Academic Program Review was completed, each graduating class of Public Relations students has completed the same basic student questionnaire used for this Program Review. These graduating seniors rated the quality of the full-time Public Relations faculty at 4.6 (5 = excellent) and part-time faculty at 3.7. For comparison, they rated Marketing Department faculty at 3.9, College of Business faculty at 3.8 and Ferris State faculty overall at 3.8

During the early part of this APR period, adjunct instructors were used to teach the PREL 341 and 342 courses to reduce the workload of the one full time faculty member from 9 preps a year to 7 preps. Because of the isolation of Big Rapids, it is extremely difficult to find a qualified adjunct Public Relations instructor and this is reflected in the student ratings for part-time faculty.

FSU's Public Relations graduates rated the effectiveness of the Public Relations courses at 4.37 (5 equals excellent) compared to a 3.56 rating for all Marketing Department courses and a 3.44 rating for College of Business courses in general. Over the two decades when these students graduated, the public relations program content has changed several times. Alumni rated the Public Relations curriculum 4.25 and the hand-on approach to teaching public relations 4.37.

The Public Relations Professional Advisory Committee rated the effectiveness of Ferris State's Public Relations faculty excellent (4.75), a slight decline from the 5.00 rating of the committee in 2003. In comparison, they rated the effectiveness of Ferris State's faculty overall at 3.75.

Employers rated the abilities and character of FSU graduates as excellent to great (5 = Excellent, 4 = Great, 3 = Good) in professionalism (4.20), ethics and integrity (4.00) and public relations knowledge and skills (4.00). They also rated overall preparedness on FSU's Public Relations graduates to enter the profession at 4.00.

A valuable measure of the quality of the instruction and of the students emerging from the Public Relations program is the performance of these young men and women in the PREL 455, Public Relations Campaigns, course taken the second semester of their senior year. In this capstone course each student applies all that they have learned in public relations, business and other courses at Ferris State to plan a comprehensive public relations program for a real client. This is very demanding and includes two formal presentations to the clients, many of whom are represented by working public relations professionals as the students key contact. On the Graduating Senior Survey PREL 455 was rated 4.7, the highest of any course taken by public relations students at Ferris State.

Each May all graduating seniors in Public Relations are asked to rate each course taken at Ferris State and make a judgment as to how well it prepares him/her for a career in Public Relations. Shown below are the responses of the seniors who were asked to rate each course required in the Public Relations major based on its effectiveness in developing the student's professional skills. The courses have been arranged in order, top to bottom based on the ratings.

Public Relations Course Ratings - Graduating Seniors

(5 = Excellent, 3 = Average, 1= Poor)

	<u>Rating</u>
Public Relations Campaigns (PREL 455)	4.7
Public Relations Internship (PREL 491)	4.7
Public Relations Cases (PREL 440)	4.6
Public Relations Tools and Techniques (PREL 341)	4.4
Public Relations Principles (PREL 240)	4.3
Public Relations Seminar I (PREL 401)	4.3
Public Relations Strategies and Tactics (PREL 342)	4.3
Public Relations Seminar II (PREL 402)	4.2
Contemporary Public Relations (PREL 101)	3.7
Reporting (JRNL 122)	3.5
Writing for Mass Media (JRNL 121)	3.5
Marketing Research (MKTG 425)	3.4

All Public Relations courses were rated highly with some minor variations from the course ratings done by graduating seniors in past APRs. The ratings for the PREL 101 course continued to be lower than other Public Relations courses and remain at the level rated since the imbedding of the FSUS 100 course content in 2002. On regular evaluations, students continue to question the value of much of the required FSUS 100 content carried in the PREL 101 course.

The ratings on effectiveness for the General Education courses required in the Public Relations major or selected by the student to satisfy the specific Gen Ed requirements are shown below. The order is based on highest to lowest rating. When a specific course was not required to meet a Gen Ed requirement, the student rated whatever course he/she selected to take so it is difficult to meaningfully interpret that rating and to identify it with a specific course offering. If the student had not yet taken the course, they were instructed to leave the answer sheet blank for that course.

General Education Course Ratings – Graduating Seniors

(5 = Excellent, 3 = Average, 1= Poor)

	<u>Rating</u>
Fundamentals of Public Speaking (COMM 121)	4.1
English 1 (ENGL 150)	4.0
English 2 (ENGL 250)	4.0
Advanced Business Writing (ENGL 325)	3.9
Cultural Enrichment electives	3.6
Social Awareness elective	3.6
Introduction to Sociology (SOCY 121)	3.5
Introduction to Psychology (PSYC 150)	3.4
Principles of Economics 1 (ECON 221)	3.0
Principles of Economics 2 (ECON 222)	3.0
Intermediate Algebra (MATH 115)	2.8
Scientific Understanding (science) electives	2.8
Cultural Geography (GEOG 112)	2.2

Note: When a specific course was not required to meet a Gen Ed requirement, the student rated whatever course he/she selected to take so it is not possible to identify that rating with a specific course offering.

These ratings are fairly consistent with those from the 2003 APR however they have generally declined about one or two tenths. The low rating for the GEOG 112 course was a key reason for replacing it with the ANTH 122 course in the Curriculum Clean-up in 2009.

All Public Relations graduates were asked to rate the effectiveness of each of the College of Business core courses and other required Business courses in helping him/her prepare for a public relations career. The ratings of each course in the order of highest to lowest are shown below.

Business Core Course Ratings – Graduating Seniors

(5 = Excellent, 3 = Average, 1 = Poor)

	<u>Rating</u>
Interdisciplinary Integrating Experience (BUSN 499)	4.2
Legal Environment of Business (BLAW 301)	4.1
Principles of Marketing (MKTG 321)	3.9
Applied Management (MGMT 301)	3.3
Introduction to Statistics (STQM 260)	3.3
Principles of Accounting 1 (ACCT 201)	3.2
Principles of Accounting 2 (ACCT 202)	3.1
Quality/Operations Management (MGMT 370)	3.0
Financial Management 1 (FINC 322)	2.9
Business Information Systems (ISYS 321)	2.0

Related Business Course Ratings – Graduating Seniors

	<u>Rating</u>
Principles of Advertising (ADVG 222)	3.8
Desktop Publishing (VISC or GRDE 118)	3.5
Business Ethics/Social Responsibility (MGMT 447)	3.3

The value of some of these courses may not be apparent to the students until they have worked in public relations after graduation. However, seven of the ten courses in the Business Core are rated near or below average by the Public Relations seniors.

Generally the ratings of Business courses were similar to past APR surveys with the following exceptions. The 4.2 rating for the BUSN 499 course is a full 50 percent increase from the 2.8 rating the course earned in 2003 when it was new. The ISYS 321 rating remained low declining .6 to a 2.0 in the latest analysis. The MGMT 447 course declined one-half point to 3.3 and the GRDE 118 class declined nearly one point to 3.5.

Both Public Relations faculty members have completed FSU training for online instruction and the first fully online public relations course, PREL 240, was offered in the summer of 2008. Careful consideration has been given and preliminary work was done to place the PREL 491 Internship course online but since administration and coordination of the course is assigned to individuals outside of the Public Relations faculty little or no control can be exercised. The COB Internship coordinator has been encouraged to work toward placing the PREL 491 course online as soon as possible. Blended applications using FerrisConnect are also being introduced and used in several Public Relations courses.

Faculty members frequently take advantage of Faculty Center for Teaching and Learning and other campus offerings to consider, test and utilize new teaching and classroom techniques. Close relationships with working public relations professionals through participation in PRSA

conferences, workshops, seminars, etc. are also valuable in maintaining currency with new practitioners skills, techniques and technology. Active involvement with the student professional group, PRSSA, also insures weekly and diverse interaction between students and faculty with emphasis in the profession and careers. Professional practitioners are also involved through PRSSA speakers, tours, shadow days, informational interviews, etc., throughout course work and extracurricular activities.

H. Composition and Quality of Faculty

The current faculty teaching Public Relations courses and advising Public Relations students consists of:

Ronald H. Greenfield, Associate Professor - Marketing Department
Patrick Bishop, Assistant Professor – Marketing Department

One full-time faculty member has been employed for the Public Relations program until the Fall of 2006. Ron Greenfield taught nine of the Public Relations courses (all but the Internship, PREL491) each year, acted a faculty advisor for 50-70 Public Relations students, was advisor for the Public Relations Student Society of America-Ferris State Chapter and served as coordinator for the Public Relations major.

Greenfield came to Ferris State in 1995 after nearly 30 years of professional experience in public relations, most recently as Vice President-Public Relations for a \$2 billion international energy corporation. He holds a masters in Journalism from the University of Illinois, Urbana, and has been an Accredited Public Relations Professional since 1976. His vita included in the Appendix carries additional details.

The availability of only one full time faculty member produced a very heavy work load that during the early portion of the APR period included the one faculty member teaching as many as 12 course sections with 9 preps for the academic year (Fall and Spring semesters). Adjuncts were hired occasionally to assist with the load by teaching PREL 341 and 342 but the quality of the adjunct instruction was rated lower than desirable. The use of adjuncts reduced Professor Greenfield's preps to 7 per year.

Searches were conducted twice early in the decade in efforts to hire another full-time faculty member who was qualified to teach public relations courses along with Marketing courses. These two search efforts were unsuccessful and the faculty positions were filled by Marketing professors not qualified to teach the overload of Public Relations courses.

The difficulties in this hiring effort are common to colleges and universities that are trying to hire public relations faculty. Studies done by a professor at Colorado State University show that there were 90 openings for public relations tenure track faculty at U.S. colleges and universities in the fall of 2002 and some 110 such openings in the Spring of 2003. However, applicants with proper doctorates and professional experience were scarce. Only 6-8 students were graduating from U.S. universities annually with Doctorates in Public Relations thus competition was extremely difficult particularly if a university also sought a faculty member who had some years of experience working in the public relations profession. Most of these tenure track faculty positions nationwide remained unfilled and this shortage of qualified, experienced public relations faculty continues today.

A third search was conducted by the Marketing Department in 2005-2006 and resulted in Patrick Bishop being hired for a tenure track position as an assistant professor of Marketing in the Fall of 2006. He is working on this doctorate in Higher Education Leadership at Western Michigan, was accredited by PRSA in 2005 and had five years of professional public relations experience along some adjunct teaching experience at Grand Valley State and Baker College. His vita in the Appendix carries additional details.

Thus far Professor Bishop has been teaching two or three sections of the PREL 240, 341 and 342 courses annually along with the balance of his load composed of Marketing courses. He will be teaching the five 100 and 400 level Public Relations courses beginning in the Fall of 2009 along with developing the new PREL 350 course for the Spring semester 2010. He serves as a faculty advisor for Public Relations students and as an advisor for the PRSSA chapter.

Public Relations students were also asked to rate the quality of instruction as part of the Graduating Senior survey. Their ratings (5 = Excellent) are shown below.

	<u>Rating</u>
Quality of Public Relations instruction by full-time faculty	4.6
Quality of Public Relations instruction by adjunct faculty	3.7
Availability of Public Relations program advisor	4.6
Helpfulness of Public Relations program advisor	4.8

Graduates of the Public Relations major were asked to rate instruction (5 = Excellent) from several different perspectives and these are shown below. These evaluations were based on the quality of the factor in preparing the alum for his/her career.

	<u>Rating</u>
FSU's public relations courses	4.35
Hands-on, applied approach to teaching PR	4.35
Professional PR experience of PR faculty	4.41
PR internship experience	3.76
FSU's faculty advisors	4.24

Members of the Public Relations Professional Advisory Committee were asked to rate (5 = Excellent, 1 = Poor) the effectiveness of several functions/programs at Ferris State. Their rating means were as follows:

	<u>Rating</u>
FSU's Public Relations curriculum	4.50
FSU's Public Relations faculty	4.75
Facilities/equipment for teaching PR students	4.00
Overall abilities of FSU PR graduates	4.25
Ferris State's academic programs overall	4.25
Ferris State's faculty overall	3.75

After being granted tenure in 2000 and being promoted to Associate Professor in 2001, Professor Greenfield received a merit award in 2006. He was the only faculty member until the fall of 2006 when Patrick Bishop was hired in a tenure track position in Marketing.

Professor Greenfield is an Accredited Public Relations Professional and prior to joining FSU in the fall of 1995 he had worked for nearly 30 years as a professional public relations executive in college, military and business environments. His most recent position was as Vice President-Public Relations for an international energy company with annual sales of \$2 billion where 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 (the nation's largest association of public relations professionals) for more than 30 years and was professionally Accredited by PRSA in 1976. He is also a member of PRSA's Educators Academy and its West Michigan Chapter based in Grand Rapids. Greenfield has served a three-year term on the West Michigan Chapter's Board of Directors and as its Secretary, Treasurer and Education Committee Chair. He has also been a member of the International Association of Business Communicators to build relationships with the professionals involved in that public relations organization. A complete vita is included in the Appendix.

Greenfield periodically attends the PRSA National Conference, a meeting of some 3,000-4,000 professional public relations practitioners from throughout the world. The conference offers a variety of workshops and seminars highlighting the latest public relations techniques, tactics and technology. This meeting also includes the annual conference of PRSA's Educators Academy composed of public relations faculty at U.S. colleges and universities and the annual convention of the Public Relations Student Society of America.

Unfortunately, the College of Business only budgets \$200 annually for professional development for each faculty member and in recent years the availability of funds through TIMME grants has become much more limited. For example only four of the 66 College of Business faculty were awarded TIMME grants for the Fall of 2009. Attendance at the three combined annual Public Relations conferences costs about \$1,500-2,000, depending on locations, and in the past this has forced Greenfield to pay as much as \$700 out of his own pocket to attend these professional meetings. As a result, attendance is not possible every year.

Professor Bishop has been an Accredited Public Relations Professional since 2006 and worked in non-profit public relations prior to joining the faculty at Ferris State. He is active in PRSA's West Michigan Chapter and attended the National PRSA Conference and national PRSSA Convention in 2008. He is also involved with Interchange, Comma and other related regional professional interest groups.

Bishop has extensive business experience holding officer and executive positions in marketing, sales and management for Fortress Products., Inc. and Quality Stores. He is extensively involved in community and statewide service activities and has been recognized for his significant contributions to their success. A more complete set of details on his background is carried in his vita included in the Appendix.

Workload

The normal teaching load for the Public Relations program for the Fall and Spring semesters is 33 hours of classes in 13 sections, not counting the 3 hour PREL 491, Public Relations Internship, course that is supervised by the College of Business Internships Coordinator and Chair of the Marketing Department. One additional 3 hours course, PREL 350, Public Relations Ethics/Law, will be added to the Spring Semester schedule beginning in 2010.

Public Relations Course Offerings 2008-2009 Year

	<u>Fall Semester</u>		<u>Spring Semester</u>		<u>Summer Semester</u>	
	Hours	Sections	Hours	Sections	Hours	Sections
PREL 101	1	1				
PREL 240	9	3	9	3	6	2
PREL 341	3	1				
PREL 342			3	1		
PREL 401	1	1				
PREL 402			1	1		
PREL 440	3	1				
PREL 455			3	1		
Totals	17	7	16	6	6	2

Note: The new PREL 350 course will be offered for the first time in the Spring 2010 and will be one 3-hour section.

Until the 2006-2007 year, only one full-time faculty member was available to teach the Public Relations courses and thus the size of PREL 240 classes was increased to 30-35 students to reduce the number of sections to two per semester. This produced a workload of 11 sections of 27 hours and eight preps per year. Since then Professor Bishop has been working into a schedule of teaching one section each of PREL 240, 341 and 342 per year and the availability of PREL 240 was increased to 3 sections per semester to provide more scheduling flexibility for non-Public Relations major students as enrollments increased. This leaves a workload of 10 sections of 24 course hours and 7 preps for Professor Greenfield, including the three one-hour Public Relations courses. The new 3 hour PREL 350 course will be added to Professor Bishop's schedule in the Spring Semester 2010.

The Public Relations Internship course (PREL 491) is administered by the Internship Coordinator in the College of Business and the Marketing Department head/chair serves as the instructor of record. The involvement of Public Relations faculty is formally limited to advising students on selection of an appropriate internship with a professional, qualified supervisor.

In the past this arrangement has caused a significant volume of negative feedback from Public Relations students principally concerning the quality of the coordinators efforts and the recommendation that a Public Relations faculty member be made responsible for the course. This discontent is evident in the 3.76 rating by Public Relations Alumni for the internship experience compared to a 4.7 rating by Graduating Seniors on the value of the course for career preparation.

There is no authorized release time provided to Public Relations faculty for student advising, program coordination, student recruitment or any other activities. In addition, the traditionally heavy course and prep load in the past has severely limited the hours available for these supplementary activities.

As discussed earlier the recruitment of qualified, experienced Public Relations faculty is a difficult process due to the very limited pool of candidates with appropriate degrees. With the Public Relations curriculum being the only program growing in Journalism and Communication colleges today, this shortage is expected to continue for several years. Individuals with

Masters degrees and extensive professional public relations experience are more readily available and are being hired for some of these openings at colleges and universities.

The normal Ferris State faculty recruiting process with limited budget was used as the basis for all three efforts to hire a second faculty member qualified to teach Public Relations. With each succeeding effort more additional cost-free tactics were tried with limited impact, primarily due to the requirement for hiring only faculty with a doctorate. The basic qualifications established for these three searches included professional experience including Accreditation by PRSA, applicable bachelors and masters degrees with doctorate preferred and teaching experience. No specific diversity goals were established and all applicants received equal consideration.

Orientation

After being hired in 2006, Professor Bishop actively participated in FSU programs for new faculty and other additional workshops to gain the knowledge necessary to function effectively as a faculty member and student advisor. The teaching of specific Public Relations courses was phased into his schedule to provide time to develop teaching approaches and content appropriate for the particular course. The latest syllabus used for each course was used as the beginning point for this process. The accumulative approach to the content of each course as the student progresses through the Public Relations sequence makes it essential to grasp the position and scope of each course within the overall curriculum outcomes.

Reward Structure

The College of Business budgets \$200 per year per faculty member for professional development activities. No specific budget monies beyond this are designated for members of the Public Relations faculty. Any funds obtained (including the \$200) are requested and approved by the Marketing Department head and/or College of Business Dean on a case-by-case basis and, if justified, are authorized from a pool of College of Business monies, USEL funds or FSUGR monies.

TIMME Grant funding has become increasingly restricted and constrained. For example, only four of the 66 College of Business faculty were awarded TIMME Travel funding for development activities in the Fall Semester 2009. If the university and the College of Business are indeed sincere about their desire for faculty development and enhanced faculty/community/professional relationships, they must exhibit more than token resources to the effort.

Graduate Instruction

No graduate level instruction is provided by the Public Relations faculty.

Non-tenure Track and Adjunct Faculty

No adjunct faculty were used to teach Public Relations courses in 2008-2009. In the past, adjuncts has been used to teach the PREL 341 and 342 courses with limited success due the scarcity of qualified adjuncts. FSU's low pay scale for adjuncts, the remoteness of the Big Rapids campus and the very limited pool of qualified, experienced candidates makes the hiring of adjuncts very difficult. For example, there are only two PRSA Accredited professionals with at least Master's degrees residing within 30 miles of Big Rapids and both are currently FSU faculty members teaching Public Relations. This situation is expected to continue in the near future.

Because Ferris State's Public Relations program is uniquely positioned in a College of Business it does not qualify for accreditation by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). It is estimated that more than 1,000 colleges and universities in the United States offer courses in public relations but only 88 have units accredited by ACEJMC. The US Department of Education no longer authorizes the ACEJMC's as the accrediting authority. It is, however, sanctioned by the Council for Higher Education Accreditation.

The Public Relations Society of America, the nation's largest association of public relations professionals, strongly disagrees with ACEJMC's position but has been unsuccessful in getting it to change its requirement that programs be housed in Journalism or Mass Communication units. As a result, PRSA has developed and launched a substitute "Certification" program in 1989 for Public Relations majors outside of Journalism colleges. Fourteen colleges/universities have been awarded this Certification including several who are also accredited by ACEJMC. Ferris State's uniqueness and visibility would be enhanced further if it applied for and was designated as Certified by PRSA and plans are underway to apply for Certification in the Fall of 2009

I. Service to Non-majors

Forty to fifty percent of the Public Relations course sections taught each semester are service courses. PREL 240, Public Relations Principles, is the principal service course and is utilized by students in several College of Business and Arts & Sciences programs, both as a required course and as an elective. Most of these PREL 240 students come from Music Industry Management, Marketing, Advertising and Visual Design curricula. They comprise about 90 percent of the enrollment in the course which has grown from 56 students annually ten years ago to 171 students in 2008-2009 and from two sections offered annually to eight sections in 2008-2009.

Enrollment in PREL 240

<u>Year</u>	<u>Enrollment</u>
1998-99	56
1999-00	63
2000-01	72
2001-02	103
2002-03	138
2003-04	108
2004-05	120
2005-06	117
2006-07	148
2007-08	152
2008-09	171

On the Faculty Perceptions survey the faculty agreed (a 3.72 rating with 5.00 being strongly agree) that the PREL 240 course is a beneficial elective course for students in other majors.

Only a few students have completed the Public Relations Certificate program which includes four courses (PREL 220, 240, 341 and 342). Thus PREL 220, 341 and 342 are also entirely or to some extent, service courses. A significant amount of interest has been shown in the Certificate over the years, particularly from Music Industry Management students, however the inability to accumulate 15 or more students for the PREL 220 course, Public Relations Writing, has forced the administration to cancel the class and it has not been offered in recent semesters. This made it impossible for a student to complete the Public Relations certificate as prescribed and some potential certificate students also expressed reluctance to proceed when they were told that the two 300 level public relations courses would be taught by adjuncts.

The JRNL 121 course was substituted for PREL 220 in recent years for those students who wanted to pursue the Certificate. Under this approach four students, the largest annual number yet, completed Public Relations Certificates in 2007-2008.

As part of the Public Relations curriculum cleanup which takes effect in the Fall 2009, the Public Relations Certificate has been revised to delete the PREL 220 course and replace it with the new PREL 350, Public Relations Ethics/Law, course. Several students have indicated interest in the new version of the certificate and initial enrollment of seven non-PR majors in the PREL 341 course for the Fall 2009 semester indicates that the revision may be successful in gaining additional students for the program.

J. Degree Program Cost and Productivity Data

The chart below carries productivity data for the five year period for the current Public Relations APR and the 1998-99 data for a ten-year trend along with Ferris State, the College of Business and Marketing Department data for comparison purposes.

The classroom productivity of faculty utilized for the Public Relations major has increased by 19 percent when you compare 2006-2007, the high point, with the data for 2001-1002 when the last APR was submitted. Productivity declined in 2007-2008 as adjustments were made in class size and frequency to integrate Patrick Bishop into additional courses and raising the full time equated faculty base to 1.38. The trend should return to more normal upward patterns for 2008-2009.

During the past five years the classroom productivity of Ferris State in total remained nearly flat, the College of Business increased by 13 percent and the Marketing Department improved by 6 percent.

For the 10 year period Public Relations faculty productivity has increased 79 percent. Ferris State's faculty productivity decreased 7 percent, the College of Business increased 81 percent and the Marketing Department increased 33 percent.

Public Relations productivity at 465.45 SCH/FTEF in 2007=2008 is above the Ferris State average and ranks as the 65th most productive among the 161 academic programs at the University.

SCH/FTEF Productivity Measure

	<u>1998-09</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Public Relations	267.43	490.40	436.95	510.22	534.40	465.45
Marketing Department	443.11	498.58	501.08	512.54	513.23	530.72
College of Business	476.24	522.16	537.69	556.65	576.41	591.07
Ferris State	457.40	454.22	444.01	455.71	443.06	450.88

When we look at the components of this productivity index in more detail we see that Student Credit Hours taught in Public Relations has increased by 4 percent during the APR period. During this same time Student Credit Hours for Ferris State increased 8 percent, the College of Business increased by 1.2 percent and the Marketing Department increased by 14 percent. The data for past five years is shown on the chart below.

The 10 year data show a dramatically different trend line. Public Relations Student Credit Hours have increased 174 percent while Ferris State hours increased 34 percent, College of Business hours increased 10 percent and Marketing Department hours increased 1 percent.

Student Credit Hours

	<u>1998-99</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Public Relations	234	613	591	574	668	640
Marketing Department	11,350	10,088	10,057	11,382	11,481	11,458
College of Business	43,517	42,733	42,998	44,965	44,382	47,956
Ferris State	228,548	284,155	283,223	300,005	299,812	306,480

During the five years covered by this report, Full Time Equated Faculty committed to Public Relations increased by 10 percent. Trends and fluctuations shown in the chart below were affected by the use of adjunct faculty and the hiring of Patrick Bishop. During this same period, Full Time Equated Faculty increased by 9 percent at Ferris State, declined by 1 percent in the College of Business and increased by 40 percent in the Marketing Department.

Over the longer 10-year term, the trend line is somewhat different. Over the decade Public Relations Full-Time Equivalent Faculty increased 57 percent compared with Ferris State's increase of 51 percent, the College of Business' decrease of 11 percent and the Marketing Department's increase of 10 percent.

Full-Time Equated Faculty

	<u>1998-99</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Public Relations	.88	1.25	1.36	1.13	1.25	1.38
Marketing Department	25.61	20.23	20.93	24.21	27.29	28.28
College of Business	91.38	81.84	79.97	79.73	79.20	81.13
Ferris State	449.67	625.59	642.37	658.33	676.68	679.74

K. Assessment and Evaluation

Assessment techniques for the Public Relations major are developed to measure the success of the program in achieving the overall Learning Outcomes shown below.

Ferris State Public Relations graduates will be able to:

- Demonstrate understanding of the origin, principles and professional practice of public relations in the management of corporations, agencies, non-profit and related organizations.
- Articulate and apply the theoretic, social sciences framework to public relations role in influencing human behaviors.
- Define public relations and differentiate its management function in shaping organizational policies and serving the public interest.
- Apply standard research designs, processes and techniques to improve understanding of public attitudes and opinions and to develop and evaluate public relations programs.
- Develop and apply standard public relations tools and tactics including press releases, newsletters, web sites, VNRs, media pitches, fact sheets, and media research.
- Utilize strategic thinking and analysis to address organizational goals and issues through planned programs involving issues management, special events, press conferences, product introductions, employee relations and crisis communications.
- Apply accumulated knowledge and skills to plan a comprehensive public relations campaign for an existing company, organization or institution.
- Produce and present effective oral presentations and written documents/proposals on public relations in a counselor/client setting.
- Develop the highest standards of ethical conduct and apply those principles to public relations practices.

The Spring 2009 Public Relations Program, Program-Level Assessment Cycle report based on the PREL 455 course has been prepared and incorporated in the university's TracDat database. A copy of that report is included in the Appendix and this will serve as the ongoing tracking base for program outcomes in coming years. A detailed Unit Assessment Report and Curriculum Map is under development as part of the university's assessment efforts and a current copy of both of these documents is also carried in the Appendix.

Within the framework established by these overall program outcomes, each of the Public Relations courses is designed with its own set of outcomes and assessment tools developed to take the student through a sequence of learning experiences. The course outcomes and assessment instruments are detailed in each of the syllabi included in the Appendix to this review. All courses include extensive hands-on learning experiences requiring the student to apply the knowledge gained in the classroom and through independent study. These projects are used extensively as assessment mechanisms.

To illustrate, the Learning Outcomes defined for the PREL 240 course are as follows:

1. Apply the theoretical, social science framework to the public relations function.
2. Demonstrate an understanding of the historical development and current functions of the professional practice of public relations.
3. Recognize and analyze the application of public relations tools and tactics to current events and issues.
4. Demonstrate competency in developing and applying basic public relations tools and tactics.
5. Develop a basic public relations plan that applies the strategic planning process and utilizes appropriate tools and tactics.
6. Demonstrate acceptance of accountability, personal responsibility and ethics standards found in business and other organizations.

The instruments used to assess the achievement of these course outcomes in PREL 240 include three test instruments, preparation and presentation of four Public Relations Journals, writing a standard news release and preparation of a strategic public relations plan. In addition, three extra credit projects are offered involving preparation of basic public relations tools.

Students are required to take the 200 through 400 level Public Relations courses in sequence because each course is designed to begin at the level of knowledge and skills acquired by the student by the end of the preceding course. This approach is apparent when reviewing the respective course Learning Outcomes.

Two key assessment efforts are used in the student's senior year to measure the academic programs overall effectiveness.

In the PREL 440, Public Relations Cases, class the final exam consists of requiring that the student prepare a public relations plan using the Four Step Public Relations Planning Process and applying public relations strategies and techniques to resolve an issue or achieve maximum potential from an opportunity. The student receives the issue synopsis at the beginning of the exam period and must prepare the written, typed plan in the 1 hour and 40 minutes allocated. This assessment instrument is patterned after a PRSA Professional Accreditation program during which the applicant was required to prepare such a plan during a three hour portion of the eight hour accreditation examination. PRSA requires applicants to have at least five years of professional public relations experience before they are qualified to sit for their accreditation examination.

The PREL 455, Public Relations Campaigns, class is the last course a student takes before graduation and is positioned as our capstone course. The class is structured as a public relations consulting firm and during the semester each student (account executive) is required to apply the knowledge and skills learned in all public relations and other classes to prepare a comprehensive Public Relations campaign that effectively deals with a real issue faced by a real client. Each client is selected by the student, with the approval of the instructor, and may be a corporation, government agency, not-for profit organization or other entity, depending on the student's interests and career plans. During the semester, the student conducts appropriate

research, plans the strategic public relations campaign, prepares the public relations tools and tactics necessary to carry out the campaign and makes two formal business presentations to the client. The instructor (who has 25 years of experience as a working public relations professional) and the client evaluate the student's work applying the performance standards of the professional practice of public relations, a level of competence that will be expected on the job after graduation.

In addition, as matter of routine for the past 14 years, Professor Greenfield requires each student in each course he teaches to complete a detailed course evaluation questionnaire. This is in addition to the standard SAI evaluations. A specific questionnaire is developed for each course and a sample is included in the Appendix. The results of these evaluations are analyzed and imputed into development and revision of the course and syllabus for the next semester the course is taught.

Each Public Relations student is required to complete an internship (PREL 491) to fulfill graduation requirements. This course evaluates and enhances the learning experience because the supervisor, in most cases, is an Accredited PRSA professional. Feedback from students and formal evaluations by supervisors provide significant assessment information and feedback. These evaluations have been very positive about the preparation Ferris State students have had in the classroom.

Both professors teaching Public Relations classes have extensive experience as practicing public relations professionals. This experience is a valuable asset in assessing the preparation of students because reasonable professional standards can be routinely applied as assessment instruments are developed and student learning is measured.

L. Administration Effectiveness

When one faculty member was employed in the Public Relations program, the individual wore many hats. He taught eight different Public Relations courses annually and served as advisor to all 50-70 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 members. No release time was provide to accomplish this.

With the addition of Patrick Bishop to the Marketing Department in 2006, he has been teaching three sections of PREL 240, 341 and 342 annually, serving as faculty advisor for a portion of the public relations students and as co-advisor for the Public Relations Student Society of America.

The College of Business faculty responded neutrally (3.17 rating with 5) about the statement that "The current faculty staffing of the Public Relations major is sufficient to permit optimum program effectiveness." While this response reflects no strong opinion, it is a significant improvement from the disagreement (2.00 rating) obtained from the faculty to that statement during the last APR and prior to the time Professor Bishop joined the FSU faculty.

No clerical support, per se, is provided for the Public Relations program beyond that possible from the Marketing Department secretary. On occasion, work study students have been used for limited clerical support.

The Marketing Department head and secretary have been very supportive of the Public Relations program within the limits of their resources. Both have attempted to assist as much as possible with the many administrative tasks and paperwork/report requirements levied on program coordinator by other administrators throughout campus.

No administrative budget is identified expressly for the Public Relations program beyond the \$200 allocated per faculty member annually by the College of Business for professional development. The program must draw any other monies from a pool of funds administered by the College of Business. This lack of resource visibility makes it difficult to do long-range planning or to make sustaining commitments.

The scheduling of Public Relations classes needs to be carefully coordinated with other course requirements such as the GRDE 118, JRNL 121 and JRNL 122 courses that may be offered in only one or two sections per semester. Because all the Public Relations courses but PREL 240 are taught only once a year, it is essential that class times for courses be carefully addressed. The PREL 240 class is largely a service course so care must be taken to make class offerings flexible for students in a variety of other programs.

These class and course requirements must then be balanced with the need for faculty productivity, student demand, limitations on resources, student/athlete schedules, accreditation, labor contract and other specific requirements. Any changes from normal scheduling patterns of recent semesters must be carefully evaluated before changes are made.

A recommended semester-by-semester course plan has been used for more than a decade to assist Public Relations students with scheduling classes. This has been helpful in enabling students to complete the program within four years. A Two-Year Transfer check sheet for community college transfers and a Three-Year check sheet for accelerated students have also been developed and are useful for students in planning classes.

As mentioned earlier, Professor Bishop is proceeding through a planned process of rotating through each of the Public Relations courses including consulting on the PREL 491 Internship course. During 2009-2010 he is scheduled to teach the PREL 101, 350, 401, 402, 440 and 455 classes for the first time to complete this process at least in its initial stages.

Occasionally to meet student needs, larger than normal class sizes are taught. For example; the 2008-2009 senior class had 22 students and thus as they moved through junior and senior level classes the size of these classes were exceeded by as much as 25 percent to accommodate this and the needs of non-Public Relations students.

Section 4: Facilities and Equipment

A. Instructional Environment

The Public Relations program has no specifically unique facilities or equipment. Professor Greenfield and Professor Bishop each have a faculty office with one desk, three file cabinets, a bookshelf and a computer. All classrooms and computer facilities are shared with other College of Business programs.

Currently, there is a plan underway to create a student activity center to be shared among students in Public Relations, Advertising, Marketing and Graphic Design. This space, located in BUS 112, will provide the PRSSA organization and its members an office, a desktop computer and filing cabinets, along with shared workspace and a shared conference room. The anticipated opening date of this resource is fall 2009.

B. Computer Access and Availability

To a very limited extent, through the introductory graphic design course of GRDE 118, Public Relations students have access to the MAC lab (BUS room 110) in the College of Business. In addition, Public Relations students have access to the PC lab (BUS room 104) which is shared by all COB students.

The Faculty survey showed that they are lukewarm to the Public Relations program having sufficient physical resources (classrooms, etc.) for optimum program effectiveness. They rated this at 3.43 (4 is agree and 3 is neutral). When asked if the Public Relations program has sufficient technology for optimum program effectiveness, faculty rated this question at 3.41.

When current students were asked to rate the facilities and equipment they provided the following results (5 is excellent, 4 is good, and 3 is average).

Quality of classroom facilities used for public relations courses	4.07
Quality of College of Business computing facilities	3.33
Quality of FSU's facilities overall	3.60
Graduates rated FSU's computer lab and equipment	3.65

In 2007, the Public Relations program created the first online section of PREL 240: Public Relations Principles. This online class was offered for the first time in the summer of 2008 and was expanded to two sections in the summer of 2009. In addition to this online course, Public Relation students are also expected to be able to access FerrisConnect for all courses. While FerrisConnect is used primarily for grading purposes, there is an opportunity for its increased use in teaching and providing resource material.

C. Other Instructional Technology

The junior Public Relations courses are sometimes held in classrooms with computer pods which seat up to five students. These computer pods are used to allow students to work as teams while using the computer as a resource.

Flexible configuration of new College of Business classrooms such as room 208, also permit the rearrangement of tables and chairs to facilitate group discussion and small group activities.

D. Library Information Resources

A review of the reference books on "public relations" listed in FLITE's catalog includes approximately 485 publications; 59 of these are books on public relations, or deal significantly with the subject and were published in 2006-2009. Many of these are extra review texts and older editions of texts that have been donated by Public Relations faculty members. Current, relevant references are essential to stay abreast of the rapidly changing practice of public relations.

Current students rate the quality of FLITE resources at 4.13 (4.0 is good) while Public Relations graduates rate the library at the time they attended FSU at 3.76. This shows some improvement with room to get better.

Funds should be designated annually to bring the public relations collection up to minimum standards and to keep it current. The Public Relations Program Coordinator should develop a priority list of references to be acquired on a defined schedule developed with the FLITE staff. 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.

Section 5: Conclusions

A. Relationship to FSU Mission

The Public Relations major strongly supports Ferris State's mission of "career-oriented, broad-based education." Its ten highly focused public relations courses are blended with 13 Business courses to provide a career focus to the degree. This career-oriented package is then overlaid on a base of 50 hours of General Education courses to broaden the educational foundation and provide graduates with depth and career flexibility.

Ferris State's Public Relations program is truly innovative because it is currently the only program in the United States that combine a Public Relations major with a Bachelor's of Business degree. As the State of Michigan continues to face economic challenges and educational budgets are cut, redundant, generic academic programs will be viewed with increasing skepticism. The uniqueness of FSU's Public Relations major provides characteristics that should aid in sustaining long-term state funding.

The ten Public Relations courses offered by Ferris State encompass knowledge of theory along with application through hand-on projects, critical thinking and strategic planning to provide a career oriented focus that is substantially enhanced by providing instructors who have decades of public relations professional experience.

The College of Business faculty strongly agrees (4.54 with 5 = Strongly Agree) that the Public Relations major fits FSU's mission.

B. Program Visibility and Distinctiveness

FSU's Public Relations curriculum was developed in the 1980s 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 public relations professionals), to serve as a prototype Public Relations major located in a College of Business. Today, FSU's program is the only one in the United States that graduates students with a Bachelors degree in Business and a major in Public Relations, making it truly unique.

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

There are only two actual Public Relations majors at the undergraduate level in the State of Michigan; one in Ferris State's College of Business and the other in Wayne State's Department of Communication. Central Michigan offers a public relations concentration in its Journalism Department, Eastern Michigan offers an "interdisciplinary major" in public relations in its Department of English Language and Literature and Northern Michigan offers a public relations program in its Communication and Performance Studies Department. Grand Valley offers a combined major in Advertising and Public Relations in its School of Communication and

Oakland offers an emphasis in Advertising/Public Relations in its Journalism program. Michigan State offers a public relations specialization (two courses) within its Advertising major at the undergraduate level and does offer a Masters degree in Public Relations which covers most of the public relations subjects Ferris State teaches in its junior and senior level courses. The University of Michigan offers a Bachelor of Arts in Communications Studies but does not offer one course in public relations.

The uniqueness and strength of Ferris State's Public Relations program is not broadly known among parents, educators, business people and not-for-profit leaders in Michigan and the Midwest. Additional effort needs to be undertaken to increase awareness of FSU's unique program and of the nature and potential of a public relations career. In the past, when Public Relations graduates have worked as Ferris State campus recruiters, freshman enrollment in the major has approached 30 students annually. This indicates the program's potential for drawing students if reasonable resources are committed to the effort. Transfers into FSU's Public Relations major are very strong indicating the high credibility and content of the academic program among those knowledgeable.

C. Program Value

The FSU faculty strongly agrees (4.58 of 5) that the Public Relations major is a valuable part of the College of Business offerings. The Professional Advisory Committee believes that Ferris State's Public Relations curriculum is excellent (4.5 of 5) and that the hands-on teaching approach and broad array of Public Relations courses are key features.

FSU's faculty also agree that the Public Relations Principles course is a beneficial elective for other majors with particular comments about the value for Music Industry Management students. About 150 students who are not Public Relations majors take this course each year as an elective or required course in their program. Most of these students are from the College of Business but a growing number of students are coming from other academic program across campus.

The Public Relations Certificate has been offered for several years but participation by students in other majors has been limited by the inability to generate sufficient student numbers to teach PREL 220, Public Relations Writing, one of the four required courses. The curriculum changes taking effect in the Fall of 2009 will resolve this problem by eliminating the PREL 220 course and substituting an new course, PREL 350 Public Relations Law/Ethics, which is now also required of all Public Relations majors. This will add significant value to this certificate and more versatility for other majors throughout the university.

The function of Public Relations in organizations is to build positive relationships that will help make it possible to achieve the organization's goals and objectives. This is also a key philosophy underpinning democratic societies and free market economies as they develop and function throughout the world. 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.

While the majority of Ferris State's graduates are employed by corporations and consulting agencies, a significant number work for not-for-profits and government. These people are directly involved in serving our Nation and its citizens. However, it is also important to recognize

that business is an integral part of our society and contributes a great deal not only through its production and sale of goods and services, providing jobs, etc., but also through direct contributions of money and manpower to support and strengthen many community service organizations and agencies. The public relations professionals in those corporations are frequently the driving force behind such activities and are those responsible for the community relations function.

D. Enrollment

Enrollment in the Public Relations major doubled during the last APR period and has leveled off in the mid 50s during the past five recent years. The highest enrollment was 69 in 2002.

Enrollments have leveled off primarily based on limits in resources committed to or available for recruiting and promotion of the program. This is reinforced by the fact that during the period of growth in Public Relations student numbers early in this decade, a recent Public Relations graduate worked on FSU's recruiting staff and this produced the largest freshman class of 22 students in 2001. The lack of continued growth in Public Relations student numbers may also be due to FSU's decision to add a second generic Arts and Sciences bachelors degree, Communication, that is in some ways similar to the Public Relations major and thus completes for students. The coordinator of that other Arts and Sciences academic program is granted release time for activities such as recruiting while the Public Relations major is not offered similar resources by the College of Business.

When you compare Public Relations enrollment trends over the past decade with those of other parts of Ferris State (see table below) you find that since 1998 Public Relations enrollment has increased by 70 percent, Marketing Department enrollment has increased 2.5 percent, College of Business enrollment has increased 4.8 percent and Ferris State's enrollment has increased by 60 percent, including the acquisition of Kendall College.

Enrollment Fall semester

	<u>1998</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Public Relations	33	58	57	46	54	56
Marketing Department	939	925	936	863	895	963
College of Business	2,359	2,090	2,139	2,182	2,346	2,473
Ferris State	8,458	11,803	12,547	12,575	13,087	13,532

Student credit hours for the current APR period are shown in the chart below along with totals for 1998 and 2001 for comparison purposes.

Growth in the Public Relations major student credit hours were also significant during the period of the last APR more than doubling to 563 by 2001-2002. Since that point student credit hours have increased 72 percent with a peak of 827 in 2004 before leveling off at around 780 credit hours in recent years. Over the past decade since 1998 student credit hours for the Public Relations program has more than tripled.

Student Credit Hours On-Campus*

<u>Term</u>	<u>Fresh.</u>	<u>Soph.</u>	<u>Junior</u>	<u>Senior</u>	<u>Total</u>
1998					234
2001					563
2004	131	224	192	280	827
2005	185	206	199	221	811
2006	60	177	145	266	648
2007	96	149	258	278	781
2008	133	181	146	318	778

* No Off-Campus credit hours were reported.

The table below shows the enrollment in all public relations (PREL) courses for the period since the last ARP along with 1997-98 numbers for ten-year comparison purposes and 2001-02 data, the last year reported for the last APR.

Students by Class

	<u>1997-08</u>	<u>2001-02</u>	<u>2004-5</u>	<u>2005-6</u>	<u>2006-7</u>	<u>2007-8</u>	<u>2008-9</u>
PREL 101	N/A	34	15	27	16	21	23
PREL 220	N/A	N/A	0	0	0	0	0
PREL 240	57	139	121	117	134	142	177
PREL 341	8	24	15	17	20	23	16
PREL 342	10	23	14	17	18	22	15
PREL 401	N/A	N/A	15	13	16	12	21
PREL 402	N/A	N/A	14	12	15	15	22
PREL 440	5	14	14	12	17	14	22
PREL 455	5	12	14	10	16	12	23
PREL 491	6	14	16	7	14	12	17

A total of 336 students were taught 962 credit hours in Public Relations courses in 2008-2009 compared to a total of 269 students taught 734 credit hours in 2001-02 and 91 students taught 273 credit hours in 1997-98. That produces a 31 percent increase in credit hours since 2001-02 and a 250 percent increase in the last decade.

E. Characteristics, Quality and Employment of Students

In recent years, the percentage of males majoring in Public Relations at FSU has nearly doubled and is now about the same as the industry average for working professionals. The percentage of male students in the major is currently 27 percent. According to the Department of Labor, in 1968 25 percent of Public Relations Specialists" were female. In 1983 about half of those in public relations jobs were female and by 2006 about two-thirds of all public relations practitioners were women.

The population of minority students in the Public Relations major has more than doubled from 5 percent to 12.5 percent over the period of this APR. High proficiency in writing and speaking skills are essential to succeed in the major and the public relations profession. The requirement

that a student achieve a “B” or better in ENGL 150 and 250 for entry into junior and senior level Public Relations courses is sometimes a difficult hurdle for young people coming from low performing high schools or foreign countries.

All but one of the current 56 Public Relations students are Michigan residents and all but 5 are full time students.

We have seen a significant change in the mix of Public Relations students by class over the past few years. The 2009 senior class was the largest of any year in this APR period with enrollment in the PREL 455 capstone course a record 23 students in the Spring 2009 semester. This reflects a strong recruiting success for transfer students when you recognize that freshman class numbers have been single digits in recent years due to weak recruiting efforts for high school seniors.

The ACT scores of Public Relations majors currently average 21.07 with the highest ACT scores of 28-30. The average ACT scores of graduating seniors increased 7.5 percent from the beginning to the end of this APR period with a peak of 22.19 ACT for the 2004-2005 class. This peak resulted from the large 2001 freshman class produced when a Public Relations alum briefly served as an Admissions recruiter. That also apparently not only affected numbers but quality as is indicated by the average ACT of graduates in 2005. This indicates the potential of the Public Relations major to draw high school students in both quantity and quality if an effective recruiting program is launched and sustained.

The average GPA for Public Relations majors has increased to 2.95 or about one-tenth of a point during the period of this report and 8 percent from the low of 2005. The average GPA of Public Relations seniors increased 6 percent from 2003-2004 to 2007-2008 with a peak of 3.18 in 2004-2005. During this APR period, enforcement of the minimum 2.5 GPA for entry into the 300 level Public Relations courses has had a positive effect and produced a gradual increase in average GPAs of Public Relations majors.

To summarize the quality of students in the Public Relations major it may be simplest to view a few of the key achievements of members of the most recent graduating class. Students in the 2009 graduating class in Public Relations included:

- Three of the 10 winners of 2009 Torchbearer Awards from the Office of Student Leadership and Activities were Public Relations majors. This is FSU’s top award for student contributions of the campus community.
- The 2008 Ferris State Homecoming Queen and King
- The 2008-2009 President of Ferris State’s Student Government. Two other seniors were also members of the Executive Cabinet
- Two of the 2009 graduating seniors were recipients of Excellence Awards as outstanding seniors in the College of Business

Today, public relations is practiced by about 290,000 practitioners according to the U.S. Bureau of Labor Statistics. A 2006 study by *PR Week* magazine, identified the typical public relations professional is a 37 year old female with 13 years experience. The median annual salary for

public relations professionals stands at \$82,400, according to the, "Salary Survey 2008," released by *PR Week*.

Approximately eight percent of these public relations practitioners are members of the Public Relations Society of America (PRSA); the world's largest organization for public relations professionals with a current membership of 22,000. There are approximately 800 PRSA members currently residing in Michigan. Applying the same ratios, you could estimate that there are currently about 10,000 public relations practitioners working in Michigan.

The U. S. Department of Labor (DOL) ranked public relations as one of the nation's fastest growing professions during the 2000-2010 period, projecting that jobs for public relations managers would increase by 61.3 percent. This was a substantial increase from the 47 percent growth rate DOL reported for the 1990s when they identified public relations as one of the ten "fastest job growth" professions in the United States. Public relations job growth in the 1980s was estimated to be 37 percent.

In its most recent report in 2006, DOL projects lower rates of growth for the 2006-2016 decade. Jobs for public relations specialist will increase 18 percent and jobs for public relations managers will grow by 17 percent. Both of these rates are above the average for all jobs in the United States and significantly stronger than related careers identified by DOL and shown on the chart below.

U. S. Employment Projections

	<u>Jobs in 2006</u>	<u>Jobs in 2016</u>	<u>Number New Jobs</u>	<u>Percent Increase</u>
Public Relations Specialists	243,000	286,000	43,000	18
Public Relations Managers	50,000	58,000	8,400	17
Marketing Managers	167,000	193,000	24,000	14
Sales Managers	318,000	351,000	33,000	10
Advertising & Promo. Mgrs.	47,000	50,000	3,000	6

Occupational Handbook
U. S. Department of Labor

U.S. News and World Report has identified public relations as one of its 20 "hot track" professions for the late 1990s and early 2000s. And *Money Magazine* noted that managing public relations (along with marketing and advertising) ranks as 10th out of 50 "Top Occupations" in the United States.

If you accept the estimated 10,000 public relations practitioners believed now to be working in Michigan and apply the current DOL job growth projections, you can expect some 2,000 public relations jobs to be added in Michigan during in the 2006-2016 period.

Our past research has shown that nearly half of FSU's Public Relations graduates work for corporations, about one-fifth for not-for-profits, one-seventh for public relations consulting agencies, one-tenth for government and the remaining one-seventh for other types of organizations.

Today, the practice of Public Relations is very much an international and worldwide growth profession. Increasingly multinational corporations, shifts from socialist to democratic and capitalist forms of government, expansion of communication technologies, the realignment of economic power and similar changes have focused attention on the importance of public opinion and the need to build positive, long-term relationships with diverse publics that influence the success of international organizations. One leading public relations expert in China, for instance, estimates that there are more than 100,000 “public relations” practitioners in that country. While worldwide growth in public relations activity is apparent, it is very difficult to find reliable data and projections for jobs outside the United States.

Despite current economic uncertainties, U.S. public relations firms were headed for another record year in revenues and profits in 2008, according the PRSA:

- 75 percent expected increased revenues
- 83 percent said client budgets haven’t been affected and are holding steady
- 70 percent said current economic volatility is having no effect on their bottom line
- 100 percent of larger agencies (net fee revenues over \$25 million) said client budgets were holding steady, and 88 percent predicted increased 2008 revenues

A survey of members in IPREX, one of the world’s largest networks of independent PR firms, found that 63 percent expect their revenues to increase in 2009, while just 6 percent anticipate a downturn. The IPREX survey also identified three anticipated drivers of growth: globalization; client investment, as more companies come to consider public relations as central to their marketing efforts; and new media, with increases of anywhere from 15 percent to more than 30 percent expected by 60 percent of participating firms.

The average annual PR budget in a publicly owned company is \$ 9.9 million and \$16.4 million for a government agency. According to PRSA, public relations spending is expected to increase about 17 percent by 2016, compared with a 6 percent increase in advertising spending over the same time period.

One indication of the value of Ferris State’s Public Relations major combined with a Business degree is to compare the average starting salaries of college graduates by type of bachelor’s degree. The National Association of Colleges and Employers conducts an annual study that provides data to illustrate this. Shown on the chart below are comparative average annual salaries for 2007 graduates by discipline. This data indicates that the market place values the Business degree approximately \$10,000 per year (nearly one-third) higher than other Public Relations programs degrees tied to Communication, Liberal Arts or Performing Arts degrees.

Average Annual Salary Offer for 2007 Graduates by Discipline

Engineering	\$53,710
Computer Science	51,992
Business	44,287
Health Science	42,871
Biological Science	33,944
History & Social Science	33,763
Education	33,679
Communications	32,857
Liberal Arts	32,717
Visual & Performing Arts	30,174

All data are for bachelor's degree candidates.

Source: National Association of Colleges and Employers, Fall 2007 *Salary Survey*

FSU's unique public relations major with a Business degree also provides graduates with a variety of career paths and is a great advantage over the long-term growth in a career. Some new graduates begin in public relations and then move into a general management job as they advance in their career. Or vice versa, they move into a junior management entry job in business and then switch into public relations when a good position becomes available. Such flexibility and broad applicability of the Public Relations degree from Ferris State is a strong asset to graduates throughout their careers.

F. Quality of Curriculum and Instruction

Current students in the Public Relations major rate the quality of FSU's instruction from full-time faculty in public relations at 4.67 on a scale of 5 equals excellent. For comparison purposes, these same students rated the quality of the Marketing Department faculty at 3.73, College of Business faculty at 3.73 and FSU faculty overall at 3.87.

Since the 2003 Academic Program Review was completed, each graduating class of Public Relations students has completed the same basic student questionnaire used for this Program Review. These graduating seniors rated the quality of the full-time Public Relations faculty at 4.6 (5 = excellent) and part-time faculty at 3.7. For comparison, they rated Marketing Department faculty at 3.9, College of Business faculty at 3.8 and Ferris State faculty overall at 3.8

During the early part of this APR period, adjunct instructors were used to teach the PREL 341 and 342 courses to reduce the workload of the one full time faculty member from 9 preps a year to 7 preps. Because of the isolation of Big Rapids, it is extremely difficult to find a qualified adjunct Public Relations instructor and this is reflected in the student ratings for part-time faculty.

When asked to rate the quality of FSU's Public Relations major compared to those offered by MSU, GVSU, CMU, EMU and NMU, the graduating seniors rated FSU's program excellent (4.5).

FSU's Public Relations graduates rated the effectiveness of the Public Relations courses at 4.37 (5 equals excellent) compared to a 3.56 rating for all Marketing Department courses and a 3.44 rating for College of Business courses in general. Over the two decades when these students graduated, the public relations program content and courses have changed several times. Alumni rated the Public Relations curriculum 4.25 and the hand-on approach to teaching public relations 4.37.

The Public Relations Professional Advisory Committee rated the effectiveness of Ferris State's Public Relations faculty excellent (4.75), a slight decline from the 5.00 rating of the committee in 2003. In comparison, they rated the effectiveness of Ferris State's faculty overall at 3.75.

Employers rated the abilities and character of FSU graduates as excellent to great (5 = Excellent, 4 = Great, 3 = Good) in professionalism (4.20), ethics and integrity (4.00) and public relations knowledge and skills (4.00). They also rated overall preparedness on FSU's Public Relations graduates to enter the profession at 4.00.

While continuous revisions are made each semester and year to keep course contents current with public relations practices and market demands, the Public Relations program has undergone formal curriculum revisions several times since it was approved in 1989. These changes occurred in 1993, 1997 and 2001. Several activities and events have occurred since then including the following:

- the 2003 Academic Program Review,
- the 2006 report of PRSA's Commission on Public Relations Education,
- the requirements of the College of Business accrediting body,
- the requirements for Certification by the Public Relations Society of America,
- annual surveys of graduating Public Relations seniors and
- counsel with public relations professionals

As a result of these, a curriculum clean-up proposal was developed in 2007-2008, submitted to the university curriculum process in the fall of 2008, approved by the VPAA on February 13, 2009 and is scheduled to take effect with the Fall 2009 semester. A copy of the new Public Relations check sheet is included in the Appendix.

The principal changes were the addition of a new course, PREL 350 Public Relations Ethics/Law, to the major replacing MGMT 447, Business Ethics and Social Responsibility. A new course being developed by the College of Arts and Sciences, PHIL 290 Business Ethics, was also added to strengthen coverage of ethical issues and respond to current industry and professional concerns. ANTH 122, Introduction to Cultural Anthropology, was added to the General Education, Social Awareness requirements replacing GEOG 112, Cultural Geography. The PREL 220 Public Relations Writing course that was designed for non-Public Relations majors pursuing the Public Relations Certificate, was deleted from FSU's course catalog due to low enrollments.

A new national Commission on Public Relations Education issued its report on "Public Relations Education for the 21st Century, the Professional Bond" in late 2006 in conjunction with the National Public Relations Society of America Convention. The Commission's purpose was to present recommendations for public relations undergraduate and graduate education and "to demonstrate, facilitate and encourage the kind of linking of public relations education and practice that is the hallmark of any profession."

The Commission recommended that a minimum of five courses should be required in the undergraduate Public Relations major and that the coursework in public relations comprise no more than 40 percent of all credit hours. The "ideal" undergraduate curriculum, according to the report, should include the following public relations courses (Ferris State's Public Relations courses that match with those generically recommended by the Commission are shown in parenthesis):

- Introduction to Public Relations (PREL 240)
- Public Relations Writing and Production (PREL 341)
- Public Relations Planning and Management (PREL 342)
- Case Studies in Public Relations (PREL 440)
- Public Relations Campaigns (PREL 455)
- Public Relations Research, Measurement and Evaluation (MKTG 425)
- Public Relations Law and Ethics (PREL 350)
- Supervised Work Experience in Public Relations (Internship) (PREL 491)

Ferris State's Public Relations major actually exceeds the Commission's ideal curriculum recommendations because it also incorporates three one-hour specialized courses: PREL 101, Contemporary Public Relations; PREL 401, Public Relations Seminar I; and PREL 402, Public Relations Seminar II.

The Commission also cited two key findings from its research that uniquely support Ferris State's approach to teaching public relations as part of a degree in business.

- public relations practitioners rate college courses in management and marketing more valuable than journalism for preparation of young public relations professionals.

- the second most significant problem area for new public relations practitioners is lack of understanding of business practices. Poor writing skills ranked number one.

The Public Relations program requires each student to complete at least one 3-hour internship. At present enrollment levels, 15 to 20 Public Relations students enroll in the PREL 491, Public Relations Internship, each year with the vast majority taking the course in the summer session. An additional 8 to 10 students do informal internships annually but not for PREL 491 credit. These additional internships are highly recommended and are usually completed during the sophomore or junior years with some students completing three or more internships while students at Ferris State. The quality of the internship supervisor and his/her employer and their commitment to the program are the keys to a successful internship for the student.

To assist the student in reaching this goal, a detailed 24-page booklet was prepared in 2002 to guide students through this process and to help insure the internships were of highest quality. A detailed syllabus was also developed for PREL 491 at that time. Both have been revised since and current copies are included in the Appendix.

For several years, the instructor for the PREL 491 course has been the Head/Chief of the Marketing Department. In 2002-03, the College of Business established a one-half time Internship Coordinator position that has since been made full time. The Public Relations

Program Coordinator plays no official role in the PREL 491 course. The only exception occurred in the summer of 2005 when the Public Relations Program Coordinator served as instructor for the 10 students enrolled in PREL 491 that semester.

As the internship system normally functions now, the Public Relations coordinator works with the student to locate an internship and makes the judgment, based on his knowledge of fellow professionals and personal professional experience, that the specific internship and supervisor will produce a quality learning experience. The student then enrolls in PREL 491 through the College of Business Internship Coordinator. Weekly internship reports, supervisor evaluations, and other reports are sent to the Internship Coordinator and the final reports are evaluated and Credit /No Credit for PREL 491 is awarded by the Marketing Department Head/Chief. If and when the student seeks professional advice or guidance while doing the internship, however, the student typically calls or emails the Public Relations Program Coordinator for counsel and professional input because he is the only person involved who has any professional public relations background.

This system would be more effective, if the Public Relations Program Coordinator was given responsibility for teaching the PREL 491 course at least during the summer when the bulk of the students are enrolled. Ten students would equal one three-hour section. At the same time, the faculty member could oversee those students doing internships but not enrolled in 491, undertake a program of developing more and better public relations internships for future students and exploit the potential of internships to lead to job opportunities for graduates, student recruiting references, outside financial support for the major, etc. As enrollment expands and needs merit, it might be necessary to also have this individual teach PREL 491 during the fall and winter semesters. If proper resources and support are provided as outlined, a second internship for credit should be added to the major.

G. Composition and Quality of the Faculty

The current faculty teaching Public Relations courses and advising Public Relations students are:

Ronald H. Greenfield, Associate Professor - Marketing Department
Patrick Bishop, Assistant Professor – Marketing Department

One full-time faculty member had been employed for the Public Relations program until the Fall of 2006. Professor Greenfield taught nine of the Public Relations courses (all but the Internship, PREL 491), acted as faculty advisor for 50-70 Public Relations students, was advisor for the Public Relations Student Society of America-Ferris State Chapter and served as coordinator for the Public Relations major.

Professor Greenfield came to Ferris State in 1995 after nearly 30 years of professional experience in public relations, most recently as Vice President-Public Relations for a \$2 billion international energy corporation. He holds a masters in Journalism from the University of Illinois, Urbana, and has been an Accredited Public Relations Professional since 1976. His vita included in the Appendix carries additional details.

The availability of only one full time faculty member produced a very heavy work load that during the early portion of the APR period included the one faculty member teaching as many

as 12 course sections with 9 preps for the academic year (Fall and Spring semesters). Adjuncts were hired occasionally to assist with the load by teaching PREL 341 and 342 but the quality of the adjunct instruction was rated lower than desirable. Using adjunct faculty; however, reduced Professor Greenfield's preps to 7 per year.

Searches were conducted twice early in the decade in efforts to hire another full-time faculty member who was qualified to teach public relations courses along with a partial load of Marketing courses. These two search efforts were unsuccessful and the faculty positions were filled by Marketing professors not qualified to teach the overload of Public Relations courses.

The difficulties in this hiring effort were not unexpected due to the extreme shortage of public relations faculty. For example, studies done by a professor at Colorado State University show that there were 90 openings for public relations tenure track faculty at U.S. colleges and universities in the fall of 2002 and some 110 such openings in the Spring of 2003. However, applicants with proper doctorates and professional experience were scarce. Only 6-8 students were graduating from universities annually with Doctorates in Public Relations. Most of these tenure track faculty positions nationwide remained unfilled and this shortage of qualified, experienced public relations faculty continues today.

A third faculty search was conducted by the Marketing Department in 2005-2006 and resulted in Patrick Bishop being hired for a tenure track position as an assistant professor of Marketing in the Fall of 2006. He is working on his doctorate in Higher Education Leadership at Western Michigan, was accredited by PRSA in 2006 and had five years of professional public relations experience along with adjunct teaching experience at Grand Valley State and Baker College. His vita in the Appendix carries additional details.

Thus far Professor Bishop has been teaching two or three sections of the PREL 240, 341 and 342 courses annually along with the balance of his full time course load consisting of Marketing classes. He will be teaching the five 100 and 400 level Public Relations courses beginning in the fall of 2009 along with developing the new PREL 350 course for the spring semester 2010. He serves as a faculty advisor for a portion of the Public Relations students and as an advisor for the PRSSA chapter.

Since the 2003 Academic Program Review was completed, each graduating class of Public Relations students has completed the same basic student questionnaire used for this Program Review. These graduating seniors rated the quality of the full-time Public Relations faculty at 4.6 (5 = excellent) and part-time faculty at 3.7. For comparison, they rated Marketing Department faculty at 3.9, College of Business faculty at 3.8 and Ferris State faculty overall at 3.8. They rated the helpfulness of the Public Relations program advisor excellent (4.8) and the availability of the program advisor also excellent (4.6)

FSU's Public Relations graduates rated the effectiveness of the Public Relations courses at 4.37 (5 equals excellent) compared to a 3.56 rating for all Marketing Department courses and a 3.44 rating for College of Business courses in general. Over the two decades when these alumni graduated, the public relations program and course content have changed several times. Alumni rated the Public Relations curriculum 4.25 and the hands-on approach to teaching public relations 4.37.

The Public Relations Professional Advisory Committee rated the effectiveness of Ferris State's Public Relations faculty excellent (4.75), a slight decline from the 5.00 rating of the committee in 2003. In comparison, they rated the effectiveness of Ferris State's faculty overall at 3.75.

Employers rated the abilities and character of FSU graduates as excellent to great (5 = Excellent, 4 = Great) in professionalism (4.20), ethics and integrity (4.00) and public relations knowledge and skills (4.00). They also rated overall preparedness on FSU's Public Relations graduates to enter the profession at 4.00.

Memo

TO: Doug Haneline
Chair, Academic Program Review Council

FROM: Ron Greenfield
Chair, Public Relations Academic Program Review Committee

Date: November 11, 2008

SUBJECT: Program Review Panel

The Academic Program Review Panel for the Public Relations major in the College of Business has been formed. The members are as follows:

Chair

Ronald H. Greenfield, Coordinator Public Relations Major and Associate Professor –
Marketing

Members

Patrick J. Bishop – Assistant Professor, Marketing and Public Relations Instructor
Michael Cooper – Head, Marketing Department, College of Business
Laura F. Dix – Coordinator Marketing Major, College of Business
Steven R. Fox – Assistant Professor, Languages and Literature, College of Arts and
Sciences
Curtis McAlister – Ferris State Public Relations Graduate, Director of Media Services for
Toyota

This membership was developed to satisfy the criteria defined in Section III B of the Academic Program Review: A Guide for Participants. It is also consistent with the discussion we have early this semester. Please notify me if it does not meet your committee's requirements.

Thank you for your cooperation.

cc. Mike Cooper

Memo

TO: Doug Haneline
Chair, Academic Program Review Council

FROM: Ron Greenfield
Chair, Public Relations Academic Program Review Committee

DATE: December 11, 2008

SUBJECT: Program Review Budget

Following is the proposed budget for the Public Relations major's Academic Program Review panel.

Surveys

FSU Stationary - 500 @ \$40 =	\$40.00
Photocopies - 2,100 @ \$.03 =	30.00
Envelopes	
Nos. 10 and 9 500 @ \$30 =	30.00
9X12 @ \$.10 =	32.00
Postage - Mail and Reply =	126.00
Labor – 25 hrs @ \$7.40 =	185.00

Final Reports

Printing - 6,600 @ \$.05 =	330.00
Notebooks/binders – 22 @ \$2.50 =	55.00
Dividers - 22 sets @\$2.65 =	58.30

Flash Drives

2 @ \$20 =	<u>40.00</u>
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Total	\$926.30
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Task Assignments

Academic Program Review – Public Relations

Section 1: Program Overview:

- A. PROGRAM GOALS Greenfield
- B. PROGRAM VISIBILITY AND DISTINCTIVENESS Greenfield
- C. PROGRAM RELEVANCE Greenfield
- D. PROGRAM VALUE Greenfield

Section 2: Collection of Perceptions:

- A. Graduate follow-up survey: Bishop
- B. Employer follow-up survey: Bishop
- C. Graduate exit survey: Greenfield
- D. Student program evaluation: Bishop
- E. Faculty perceptions: Bishop
- F. Advisory committee perceptions: Greenfield

Section 3: Program Profile:

- A. PROFILE OF STUDENTS. Greenfield
- B. ENROLLMENT. Greenfield
- C. PROGRAM CAPACITY Greenfield
- D. RETENTION AND GRADUATION Greenfield
- E. ACCESS Greenfield
- F. CURRICULUM Greenfield
- G. QUALITY OF INSTRUCTION Greenfield
- H. COMPOSITION AND QUALITY OF FACULTY Greenfield
- I. SERVICE TO NON-MAJORS Greenfield
- J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA Greenfield
- K. ASSESSMENT AND EVALUATION Greenfield
- L. ADMINISTRATION EFFECTIVENESS Greenfield

Section 4: Facilities and equipment

- A. INSTRUCTIONAL ENVIRONMENT Bishop
- B. COMPUTER ACCESS AND AVAILABILITY Bishop
- C. OTHER INSTRUCTIONAL TECHNOLOGY Bishop
- D. LIBRARY RESOURCES Bishop

Section 5: Conclusions

- A. RELATIONSHIP TO FSU MISSION Greenfield/ Bishop
- B. PROGRAM VISIBILITY AND DISTINCTIVENESS Greenfield/ Bishop
- C. PROGRAM VALUE Greenfield/ Bishop
- D. ENROLLMENT Greenfield/ Bishop
- E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS Greenfield/ Bishop
- F. QUALITY OF CURRICULUM AND INSTRUCTION Greenfield/ Bishop
- G. COMPOSITION AND QUALITY OF THE FACULTY Greenfield/ Bishop

Programmatic Planning Document
Program: Public Relations

	F'04			F'05			F'06			F'07			F'08			
No. of Majors	Fall			Fall			Fall			Fall			Fall			
On-campus Majors	58			57			46			54			56			
Off-campus Majors	0			0			0			0			0			
% of all Majors off-Campus	0			0			0			0			0			
Graduates (prior year)	F	S	Su	F	S	Su	F	S	Su	F	S	Su	F	S	Su	
% Placed w/in 6 months				100%												
On-campus Graduates	8	7	0	2	7	3	2	2	6	3	4	6	3			
Off-campus Graduates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Majors by year:	2004			2005			2006			2007			2008			
Freshman/First year Grad.																
Sophomores/2 nd year Grad.																
Junior/3 rd year Grad.																
Seniors/4 th year Grad.																
SCH's	F		S		F		S		F		S		F		S	
On-campus	300		293		298		276		326		342		340		300	
Off-campus	0		0		0		0		0		0		0		0	
On-line	0		0		0		0		0		0		0		0	
No. of Sections	F		S		F		S		F		S		F		S	
On-campus Sections	6		5		6		5		6		6		7		6	
Off-campus Sections	0		0		0		0		0		0		0		0	
On-line Sections	0		0		0		0		0		0		0		0	
% Sections offered as Service	42%		50%		42%		50%		33%		50%		42%		50%	
Average Section Size	F		S		F		S		F		S		F		S	
Ave. On-Campus Section Size	20		21		21		20		21.5		20.5		19		18	
Ave. Off-Campus Section Size	0		0		0		0		0		0		0		0	
Ave. Online Section Size	0		19		0		20		0		0		0		0	
Instructional Faculty: FT/PT	F		S		F		S		F		S		F		S	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
On-campus Secs. by FT/PT	6	0	5	0	6	0	5	0	6	0	6	0	7	0	6	0
Off-campus Secs. by FT/PT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Online Secs. by FT/PT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Minors	F		S		F		S		F		S		F		S	
Minors	N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A	
Certificates **	N/A		1 grad		N/A		N/A		NA		2 grad		1 grad		2 grads	

** Certificates were not monitored prior to graduation until recently – these #s indicate # of graduates receiving certificate

FSU Academic Program Review Survey: PR Graduate

1. Year you graduated from FSU _____
2. Age _____
3. Gender _____

4. Are you currently employed in the field of public relations? _____
5. If no, what field are you in? _____

6. If yes, how many years have you worked in public relations? _____

7. What general category does your employer fit into:
_____ Corporation
_____ Consulting / Agency
_____ Non-Profit
_____ Government
_____ Other (list) _____

8. Your current job title: _____

9. Your current annual salary range (including bonuses):
_____ \$0 - \$30,000
_____ \$30,000 - \$50,000
_____ \$50,000 - \$70,000
_____ \$70,000 - \$100,000
_____ \$100,000 +

Please rate the following in preparing you for your career:

	Excellent	Great	Good	Fair	Poor
10. FSU's public relations courses					
11. FSU's marketing courses					
12. FSU's general business courses					
13. FSU courses external to the College of Business					
14. FSU's overall public relations curriculum					
15. Hands-on, applied approach to teaching PR					
16. Professional PR experience of PR faculty					
17. PR internship experience					
18. PRSSA chapter activities					
19. FSU's faculty advisors					
20. FSU's computer labs & equipment					
21. FSU's library resources, references, etc.					
22. FSU's job placement office / career services					
23. Quality of FSU's PR program compared to other Michigan colleges / universities					

24. Please describe the two strongest features of FSU's PR major: _____

25. Please describe any suggestions for improving FSU's PR major: _____

26. Other comments: _____

Thank you for your help! Please return your questionnaire in the enclosed envelope.

FSU Academic Program Review Survey: Employer

Based on your professional experience, please rate FSU PR graduate on the following:

	Excellent	Great	Good	Fair	Poor
1. General writing / editing skills					
2. Public speaking skills					
3. Interpersonal communication skills					
4. Production of PR materials					
5. Planning PR programs					
6. Strategic thinking					
7. Computer applications to PR					
8. Overall PR knowledge and skills					
9. General business knowledge and skills					
10. Professional ethics and character					
11. Overall professionalism					

12. How would you rate preparedness of FSU graduates to enter the field of PR?

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13. How does the preparedness of FSU graduates compare to PR graduates of other colleges?

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14. How important are an employee's knowledge and skills in business functions (finance, accounting, management)?

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15. What do you perceive to be the greatest strength of FSU's PR program? _____

16. How can FSU better prepare PR graduates for success in the next 5-10 years?

17. Other comments: _____

Thank you for your help! Please return your questionnaire in the enclosed envelope.

Public Relations Senior Course Survey Ferris State University, College of Business

In your opinion, how effective has each of the following General Education courses been in preparing you for your career in public relations. Remember if you have not yet taken the course, please leave the answer blank.

	Poor		Average		Excellent
1. Fundamentals of Public Speaking (COMM 121)	1	2	3	4	5
2. Principles of Economics 1 (ECON 221)	1	2	3	4	5
3. Principles of Economics 2 (ECON 222)	1	2	3	4	5
4. English 1 (ENGL 150)	1	2	3	4	5
5. English 2 (ENGL 250)	1	2	3	4	5
6. Advanced Business Writing (ENGL 325)	1	2	3	4	5
7. Cultural Geography (GEOG 112)	1	2	3	4	5
8. Intermediate Algebra (MATH 115)	1	2	3	4	5
9. Introduction to Psychology (PSYC 150)	1	2	3	4	5
10. Introduction to Sociology (SOCY 121)	1	2	3	4	5
11. Cultural Enrichment electives	1	2	3	4	5
12. Social Awareness elective	1	2	3	4	5
13. Scientific Understanding (science) electives	1	2	3	4	5

Comments:

How effective have the following College of Business core courses been in helping you prepare for your career.

14. Principles of Accounting 1 (ACCT 201)	1	2	3	4	5
15. Principles of Accounting 2 (ACCT 202)	1	2	3	4	5
16. Legal Environment of Business (BLAW 301)	1	2	3	4	5
17. Financial Management 1 (FINC 322)	1	2	3	4	5
18. Principles of Information Systems (ISYS 202)	1	2	3	4	5
19. Business Information Systems (ISYS 321)	1	2	3	4	5
20. Applied Management (MGMT 301)	1	2	3	4	5
21. Principles of Marketing (MKTG 321)	1	2	3	4	5
22. Marketing Policy (MKTG 499)	1	2	3	4	5
23. Interdisciplinary Integrating Experience (BUSN 499)	1	2	3	4	5
24. Introduction to Statistics (STQM 260)	1	2	3	4	5
25. Quality/Operations Management (MGMT 370)	1	2	3	4	5

Comments:

How effective are the following related College of Business courses on helping you prepare for your career.

	Poor		Average		Excellent
26. Principles of Advertising (ADVG 222)	1	2	3	4	5
27. Business Ethics and Social Respons. (MGMT 447)	1	2	3	4	5
28. Desktop Publishing (VISC or GRDE 118)	1	2	3	4	5

Comments:

Please rate the following Public Relations major courses on their effectiveness in developing your professional skills.

29. Contemporary Public Relations (PREL 101)	1	2	3	4	5
30. Public Relations Principles (PREL 240)	1	2	3	4	5
31. Public Relations Tools & Techniques (PREL 341)	1	2	3	4	5
32. Public Relations Strategies and Tactics (PREL 342)	1	2	3	4	5
33. Public Relations Seminar I (PREL 401)	1	2	3	4	5
34. Public Relations Seminar II (PREL 402)	1	2	3	4	5
35. Public Relations Cases (PREL 440)	1	2	3	4	5
36. Public Relations Campaigns (PREL 455)	1	2	3	4	5
37. Public Relations Internship (PREL 491)	1	2	3	4	5
38. Writing for Mass Media (JRNL 121)	1	2	3	4	5
39. Reporting (JRNL 122)	1	2	3	4	5
40. Marketing Research (MKTG 425)	1	2	3	4	5
41. Public Relations Writing (PREL 220)	1	2	3	4	5

Comments:

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

	Poor		Average		Excellent
42. Overall quality of PR curriculum	1	2	3	4	5
43. Availability of PR program advisor	1	2	3	4	5
44. Helpfulness of PR program advisor	1	2	3	4	5
45. Quality of PR instruction by full-time faculty	1	2	3	4	5
46. Quality of PR instruction by adjunct faculty	1	2	3	4	5
47. Quality of PRSSA student organization	1	2	3	4	5
48. Quality of PR internship experience	1	2	3	4	5
49. Quality of classroom facilities used for PR courses	1	2	3	4	5
50. Quality of Marketing Department faculty	1	2	3	4	5
51. Helpfulness of Marketing Department staff	1	2	3	4	5
52. Quality of College of Business computer facilities	1	2	3	4	5
53. Quality of College of Business MAC lab facilities	1	2	3	4	5
54. Quality of College of Business faculty	1	2	3	4	5
55. Helpfulness of College of Bus. main office staff	1	2	3	4	5
56. Quality of College of Bus. instruction in general	1	2	3	4	5
57. Quality of College of Bus. classrooms in general	1	2	3	4	5
58. Quality of FSU Library's public relations references	1	2	3	4	5
59. Helpfulness of FSU's administrative staff overall	1	2	3	4	5
60. Quality of FSU's faculty overall	1	2	3	4	5
61. Quality of FSU's facilities overall	1	2	3	4	5
62. Quality of FSU's academic program overall	1	2	3	4	5
63. Quality of FSU's instruction overall	1	2	3	4	5
64. Helpfulness of FSU's career services office	1	2	3	4	5

Comments:

	Much Worse	Worse	Average	Better	Much Better
65. Based on your knowledge, please rate the quality of Ferris State's Public Relations major compared to those offered by MSU, GVSU, CMU, EMU and NMU.	1	2	3	4	5

Please provide the following demographic information to help us analyze the survey results.

- 66. Your current class: (1) Freshman (2) Sophomore (3) Junior (4) Senior
- 67. You entered the PR major as a: (1) New FSU Freshman (2) Freshman Year (3) Soph. (4) Jr. (5) Sr.
- 68. Are you a member of PRSSA? (1) Yes (2) No
- 69. Your grade point average at FSU is: (1) Below 2.0 (2) 2.0-2.5 (3) 2.5-3.0 (4) 3.0-3.5 (5) 3.5-4.0

70. 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?

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

72. Why did you decide to major in Public Relations?

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

74. What do you think should be done to recruit more students for the Public Relations major at Ferris State?

75. 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.

Thank you for your time, effort and opinions!

Please return the completed answer sheet and survey form to Ron Greenfield, Room 320.

FSU Academic Program Review Survey: PR Student

1. Who is your main academic advisor:

- Greenfield
 Bishop
 Other (name): _____

2. How satisfied are you with your main academic advisor?

3. How satisfied are you with the overall PR program?

Extremely	Very	Somewhat	Mildly	Not at all

4. What was your class standing in the 2008-2009 academic year:

- Freshmen
 Sophomore
 Junior
 Senior

5. In what year of study did you officially become a PR major?

- Freshmen
 Sophomore
 Junior
 Senior

6. Are you a member of PRSSA?

- Yes
 No

7. What is your grade point average:

- Below a 2.0
 2.0 - 2.5
 2.5 - 3.0
 3.0 - 3.5
 3.5 - 4.0

FSU Academic Program Review Survey: PR Student

How effective have each of the following courses been in preparing you for a career in PR.

If you have not taken the course yet, please leave the answer blank.

	Excellent	Great	Good	Fair	Poor
8. Fundamentals of Public Speaking (COMM 121)					
9. Principles of Economics 1 & 2 (ECON 221 / 222)					
10. English 1 (ENGL 150)					
11. English 2 (ENGL 250)					
12. Advanced Business Writing (ENGL 325)					
13. Cultural Geography (GEOG 112)					
14. Intermediate Algebra (MATH 115)					
15. Introduction to Psychology (PSYC 150)					
16. Introduction to Sociology (SOCY 121)					
17. Cultural Enrichment Electives					
18. Social Awareness Electives					
19. Scientific Understanding Electives					
20. Principles of Accounting 1 & 2 (ACCT 201 /202)					
21. Legal Environment of Business (BLAW 301)					
22. Financial Management 1 (FINC 322)					
23. Business Information Systems (ISYS 321)					
24. Applied Management (MGMT 301)					
25. Principles of Marketing (321)					
26. Interdisciplinary Integrating Experience (BUSN 499)					
27. Introduction to Statistics (STQM 260)					
28. Operations Management (MGMT 370)					
29. Principles of Advertising (ADVG 222)					
30. Business Ethics and Social Resp. (MGMT 447)					
31. Desktop Publishing (GRDE 118)					

FSU Academic Program Review Survey: PR Student

Please rate the following aspects of FSU, the College of Business, and the PR major.

	Excellent	Great	Good	Fair	Poor
44. Overall quality of the PR curriculum					
45. Availability of PR program advisors					
46. Helpfulness of PR program advisors					
47. Quality of PR instruction					
48. Quality of PRSSA student organization					
49. Quality of PR internship experience					
50. Quality of classroom facilities used for PR courses					
51. Quality of marketing department faculty					
52. Helpfulness of marketing department faculty					
53. Quality of COB computing facilities					
54. Quality of COB faculty					
55. Helpfulness of COB main office staff					
56. Quality of COB instruction in general					
57. Quality of COB classrooms					
58. Quality of FSU library resources					
59. Helpfulness of FSU's administrative staff overall					
60. Quality of FSU's overall facilities					
61. Quality of FSU's faculty overall					
62. Quality of FSU's overall academic program					
63. Quality of FSU's overall instruction					
64. Helpfulness of FSU's career services office					
65. Quality of FSU's PR program compared to other Michigan colleges / universities such as MSU, GVSU, CMU, EMU, NMU					

FSU Academic Program Review Survey: PR Student

66. In your opinion, what are the two strongest features of FSU's PR major:

67. Please describe any suggestions for improving FSU's PR major:

68. Other comments:

Thank you! Please return your questionnaire in the enclosed envelope ASAP.

FSU Academic Program Review Survey: Faculty

Please rate the Public Relations Major on the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The PR major fits FSU's mission statement					
2. The PR major is a valuable part of the COB curricula offerings					
3. Public Relations Principles (PREL 240) is a beneficial elective course for students in other majors					
4. FSU's PR major is unique among PR programs offered by universities in Michigan					
5. PR programs at other universities are typically not located within a college of business					
6. FSU's PR curriculum is a quality program					
7. FSU's PR students are equal to or above the average of all COB students					
8. Current PR faculty staffing is sufficient for optimum program effectiveness					
9. The PR program has sufficient technology for optimum program effectiveness					
10. The PR program has sufficient physical resources (classrooms, etc.) for optimum program effectiveness					
11. FSU's PR program is one of the best in the nation					
12. What department are you in (circle one):	AFIS	Graduate	Mngment	Marketing	SEHM

13. What changes would you recommend be made to improve FSU's public relations academic program?

14. What recommendations do you have to make PR courses more valuable to students in other curricula?

15. Other comments:

Thank you for your help! Please return your questionnaire to Kay Anderson (COB 212).

ACADEMIC PROGRAM REVIEW SURVEY PUBLIC RELATIONS ADVISORY COMMITTEE

Please rate each of the following on a scale of 1-5 as indicated. If you are not able to rate the factor, select N/O. If you want to explain your rating, please do so under comments. The last three questions require brief comments/opinions. Thanks for your help.

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
Ferris State's Public Relations curriculum	5	4	3	2	1	N/O
Ferris State's Public Relations faculty	5	4	3	2	1	N/O
Facilities/equipment for teaching PR students	5	4	3	2	1	N/O
Overall abilities of Ferris State PR graduates	5	4	3	2	1	N/O
Ferris State's academic programs overall	5	4	3	2	1	N/O
Ferris State's faculty overall	5	4	3	2	1	N/O

Comments:

2. Please rate the quality of the undergraduate public relations curriculum offered by each of the following Michigan universities compared to Ferris State's public relations major. The respective college's public relations program is _____ than Ferris State's major.

	Much Better	Better	About Same	Worse	Much Worse	No Opinion
Adrian College	5	4	3	2	1	N/O
Central Michigan	5	4	3	2	1	N/O
Eastern Michigan	5	4	3	2	1	N/O
Grand Valley State	5	4	3	2	1	N/O
Lake Superior State	5	4	3	2	1	N/O
Michigan State	5	4	3	2	1	N/O
Michigan Tech	5	4	3	2	1	N/O
Northern Michigan	5	4	3	2	1	N/O
Oakland University	5	4	3	2	1	N/O
Saginaw Valley	5	4	3	2	1	N/O
University of Michigan	5	4	3	2	1	N/O
Wayne State	5	4	3	2	1	N/O
Western Michigan	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
News and feature writing/editing	5	4	3	2	1	N/O
Newsletter/magazine writing/editing	5	4	3	2	1	N/O
Technical/proposal writing	5	4	3	2	1	N/O
Speechwriting	5	4	3	2	1	N/O
Audiovisual writing/production	5	4	3	2	1	N/O
Digital content production	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
Advertising copy writing/layout	5	4	3	2	1	N/O
Graphic design/layout	5	4	3	2	1	N/O
Computerized graphic design/layout	5	4	3	2	1	N/O
Using computer systems/software	5	4	3	2	1	N/O
Web site production/operation	5	4	3	2	1	N/O
Internet/world wide web utilization	5	4	3	2	1	N/O
Utilizing social networking sites	5	4	3	2	1	N/O
Direct mail/marketing	5	4	3	2	1	N/O
Public relations research	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	4	3	2	Not Important	No Opinion
News media relations	5	4	3	2	1	N/O
Employee communication	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 communication	5	4	3	2	1	N/O
Special events planning/management	5	4	3	2	1	N/O
Public relations/opinion research	5	4	3	2	1	N/O
Not-for-profit communication	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 communication	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
Public relations law and ethics	5	4	3	2	1	N/O

Comments:

6. What changes would you make in FSU's Public Relations curriculum to make it more effective in preparing young people for the job market?

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 entering the field in about 2014?

8. 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 by Fax (231-796-5036), email to ronald_greenfield@ferris.edu, or mail to Ron Greenfield, College of Business, 119 South Street, Big Rapids, MI 49307. Thank you for your help.

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS – MAJOR IN PUBLIC RELATIONS - 121/122 credits

NAME: _____

ID #: _____

Required		Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
PUBLIC RELATIONS MAJOR – 27 Credits Required					
PREL	101	Contemporary Public Relations (None) [Satisfies FSUS 100 requirement]	1		
PREL	240	Public Relations Principles (ENGL 150)	3		
PREL	341	Public Relations Writing/Tools (ENGL 150 & 250 with grade of B or above, PREL 240 or instructor consent)	3		
PREL	342	Public Relations Tactics/Plans (PREL 341 or instructor consent)	3		
PREL	350	Public Relations Ethics/Law (PREL 240)	3		
PREL	401	Public Relations Seminar 1 (PREL 342 or instructor approval)	1		
PREL	402	Public Relations Seminar 2 (PREL 401)	1		
PREL	440	Public Relations Cases/Strategy (PREL 342)	3		
PREL	455	Public Relations Campaigns (PREL 440)	3		
PREL	491	Public Relations Internship (PREL 341 & 342 and consent of professor)	3		
MKTG	425	Marketing Research (MKTG 321, STQM 260)	3		
BUSINESS CORE - 30 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	301	Legal Environment of Business (None)	3		
BUSN	499	Integrating Experience (FINC 322, MGMT 370, MKTG 321, senior)	3		
FINC	322	Financial Management 1 (ACCT 202, Math 115 or MATH 116 or MATH117 or MATH ACT 24)	3		
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3		
MGMT	301	Applied Management (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Mgmt (Sophomore Standing or Instructor Permit)	3		
MKTG	321	Principles of Marketing (Sophomore standing)	3		
STQM	260	Introduction to Statistics (MATH 115 or MATH 116 or MATH 117 or 24 on ACT or 560 on SAT)	3		
RELATED BUSINESS COURSES – 6 Credits Required					
AIMC	222	Principles of Advertising/IMC (none)	3		
GRDE	118	Desktop Publishing (none)	3		

Advising Notes:

- FSUS 100 requirement satisfied by (PREL 101) _____
- Global consciousness requirement satisfied by (ANTH 122) _____
- Race, ethnicity, gender requirement satisfied by (PSYC 150 & SOCY 121) _____

Public Relations majors must attain a 2.50 GPA overall and a B grade or better in English 150 and 250 before entry into 300-level or higher Public Relations courses.

Note: A 2.00 cumulative GPA is required in the major, concentration, business core and overall for completion of the Public Relations degree.

Required		Course Title – Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE – 12 Credits Required					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English 1 (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English 2 (ENGL 150 with a grade of C- or better)	3		
ENGL	325	Advanced Business Writing (ENGL 250 or 211 w/C or better)	3		
SCIENTIFIC UNDERSTANDING – 7-8 Credits Required					
Consult Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html for approved courses.					
		Scientific Understanding Elective w/lab	4		
		Scientific Understanding Elective	3-4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT score is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT – 9 Credits Required					
Consult Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html for approved courses.					
		Cultural Enrichment Elective	3		
		Cultural Enrichment Elective	3		
PHIL		Business Ethics	3		
SOCIAL AWARENESS – 9 Credits Required					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html for approved courses					
ECON	221	Principles of Macroeconomics (MATH 110 with a grade of C- or better or ACT of 19 or SAT of 460.)	3		
ECON	222	Principles of Microeconomics (ECON 221)	3		
PSYC	150	Intro to Psychology (Reading score of 17 ACT or Verbal 430 SAT or READ 106 with grade of C/better)	3		
COLLEGE OF BUSINESS ADDITIONAL GENERAL EDUCATION – 15 Credits					
		General Education Elective	3		
ANTH	122	Introduction to Cultural Anthropology (Reading ACT 17 or Verbal 430 SAT or READ 106 with grade of C or better)	3		
JRNL	121	Writing for Mass Media (None)	3		
JRNL	122	Reporting (JRNL 121)	3		
SOCY	121	Introductory Sociology (None)	3		
FREE ELECTIVES – 3 Credits Required					
		Free Elective	3		
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES					
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 effect at the time of their return, not the requirements which were in effect when they were originally admitted.					

**Ferris State University – College of Business
MARKETING DEPARTMENT**

PUBLIC RELATIONS CERTIFICATE – 12 Credits

NAME: _____ **ID#:** _____ **MAJOR:** _____

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR. PTS.
PREL	240	Public Relations Principles (B or better in ENGL 150 or permission of professor)	3		
PREL	341	Public Relations Writing/Tools (ENGL 150 and ENGL 250 with grade of B or better, PREL 240, or instructor permission)	3		
PREL	342	Public Relations Tactics/Plans (PREL 341 or instructor permission)	3		
PREL	350	Public Relations Ethics/Law (PREL 240)	3		

NOTE: No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 6 of the certificate credits are specifically required in the student's major.

PROCEDURE:

1. To pursue this certificate, the student, in consultation with the certificate advisor, Ron Greenfield, completes the checksheet and signature section of this form.
2. The completed form should then be submitted by the student to the department office, BUS 212, for approval. Upon approval, the form will be forwarded to the dean's office of the College of Business.
3. When course requirements for the certificate are successfully completed, the student will request clearance from the College of Business, Dean's office, BUS 200.
4. Once the student satisfies requirements for the certificate, the dean's office will notify the Registrar's Office to enter the completion note on the student's academic record.

For more information, please contact the Certificate Advisor, **Professor Ron Greenfield** at (231) 591-2448, BUS 320, or the **Marketing Department** at (231) 591-2426, BUS 212

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Advertising certificate.

Student: _____

Date: _____

Certificate
Advisor: _____

Date: _____

Marketing Dept. Head: _____

Date: _____

SUGGESTED SEMESTER COURSE COMPLETION

FIRST YEAR

Fall Semester		CrHrs	Grade
ENGL 150	English 1	3	
JRNL 121	Writing for Mass Media	3	
PREL 101	Contemporary Public Relations	1	
SOCY 121	Introductory Sociology	3	
	Scientific Understanding	3-4	
TOTAL		13-14	

SECOND YEAR

Fall Semester		CrHrs	Grade
ACCT 201	Principles of Accounting 1	3	
ANTH 122	Introduction to Cultural Anthropology	3	
ENGL 250	English 2	3	
GRDE 118	Desktop Publishing	3	
PREL 240	Public Relations Principles	3	
TOTAL		15	

THIRD YEAR

Fall Semester		CrHrs	Grade
ECON 222	Principles of Microeconomics	3	
BLAW 301	Legal Environment of Business	3	
MKTG 321	Principles of Marketing	3	
PREL 341	Public Relations Writing/Tools	3	
	Cultural Enrichment Elective	3	
TOTAL		15	

FOURTH YEAR

Fall Semester		CrHrs	Grade
ISYS 321	Business Information Systems	3	
MGMT 370	Quality/Operations Management	3	
MKTG 425	Marketing Research	3	
PREL 401	Public Relations Seminar	1	
PREL 440	Public Relations Cases/Strategy	3	
	Cultural Enrichment Elective	3	
TOTAL		16	

FIRST YEAR

Winter Semester		CrHrs	Grade
COMM 121	Fundamentals of Public Speaking	3	
JRNL 122	Reporting	3	
MATH 115	Intermediate Algebra (if not needed, substitute a general education elective)	3	
PSYC 150	Introduction to Psychology	3	
	Scientific Understanding Elective with lab	4	
TOTAL		16	

SECOND YEAR

Winter Semester		CrHrs	Grade
ACCT 202	Principles of Accounting 2	3	
AIMC 222	Principles of Advertising/IMC	3	
ECON 221	Principles of Macroeconomics	3	
STQM 260	Introduction to Statistics	3	
PHIL	Business Ethics	3	
TOTAL		15	

THIRD YEAR

Winter Semester		CrHrs	Grade
ENGL 325	Advanced Business Writing	3	
FINC 322	Financial Management 1	3	
MGMT 301	Applied Management	3	
PREL 342	Public Relations Tactics/Plans	3	
PREL 350	Public Relations Ethics/Law	3	
TOTAL		15	

Summer Semester

PREL 491	Public Relations Internship	3	
TOTAL		3	

FOURTH YEAR

Winter Semester		CrHrs	Grade
BUSN 499	Interdisciplinary Integrating Experience	3	
PREL 402	Public Relations Seminar 2	1	
PREL 455	Public Relations Campaigns	3	
	General Education Elective (see advisor)	3	
	Free Elective	3	
TOTAL		13	

Total Hours Required 121/122

ADDITIONAL INFORMATION

See front of sheet for notations regarding:

1. Prerequisites
2. Specific course requirements
3. Graduation requirements
4. Interrupted studies – re-admission

PUBLIC RELATIONS MAJOR, B.S. IN BUSINESS
TWO-YEAR TRANSFER CURRICULUM
FERRIS STATE UNIVERSITY

THIRD YEAR

<u>First Semester</u>	<u>Hr.</u>	<u>Gr.</u>
PREL 240 - Principles of Public Relations	3	___
PREL 341 - Public Relations Writing /Tools*	3	___
STQM 260 - Introduction to Statistics	3	___
GRDE 118 - Desktop Publishing	3	___
Elective	3	___
	15	___

<u>Second Semester</u>	<u>Hr.</u>	<u>Gr.</u>
PREL 342 - Public Relations Tactics/Plans	3	___
PREL 350 - Public Relations Ethics/Law	3	___
BLAW 301 - Legal Environment of Business	3	___
MKTG 321 - Principles of Marketing	3	___
MGMT 301 - Applied Management	3	___
	15	___

<u>Summer</u>	<u>Hr.</u>	<u>Gr.</u>
PREL 491 - Public Relations Internship	3	___

FOURTH YEAR

<u>First Semester</u>	<u>Hr.</u>	<u>Gr.</u>
PREL 401 - Public Relations Seminar I	1	___
PREL 440 - Public Relations Cases/Strategy	3	___
MGMT 370 - Quality/Operations Management	3	___
MKTG 425 - Marketing Research	3	___
ENGL 325 - Advanced Business Comm.	3	___
ADVG 222 - Principles of Advertising	3	___
	16	___

<u>Second Semester</u>	<u>Hr.</u>	<u>Gr.</u>
PREL 402 - Public Relations Seminar II	1	___
PREL 455 - Public Relations Campaigns	3	___
BUSN 499 - Interdisciplinary Integrating Experience	3	___
FINC 322 - Financial Management	3	___
ISYS 321 - Business Information Systems	3	___
	13	___

Minimum credit hours required for graduation = 62

NOTES:

* Prerequisites: PREL 240, grade of "A" or "B" in ENGL 150 & 250 or permission of instructor.

** If the General Education Global Consciousness requirement has not been met, this requirement must be met and ANTH 122, Introduction to Cultural Anthropology, is recommended.

Entrance Requirements

- A. The applicant must have an Associate degree from any accredited institution.
- B. If the following additional required courses (or their equivalent) have not been completed in the Associate's degree, they must be taken in addition to the required courses shown on this checksheet:

ACCT 201	Principles of Accounting I	ECON 221	Principles of Macroeconomics (Macro)
ACCT 202	Principles of Accounting II	ECON 222	Principles of Microeconomics (Micro)

It is recommended that students who have not taken the additional required courses shown above begin this transfer public relations curriculum by taking some of these courses in the summer before beginning the junior year. Additional required courses may be added to those shown for the junior semesters or during the summer between the junior and senior years and deferring the Public Relations Internship until after the senior year.

- C. Public Relations majors must attain a 2.5 GPA overall and a B or better in English 150 and 250 before entry into any 300 level Public Relations course.

PUBLIC RELATIONS MAJOR, B.S. IN BUSINESS
Three-Year Program
College of Business, Ferris State University

FIRST YEAR

First Semester

PREL 101 - Contemporary Public Relations	1	___
JRNL 121 - Writing for Mass Media	3	___
ENGL 150 - English 1	3	___
ANTH 122 -Introduction to Cultural Anthropology	3	___
SOCY 121 - Introduction to Sociology	3	___
Natural Science Elective	3	___
	<u>3</u>	___
	16	

Second Semester

PREL 240 - Public Relations Principles [ENGL 150]	3	___
Natural Science Elective with lab	4	___
JRNL 122 - Reporting	3	___
MATH 115 or Elective (See Notes 2 & 3)	3	___
PSYC 150 - Introduction to Psychology	3	___
	<u>3</u>	___
	16	

Summer Semester

ACCT 201 - Principles of Accounting 1 [MATH 110 w/ C- or better]	3	___
ECON 221 - Principles of Economics 1 [MATH 110]	3	___
COMM 121 - Fundamentals of Public Speaking	3	___
	<u>3</u>	___
	9	

SECOND YEAR

First Semester(See Note 4)

PREL 341 - Public Relations Writing/Tools [*]	3	___
ACCT 202 - Principles of Accounting 2 [ACCT 201]	3	___
ENGL 250 - English 2 [ENGL 150]	3	___
GRDE 118 - Desktop Publishing	3	___
PHIL - Business Ethics	3	___
	<u>3</u>	___
	15	

Second Semester

PREL 342 - Public Relations Tactics /Plans [PREL 341]	3	___
PREL 350 - Public Relations Ethics/Law	3	___
AIMC 222 - Principles of Advertising/IMC	3	___
STQM 260 - Introduction to Statistics [MATH 115]	3	___
MKTG 321- Principles of Marketing [ECON 221]	3	___
	<u>3</u>	___
	15	

Summer Semester

MGMT 301 - Applied Management [Junior standing]	3	___
ENGL 325 - Advanced Business Writing [ENGL 250]	3	___
ECON 222 - Principles of Economics 2 [ECON 221]	3	___
	<u>3</u>	___
	9	

THIRD YEAR

First Semester

PREL 401 - Public Relations Seminar I	1	___
PREL 440 - Public Relations Cases [PREL 240]	3	___
FINC 322 - Financial Management 1 [MATH 115, ACCT 201]	3	___
MKTG 425 - Marketing Research [STQM 260, MKTG 321]	3	___
BLAW 301 - Legal Environment of Business	3	___
Cultural Enrichment Elective	3	___
	<u>3</u>	___
	16	

Second Semester

PREL 402 - Public Relations Seminar II	1	___
PREL 455 - Public Relations Campaigns [PREL 341, 342, 440]	3	___
ISYS 321 – Business Information Systems [**]	3	___
MGMT 370 - Quality/Operations Management [STQM 260]	3	___
Cultural Enrichment Elective	3	___
Gen Ed Elective	3	___
	<u>3</u>	___
	16	

Summer Semester

Free Elective	3	___
PREL 491 - Public Relations Internship	3	___
BUSN 499 - Interdisciplinary Integrating Experience [Sr. Status]	3	___
	<u>3</u>	___
	9	

Minimum Credit Hours for Graduation =121/122

* Prerequisites - B or better in ENGL 150 and 250, PREL 240, and consent of instructor.

** Prerequisites - ACCT 202, MKTG 321, and MGMT 301.

NOTES:

- Prerequisites are shown in brackets [].
- A Math ACT score of 24 or higher, MATH 115 proficiency or the MATH 115 (Intermediate Algebra) course is required for graduation. If MATH 115 is needed, it should be taken as a free elective during the freshman year.
- Students must attain a 2.50 GPA overall and a B or better in English 150 and 250 before entry into any 300 level or higher Public Relations course.
- The requirements for graduation are a cumulative honor point average of 2.00 or better in: A) all course work taken, B) all course work taken in the Public Relations major, and 3) all course work taken in the business core.
- A student who interrupts his studies and is absent from the University for one or more semesters, OR one who changes curriculum while pursuing a degree at Ferris, is 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."

Contemporary Public Relations

PREL 101, Section 001

Fall 2008, 12-12:50 p.m. W, COB 208

INSTRUCTOR

Ronald H. Greenfield, Associate Professor - Marketing and Coordinator - Public Relations Major

Office: Business Building, Room 320, Phones - Office 591-2448 and Home 796-5036,

E-mail: ronald_greenfield@ferris.edu

Office Hours: M&W 2-3 p.m., T&R 1:15-2 p.m. and F 12-1 p.m. Additional hours by appointment.

COURSE DESCRIPTION

A survey of the public relations profession including history, academic preparation, required skills and knowledge, employment opportunities and career progression. Assesses student's personal interests, characteristics and abilities to pursue and succeed in a public relations career.

COURSE OUTCOMES

1. Transition into the academic, social and cultural environments on FSU's campus.
2. Connect to FSU, the faculty and campus community resources and activities.
3. Aware of personal skills, interests, choices and accountability as a student and a citizen.
4. Possess a broad understanding of the public relations profession and the history of its development.
5. Understand the academic preparation, skills and knowledge essential to fulfill the needs of the public relations job market.
6. Aware of employment opportunities and career progression within the public relations profession.
7. Confirm the decision to pursue the public relations major and career.

REQUIRED TEXTBOOKS

Mogel, Leonard, *"Making It in Public Relations - An Insiders Guide to Career Opportunities,"* Second Edition, Mahwah, NJ, Lawrence Erlbaum Associates, 2002, ISBN 0-80-584022-2

Gardner, John N.; Jewler, A. Jerome; *"Step By Step to College and Career Success,"* First Edition, Boston, Mass., Thomas Higher Education, 2006, ISBN 1-4130-1720-7.

Weekly Planner

The nature of this orientation course requires that additional reading and study materials be utilized from current professional and trade reference sources obtained through the library, internet and handouts provided by the instructor.

GENERAL POLICIES AND REQUIREMENTS

1. This course substitutes for the University requirement that all freshmen enroll in FSUS 100. No student should be enrolled in both PREL 101 and FSUS 100.
2. Regular class attendance is required and attendance is taken at Noon. You will be counted absent if you are late to class. Each unauthorized absence will lower your grade in PREL 101. An absence is excused when the student is attending a university authorized event/activity and the student provides the instructor an official authorized absence form.
3. Use of cell phones, PDAs, MP3 players and similar devices during class sessions is prohibited. It is the student's responsibility to turn these off and to put them away before class begins. Violation may result in forfeiture of the device.

4. Papers and projects are due at the beginning of the class session indicated on the schedule. Tardiness will lower your grade. All papers submitted will be typed, single-spaced and stapled in the upper left corner. Do not use covers, folders or binders.
5. Accuracy is essential in public relations work. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively affect the grade awarded on an assignment.
6. All work submitted must be the original and individual work of the student. While students are encouraged to discuss the course material and assignments with one another, collaborative project submissions are not permitted. Plagiarism will be grounds for automatic failure of PREL 101. See the Academic Misconduct section of the FSU Student Handbook, "Code of Community Student Standards," for further guidance.
7. Attached to the back of this syllabus is a two-page summary of key information and dates from the College of Business. Please review this and keep it for reference.

ADVISOR MEETING

Each new freshman and transfer student is required to meet personally with his/her advisor in his office at some time during the second or third week of classes. This brief meeting provides an opportunity for you and your advisor to get to know one another. A sign up sheet will be provided in class for selecting the time for your individual meeting.

PUBLIC RELATIONS MENTOR

Early in the semester, each PREL 101 student will be matched with an upper class student who is a Public Relations major. This upper class mentor will serve as a resource and counselor for the new Public Relations student and assist in transitioning into college and the academic program.

STUDENT HANDBOOK - www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook

In the past, each new FSU student received a copy of a printed Student Handbook called "The Guide to Life at Ferris State University." This booklet contained a great deal of information about campus services, student policies, campus activities, etc., and was an important and valuable reference for new students. This printed booklet has been eliminated and the information it carried is now available on the FSU web site at the URL shown above. It is suggested that you find this site within the first 10 days at FSU, read and review the "Code of Community Student Standards" (Student Handbook) and bookmark it on your computer for future reference.

PUBLIC RELATIONS STUDENT SOCIETY OF AMERICA

Students are encouraged to join the public relations student professional group, Public Relations Student Society of America (PRSSA). The Ferris State Chapter meets twice a month (normally at 11-11:50 a.m. on Thursday in the Business Building Room 224) and is involved in a variety of activities to help members enhance their public relations education and to launch their public relations careers. All PREL 101 students are required to attend at least one PRSSA meeting during the month of September. The dates of the meetings will be announced in class. Annual PRSSA membership is \$50 for national dues and \$10 for the local chapter. The \$60 dues should be given to the instructor or to the treasurer of PRSSA.

Each student is required to attend at least one PRSSA event the first month of classes to become familiar with the organization and to meet the members. A brief, one paragraph report will be prepared and turned in to obtain the 30 points awarded for attendance. This report will include the date and title of the PRSSA event, a brief summary of the business/activities covered, and suggestions for improving the effectiveness of the event.

PUBLIC RELATIONS JOURNAL

During class we will discuss significant public relations issues observed or occurring on campus, in the state, the nation and the world. As part of this activity early in the semester each student will prepare a written, one-page

Public Relations issues analysis paper (called a Journal) covering the outline and questions below. To complete this you will need to research newspapers, magazines, internet news sites, etc., and select an example of a current public relations issue, problem and opportunity; prepare a brief, written analysis covering the information called for in the outline below; and be prepared to discuss this issue and Journal with the class.

Public Relation Journal

I. Source

Specific detail on your source of the issue (headline, name of news medium, date, page/time).

II. Issue

A one sentence statement of the specific public relations issue.

III. Publics

List the publics (individuals/groups) involved and why each is concerned about this issue.

IV. Analysis

Discuss why the issue is significant and how it is being handled from a public relations perspective? Include the public relations tactics and techniques being applied by those involved.

V. Recommendations

Assume you are the organizations' public relations counselor and explain what you would recommend be done differently in terms of public relations tactics/techniques to better handle the situation.

You also need to attach to the Journal the actual newspaper or magazine clipping or internet article you read or a brief written summary of a broadcast story or public relations program you observed or attended. The newspaper or magazine clipping should be mounted on standard 8 1/2x 11 paper and include the publication's name and date. The brief summary or synopsis should include the station and air date and time or the activity location, date and time.

The due date for this Journal is shown in the Class Schedule. Twenty points are awarded for the Journal.

RESEARCH PAPERS

As part of this course, you will research and write two brief papers to help you analyze your characteristics and interests and understand the opportunities offered by a career in public relations. Each of these papers will be approximately two pages and must be typed, single-spaced and stapled in the upper left hand corner.

At least three supplemental reference sources (beyond the course text, class lectures/discussions and handouts) should be researched, read, cited in the paper and carried in a bibliography at the end of the last page. These sources may be found at the FLITE library, on the internet, from discussions with public relations practitioners, etc.

In the first paper, titled "**What is Public Relations?**", you will research and define the purposes and scope of the public relations function in organizations today. Most people struggle when asked to explain the role of a professional public relations practitioner especially with the past history of press agents, propagandists and spin doctors.

The second paper, titled "**The Public Relations Career Track of Most Interest to Me**" requires you to research, study and select the type of public relations work of most interest to you personally including the type of organization you want to work for, the type of public relations tasks you prefer, etc. While research for this paper begins with you reading the assigned chapters on the "Making It in Public Relations" text, you will need to also research and cite three additional reference sources at the end of this paper.

FINAL EXAM PAPER

The final exam in PREL 101 consists of a four-page, single-spaced research paper written by the student and personally turned in at the Final Exam meeting time shown on the Class Schedule. This paper will be a profile of a

real organization's public relations operation (Note that this paper is on a public relations operation not a public relations person) selected by the student and approved by the instructor. If the organization you select is a public relations consulting or similar agency, your paper should be based on one of their clients not the agency itself.

The instructor has reference materials you may use to locate an organization to use as the subject for your paper. The organization must be located outside of Big Rapids so plan accordingly for travel, time, etc. After submitting the Final Exam Research Paper form (attached) to the instructor and obtaining his approval, the student will contact the person in charge of public relations at the organization and arrange to meet and interview him/her and gather the information needed to prepare the research paper.

Within two days after completion of the interview, the student must write and mail a brief thank you letter to the person interviewed for this Final Exam Paper. This letter is very important because it shows that you are a responsible person/professional. A photocopy of that letter must be attached to the back of your paper as the last page. A sample Thank You letter is attached to this syllabus.

An outline of the headings you should use in your paper and the information to be included under each heading are shown below.

PREL 101 Final Exam Paper

- I. Organization**
Name, address, phone, website URL, principle PR person and title, etc.
- II. History and Purpose**
Provide a brief history of the organization and a discussion of its mission/purpose and current operations.
- III. Public Relations' Role**
Explain the role of public relations in the organization and in advancing the organization's mission and helping it achieve its goals.
- IV. Public Relations Capabilities**
Cover details on PR staffing including academic degrees and experience, organizational structure, responsibilities/duties of each person, operating budget, reporting relationship to top management in the organization, etc.
- V. Major Public Relations Activities**
Identify the principle publics dealt with by the PR department and outline the major PR activities carried out to reach each public with key messages.
- VI. Past and Future**
Explain how the department's PR activities have changed during the last three years and what other changes are expected in the next three years.
- VII. Thank You Letter**
Attach a photocopy of the thank you letter you sent to the person you interviewed for this paper.

EXTRA CREDIT

Students may earn extra credit points by attending and being actively involved in the Public Relations Student Society of America's (PRSSA) events and meetings beyond the one required in PREL 101. Each additional PRSSA activity attended will earn 15 extra points in this course. To be awarded these points, the student must provide the instructor a one-half page summary that includes details on the event attended, describes what was done and learned and offers ideas on what could be done to make that event more effective in the future. These summary reports should be submitted as the activities are completed but no later than the Final Exam meeting during Finals Week.

ASSESSMENT METHODS

The following evaluation methods will be used (380 points maximum).

Papers (two papers @ 50 points)	- 100 points
Final Exam Paper	- 100 points
Two Week Schedule	- 30 points
Public Relations Journal	- 20 points
PRSSA Meeting Attendance	- 30 points
Class Attendance and Discussion	- 100 points

Extra Credit - 15 points per PRSSA meeting or event attended after the one required. (The student is responsible for providing a written event summary to the instructor in order to get this extra credit.)

The following grading scale will be used in this course:

A	92% and higher (322+)	C	72-77 (252-272)
A-	90-91 (315-321)	C-	70-71 (245-251)
B+	88-89 (308-314)	D+	68-69 (238-244)
B	82-87 (287-307)	D	62-67 (217-237)
B-	80-81 (280-286)	D-	60-61 (210-216)
C+	78-79 (273-279)	F	59% and lower (209-)

Note: Mid-term and Final grades may be accessed through the Ferris Web Site (My FSU).

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.

Sept. 3 Orientation, discussion of course requirements, FSU's mission and resources

Assignment: Attend PRSSA meeting/event,
Read FSU Student Handbook web pages,
Study Steps 1-3 in Step By Step, pp 2-37

Sept. 10 Discuss campus support services, student integrity, budgeting, time management, critical thinking

Assignment: Sign up for advisor meeting,
Prepare two week schedule,
Study Steps 4-6 in Step By Step, pp 38-73

Sept. 17 Discuss learning styles, communicating effectively, study skills

Assignment: Study Steps 7- 9 in Step By Step, pp 74-109

Sept. 18 Attend College of Business Celebration Fest, Outside COB/IRC Connector, 5:30-7:30 p.m.

Sept. 24 Discuss exam skills, relationships and diversity, wellness

Assignment: Study Chapter 1 in Making It ... and handouts

Oct. 1 Discuss history of public relations, Public Relations Journal

Due: Report on required PRSSA event/meeting attendance

Assignment: Prepare Public Relations Journal,
Study Chapters 2-3 in Making It ...

- Oct. 8 Discuss Journals, contemporary public relations practice,
Due: Public Relations Journal
 Assignment: Review Chapters 20-21 and References on pp 331-343 in Making...,
 Study Chapters 4-7 in Making it ...
- Oct. 15 Discuss contemporary public relations practice, first Research Paper, research techniques
 Assignment: Prepare "What is Public Relations?" paper
 Study Chapters 8-11 in Making it ...
- Oct. 22 Discuss Final Exam Paper, public relations skills and knowledge requirements, matching personal characteristics with professional requirements
Due: "What is Public Relations?" paper
 Assignment: Schedule Final Exam Paper topic
- Oct. 27 Mid-term grades posted*
- Oct. 29 Academic preparation, class registration (Bring your red registration materials folder)
 Assignment: Prepare class schedule for Spring Semester,
 Make appointment with advisor,
 Study Chapters 12-15 in Making It ...
- TBA Registration begins for Spring classes*
- Nov. 5 Discuss employment opportunities in public relations, Final Exam Research Paper
 Assignment: Study Chapters 16-18 in Making It ...
 Study Step 10 in Step By Step, pp 110-123
- Nov. 5 Last day for "W" withdrawal grades*
- Nov. 12 Professional career progression
Due: Final Exam Research Paper form
 Assignment: Prepare "Public Relations Career..." paper
- Nov. 19 Your public relations career
Due: "Public Relations Career..." paper
 Assignment: Study Chapter 23 in Making it ... and handouts
- Nov. 26 No Class - Thanksgiving Break begins at noon
- Dec. 3 Discuss the future of public relations, FSUS 100 survey
- Dec. 10 Discuss Final Exam Research Paper, course wrap-up and evaluation
 Assignment: Write Final Exam Research Paper,
 Prepare PRSSA Extra Credit Summaries
- Dec. 15-19 Final Exam Week*
- Dec. 15 Final Exam, 12:00-1:40 p.m.
Due: Final Exam Research Paper, PRSSA Extra Credit
- Dec. 23 Final grades accessible on FSU web site, My FSU*

(Sample)

Jane Doe
PREL101, Section 1
December 10, 2007

Public Relations Journal

I. Source

"Royal Oak Mayor-Elect Arrested for Drunken Driving," The Detroit Free Press, December 9, 2007, page B-2.

II. Issue

William Urich who was just elected mayor of Royal Oak was arrested and charged with drunken driving. What should he do now concerning his responsibilities as mayor and to fulfill his obligations to local residents/voters?

III. Publics

Royal Oak voters - supported or voted against Urich
Royal Oak youth and parents - Urich sets bad example for youth

IV. Analysis

Urich has been mayor for 3 years and owns a local landscape business. He was found outside Selfridge Air National Guard Base in his car Sunday morning at 2:30 after someone called the Macomb County Police Department. The breathalyzer test registered .17, almost twice the legal limit. He was jailed and then released on bail for \$100.

Urich has to publicly apologize and make voters and his colleagues see past this incident because he will be formally charged and tried in court. An incident like this will not be easily erased from voter's minds. Some people in the community are furious because drunk driving campaigns in the community have been undercut. They are wondering what kind of message this sends to their children. He will also have to earn the communities trust again and this task might take a while.

V. Recommendations

Urich should take whatever sentence he gets, make another public apology and pay for his crime. He should face this issue and his personal responsibility but not make it bigger by dwelling on it or trying to cover up or minimize its importance. In public relations, it is best to tell the truth, quickly admit mistakes and get the story off the front page.

Final Exam Research Paper Topic

Step 1

Your name _____ Today's date _____

Phone _____ Email _____

Host's name _____

Title _____

Organization _____

Address _____

Phone _____ Email _____

Approval _____ Date _____

Step 2

Interview Date _____ Time _____ Place _____

Do you need an absence memo for your instructors? ___ yes ___ no

Comments:

Step 3

Approval _____ Date _____

John J. Jones
227 Green Street, Apt. 205
Big Rapids, Michigan 49307
Phone 231-555-1212

October 5, 2007

Ms. Susan P. Smith
Vice President - Public Relations
XYZ Corporation
2275 ABC Street
Grand Rapids, Michigan 46422

Dear Ms. Smith:

Thank you so much for meeting with me yesterday and answering all of my questions about your public relations operations at XYZ. The experience was enjoyable and very informative.

As you know, my college experience is just beginning and I have a great deal to learn about the public relations function. After talking with you, I am even more excited about my public relations courses here at Ferris State and my future career. Your Webfoot Golf Tournament sponsorship program is just the type of special event planning I hope to do when I graduate.

Again, thank you for your time and courtesy. I will keep you posted on my progress at Ferris State and look forward to seeing you again soon.

Sincerely,

John J. Jones

PUBLIC RELATIONS PRINCIPLES
PREL 240, Section 001
Spring Semester 2009, 11-11:50 a.m. MWF, COB 208

INSTRUCTOR

Ronald H. Greenfield, Coordinator-Public Relations Major and Associate Professor-Marketing
Office: College of Business, Room 320, Phone: 591-2448, E-mail: ronald_greenfield@ferris.edu
Office hours: M 1-2 p.m., T&R 1:15-2 p.m., and W & F 10-11 a.m. Additional hours by appointment.

COURSE DESCRIPTION

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 such as brochures, speeches, company publications, news releases and new communications technology. Prerequisite: ENGL 150.

COURSE OUTCOMES

1. Apply the theoretical, social science framework to the public relations function.
2. Demonstrate an understanding of the historical development and current functions of the professional practice of public relations.
3. Recognize and analyze the application of public relations tools and tactics to current events and issues.
4. Demonstrate competency in developing and applying basic public relations tools and tactics.
5. Develop a basic public relations plan that applies the strategic planning process and utilizes appropriate tools and tactics.
6. Demonstrate acceptance of accountability, personal responsibility and ethics standards found in business and other organizations.

REQUIRED TEXTBOOK

Seitel, Frazer P., *The Practice of Public Relations*, Tenth Edition, Upper Saddle River, N. J., Prentice Hall, Inc., 2007. ISBN 0-13-230451-1

The class sessions on the Four-Step Process of planning public relations programs covers material found in four chapters in Center, Cutlip and Broom's text, *Effective Public Relations*. Copies of this book are available at the library for your use and reference.

Additional articles and materials will be handed out, as appropriate, during class sessions.

GENERAL POLICIES AND REQUIREMENTS

1. Regular class attendance is required and is taken promptly at the beginning of class. An absence is excused if a student is attending a university authorized event/activity and provides the instructor a copy of the official authorization for such an absence. Attendance and class discussion account for 50 points (ten percent of your grade). Unauthorized absences will lower your final grade with the 50 points generally earned as follows: 0 to 2 absences - 50 points, 3 absences - 40 points, 4 absences - 30 points, 5 absences - 20 points, 6 or more absences - 0 points. These points may be adjusted based on the student's contributions to class discussion.
2. Papers and projects are due at the beginning of the class session indicated on the schedule. Tardiness will lower your grade.
3. Use of cell phones, PDAs, MP3/iPod players and similar devices during class sessions and tests is prohibited. It is the student's responsibility to turn these off and put them away before class begins.
4. Accuracy is essential in all public relations work. Proofreading is the student's responsibility and spelling, grammar and similar errors will negatively affect grades awarded on an assignment.

5. All papers submitted will be typed and stapled in the upper left corner. Do not use folders or binders.

ASSESSMENT METHODS

The following evaluation methods will be used (500 points maximum).

Tests (three @ 100 points each) -	300 points
Journals (four @ five points each) -	20 points
Raina News Release -	30 points
Four-Step Process Paper -	100 points
Attendance and Class Discussion -	50 points

Extra Credit - 30 points maximum
(Additional extra credit opportunities
May be offered occasionally in class)

These points will convert to final grades as follows:

A 92% and higher (460+)	C 72-77 (360-389)
A- 90-91 (450-459)	C- 70-71 (350-359)
B+ 88-89 (440-449)	D+ 68-69 (340-349)
B 82-87 (410-439)	D 62-67 (310-339)
B- 80-81 (400-409)	D- 60-61 (300-309)
C+ 78-79 (390-399)	F 59 % and lower (299-)

TESTS

The three tests in PREL 240 (two taken during the semester and one administered as the final exam) will each cover a designated set of lecture topics and chapters in the text equaling about one-third of the course. Note that the "Final Exam" is not comprehensive and instead covers only the last one-third of the topics/chapters.

All information covered in the lectures, chapters and handouts will be included in the tests and a combination of true and false, multiple choice and short essay questions are used. The T/F and multiple choice questions will be machine graded so the student will need to bring a No. 2 pencil to the test. Answer sheets will be provided by the instructor.

PUBLIC RELATIONS JOURNALS

Each day hundreds of public relations issues are faced by individuals, company managers and employees of a variety of organizations in our society. These problems and opportunities could include an opportunity such as launching a great new product or a big event such as a concert, a crisis such as a massive fire at your resort, a bad decision such as accepting kickbacks from printers, etc. From a public relations perspective, the organizations and individuals involved attempt to respond to such issues in ways that will maintain or build positive relationships with those publics affected or concerned.

In PREL 240 students will identify such current public relations issues by reading articles in newspapers and magazines, listening to radio and TV news, exploring the internet, participating in campus activities, etc. During the semester each student will prepare four brief Journals (sample on page 7) analyzing the issue and the responses by those involved. These Journals/issues will be discussed by the class on Monday mornings. The first of these discussions will be January 26. The objective is to help students identify, observe and learn by studying how these current situations are being handled from a public relations perspective. Each typed Journal will cover the following and use the four bold-faced headings shown below:

Public Relations Journal # _

I. Information source

The source of your information on this issue.
(headline, name of news medium, date, page/time)

II. Issue

One sentence statement of the problem or opportunity involved.

III. Analysis

Brief discussion of the issue's significance and the public relations tactics and techniques being applied by the parties.
(i.e. What is the issue's potential impact and who does it effect? What is each party doing now in terms of public relations activities designed to resolve the issue and to improve long-term relationships with key groups of people? Is this working? Why are/were they successful or unsuccessful?)

IV. Recommendations

What other or different public relations tactics/activities do you think should be done to resolve the issue and produce more positive relationships?

The four Journals will be submitted at the maximum rate of one per week. When the issue is found in print media or on the internet, the student will attach (staple) a copy of the actual article/clipping (mounted on 8 1/2 X 11 typing paper) to the analysis handed in.

NEWS RELEASE

As part of our class work on public relations writing you will prepare a news release on a significant community relations issue involving Raina, Inc. (Case Study on pp. 353-354 of the text). Two copies of this release are due February 23. Through this project you will apply the basic public relations writing concepts and techniques covered in the text and in class and learn how to write a news release; a basic tool used in many public relations programs.

FOUR-STEP PROCESS PAPER

1. In April you will prepare a paper in which you will apply the public relations knowledge gained in this class and use the Four-Step Public Relations Planning Process to develop a practical public relations program for a real organization. The public relations issue, problem or opportunity you deal with in your plan will be selected by you (subject to approval by the instructor). It should involve an organization with which you are familiar such as one you belong to, have worked for, have had an internship with, plan to work for after graduation, etc. The subject of this paper is due April 3 and the final paper is due April 24.
2. Two class periods (March 30 and April 1) will be used to teach you how to do a basic Four Step Public Relations Plan. Additional detailed information can be found in "*Effective Public Relations*" by Scott M. Cutlip, Allen H. Center and Glen M. Broom. The material on planning is carried in four chapters titled Fact Finding and Feedback, Planning and Programming, Action and Communications and Evaluation. A few copies of this text are available at FLITE.
3. One additional class period (April 15) will be used for a workshop on the Four-Step project and the instructor will be available to answer questions, offer guidance and help you to get started with your plan. Attendance at this workshop is mandatory. In addition, PRSSA members normally offer a student-to-student workshop on writing Four Step Public Relations Plans for PREL 240 students. This workshop will be Thursday, April 16 at 11 a.m. The room number for this workshop will be announced in class.

4. The completed paper will be presented in the format below using these 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) **Message(s)**
 - G) **Communications Strategy**
 - H) **Program Tools and Tactics**
 - I) **Timetable**
 - J) **Budget**
- IV. **Evaluation of the Program**
 - K) **Mid-course Adjustments**
 - L) **Post-program Research**
- V. **Samples of proposed tools and tactics**

5. Grading of this plan is based upon the accuracy and thoroughness of your application of the Four-Step Process and the quality of the public relations program you develop. Significant points will also be awarded for sample news releases, fact sheets, backgrounder, press kit, meeting agendas, radio or TV PSA copy and visuals, letters to opinion leaders and other public relations tools and techniques, as called for in your plan and included on Section V of your paper.

EXTRA CREDIT PROJECTS

Three “extra credit” writing projects are offered and details are described on page 8 of this syllabus. Each of these optional projects is worth a maximum of 10 points. Work should begin on these after completion of the lectures on Public Relations Tools, February 27, and they can be turned in any time through April 27.

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. 12 Orientation and Discussion of Course Objectives
Assignment: Read and study Chapter 1
- Jan. 14 What is Public Relations?
Assignment: Read and study Chapter 2
- Jan. 16 History of Public Relations
- Jan. 19 No Class - Martin Luther King Day
- Jan. 21 History of Public Relations
Assignment: Read and study Chapter 5
- Jan. 23 Public Relations Management
- Jan. 26 Public Relations Management
Due: First Journal
Assignment: Read and study Chapter 3
- Jan. 28 Communications Theory
- Jan. 30 Communications Theory
Assignment: Read and study Chapter 4
- Feb. 2 Influencing Public Opinion
Assignment: Read and study Chapter 8
- Feb. 4 Research Methods
Assignment: Read and study Chapter 6
- Feb. 6 Ethics and Social Responsibility

- Feb. 9 Ethics and Social Responsibility
Assignment: Read and study Chapter 7
- Feb. 11 Public Relations and Law
Assignment: Study for test over Chapters 1-8, handouts and allied materials.
- Feb. 13 **Test** over all information covered thus far in this course.
Assignment: Read and study Chapter 16
- Feb. 16 Public Relations Writing
Assignment: Read Case Study pp. 353-354
- Feb. 18 Raina, Public Relations Writing
Assignment: Write Raina news release
- Feb. 20 Public Relations Writing
- Feb. 23 Public Relations Tools
Due: News release on Raina (2 copies)
Assignment: Edit Raina News Release
- Feb. 25 Public Relations Tools
Due: Raina Final
- Feb. 27 Public Relations Tools
Assignment: Read and study Chapter 18
Complete any Extra Credit Projects desired
- Mar. 2 PR on the Internet
Assignment: Read and study Chapter 9
- Mar. 4 Media Relations
- Mar. 6 Media Relations
- Mar. 9-15 No Class, Spring Break
- Mar. 16 Media Relations
Assignment: Read and study Chapter 10
- Mar. 18 Electronic Media
- Mar. 20 Electronic Media
Assignment: Read and study Chapter 17
- Mar. 23 Integrated Marketing Communication
- Mar. 25 Integrated Marketing Communication
Assignment: Study for test over Chapters 9-10 and 16-18, handouts and allied materials.
- Mar. 27 **Test** over Chapters 9-10 and 16-18, lectures, handouts and allied materials covered since last test.
- Mar. 30 The Four-Step Public Relations Planning Process-Step 1 and Step 2
Note: A packet of handouts will be provided covering the Four-Step Public Relations Planning Process.
- April 1 The Four-Step Public Relations Planning Process-Step 3 and Step 4
Assignment: Select topic for Four-Step Planning project, Read and study Chapter 11
- April 3 Employee Communications
Due: Individual topics for Four-Step projects
Assignment: Complete your public relations plan utilizing the Four Step Process (See syllabus heading, "Four-Step Process Paper," for details).
- April 6 Employee Communications
Assignment: Read and study Chapter 12
- April 8 Community Relations
- April 10 No Class - Easter Break
- April 13 Community Relations
Assignment: Prepare plan draft for Four Step Workshops
- April 15 Four-Step Process Workshop
Assignment: Read and study Chapter 13
- April 16 PRSSA Four Step Workshop, 11-11:50 a.m.
- April 17 Government Relations/Public Affairs
Assignment: Read and study Chapter 14
- April 20 Consumer Relations
Assignment: Read and study Investor Relations Handout,
Read and study Chapter 15

- April 22 Investor Relations, International Relations
Assignment: Read and study Chapter 19
- April 24 Managing Issues and Crisis
Due: Four-Step Process Paper
- April 27 Managing Issues and Crisis
Due: Final date to submit Journals, Final date to submit any Extra Credit Projects
- April 29 The Future of Public Relations
- May 1 Course Summary and Wrap Up
Assignment: Study for third (final) exam over Chapters 11-15 and 19, Four Step Process, lectures, handouts and allied materials.
- May 5 **Final Exam**, 8-9:40 p.m.
This will be a "mass" exam including students from all three sections of PREL 240. The location will be announced in class. Final course grades will be available on the Ferris Website, MYFSU, the Tuesday after Finals Week.

PREL 240 Journal

I. Source

"Pruning Concerns - Michigan Bulb Tries to Weather Bad Publicity About Annual Sweepstakes," Grand Rapids Press, March 15, 2007, Page 1.

II. Issue

The use of sweepstakes as marketing promotions is coming under serious scrutiny by Congress and legal authorities as they question the ethics and legality of such activities.

III. Analysis

Michigan Bulb, based in Grand Rapids, is facing a national scandal over its use of sweepstakes promotions in its marketing programs. My parents have received many such mailings from them over the years, have purchased plants and have never won anything even though the mailings have implied many times that they were winners.

National newspapers have been investigating these marketing techniques and US Senators want to pass a law banning misleading sweepstakes mailings. State Attorney Generals have threatened lawsuits.

Even if found to be legal, the use of such sweepstakes techniques is questionable corporate ethics. At the very least, the mailings are misleading and even though Michigan Bulb's Holmquist emphasizes that they respond to every complaint and offer to reimburse people, this issue severely damages Michigan Bulb's reputation. The company comes off as deceitful, greedy and willing to take advantage of people, particularly the elderly.

Seitel discusses corporate Codes of Ethics and Standards of Business Conduct in Chapter 4 and the sweepstakes promotions are very questionable ethics. I think the PRSA Code of Ethics would also be violated.

IV. Recommendations

The issue has now reached the point that it will be difficult for the company to avoid legislation and court cases and possibly serious damage to their marketing effort. An earlier, significant response by them could have avoided this and shown that the companies are ethical and responsible. They should have dropped such sweepstakes techniques and come up with other marketing approaches to avoid being dragged through the courts or having their management put into jail.

Now, the companies need to address the ethics (and legality) of using sweepstakes immediately or they will continue to reinforce their negative reputation. I recommend that Michigan Bulb and the others using sweepstakes meet with the states Attorney General, immediately discontinue the marketing tactic and make a public statement announcing their new marketing philosophy and programs.

Extra Credit Opportunities

PREL 240

Following are three extra credit projects involving the production of basic public relations tools. These projects are worth 10 points each. This additional work is optional and the due date is indicated in the syllabus.

1. This morning, you were elected president of the Ferris State Student Government. Assume you are a writer for the university's Public Relations Department and write a news release which Ferris State will send to the media in your hometown announcing this honor. Your purpose in preparing and placing the news release is to use your election as the news peg and the local angle to carry a message designed to recruit students for your major at FSU and to enhance the college's reputation in general. Also include a list of all of your hometown news media to whom the release should be sent.
2. Prepare a one-page fact sheet on Ferris State's College of Business. The sheet should be developed for use in recruiting students, informing visitors, serving as a general reference piece for faculty and staff, etc. Samples of standard fact sheet formats were provided in class. Note: If you are not a College of Business student, you may instead prepare the fact sheet on your college.
3. You are the principal public relations official for the organization described in the handout for this extra credit project (Note - The instructor will provide this handout in class during the discussion of Extra Credit projects). Using the set of facts/information provided in the handout, prepare an appropriate news release and describe/list the news media that should receive a copy of this release.

Ferris State University

College of Business, Department of Marketing, 119 State Street, Big Rapids, MI 49307

Course:	PREL 240: Public Relations Principles
Text:	The Practice of Public Relations, Tenth Edition, (2007). F. Seitel. Upper Saddle River, NJ: Pearson Prentice Hall.
Professor:	Patrick Bishop, APR, MS, PhD in progress
Office:	COB 343
Office hours:	By appointment and online; e-mail to schedule an appointment
Cell phone:	231.225.8266 (emergencies only please)
E-mail:	patrickbishop@ferris.edu
Note:	Content / schedule may change per the professor's discretion

Course Description

PREL240 examines principle concepts of public relations and the various roles of the PR practitioner. This course is ideal for students interested in learning the fundamentals of PR.

Learning Outcomes

Students completing this course will be expected to:

1. Demonstrate an understanding of the history of public relations.
2. Demonstrate an understanding of the various functions of PR professionals.
3. Create and analyze PR goals, objectives, strategies, and tactics.
4. Exhibit a basic competency in core knowledge, skills, and abilities (KSA's).
5. Develop a simple public relations plan.
6. Know and apply PR ethical standards.

Instructional Methods

The course will be taught fully online via readings, discussions, papers, quizzes, and exams.

Communication

My preferred mode of communication is via e-mail at patrickbishop@ferris.edu. You may expect a response to e-mails within 24-hours during the week. While I often respond to e-mails on weekends, you should not plan on response until Monday morning. In case of an emergency, please call me at the number listed above.

Students are expected to treat each other with professional respect. It is completely acceptable to disagree and challenge each another's opinion, however common business etiquette will be an expectation. Disparaging personal remarks will not be tolerated.

Course Requirements

This is an online course accessed through "FerrisConnect" located in "MyFSU" at www.ferris.edu. Students must have easy and reliable access to a computer and the Internet. Students are responsible for access and use of the correct technology. The course will be available on Tuesday, May 19. To get to your FerrisConnect class, follow these steps:

1. Log in to MyFSU at <http://myfsu.ferris.edu>
2. Click on "MyACADEMICS" tab
3. Under "My Courses," click on the "Click here to:" text link
4. Click on the PREL 240 course title to go to the course homepage

Computer Settings

Browser Check: Before logging in to any online course, it is highly recommended you perform a browser check to see if your computer is properly configured to use the Blackboard Learning System. To do this, click on "Check Browser" on the FerrisConnect login page.

Pop-up Blockers: The Blackboard Learning System sometimes uses small browser windows to deliver requested content. Some pop-up blockers incorrectly interpret these small windows as pop-ups and block them. If you have installed a pop-up blocker, you will need to turn it off.

Java Security Certificate: After logging in to the Blackboard Learning System, you will be prompted to accept a Java Security Certificate. You must click "Yes" or "Always" to ensure that Learning System functionality using Java will work properly in your browser.

It is the student's responsibility to ensure that their own technical capabilities are working. Technical help is available at the Technical Assistance Center (TAC) by calling 231.591.4822 or via web at <http://www.ferris.edu/techsupport>.

Student Assessment

Students will have an opportunity to accumulate up to 1,000 total points as follows:

Discussion Board (10)	200
Quizzes (10)	200
Written Assignments (5)	100
Individual PR Plan 1	100
Individual PR Plan 2	100
Midterm	150
Final	<u>150</u>
	1,000

All assignments are due per the calendar in the course documents folder. Assignments will not be accepted after the due date (late assignments will receive zero points).

Important note: these are real deadlines. Late excuses for technical difficulties will not be accepted. It is the student's responsibility to ensure that assignments are completed and turned in on time. Therefore, it is highly recommended to turn in assignments early to avoid potential technical problems.

Points will be posted on FerrisConnect and will be accessible throughout the semester. There should never be a question of how you are doing; if so, please contact me. Letter grades will be determined by percentage, as listed below. To calculate your letter grade, simply divide your score by the total possible points; this will give you your correlating percentage. Note: "rounding up" is the prerogative of the professor and is not automatic. Rounding up is awarded to students who show exceptional participation, comprehension, and positive attitude.

A: 100 - 94%	A-: 93.99 - 90%	
B+: 89.99 - 87%	B: 86.99 - 84%	B-: 83.99 - 80%
C+: 79.99 - 77%	C: 76.99 - 74%	C-: 73.99 - 70%
D+: 69.99 - 67%	D: 66.99 - 64%	D-: 63.99 - 60%
F: below 60%		

Written Assignments

There are five written homework assignments and two major papers (PR Plan 1 & 2). All written assignments must be typed and follow these guidelines:

- Double-space
- Standard 12-point font
- One inch (1") margins on all sides
- Format: Microsoft Word 97/95
- Submitted: via FerrisConnect by the deadline
- Name displayed in the upper right hand corner of the header

For papers of more than one page:

- Cover page including your full name, assignment name, and course number / name
- All inside pages should include your name in the upper right hand corner
- All inside pages should include the "page x of y" format in the lower right hand corner

Failure to follow these guidelines will result in losing points for an assignment.

Written assignments will be graded upon the relevance of material, brevity, clarity, organization, format, spelling, punctuation, and proper grammar.

Late assignments will not be accepted. Written assignments with more than ten (10) combined spelling, punctuation, or grammar errors will receive a failing grade. Students found to have significant deficiencies in writing may be required to use the University Writing Center.

Tests and Quizzes

Tests and quizzes must be taken online and completed by the registered student **WORKING ALONE**. Books and notes may be used. Tests and quizzes may consist of fill-in-the-blank, multiple choice, short answer, and true / false questions. Quizzes and exams are cumulative. Tests and quizzes must be completed by Midnight on the due date. Tests and quizzes cannot be made up and can only be taken once. You will have 30-minutes to complete the online quizzes and 90-minutes to complete the midterm and final exams.

Discussion Board Postings

For ten of the twelve weeks, students must answer the weekly discussion question(s) by Midnight on Thursday of each week. Additionally, students must respond to at least one classmate postings by Midnight on Sunday of each week.

Postings must be in your own words. Postings that require a “real-life example” must come from credible resources other than the book. Referenced sources must be cited by author, subject title, and page number (for example: Bishop, PREL240 Syllabus, p. 4). Weekly postings are worth 20 points. Assessment is based on being clear, concise, and complete.

Important note: these postings are the minimum amount of participation; students failing to meet the minimum required number of postings will receive zero points for the week. Students failing the discussion portion of the course will also fail the course.

Student Services

A variety of student services are offered at Ferris State University. Following is contact information for common services (also available on the FSU website at www.ferris.edu):

- Academic Support Center & Tutoring, ASC 1017, 231.591.3543
- Disabilities Services, Starr 317, 231.591.3772
- Educational & Career Counseling Center, Starr 313, 231.591.3057
- Ferris Library (FLITE), 231.591.3500, www.ferris.edu/library
- Structured Learning Assistance, ASC 1045, 231.591.5947
- University Writing Center, ASC 1017, 231.591.2534

Credentials

Professor Patrick Bishop, APR, MS, PhD in progress

Bachelor of Arts, Communications / PR, Michigan State University

Master of Science, Communications, Summa Cum Laude, GVSU

Doctorate in progress, Higher Educational Leadership, Summa Cum Laude, WMU

Accreditation in Public Relations (APR), Public Relations Society of America

Assistant Professor of Marketing & Public Relations, Ferris State University

Adjunct Professor of Marketing, Baker College of Muskegon & Fremont

Adjunct Professor of Communications, Grand Valley State University

Communications Officer, Fremont Area Community Foundation

Vice President of Sales and Marketing, Fortress Products, Inc. / Dickies Work Gloves

Workwear, Footwear, and Grocery Buyer, Quality Stores, Inc.

Marketing Manager, Quality Stores, Inc.

Graphic Designer & Writer, Quality Stores, Inc.

Assistant Store Manager, Quality Stores, Inc.

PREL 341: PR Tool and Techniques

College of Business Department of Marketing 119 State Street Big Rapids 49307

Instructor:	Mr. Patrick Bishop, APR, MS, PhD in progress
Office:	College of Business (COB) 343
Office hours:	Monday 1:00 p.m. to 2:00 p.m. Tuesday 1:00 p.m. to 3:00 p.m. Wednesday 1:00 p.m. to 2:00 p.m. Other hours by appointment
Phone:	231.591.3151
E-mail:	patrickbishop@ferris.edu
Note:	Content subject to change per Professor Bishop's discretion
Prerequisite(s):	PREL 240; "B" or better in ENGL 150 and 250. Public relations majors must maintain an overall 2.5 GPA or better.
Texts:	1. Public Relations Writing & Media Techniques, Fifth Ed, (2005). Wilcox, D. Boston: Allyn and Bacon-Pearson Education, Inc. 2. The Associated Press Stylebook and Libel Manual, (2004). Associated Press, New York: Perseus Books (HarperCollins).
Recommended:	3. Media Writer's Handbook, Fourth Ed, (2006). Arnold, G. New York: McGraw Hill Higher Education.

Course Overview

PREL 341 explores the development and application of public relations tools used by industry professionals to build and enhance relationships with an organization's key publics. Students will learn which tools to use for what occasion leading to hands-on creation of a variety of tools and techniques.

Learning Outcomes

Students completing this course will be expected to:

1. Demonstrate an understanding and proficiency of public relations writing.
2. Demonstrate a basic understanding for the variety and use of PR tools.
3. Apply a strategic approach for the use of appropriate PR tools and techniques.
4. Competency in creating a variety of standard PR communication tools.
5. Complete a successful job shadow with a public relations professional.

Instructional Methods

The course will be taught through lecture, readings, exams, audio-visual aides, class discussion, small groups, individual presentations, written assignments, and guest speakers.

Attendance

We have approximately 45 classes over 15 weeks (including holidays!); you may use four (4) unexcused absences for any reason. Five (5) unexcused absences will result in one full drop in your final grade. Six (6) unexcused absences will result in an "F" for the course. Class begins at 9:00 a.m. Being five minutes late or less results in a "tardy." You are allowed two tardies, each equal to one ½ day. Tardies beyond two are each equal to one full day.

There may be allowances made for unavoidable occasions when attendance is not possible; these situations are outlined below.

1. Excused absence: nonattendance caused by severe circumstances out of your control may be considered an excused absence. Coursework missed to do an excused absence can be made up, however it is the student's responsibility to initiate and complete missed assignments. Examples of an excused absence may be: serious illness; death of a relative or close friend; jury duty, or; a University sponsored event (with permission slip). In circumstances beyond your control, you may be required to provide documentation.

Note: If you believe you meet the criteria for an excused absence, you must contact me before class. In the case of an emergency, leave me a voicemail or e-mail message.

2. Unexcused absence: again, you get four (4) freebies to use throughout the term! Here are some examples of situations that may not be excused: day care problems; power outage; common ailments; work issues; being in jail; or transportation problems. Missing coursework due to an unexcused absence cannot be made up.

If you miss class for any reason, you are responsible for obtaining notes and / or assignments from fellow classmates.

In the unlikely event class is cancelled by Professor Bishop, you will be notified by University e-mail and a note will be posted on the door by the department.

Exams

There are three (3) exams worth 150 points each. Exams are cumulative, consisting of multiple choice, true / false, and short answer questions. You need to bring a #2 pencil to complete the answer sheet. You may forgo the final exam if you have one (1) or less unexcused absences and a cumulative grade before the final exam of at least 94%.

Quiz

There is one short answer quiz at the beginning of the term worth 20 points.

Job Shadow

Outside of class, students are expected to perform a 4-hour job shadow with an active public relations professional. Within the first few weeks of the term, students will need to complete a job shadow preparation form worth 25 points. Following the job shadow, students will complete a job shadow report worth 80 points. This assignment is mandatory; failure to complete a job shadow will result in an "F" for the course.

Lab Work

On eleven Fridays throughout the term we will meet in the computer lab in COB 116 (see schedule). Students will be given a PR assignment to complete during the lab worth twenty (20) points; incomplete work, or work with more than five errors, may receive zero (0) points. Your worst lab grade will be thrown out.

Presentations

Public speaking is an important skill for public relations; you do not have to be perfect, but you should be relatively competent. In addition to informal class discussion, students will give two formal presentations. The first is a speech worth 50 points. The second is a project presentation worth 100 points. Students will be graded on the quality of the content, professionalism, and presentation skills.

Written Assignments

Written work must be typed and follow these guidelines: name in the upper right hand corner of every page; double-spaced; use of a standard 12-point font (Times New Roman, Georgia, Tahoma, or Century Schoolbook); white paper using black ink; and 1" margins. Reports of more than one page must have a cover sheet, be stapled, and numbered using the format 'page x of y' in the upper or lower right hand corner (see below). Include a bibliography when appropriate.

Written assignments will be graded on the quality of the content, succinctness, organization of ideas, format, spelling, punctuation, and proper grammar. Coursework with more than five (5) combined format, spelling, or grammar errors may result in a failing grade. Students who are struggling with writing may be required to visit the University Writing Center.

Note: assignments are due at the beginning of class; late assignments will not be accepted and you will receive zero points.

Student Assessment of Participation and Competency

Twice in the term, students will meet one-on-one with Professor Bishop to discuss their participation and competency. For the second meeting, students will be required to complete and present a self-assessment. The final assessment is worth 50 points. The meetings are mandatory; missing them may result in a failing grade for the course.

Please note: participation is a combination of class engagement that includes active discussion, asking questions, offering ideas, presentations, small group involvement, and demonstrating interest. Regular attendance is a small portion of participation.

Group Participation

Small group dialogue and presentations are frequently used tactics to enhance learning. Students are expected to participate actively and fully.

Technology

Entertainment and communication technologies (cell phones, Ipods, headphones) are generally disruptive to the classroom and have significant potential for academic abuse. Therefore, please store technologies of this type prior to class. Laptops may be used for note taking; however, abuses will result in the revoking of this privilege.

Students must be able to utilize FerrisConnect and the University issued e-mail address. FerrisConnect will be used primarily for posting grades. Student's FSU e-mails will be used exclusively (not personal accounts). Students are responsible for being able to access FerrisConnect and maintain their FSU e-mail account. Proficiency training is available through the University.

Extra Credit

Except in very rare circumstances when Professor Bishop is feeling extremely generous, there will be no extra credit opportunities.

PRSSA Participation

Public relations majors are expected to actively participate in PRSSA, including the attendance of monthly meetings.

Grading

There are 1,000 total points available in this course distributed as follows:

Quiz	20	2.0%	
Job Shadow Preparation	25	2.5%	
News Release	25	2.5%	
Speech	50	5.0%	
Assessment	50	5.0%	Mandatory
Job Shadow	80	8.0%	Mandatory
Project Presentation	100	10.0%	
Exam 1	150	15.0%	
Exam 2	150	15.0%	
Final Exam	150	15.0%	Optional w/ 1 or < ab & 94%
Lab Work	<u>200</u>	<u>20.0%</u>	10/11 -- drop your worst
	1,000	100.0%	

Points will be posted on FerrisConnect and will be accessible throughout the semester. There should never be a question of how you are doing; if so, please see me. Letter grades will be determined by percentage, as listed below. Please note: "rounding up" is Professor Bishop's prerogative and not guaranteed.

	A: 100 - 94%	A-: 93 - 90%
B+: 89 - 87%	B: 86 - 84%	B-: 83 - 80%
C+: 79 - 77%	C: 76 - 74%	C-: 73 - 70%
D+: 69 - 67%	D: 66 - 64%	D-: 63 - 60%
F: below 60%		

Credentials: Professor Patrick Bishop

Bachelor of Arts, Communications / PR, Michigan State University

Master of Science, Communications, Summa Cum Laude, Grand Valley State University

Doctorate in progress, Higher Educational Leadership, Western Michigan University

Accreditation in Public Relations (APR), Public Relations Society of America

Member, Public Relations Society of America

Adjunct Professor of Marketing & Business, Baker College

Adjunct Professor of Communications, Grand Valley State University

Communications Officer, Fremont Area Community Foundation

Vice President of Sales and Marketing, Fortress Products / Dickies Work Gloves

Workwear, Footwear, and Grocery Buyer, Quality Stores, Inc.

Marketing Manager, Quality Stores, Inc.

Graphic Designer & Writer, Quality Stores, Inc.

Assistant Store Manager, Quality Stores, Inc.

Final Note

As much as possible, this course will be taught using expectations from the world of business. What is unacceptable in the real world will be unacceptable in this classroom. You will be treated with respect, yet also held accountable for your decisions. If at any time you have questions, concerns, or issues with myself or this course, please do not hesitate to contact me via e-mail, phone, or stop by my office. I am excited about being here; I trust and expect you are excited and eager to be here as well.

PREL 342-001: Public Relations Strategies

Ferris State University COB - Marketing 119 State Street Big Rapids, MI 49307

Pre-requisites:	PREL 341 or instructors consent
Text:	Collins, J. (2001). Good to Great. New York: HarperCollins Publishers.
Day-time-room:	MWF, 1-1:50 p.m., COB 310
Credit-semester:	3 credit hours; spring 2009
Professor:	Patrick Bishop, APR, MS, PhD in progress
Office:	COB 343
Office hours:	Mon. & Wed.: 8-9:00 a.m. & 11-Noon; or by appointment
Phone:	231.591.3151
E-mail:	patrickbishop@ferris.edu
Note:	Content / schedule subject to change per the professor's discretion

Course Description

PREL 342 is the application of PR strategy and tactics to develop and strengthen relationships with an organization's publics. Strategies and tactics will be applied in a variety of PR functions with the goal of achieving clearly defined PR objectives for a real client.

Learning Outcomes

Students completing this course will be expected to:

1. Complete a self assessment of PR knowledge, skills, and abilities.
2. Understand PR strategy and tactics from a management perspective.
3. Develop situational analysis and issues management plans.
4. Prepare various integrated PR plans by function to meet defined objectives.
5. Demonstrate competency with public speaking, branding, social media, and viral marketing tactics.
6. Perform at professional standards and develop high quality portfolio samples.

Instructional Methods

The course will be taught through lecture, class discussion, small group dialogue, individual and group presentations, audio / visual aids, and when possible, guest speakers.

Attendance

Students get four (4) unexcused absences without penalty (other than missing coursework). Missing five (5) classes due to unexcused absence will reduce your final grade by one full letter. Missing six (6) classes will result in a failing grade. It is the student's responsibility to monitor their own attendance.

Tardy & Absence

Attendance is taken at the start of class (typically displayed via overhead). You will be considered tardy if you're not in class by the time I reach your name. You'll be considered absent if you're more than 5 minutes late. Two tardies equals one absence. After receiving two tardies, each tardy thereafter will be counted as a full absence.

Attendance Bonus

Students who don't miss any classes through May 1, will gain 25 points of extra credit.

Students who miss only one class through May 1, will gain 10 points of extra credit.

Excused Absence

An excused absence will only be granted for extreme circumstances per the professor's discretion. Students will be allowed to make up missed coursework due to an excused absence. It is the student's responsibility to initiate this process. To gain an excused absence, you must meet the following criteria:

1. Contact Professor Bishop before class via phone or e-mail; voicemail is acceptable.
2. The circumstance must be documented in one of the following ways:
 - A University sponsored event
 - Jury duty
 - Death of a close friend or family member
 - Serious illness (doctor's note required)
 - Classes cancelled by an FSU administration or the professor

Note: Examples of reasons which will NOT be accepted for an excused absence are: weather, day care problems, common ailments, vacation plans, work issues, jail, loss of electricity, hangovers, sunburn, break ups, or lack of sleep. The key message - - use your four free unexcused absences wisely.

If you miss class for any reason, you are responsible for obtaining notes or assignments from classmates. Do not expect to get notes or copies of handouts from me. Lecture notes and PowerPoint slides will not be available for handout.

In the unlikely event that class is cancelled by the professor you will be notified via FerrisConnect. It will also be posted on the classroom door by the College of Business.

Written Assignments

You will be given a handout for all writing assignments. The handout will clearly identify the purpose of the assignment, expectations, deadlines, points possible, and the grading rubric.

Written work must be typed and follow these guidelines: name in the upper right hand corner of every page; double-spaced; use of a standard 12-point font (Times New Roman, Georgia, Tahoma, or Century Schoolbook); white paper using black ink; and 1" margins. Reports of more than one page must have a cover sheet, be stapled, and numbered using the format 'page x of y' in the upper or lower right hand corner (see below).

Written assignments will be graded on the quality of the content, succinctness, organization of ideas, format, spelling, punctuation, and proper grammar. Coursework with more than five (5) combined format, spelling, or grammar errors may result in a failing grade. Students who are struggling with writing may be required to visit the University Writing Center.

Deadlines

Late work will not be accepted. Assignments are due at the beginning of class in hard copy format. Assignments sent via e-mail will not be accepted. Plan ahead.

Job Shadow

Outside of class, students are expected to perform a 4-hour job shadow with an active public relations professional. Within the first few weeks of the term, students will need to complete a job shadow preparation form worth 25 points. Following the job shadow, students will complete a job shadow report worth 75 points. This assignment is mandatory; failure to complete a job shadow will result in an "F" for the course.

Exams & Quizzes

There are no exams and only one quiz worth 20 points. The quiz will be short answer.

Final Project

The final project is optional. It is worth 100 points and can be used to replace a previous project score of equal value.

Student Assessment of Participation and Competency

Twice this term, students will meet one-on-one with Professor Bishop to discuss their participation and competency. For the second meeting, students will be required to complete and present a self-assessment. The final assessment is worth 50 points. The meetings are mandatory; missing them may result in a failing grade for the course.

Please note: participation is a combination of class engagement that includes active discussion, positive attitude, asking questions, offering ideas, presentations, small group involvement, and demonstrating interest. Regular attendance is a small portion of participation.

Individual and Group Presentations

Students will be expected to participate in spontaneous and assigned individual and group presentations. Students will receive written guidelines for assigned presentations which will include the purpose, expectations, points, and grading rubric. There is one individual presentation worth 100 points. There is one group presentation worth 50 points.

Social Media

Students will be required to complete social media assignments on Twitter and Help A Reporter Out (HARO) worth up to 60 points. Students will be given written guidelines including the purpose, expectations, points, and grading rubric.

Extra Credit

Other than the attendance bonus, there will be no extra credit opportunities.

PR Majors Participation in PRSSA

Public relations majors who do not become actively involved in PRSSA may lose up to 100 points off their final grade and will not be eligible to receive a letter of recommendation from Professor Bishop.

Technology

Communication technologies (cell phones, headphones, etc.) are generally disruptive to learning. They also have potential for academic abuse and must be stored prior to class. Students must be able to utilize FerrisConnect and their University issued e-mail.

Grading

Students will have an opportunity to accumulate up to 1,000 total points. Points will be distributed as follows:

Quiz 1	20	Self Assessment	50
Creed	20	Good to Great Group	50
Help a Reporter Out (HARO)	20	Individual Presentation	100
Twitter Postings	40	Crisis Plan	100
Job Shadow Preparation	25	Media Relations Plan	100
Job Shadow Report	75	IMC Plan	100
Research Brief	30	Community Relations Plan	100
Road Trip Brief / Report	20	Final Project: Optional	[100]
Investor Relations Brief	50	<u>PR Majors in PRSSA</u>	<u>[-100]</u>
Situational Analysis	50		
Issues Management	50	Total:	<u>1,000</u>

Points will be posted on FerrisConnect and will be accessible throughout the semester. There should never be a question of how you are doing; if so, feel free to see me. Letter grades will be determined by percentage, as listed below. To calculate your letter grade, simply divide your score by the total possible points for the correlating percentage.

	A: 100 - 94%	A-: 93 - 90%
B+: 89 - 87%	B: 86 - 84%	B-: 83 - 80%
C+: 79 - 77%	C: 76 - 74%	C-: 73 - 70%
D+: 69 - 67%	D: 66 - 64%	D-: 63 - 60%
F: below 60%		

Student Services

Following is contact info for common services (also available at www.ferris.edu):

- Academic Support Center & Tutoring, ASC 1017, 231.591.3543
- Disabilities Services, Starr 317, 231.591.3772
- Educational & Career Counseling Center, Starr 313, 231.591.3057
- Ferris Library (FLITE), 231.591.3500, www.ferris.edu/library
- Structured Learning Assistance, ASC 1045, 231.591.5947
- University Writing Center, ASC 1017, 231.591.2534

Credentials of Professor Patrick Bishop

Academic Qualifications

PhD in progress, Higher Ed Leadership, Summa Cum Laude, Western Michigan University

Master of Science, Communications, Summa Cum Laude, GVSU

Bachelor of Arts, Communications / PR, Michigan State University

Accreditation in Public Relations (APR), Public Relations Society of America

Teaching Qualifications

Professor of Marketing and Public Relations, Ferris State University

Adjunct Professor of Marketing and Management, Baker College of Muskegon & Fremont

Adjunct Professor of Communications, Grand Valley State University

Career Qualifications

Communications Officer, Fremont Area Community Foundation

Vice President of Sales and Marketing, Fortress Products / Dickies Work Gloves

Workwear, Footwear, and Grocery Buyer, Quality Stores, Inc.

Marketing Manager, Quality Stores, Inc.

Graphic Designer & Writer, Quality Stores, Inc.

Assistant Store Manager, Quality Stores, Inc.

College Internships: Consumers Energy Corporate Office & Walt Disney World

Final Thoughts

I love my job. I've sacrificed much to be your professor; it is a great honor and the realization of a lifetime career goal for me. I pledge to be knowledgeable in content, clear in my expectations, upbeat in my disposition, and yet, demanding of your best effort.

I love this program. We are building the best public relations program in the nation. To build the best, you must be the best. Therefore, you will be held to the highest professional standards. I expect this program to be your number one priority.

I love my students. While you must do the work and put in the effort, I will make myself available and help any way I can. I trust you are excited to be here. I trust you are eager to learn. I trust you are committed to becoming one of the best PR students in the nation.

PREL 342: Public Relations Tactics & Strategies

Professor Patrick Bishop

	Date	Topic	Assignment	Due	Pts
1	1 January 12	Syllabus & Calendar	Job Shadow		
	2 January 14	Class Structure	G2G, Twitter, HARO, PRSSA		
	3 January 16	Role of PR: KSA's	Creed		
2	4 January 19	NO CLASS: MLK DAY			
	5 January 21	4-Step Plan & Influence		Creed	10
	6 January 23	PR Research	Research Brief	Quiz 1	20
3	7 January 26	Issues Management	IM Project		
	8 January 28	Situational Analysis	SA Project	Research Brief	30
	9 January 30	Online: G2G Chapter 1			
4	10 February 2	Crisis Communication		Twitter; IM & SA	110
	11 February 4	Crisis Communication: Guest Speaker	Crisis Plan		
	12 February 6	Online: G2G Chapter 2		G2G: Group 1	50
5	13 February 9	Social Media: Guest Speaker		Job Shadow Prep	25
	14 February 11	Public Speaking: Storytelling	Presentation		
	15 February 13	Online: G2G Chapter 3		G2G: Group 2	
6	16 February 16	Buzz Marketing		Crisis Plan	100
	17 February 18	Buzz Marketing			
	18 February 20	Online: G2G Chapter 4		G2G: Group 3	
7	19 February 23	Media Relations			
	20 February 25	Media Relations: Guest Speaker	Media Relations Plan	Twitter	10
	21 February 27	Online: G2G Chapter 5		G2G: Group 4	
8	22 March 2	Presentations		Presentation	100
	23 March 4	Presentations			
	24 March 6	Assessment Meetings			

PREL 342: Public Relations Tactics & Strategies

Professor Patrick Bishop

	Date	Topic	Assignment	Due	Pts
9	25 March 9	Spring Break			
	26 March 11	Spring Break			
	27 March 13	Spring Break			
10	28 March 16	Consumer Marketing Communication	IMC Plan	Media Relations Plan	100
	29 March 18	Branding: Logo & ID Systems			
	30 March 20	Online: G2G Chapter 6		G2G: Group 5	
11	31 March 23	Employee Relations			
	32 March 25	Employee Relations: Guest Speaker		IMC Plan	100
	33 March 27	Online: G2G Chapter 7		G2G: Group 6	
12	34 March 30	Community Relations	CR Plan	Twitter	10
	35 April 1	Community Relations: Guest Speaker			
	36 April 3	Online: G2G Chapter 8		G2G: Group 7	
13	37 April 6	Public Affairs	Final Project		
	38 April 8	CR Plan & Final Project Preparation			
	39 April 10	No Class: Good Friday			
14	40 April 13	Investor Relations	IR Brief	CR Plan	100
	41 April 15	Investor Relations: Guest Speaker			
	42 April 17	Online: G2G Chapter 9		G2G: Group 8	
15	43 April 20	Communication Theories		JS Report	75
	44 April 22	Leadership Theories		IR Brief	50
	45 April 24	Road Trip!	RT Brief or Report		
16	46 April 27	Leadership: Guest Speaker		Twitter/Creed/HARO	40
	47 April 29	Assessment Meetings & Final Project		Assessment / PRSSA	50
	48 May 1	Assessment Meetings & Final Project		RT Brief or Report	20

Final Project: Wednesday, May 6, Noon Optional: replaces equal value up to 100 pts.

Note: Calendar is subject to change at the professor's discretion

1,000

FORM E

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
PREL	350	Public Relations Ethics\Law

Course Description:

Application of ethical and legal standards and requirements to the professional practice of public relations. Study of ethical concepts and their application through PRSA, IABC, SPJ and related professional codes of conduct and ethical standards. The laws and government regulations as applied to public relations practices and programs including privacy, copyright, financial disclosure, product liability, etc., will be studied, analyzed and applied.

Prerequisites: PREL 240 Semester Offered: Spring

Course Outcomes and Assessment Plan:

Students who complete PREL 350 will be able to:

- Understand the origin and development of organizational ethics and ethical standards.
- Demonstrate understanding of the purpose and content of the PRSA and IABC professional codes of conduct and apply them to the practice of public relations.
- Understand the content and application of SPJ, NYSSA and similar related ethical codes and how they impact the practice of public relations
- Understand the content and implications of domestic and international laws and regulations and apply them to the practice of public relations.
- Apply public relations knowledge and skills while complying with all laws and government regulations.

Course Outline including Time Allocation:

I.	Overview of Ethical and Organizational Ethics	4 hours
II.	Ethical Decision Making	5 hours
III.	Implementing Organizational Ethics in a Global Context	6 hours
	A. PRSA Code of Ethics	
	B. IABC Code of Ethics	
	C. SPJ Code of Ethics	
	D. Related Professional Codes	
	E. Corporate and Organizational Codes of Conduct	
IV.	Case Studies in Ethics and Social Responsibility	5 hours
V.	Public Relations and the Law	4 hours
VI.	Laws and Regulations Impacting Public Relations Practice	17 hours
	A. First Amendment and Free Speech	
	B. Privacy Rights	
	C. Libel and Slander	
	D. Intellectual Property	
	E. Commercial Speech	
	F. Political Speech	
	G. Financial Disclosure for Public Companies	
VII.	Tests, Exams and Projects	4 hours

PUBLIC RELATIONS SEMINAR I
PREL 401, SECTION 001
Fall Semester 2008, 12-12:50 p.m. M, COB 208

INSTRUCTOR

Ronald H. Greenfield, Associate Professor - Marketing and Coordinator - Public Relations Major
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: M&W 2-3 p.m., T&R 1:15-2 p.m. and F 12-1 p.m. Additional hours by appointment.

COURSE DESCRIPTION

Group discussions, activities and speakers designed to enable the student to prepare for entering the public relations profession. Seminar includes management, career planning, developing a personal marketing plan and other current topics.

PREREQUISITES

Senior standing.

COURSE OUTCOMES

1. Understand the public relations job market and the knowledge, skills and interests required by specific segments of this market.
2. Complete a personal Marketing Plan designed to achieve the student's career objectives.
3. Develop the basic skills necessary to carry out this Marketing Plan.
4. Produce an effective resume.
5. Produce an effective professional portfolio.
6. Produce supplementary job search materials and skills.
7. Prepare for the transition from the academic environment into the professional practice of public relations.

REQUIRED TEXTBOOKS

Lamarre, Helene Martucci, *Career Focus - A Personal Job Search Guide* (Third Edition), Pearson Prentice Hall, Upper Saddle River, N.J., 2006, ISBN 0-13114-972-5

Yate, Martin; *Knock 'em Dead 2008*, Adams Media Corp., Avon, Mass, 2008 ISBN 13-9781598691658

Johnson, Spencer, *Who Moved My Cheese*, G. P. Putnam's Sons, New York, NY, 1998 ISBN 0-399-14446-3

Martin Yale's *Resumes that Knock'em Dead* (\$12.95) book may also be a valuable source book for this course. Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library and from Career Services.

GENERAL POLICIES AND REQUIREMENTS

1. You will find that PREL 401 requires more time and work than you would normally expect in a one-hour course. This is because you would normally be doing much of this work on your own during the fall and spring semesters in your efforts to prepare for and get the job you want after graduation. We use this class to assist and coach you through that job search effort in a more structured and, hopefully, more fruitful manner. However, 401 is not magic. Your job search success will still largely depend on your personal effort and the time you commit to the task.
2. Student preparation and participation are **essential** to success in this course. You must do the assigned reading because class sessions build on and supplement that base of knowledge. Regular

class attendance is required. Attendance is taken at Noon. If you are late, you will be counted absent. Each unauthorized absence after one will lower your final grade by one letter. For example, a "C" student with three unauthorized absences will automatically receive an "F" and will have to return to FSU next fall to complete PREL 401 in order to graduate. The student is responsible for submitting appropriate university authorized absence forms to the instructor.

3. Assignments are due at the beginning of the class session indicated in the class schedule. Late submission will lower your grade. An assignment turned in one week or more after the due date will automatically be awarded zero points.

4. Use of cell phones, PDAs, MP3/iPod players and similar devices during class sessions is prohibited. It is the student's responsibility to turn these off and to put them away before class begins. Violations may result in confiscation.

5. Each student must begin this class with a new, blank computer disk, CD or memory stick to be used exclusively for PREL 401 projects this semester, PREL 402 projects next semester and future job search efforts after your graduation.

6. A 1 1/2 inch loose leaf, three ring binder is required for this course and will also be used in PREL 402.

7. From time-to-time, we may also discuss significant public relations issues, problems, opportunities and programs that are occurring around us. To effectively participate in these exchanges, students are expected to be aware of "real world" events and developments, to analyze the public relations aspects and to share these ideas with others in class.

PRSSA MEMBERSHIP

Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter is required of all PREL 401 students. This resource will be extremely valuable for networking and finding your first public relations job because, as a PRSSA member, you will normally be entitled to attend PRSA functions and meet and mingle with professionals in Detroit, Grand Rapids, Lansing, Midland, etc. Note that you are required to attend at least one PRSA event during PREL 401 and one during 402. Annual membership dues are \$50 for national PRSSA and \$10 for the FSU chapter. These fees will be collected at class September 15 for those students who are not already PRSSA members.

PRSSA membership also qualifies the student for Associate Membership in the Public Relations Society of America (PRSA) after graduation at the reduced rate of \$60 per year (This special rate is good for the first two years) and no initiation fee is required. Beginning in 2006, PRSSA members have also been permitted to join PRSA up to five months before their graduation (That would be in January for May graduates.) and get full member benefits including access to the computerized PRSA Membership Directory and membership in the "New Professional" Affinity Group. The normal rates for annual dues for PRSA Associate Members are \$115 for the first year and \$155 for the second year. Full "Member" status costs \$225 per year with an initiation fee the first year of \$65 for a total of \$290. See the PRSA website, www.prsa.org/membership, for additional details and a special Associate Member/PRSSA Graduate application form.

PRSA NETWORKING EVENT

Each student is required to attend at least one PRSA chapter event during the semester to practice networking with public relations professionals in a social environment and to expand his/her networking contacts. Meeting and event schedules may be obtained from each chapter's web site (Detroit [www.prsadetroit.org], West Michigan [www.wmprsa.org], Central [www.cmprsa.org], or White Pine [www.whitepine.org]). You will need to dress appropriately and be outgoing and proactive at the event to make it a successful activity.

A brief, post-event report must be submitted to the instructor to receive the 100 points credit for this activity. The report will include details of the event, a discussion of what you did and learned at the event and a list of the names, addresses, phone numbers and email addresses of at least five public relations professionals you met there. Note: Prepare Networking Contact forms on each of the five.

INFORMATIONAL INTERVIEWS

Each student will be required to arrange and participate in two informational interviews with public relations professionals who are "hiring managers" and who work in the student's target job market. It is strongly recommended that at least one of these people be an accredited member of PRSA to insure that they have the depth of knowledge, experience and professional contacts to be most beneficial to you. These interviews must be outside of Big Rapids and will be done in person at the professional's place of business. The instructor must approve these interviews and the attached Informational Interview Schedule form must be submitted to obtain those approvals. Remember that these are not job interviews. Informational interviews are different. This will be discussed in more detail in class.

Each interview is worth 100 points. A brief report covering the outline below must be submitted for each interview by the date shown in the Course Schedule, however, it can be turned in at any time prior to that date. One of the most important aspects of this project is the Thank You Letter (sample attached) that you will send to your host within 48 hours of your informational interview. A photocopy of your follow up letter will be attached to your report. This person may also be used on a Networking Contact form.

Informational Interview Report

I. Contact

Name, title, organization, address, phone, fax, email, etc.
Public Relations background and experience, job responsibilities

II. Pre-Interview Research

List the sources of information you used to research the organization and interviewer prior to the interview and discuss key facts you obtained.

III. Job Market

Discuss the information you obtained about the current status of the Public Relations job market, expectations for summer/fall hiring, current hot market niches, skills/knowledge employers are looking for, starting salaries, best approaches to your job search, where to find openings, importance of internet use, etc.

IV. Impact

Discuss how this interview affects your job search and/or career plans

V. Comments/Suggestions on Resume, Portfolio and Cover Letter

Additions, deletions, changes, etc. suggested by the interviewer.

VI. Networking Contacts Obtained (At least three required.)

- 1.
- 2.
- 3.

VII. Thank You Letter (Attach photocopy)

NETWORKING CONTACT FORMS

Networking Contact Forms (sample attached) will be prepared after completing your Marketing Plan and regularly during the semester as the student develops his/her network of job contacts. This progressive process will continue through PREL 402 and is essential to finding a quality job in public relations. Each completed form is worth 5 points. A minimum of 10 of these completed networking forms with action notes must be submitted by each student on the last day of class, December 8. These forms will be returned at the Final Exam.

EXTRA CREDIT

Extra points may be earned through active participation in PRSSA events and activities. A brief one-half page (maximum) report on the event: what it was, when it occurred, what you did and learned and how the event could be improved must be submitted to the instructor in order to receive this extra credit. Each event/report is worth 10 points.

While attendance at one PRSA event is required, a second is recommended and this event is worth 100 extra credit points. If attending a second PRSA event is not possible, a meeting of IABC (www.iabcdetroit.com) or the Interchange [www.interchangemi.org] group may be substituted with the approval of the instructor. A report must be submitted to obtain this credit.

ASSESSMENT METHODS

The following evaluation methods will be used (1125 points total):

Self Analysis Exercise	- 50
Self Assessment Exercise	- 50
Marketing Plan	- 200
Telephone Script	- 50
Resume	- 100
On line resume	- 25
Informational Interviews	- 200 (100 pts each)
Portfolio	- 100
PRSA Event	- 100
Networking forms	- 50 (5 pts each)
Attendance, discussion	- 200

Extra Credit - 10 points per PRSSA event
100 points for second PRSA event

These points will convert to final letter grades by using the following percentages.

A	92% or higher	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% or lower

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.

Sept. 8 Orientation

Assignment: Read *Who Moved My Cheese*,
Study Introduction and Chapters 1-2 in Career Focus

Sept. 15 Discuss dealing with change and *Who Moved My Cheese*, Self Analysis

Due: PRSSA Membership dues

Assignments: Complete checklists in Career Focus Chapter 2,
Complete Self Analysis Exercise

- Sept. 22 Self Analysis, Self Assessment, Marketing Plan
Due: Self Analysis Exercise
 Assignments: Study Chapter 3 & 4 in Career Focus,
 Complete Self Assessment Exercise,
 Complete Marketing Plan parts I and II
- Sept. 29 Self Assessment, Marketing Plan Parts I and II
Due: Self Assessment Exercise
 Assignments: Prepare Marketing Plan part III,
 Read chapters 1, 3 & 4 in Knock'em
- Oct. 6 Marketing Plan Part III, Informational Interviews
Due: Marketing Plan
 Assignments: Arrange Informational Interview,
 Read chapters 5, 6 & 7 Knock'em and chapter 7 in Career Focus,
 Study handouts on Portfolios
- Oct. 13 Portfolios, Telephone Techniques, Networking
Due: First Informational Interview Schedule
 Assignments: Collect portfolio materials,
 Read Chapter 5 in Career Focus and Chapter 2 in Knock'em
 Revise Marketing Plan as necessary (Your final version will be
 handed in at Final Exam).
- Oct. 20 Resumes
Due: Telephone Script
 Assignment: Complete Resume Worksheet
- Oct. 27 No Class – PRSA and PRSSS National Conferences
- Nov. 3 Resumes
Due: Resume Worksheet, first Informational Interview Report
 Assignments: Prepare resume,
 Schedule Second Informational Interview
- Nov. 10 Resumes, Resumes on line
Due: Resume. Second Informational Interview Schedule form
 Assignment: Prepare on line version of resume
 Study portfolio handout
- Nov. 17 Portfolios
Due: On line version of resume
 Assignment: Prepare Portfolio
- Nov. 24 Portfolios
 Assignments: Complete Second Informational Interview Report
 Complete PRSA Event Report
- Dec. 1 Portfolios
Due: Second Informational Interview Report, PRSA Event Report
 Assignments: Complete Networking Contact forms,
 Complete Portfolio
- Dec. 8 Networking, Course wrap-up
Due: Portfolio, Networking Contact forms (Will be returned at Final Exam)
 Assignment: Revise Marketing Plan and Resume, as appropriate
- Dec. 15 Final Exam, Noon
Due: Final versions of Marketing Plan and Resume
 (These will not be returned)

Personal Marketing Plan

Part I

A. My five specific personal strengths are...

- | | Strength | Your Proof |
|----|-----------------|-------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

B. My five most marketable assets/skills are...

- | | Skill | Your Proof/Evidence |
|----|--------------|----------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

C. Five unique benefits that I bring to an employer are...

- | | Benefit | Your Proof |
|----|----------------|-------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

D. "Tell me about yourself?"

(This about a 30 second statement that will be used in your telephone conversations and interviews and its effectiveness is a key factor in a successful job hunt.)

Part II

A. My employment goals at select points of my career are... (doing what, for whom, where)

1. My first job
2. My job in 10 years
3. My ideal job

B. The starting compensation I desire is... (\$/year)

C. The key attributes/characteristics of an employer that are most important to me are...

- 1.
- 2.
- 3.
- 4.
- 5.

D. The size of an organization I want to work for is... (employees, sales dollars)

E. The geographic location I am targeting for my first job is... (region, state, city; be specific)

1. First choice
2. Second choice
3. Other considerations

F. The type of industry/organization I am targeting in my search is...

1. Primary
2. Secondary

Part III

- A. My job search strategies are... (Describe what general tactics you will follow?
Read Chap. 3 & 4 in Career Focus and 1,3 & 4 in Knock'em.)
- B. The specific companies/organizations I am targeting are... (list at least 20)

	Name	Address (street, city, state)	Contact Person
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
etc.			

- C. My Networking Contacts thus far are... (list at least 10)

	Name	Title	Organization	Address	Phone	Fax	Email
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
etc.							

- D. Web sites I will use in my search are... (list at least 10)

	URL	Site host	Description
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
etc.			

John R. Smith
114 South First Street
Big Rapids, Michigan 49307
Ph (231) 555-1212

September 28, 2008

Mr. Sam X. Jones
Vice President - Public Relations
XYZ Corporation
423 Maxwell Street
Anywhere, Michigan 47777

Dear Mr. Jones:

Thank you for meeting with me today and providing valuable information that helps me understand the public relations job market and the process of obtaining a job upon my graduation. I know that this was a special effort on your part because you were very busy with final details on your open house Monday.

The comments you made about the Michigan economy were particularly helpful and reaffirmed my interest in looking for a job in markets like Chicago. Your suggestion that I contact Ms. Love to network into the Chicago PRSA will be very valuable and I plan to contact her tomorrow.

I have made the changes you suggested in my resume and I am enclosing a copy for your reference.

I look forward to seeing you again at next month's West Michigan PRSA meeting and I will keep you posted on my job search progress.

Sincerely,

John Smith

Enclosure: Resume

Informational Interview Schedule

Your name _____ Today's date _____

Phone _____ Email _____

Host's name _____ PRSA Accredited _ yes

Title _____

Organization _____

Address _____

Phone _____ Email _____

Interview Date _____ Time _____

Do you need an absence memo for your instructors? __ yes __ no

Comments:

Approval _____ Date _____

Informational Interview Schedule

Your name _____ Today's date _____

Phone _____ Email _____

Host's name _____ PRSA Accredited _ yes

Title _____

Organization _____

Address _____

Phone _____ Email _____

Interview Date _____ Time _____

Do you need an absence memo for your instructors? __ yes __ no

Comments:

Approval _____ Date _____

PUBLIC RELATIONS SEMINAR II
PREL 402
Spring Semester 2009

INSTRUCTOR

Ronald H. Greenfield, Coordinator-Public Relations Major and Associate Professor-Marketing
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: M 1-2 p.m., T&R 1:15-2 p.m., W&F 10-11 a.m. Additional hours by appointment.

COURSE OVERVIEW

Discussions, projects and guest speakers to prepare senior students to enter their professional public relations careers. Seminar includes management, professional practice, job search, interviewing, employee benefits, the job offer and other current topics.

PREREQUISITES

Senior standing.

COURSE OUTCOMES

1. Implement the Personal Marketing Plan developed in Public Relations Seminar I.
2. Prepare quality cover letters and email transmittal messages.
3. Develop job networking skills and apply those in a professional setting.
4. Establish a viable, job search network of 50 significant personal contacts.
5. Conduct two Informational Interviews with public relations professionals.
6. Learn and perfect job interview skills and question responses.
7. Seamlessly transition the student from the academic environment into the professional practice of public relations.
8. Develop skills that will enable the graduate to manage his/her career and achieve professional goals.

TEXTBOOKS

Yate, Martin; *Knock 'em Dead 2008*, Adams Media Corp., Avon, Mass, 2007 ISBN 1-59869165-1

Lamarre, Helene Martucci, *Career Focus - A Personal Job Search Guide* (Third Edition), Pearson Prentice Hall, Upper Saddle River, N.J., 2006, ISBN 0-13114-972-5

Martin Yale's *Cover Letters That Knock'em Dead* book (\$12.95) may also be a valuable source book for the student. Additional articles and materials will be handed out, as appropriate, during class sessions and additional reference materials are available in the library and from Career Services.

GENERAL REQUIREMENTS

1. You will find that PREL 402 requires more time and work than you would normally expect in a one-hour course. This is because you should actually be doing most of this work on your own in your efforts to get the job you want after graduation. We use this class to assist and coach you through that job search effort in a more structured and, hopefully, more fruitful manner. However, 402 is not magic. Your job search success will still largely depend on your personal effort and commitment to the task.
2. Student preparation and participation are **essential** to success in this course. You must do the assigned reading because the class sessions build on and supplement that base of knowledge. Regular class attendance is required. Attendance is taken at Noon. If you are late, you will be marked absent. Each unauthorized absence after one will lower your final grade by one letter. For example, a "C" student with three unauthorized absences will automatically receive an "F" and will have to come back next winter

to complete this course in order to graduate. The student is responsible for submitting appropriate university authorized absence forms to the instructor.

3. Once class has begun, students will not leave the classroom until dismissed by the instructor. Any violation will result in the student being marked absent for that class.

4. Assignments are due at the beginning of the class session indicated in the class schedule. Late submission will lower your grade. An assignment turned in for any reason one week or more after the due date will automatically be awarded zero points.

5. Use of cell phones, PDAs, iPod/MP3 players and similar devices during class sessions is prohibited. It is the student's responsibility to turn these off and to put them away before class begins. Violations may result in confiscation of the device.

6. The three-ring, loose-leaf binder and computer disk, CD or memory stick used in PREL 401 should also be used for this course.

7. From time-to-time, we may also discuss significant public relations issues, problems, opportunities and programs that are occurring around us. To effectively participate in these exchanges, students are expected to be aware of "real world" events and developments, to analyze the public relations aspects and to share these ideas with others in class.

PRSSA MEMBERSHIP

Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter is required of all PREL 402 students. As a PRSSA member, you are normally eligible to attend Public Relations Society of America (PRSA) functions including Detroit, West Michigan (Grand Rapids), Central (Lansing) and White Pine (Saginaw/Midland) chapter events. This networking potential will enable you to meet and mingle with dozens of public relations professionals and these contacts will be extremely valuable in arranging Informational Interviews and in landing that first public relations job. Note that you are required in PREL 402 to attend at least one PRSA event this semester.

Annual membership dues are \$50 for national PRSSA and \$10 for the FSU chapter. These fees (\$60) may be paid by check (made out to PRSSA) or cash and turned in to the PRSSA Advisor or Treasurer.

Current PRSSA membership qualifies the student upon graduation to become as Associate Member of PRSA at the reduced rate of \$60 per year and no initiation fee (The normal rates are annual dues of \$225 and an initiation fee of \$65 for a total of \$290 for the first year. The second year you would pay only the national dues of \$225). Eligibility for this PRSA Associate Member status lasts for two years after graduation so you can save \$230 the first year and \$165 the second year. That's a total savings of \$395 those first two years of your career when your pay scale will be lowest and the value of professional networking opportunities through PRSA is the greatest.

Membership in PRSSA also will enable the student to actually join PRSA five months prior to graduation (in January for a May graduate) through a new joint PRSSA/PRSA membership program. This program is designed to help graduating seniors make a smooth transition into PRSA including its valuable professional relationships and learning opportunities. It will also enable you to access the names, addresses, etc. of the 20,000 PRSA members, helpful job and employment listings/information and other valuable sources on PRSA's website. This joint membership costs \$60 per year in addition to your PRSSA dues. A membership application form may be obtained at the prsa.org website.

NETWORKING CONTACT FORMS

Aggressive networking is essential in obtaining the first job in public relations. At the end of PREL 401 last semester, you prepared Networking Contact forms on at least 10 networking contacts. This semester additional networking forms will be prepared day-to-day and week-to-week as the student develops and

cultivates his/her network of job contacts. This is a progressive and continuous process throughout the semester.

To insure that this happens, each student will submit at least three new Networking Contact forms per week beginning January 26. Each completed form is worth 5 points and a maximum of 250 points (50 networking forms) can be earned through this part of the course. Note that if you only turn in the required three forms each of the 13 weeks (a total of 39), you will earn only 195 (78% or a C+) of the 250 maximum points. These forms will be returned at or before the next class meeting.

When the student turns in the Networking Contact Forms each week, he/she will also post these contacts on a Networking Log which is kept in the instructors file to monitor the student's progress. This log is turned in along with the Networking Contact forms. It will be used to assign the grade for Networking Contact forms at the end of the semester so it is critical that you keep it up-to-date.

PRSA NETWORKING EVENT

Each student is required to attend at least one PRSA chapter (Detroit [www.prsadetroit.org], West Michigan [www.wmprsa.org], Central [www.cmprsa.org] or White Pine [www.whitepine.org]) event during the semester to practice networking in a social environment and to expand his/her networking contacts. If this is impossible, a meeting of IABC (www.iabcdetroit.com) or the Interchange (www.interchangewmi.org) group can be substituted with the prior approval of the instructor. A schedule of meetings and events is posted on each organization's/chapter's website. Remember that you need to dress professionally/appropriately and be outgoing and proactive at these events to make them successful networking activities.

A brief, post-event report on this event must be submitted to the instructor to receive the 50 points credit for this activity. The report will include details of the event, a discussion of what you did and learned at the event and a list of the names, addresses, phone numbers and email addresses of at least five public relations professionals you met there. Each of these professionals can become a Networking Contact.

INFORMATIONAL INTERVIEW

Each student will be required to arrange and participate in two Informational Interviews with public relations professionals who are "hiring managers", who work in the student's target job market and who are employed outside of the Big Rapids area. These interviews will occur face-to-face at the professional's place of business; not on the telephone. It is strongly recommended that at least one of these people be an Accredited member of PRSA. The instructor must provide prior approval of these interviews. To obtain this approval, the student must complete one of the attached Informational Interview Schedule forms and turn it in to the instructor prior to the actual interview. Remember this is not a job interview; informational interviews are different (Refer to the handout from PREL 401). These people may also be used on Networking Contact forms.

Each interview is worth 100 points. A brief report covering the outline below must be submitted for each interview by the dates shown in the Course Schedule, however, they can be turned in at any time prior to that date. One of the most important aspects of this activity is the Thank You Letter (sample in syllabus) that you will send to your host within 24 hours of your informational interview. A photocopy of that actual, signed letter must be attached to your report.

Informational Interview Report

I. Contact

Name, title, organization, address, phone, fax, email, etc.
Public Relations background and experience, job responsibilities

II. Pre-Interview Research

List the sources of information you used to research the organization and interviewer prior to the interview and discuss key facts you obtained.

III. Job Market

Discuss the information you obtained about the current status of the Public Relations job market, expectations for summer/fall hiring, current hot market niches, skills/knowledge employers are looking for, starting salaries, best approaches to your job search, where to find openings, importance of internet use, etc.

IV. Impact

Discuss how this interview affects your job search and/or career plans

V. Comments/Suggestions on Resume, Portfolio and Cover Letter

Discuss additions, deletions, changes, etc. suggested by the interviewer.

VI. Networking Contacts Obtained (At least three required.)

- 1.
- 2.
- 3.

VII. Thank You Letter (Attach photocopy)

JOB INTERVIEW

Each student is required to complete at least one formal, face-to-face job interview as part of this course. To complete this assignment, it is suggested that you seek out and find an interview opportunity that is not that perfect job you want. Use this interview as a realistic opportunity to practice and apply the techniques, answers to questions, etc. and to polish your skills and prepare you for the first, real important, job interview. This "practice" interview must be arranged by the student and completed by the deadline shown in the class schedule.

Networking contacts, job fairs, on-campus recruiting visits, job advertisements and similar events/opportunities may be used as sources of this "practice" interview. It may be conducted by a public relations professional, corporate recruiter, human resource person, non-profit executive, etc., depending on the particular student's target job/market. A real job interview for a real job you want may also be used to fulfill this requirement, however, it is strongly suggested that you complete a practice interview first.

The interview is worth a maximum of 100 points which will be based on completing and submitting a written report covering the following topics.

Job Interview Report

I. Interview

- Date, time, place and length of the interview.
- Name of interviewer, title, organization, address, phone, fax, email, etc.

II. Pre-interview Research

- List the research sources you used to obtain information about the organization and interviewer prior to actually being interviewed.
- Discuss the key facts you obtained in this research and how it effected your interview.

III. Questions Ask

- List all of the questions asked by the interviewer.

IV. My Responses

- Discuss the answers you provided especially those which you feel could be improved upon and what you will say in response to similar questions in the future.

V. My Questions

- List the questions you ask of the interviewer.

VI. What I Learned

- Discuss what you learned from the interview and how you will apply that knowledge in future job interviews.

VII. Thank you letter (attach a photocopy)

FINAL EXAM

The Final Exam will consist of turning in a written Employment Status Report that covers the current status of your job search. It will include your summer and fall address, phone, email, etc., a review of what you have done thus far, what progress you've made and what your plans are over the coming weeks to obtain the job you seek. This report will follow the outline below and a copy of your most recent resume and latest Marketing Plan will be attached to the report.

Employment Status Report

- I. Your summer/fall address, phone, email, etc.
- II. Current job target
- III. Discussion of pending job opportunities being pursued at this time
- IV. Discussion of job search plans from this point on
- V. Current resume (attached)
- VI. Marketing Plan (attached)

EXTRA CREDIT

While attendance at one PRSA event is required, a second is recommended and this event is worth 50 extra credit points. If attending a second PRSA event is not possible, a meeting of IABC (www.iabcdetroit.com) or the Interchange [www.interchangemi.org] group may be substituted with the approval of the instructor. A report must be submitted by May 4 to obtain this credit.

Any student who obtains an actual public relations job or a PREL 491 internship through PREL 402 efforts will receive extra credit points (200 for a job and 50 for an internship) provided for in this syllabus. To be awarded these points, the student must provide documentation (A copy of the signed, formal acceptance of formal job offer letter or signed internship agreement and enrollment in PREL 491.) to the instructor by the last class meeting May 4.

GRADING SYSTEM

The following evaluation methods will be used (1075 points). Also review paragraphs 3 and 4 of General Requirements.

Targeted cover letter -	50 points
Networking cover letter -	50
Email transmittal message -	25
Informational interviews (2 @ 100) -	200
Interview Q & As -	200
Job interview -	100
PRSA event -	50
Networking forms @ 5 each -	250
Job status report (Final Exam) -	50
Class discussion -	100

Extra Credit

PRSA Event -	50 points
Job -	200
Internship -	50

These points will convert to final letter grades by using the following percentages.

A	92% or higher	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% or lower

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.

Jan. 12 Orientation, Job Search Strategies and Tactics

Assignments: Review your Marketing Plan from PREL 401
Revise and complete portfolio from PREL 401
Review Chapters 3-4 in Career Focus
Review Chapters 3-4 in Knock'em
Study Chapter 6 in Career Focus
Schedule first Informational Interview

Jan. 19 No Class - Dr. Martin Luther King Day

Jan. 21 **(Special Wednesday Class Session)** Targeted Cover Letters

Assignment: Study cover letter handouts
Plan PRSA meeting/event attendance
Prepare targeted cover letter

Jan. 26 Networking Cover Letters, Thank You Letters

Due: First Informational Interview Schedule form for approval
Networking forms (3 minimum)
Targeted cover letter
Assignments: Prepare Networking cover letter
Complete first Informational Interview

Feb. 2 Cover Letters and Emails

Due: Networking cover letter
Networking forms
Assignments: Prepare email transmittal
Study chapters 5-9 in Knock'em

Feb. 9 Job Interviews, Interview Dress, Interview Questions Handout, First Informational Interview Reports

Due: Email transmittal message
Networking forms
Assignments: Schedule second Informational Interview
Study chapters 10-17 in Knock 'em
Study chapters 8-9 in Career Focus
Prepare written answers to questions 1-10 in handout

Feb. 16 Discuss Informational Interview results, Job Interview Questions 1-10

Due: First Informational Interview report
Written answers to questions 1-10
Networking forms
Second Informational Interview Schedule form for approval
Assignments: Revise answers to questions 1-10
Prepare written answers to questions 11-20 in handout
Complete second Informational Interview

Feb. 23 Job Interview Questions 11-20

Due: Written answers to questions 11-20
Networking forms
Assignment: Revise answers to questions 11-20
Prepare written answers to questions 21-30 in handout

- Mar. 2 Job Interview Questions 21-30
 Due: Written answers to questions 1-30 (Note: This will be graded)
 Networking forms
 Assignment: Study chapters 18-19 in Knock 'em
- Mar. 9 No Class - Spring Break
- Mar. 16 Discuss Job Interviews
 Due: Networking forms
 Assignment: Complete second Informational Interview report
 Schedule Job Interview
- Mar. 23 Interview Follow Up
 Due: Networking forms
 Job Interview Schedule form for approval
 Assignment: Study chapter 22 in Knock 'em, pp 130-131 in Career Focus
 Complete Job Interview
- Mar. 30 Discuss Second Informational Interview, Employment tests
 Due: Second Informational Interview Report
 Networking forms
 Assignment: Study chapters 20-21 in Knock 'em
 Study chapter 10 in Career Focus
- April 6 The Job Offer
 Due Networking forms
- April 13 Employee Benefits
 Due: Networking forms
 Assignment: Study chapters 11-12 in Career Focus
- April 20 Employee Benefits, Reporting to Work
 Due: PRSA Networking Event report
 Networking forms
 Assignment: Study chapters 23-25 in Knock 'em
- April 27 Managing Your Career
 Due: Job Interview Report
 Networking forms including any extras to a maximum of 50 in PREL 402
- May 4 Final Exam, 12 Noon, Course Wrap up
 Due: Employment Status Report
 PRSA and/or Job/internship extra credit

John R. Smith
114 South First Street
Big Rapids, Michigan 49307
Ph (231) 555-1212

September 28, 2008

Mr. Sam X. Jones
Vice President - Public Relations
XYZ Corporation
423 Maxwell Street
Anywhere, Michigan 47777

Dear Mr. Jones:

Thank you for meeting with me today and providing valuable information that helps me understand the public relations job market and the process of obtaining a job upon my graduation. I know that this was a special effort on your part because you were very busy with final details on your open house Monday.

The comments you made about the Michigan economy were particularly helpful and reaffirmed my interest in looking for a job in markets like Chicago. Your suggestion that I contact Ms. Love to network into the Chicago PRSA will be very valuable and I plan to contact her tomorrow.

I have made the changes you suggested in my resume and I am enclosing a copy for your reference.

I look forward to seeing you again at next month's West Michigan PRSA meeting and I will keep you posted on my job search progress.

Sincerely,

John Smith

Enclosure: Resume

Networking Contact

Name: _____

Business Card

Title: _____

Firm: _____

Address: _____

Phones: _____ (work) _____ (cell) _____ (home)

Fax: _____ Email: _____

Secretary's name: _____ Phone: _____ Email: _____

Referred by: _____ Date: _____ Relationship: _____

Phone: _____ Email: _____

Address: _____

Actions

Date	Type of Action	Notes	Follow up date/action
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Informational Interview Schedule

Your name _____ Today's date _____

Phone _____ Email _____

Host's name _____ PRSA Accredited yes

Title _____

Organization _____

Address _____

Phone _____ Email _____

Interview Date _____ Time _____

Do you need an absence memo for your instructors? yes no

Comments:

Approval _____ Date _____

Informational Interview Schedule

Your name _____ Today's date _____

Phone _____ Email _____

Host's name _____ PRSA Accredited yes

Title _____

Organization _____

Address _____

Phone _____ Email _____

Interview Date _____ Time _____

Do you need an absence memo for your instructors? yes no

Comments:

Approval _____ Date _____

Job Interview Schedule

Your name _____ Today's date _____

Phone _____ Email _____

Interviewer's name _____

Title _____

Organization _____

Address _____

Phone _____ Email _____

Job interviewed for:

Title _____

Location _____

Interview date _____ Time _____

Do you need an absence memo for your instructors? yes no

Comments:

Approval _____ Date _____

Networking Log

Name _____

Today's Date Contact's Name Organization

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Today's Date

Contact's Name

Organization

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PUBLIC RELATIONS CASES
PREL 440, Section 001
Fall Semester 2008, TR 12-1:15 p.m., COB 208

INSTRUCTOR

Ronald H. Greenfield, Associate Professor - Marketing and Coordinator - Public Relations Major
Office: COB, Room 320, Phone 591-2448 (Home 796-5036), Email ronald_greenfield@ferris.edu
Office Hours: M&W 2-3 p.m., T&R 1:15-2 p.m. and F 12-1 p.m. Additional hours by appointment.

COURSE DESCRIPTION

Analyze public relations problems, policies and practices of various institutions and organizations in modern society through case studies. Specific additional emphasis is placed on ethics and international public relations.

PREREQUISITES

PREL 240, "B" or better in ENGL 150 and 250.

COURSE OUTCOMES

1. Ability to critically analyze tactics and strategies used in a variety of public relations programs.
2. Understand the strategic planning processes utilized by professionals and be able to effectively apply it to manage public relations issues.
3. Able to effectively and selectively apply public relations theory, tools and tactics to address organizational issues, opportunities and problems.
4. Develop the practical, applied knowledge essential to launch a successful public relations career.

REQUIRED TEXTBOOK

Center, Allen H.; Jackson, Patrick; Smith, Stacey; Stansberry, Frank R.; *Public Relations Practices: Managerial Case Studies and Problems*, Seventh Edition, Upper Saddle River, N.J., Pearson/Prentice Hall, 2008. ISBN 0-13-234136-0

Additional articles and materials will be handed out, as appropriate, during class sessions.

Students may also find it helpful to utilize public relations texts used in past courses including "*The Practice of Public Relations*," "*Public Relations Writing and Media Techniques*" and "*Lesly's Handbook of Public Relations and Communications*." Additional reference books and materials are available at FLITE.

GENERAL POLICIES AND REQUIREMENTS

1. Membership in the Public Relations Student Society of America and the Ferris State Chapter is required of all PREL 440 students. An annual membership is \$50 for national PRSSA and \$10 for the FSU chapter.

2. Student preparation is essential to success in each class of PREL 440. Each student is expected to actively participate in all case and problem discussions thus absences and tardiness will not be tolerated. Attendance is taken at noon. If you are late, you will be counted as absent. An absence is excused only if a student is attending a university authorized event/activity and a copy of the official authorization for such an absence is provided to the instructor. Each unauthorized absence, after two, will lower your final grade by one letter according to the following formula: 0-2 absences - no penalty, 3 absences - minus 130 points (one letter grade), 4 absences - minus 260 points (two letter grades), 5 absences - minus 390 points (three letter grades), 6 absences - automatic "F" grade.

3. Assignments are due at the beginning of the class session indicated in the Class Schedule and will be accepted only in the classroom during class. No late assignments are permitted in PREL 440. Thus late submission will automatically result in a grade of "0" on the paper.
4. Use of cell phones, PDAs, MP3/iPod players and similar devices during class sessions is prohibited. It is the student's responsibility to turn these off and to put them away before class begins. Violations may result in confiscation of the device.
5. Accuracy is essential in public relations. Proofreading is your personal responsibility and spelling, grammar and similar errors will significantly lower your grade. Disregard for accuracy and professionalism may result in automatic rejection of the entire project.
6. All course work submitted must be the original and the individual work of the student. Plagiarism will be grounds for automatic failure in PREL 440. See the FSU Student Handbook, Code of Student Community Standards, section on Academic Misconduct for further guidance. (www.ferris.edu/htmls/administration/StudentAffairs/studenthandbook)
7. Each student is required to have a specific computer disk or memory stick to use for PREL 440 projects this semester.
8. All papers will be typed single-spaced and stapled in the upper left corner.
9. From time-to-time, we will also discuss significant public relations issues, opportunities and programs that are currently occurring around us; particularly as they relate to a case or topic being studied. To effectively participate in these exchanges, students are expected to be aware of "real world" events and developments, to analyze the public relations aspects and to share these ideas with others in class.

CASE STUDY ANALYSIS

1. Sixteen specific cases (two per chapter) are assigned for analysis by students during the semester. See the Class Schedule for case numbers and due dates. The student will read, study and analyze the case and be prepared to respond in class to the questions raised at the end of the case.
2. In addition, the student will prepare a detailed, written Case Study Analysis that is handed in after the class discussion and is worth 20 points. The analysis will be a written outline (one page maximum) covering the points and headings shown below. A more detailed outline (page 7) and a sample Case Study Analysis (page 8) are attached to this syllabus. The general allocation of these 20 points to each section of your Case Study Analysis is shown below in parenthesis. The lowest grade on a Case Study Analysis will be dropped, counting only 15 papers.

- I. Case number and title**
- II. Issue statement (2)**
- III. Public relations tactics used (6)**
- IV. Behavior change (6)**
- V. Discussion (4)**
- VI. Additional questions (2)**
- VII. Additional research (extra points)**

3. It is imperative that each student complete the assigned reading and preparation on each case because, on occasion, a student will be selected to lead the class discussion of a case.

CHAPTER PROBLEM QUESTIONS

1. On Problems 2 (handout), 4, 6 and 8 each student will prepare written answers to the questions asked in the problem statement. Type out the question in bold face and then the answer. Because some of the

questions in the textbook are difficult to understand, students should use the listing of Chapter Problem Questions provided by the instructor on pp. 10-15 of this syllabus.

2. Each of these Chapter Problem Questions papers is worth 25 points and all four will be counted toward your grade.

CHAPTER PROBLEM FOUR STEP PLANS

1. Four of the Chapter Problems (3 [handout], 5, 7 and 9) require a short, written Four Step Public Relations Plan detailing the public relations program that the student recommends be implemented to deal with this issue. When the chapter carries more than one Problem, the one assigned is shown on the Class Schedule. These Problem plans generally consist of developing a 4-5 page, single-spaced, Four-Step Public Relations Plan to address the issue. This paper is worth 100 points.

2. All grades earned on these four Problems will be used to compute your final grade. However, a student may complete a Four Step Plan on Chapter 10 Problem A to replace one of the assigned papers. This substitute Problem is due at the last class session and is also worth 100 points.

3. The outline format to be used to prepare these Problem Plans is shown below and these bold-faced headings should be used as you write your plan. A more detailed outline is attached to this syllabus.

Four Step Plan, Problem __

- I. Definition of the Issue**
 - A. Issue statement**
 - B. Situation analysis**
 - C. Research**
- II. Plan for Proposed Program**
 - A. Goal(s)**
 - B. Target public(s)**
 - C. Objective(s)**
- III. Implementation and Communication**
 - A. Message(s)**
 - B. Communication strategy(ies)**
 - C. Program tools and tactics**
- IV. Evaluation of the Program**
 - A. Monitoring techniques**
 - B. Post-program evaluation**

FINAL EXAM

To assess your learning and the planning proficiencies developed in PREL 440, the Final Exam will consist of writing a basic Four Step Public Relations Plan in 1 hour and 40 minutes. The plan you develop should effectively use public relations strategies and tactics to resolve or to take advantage of an issue presented in a 1-2 page situation synopsis provided by the instructor. The exam will be conducted in a computer equipped lab and the student will need to have funds to print out a copy of the plan they prepare. A copy of the plan will also be attached to an email and sent to the instructor (ronald_greenfield@ferris.edu).

This exam is patterned after a portion of the original PRSA Accreditation Exam which is taken only after five years of professional experience. This portion was eliminated when the exam was computerized a few years ago.

ASSESSMENT METHODS

The following assessment methods will be used (1320 points maximum).

Note: General Requirements, paragraph 3: "Each unauthorized absence, after two, will lower your final grade by one letter (You will lose 130 points).

Allegory Paper - 10 points

Maxim Examples - 10 points

Case Study Analysis (15 @ 20 points each) - 300 points
(16 are assigned with the lowest grade dropped)

Chapter Problem Questions (4 @ 25 points each) - 100 points
(Problems 2, 4, 6 and 8 are assigned)

Chapter Problem Four Step Plans (4@ 100 points each) - 400 points
(Problems 3, 5, 7 and 9 are assigned with the option of also doing Problem 10 A to replace the lowest grade on the four assigned Problems)

Class Discussion - 300 points

Final Exam - 200 points

Extra Credit - Case Study Analysis may also be prepared on any of the unassigned cases for extra credit. Each such analysis is worth 20 points. A maximum of three extra cases (60 points) may be submitted.

These points will convert to final letter grades by using the following percentages.

A 92% or higher (1214+)	C 72-77% (950-1029)
A- 90-91% (1188-1213)	C- 70-71% (924-949)
B+ 88-89% (1162-1187)	D+ 68-69% (898-923)
B 82-87% (1082-1161)	D 62-67% (818-897)
B- 80-81% (1052-1081)	D- 60-61% (792-817)
C+ 78-79% (1030-1051)	F 59% or lower (791-)

CLASS SCHEDULE AND COURSE OUTLINE

Note: This schedule and outline is subject to revision, as appropriate, during the semester and any such changes will be announced in class.

Sept. 2 Orientation and Discussion of Course Objectives, Internships
Assignment: Read Chapter 1, Paper on Plato's Allegory

Sept. 4 Discuss Basic Public Relations Concepts and Maxims
Due: Allegory paper
Assignment: Prepare Maxim examples, Read Chapter 2

Sept. 9 Public Relations Maxims and Laws, Planning and Programming
Due: Maxim examples
Assignment: Respond to Problem 1-A (handout) questions

Sept. 11 Discuss Chapter Problem 1-A
Due: Problem 1-A questions
Assignment: Answer questions, read and analyze Chapter Problem 2-B (handout) and prepare a Four Step Plan to solve it.

Sept. 16 Discuss Chapter Problem 2-B
Due: Chapter Problem 2-B questions and plan
Assignment: Read Chapter 3 and prepare Case 3-1 analysis

- Sept. 18 Discuss Employee Relations Chapter and Case 3-1
Due: Case 3-1 analysis
 Assignment: Prepare Case 3-3 analysis
- Sept. 23 Discuss Employee Relations Case 3-3, Four Step Plan
Due: Case 3-3 analysis
 Assignment: Do Chapter Problem 3-A plan
- Sept. 25 Discuss Chapter Problem 3-A
Due: Four Step Plan on Chapter Problem 3-A
 Assignment: Read Chapter 4 and prepare Case 4-2 analysis
- Sept. 30 Discuss Community Relations Chapter and Case 4-2
Due: Case 4-2 analysis
 Assignment: Prepare Case 4-4 (Do analysis on Sandia portion, we will discuss all 4 questions),
 Also read Case 4-5 and study their steps
- Oct. 2 Discuss Community Relations Case 4-4
Due: Case 4-4 analysis
 Assignment: Do Chapter Problem Questions only for 4-A and 4-B
- Oct. 7 Discuss Chapter Problems 4-A and 4-B
Due: Chapter Problem 4-A and 4-B Questions
 Assignment: Read Chapter 5 and prepare Case 5-1 analysis
- Oct. 9 Discuss Investor Relations Chapter and Case 5-1
Due: Case 5-1 analysis
 Assignment: Prepare Case 5-4 analysis
- Oct. 14 Discuss Investor Relations Case 5-4
Due: Case 5-4 analysis
 Assignment: Do a Four Step Plan on Problem 5-C only
- Oct. 16 Discuss Chapter Problem 5-C
Due: Chapter Problem 5-C plan
 Assignment: Read Chapter 6 and prepare Case 6-1 analysis
- Oct. 21 Discuss Consumer Relations Chapter and Case 6-1
Due: Case 6-1 analysis
 Assignment: Prepare Case 6-3 analysis
- Oct. 23 Discuss Consumer Relations Case 6-3
Due: Case 6-3 analysis
 Assignment: Do Chapter Problem Questions on 6-A and 6-B
- Oct. 28 No Class PRSA and PRSSA National Conferences
 Assignment: Read Chapter 7 and prepare Case 7-2 analysis
- Oct. 30 Discuss Chapter Problems 6-A and 6-B and Media Relations Chapter
Due: Chapter Problem Questions on 6-A and 6-B
 Assignment: Prepare Case 7-4 analysis
- Nov. 4 Discuss Cases 7-2 and 7-4
Due: Cases 7-2 and 7-4 analyses
 Assignment: Do Four Step on Chapter Problem 7-A (Note: Begin at the stage when the executives resigned and the reporter just called you. From this point on, what do you do?)

- Nov. 6 Discuss Chapter Problem 7-A
Due: Chapter Problem 7-A plan
 Assignment: Read Chapter 8 and prepare Case 8-2 analysis
- Nov. 11 Discuss Public Issues Chapter and Case 8-2
Due: Case 8-2 analysis
 Assignment: Prepare Case 8-4 analysis
- Nov. 13 Discuss Public Issues Case 8-4
Due: Case 8-4 analysis
 Assignment: Do Chapter Problem Questions on 8-A and 8-B
- Nov. 18 Discuss Chapter Problems 8-A and 8-B
Due: Chapter Problem Questions on 8-A and 8-B
 Assignment: Read Chapter 9 and prepare Case 9-1 analysis
- Nov. 20 Discuss Crisis Management Chapter and Case 9-1
Due: Case 9-1 analysis
 Assignment: Prepare Case 9-6 analysis
- Nov. 25 Discuss Crisis Management Case 9-6
Due: Case 9-6 analysis
 Assignment: Do Four Step Plan on Chapter Problem 9-B
- Nov. 27 No Class -Thanksgiving Break
- Dec. 2 Discuss Chapter Problem 9-B
Due: Chapter Problem 9-B plan
 Assignment: Read Chapter 10 and prepare Case 10-1 analysis
- Dec. 4 Discuss Ethics, Standards and Values Chapter and Case 10-1
Due: Case 10-1 analysis, Any and all extra credit cases
 Assignment: Prepare Case 10-3 analysis
- Dec. 9 Discuss Ethics, Standards and Values Case 10-3
Due: Case 10-3 analysis
 Assignment: Read and analyze Chapter 10 Problem A and B
 (Note- Problem 10 A may also be prepared as a Chapter Problem Plan to replace one assigned.)
- Dec. 11 Discuss Chapter 10 Problem A and B, Course Wrap-up and PREL 455 Clients
Due: Chapter 10 Problem for any students desiring to use Problem 10 A Plan as a substitute for one of the four plans submitted earlier.
 Assignment: Study for Final Exam
- Dec. 16 Final Exam, 12-1:40 p.m.
 Covers all text chapters, cases, problems, lectures, discussions, etc., and will consist of preparing a 4-Step Public Relations Plan to address an issue. A computer classroom will be reserved for this exam and the location will be announced in class.

CASE ANALYSIS FORMAT

I. Case number and title

II. Issue statement

(One sentence statement of issue, problem or opportunity as it was before any public relations response was developed/implemented.)

III. Public relations tactics used

(List the principal publics [at least 3] addressed by this program in rank order of importance. Identify the public relations tactics used in the case to get the key messages to each public.)

<u>Public</u>	<u>Tactics</u>
---------------	----------------

- A.
- B.
- C.
- D.

IV. Behavior change

(List the principal publics [at least 3] addressed by this program in rank order of importance. Identify the behavior change desired for each of these publics as a result of the Public Relations program.)

<u>Public</u>	<u>Old Behavior</u>	<u>New Behavior</u>
---------------	---------------------	---------------------

- A.
- B.
- C.
- D.

V. Discussion (In 150 words or less)

A. Applied maxims

(Cite the specific public relations maxims applied in this case and describe why each made the program successful.)

B. Alternate PR strategies and tactics

(Describe how you would have responded differently to this issue to make the public relations effort more effective.)

VI. Additional questions

(List at least two additional questions raised by this case that you would like to have the class discuss. These are in addition to those posed by the author at the end of the case.)

- A.
- B.

VII. Additional research (Plus points awarded)

(Discuss additional information you found on this case or updates you found on this issue and the implications this information has to the public relations programs used in the case study. Cite the specific source found in your research and attach a copy to this analysis.)

SAMPLE CASE ANALYSIS

I. Case 99-5, Rape at Booke College

II. Issue statement

The rape of a 19-year-old sophomore on September 26 raises questions and concerns about the safety of the Booke College Campus .

III. Public relations tactics used

Public

- A. Female Booke students
- B. Parents of Booke females
- C. Female Booke employees
- D. All Booke students/staff
- E. Female Stanwick residents

Tactics

- Newspaper articles, dorm meetings, web email, Safe teams
- Letter to parent's home, 800 inbound number, web site
- Newspaper articles, department meetings, email
- Newspaper articles, dorm meetings, web site, Safe teams
- Newspaper articles, radio and television interviews, police teams

IV. Behavior change

Public

- A. Female Booke students
- B. Parents of Booke females
- C. Female Booke employees
- D. All Booke students/staff
- E. Female Stanwick residents

Old Behavior

- Reduce campus movements
- Withdraw daughters from college
- Avoid nonessential movements
- Reduce involvement on campus
- Avoid campus community

New Behavior

- Resume normal campus activities
- Increased female enrollment
- Move freely about campus
- Record attendance at events
- Attend campus events

V. Discussion

A. Applied maxims - In the campaign message for female students Booke's PR staff applied the maxim "An appeal to audience self-interest is most likely to be acceptable." The small group meetings throughout campus used the maxim about personal contact being the most effective means of communication. "Major issues and events cause wide swings in public opinion for brief periods." The rape was such an event.

B. Alternate PR strategies and tactics - Rather than just a one-way response from the Booke administration by just hiring more security people, I believe the longer term impact of the program would have been enhanced by getting many campus student organizations and groups involved in programs to make the campus safe. This personal involvement would strengthen and enhance the impact of the programs and build a stronger campus community.

VI. Additional questions

- A. How would you involve campus student organizations in this program?
- B. What special programs would you include in your crisis plan for such an event?
- C. Why was the initial press conference by the President such a failure?

VII. Additional research

"Campus Rocked by Student Rape," *Stanwick Tribune*, page 1, September 27, 2004.

"Student Groups Launch Rape Prevention Programs," *Daily Illini*, page 7, March 3, 2004.

"Major Campus Crimes Increase 12 Percent," *US News and World Report*, page 32, June 21-28, 2003.

(Note- Copies of these articles must be attached)

CHAPTER PROBLEM FOUR STEP PLAN

Identify and analyze the Chapter Problem issue and prepare a 4-5 page, single spaced Four Step Public Relations Plan to effectively deal with the issue. If the problem narrative does not provide information you need to prepare any portion of this plan, please indicate that, make a reasonable assumption on what that detail would be, state that assumption in your plan and then continue with your planning.

I. Definition of the Issue

A. Issue Statement- A one sentence statement of the issue/problem/opportunity as it is today.

B. Situation Analysis- Briefly summarize the history of the issue and the organization and how it relates to its publics. Tell why the issue is important to long term organizational goals and what key forces, factors and groups are influencing the issue today. What were the potential ramifications if this issue is not resolved?

C. Research- What significant facts or information (in addition to those provided in the Problem) should be researched to help you deal more effectively with this problem? What research technique(s) should be used and by whom to obtain this additional information?

II. Plan for the Proposed Program

A. Goal(s)- What are the desired general outcomes to be achieved by the public relations program?

B. Target Public(s)- Precisely identify the key groups of people that need to be reached and motivated to achieve each goal. List these target publics in order of importance and describe the self-interest each has in the issue.

C. Objective(s)- What specific, measurable behaviors are to be achieved with each key public in this public relations program. Show direction of change, amplitude and a deadline.

III. Implementation and Communication

A. Message(s)- What key ideas will be communicated to each public to rationally appeal to their self interest and motivate them to respond or behave as sought in the Objectives?

B. Communication Strategy(ies)- Identify the broad communications approaches that will be used in the program to reach and motivate each key public. Most of the time these strategies involve application of a Public Relations Maxim.

C. Program Tools and Tactics- What public relations tools and tactics will be used to carry the message to each public, motivate them to behave as desired and achieve each objective in Step IIC?

IV. Evaluation of the Program

A. Monitoring Techniques- What techniques should be used to monitor program tactics as this plan is being implemented to make sure it is working as expected?

B. Post-Program Evaluation- What measures should be used after the program is over to evaluate it and to determine if the goals and objectives were achieved? How will it be determined if all resources were effectively used?

Chapter Problem Questions

Problem 1

1-A Breaking in an Employer

1. What modifications will you have to bring about...
 - in George Workard's notions about the (public relations) function,
 - his attitudes toward various public constituents and opposition groups,
 - and, perhaps, his personal style?
2. What aspects of the situation do you see as ...
 - problems requiring change or correction
 - opportunities to be seized, protected and exploited?
3. Set four or five personal and private professional goals that might take two or three years for you to achieve. Then for each goal put down a specific objective (in terms of public relations activities) you need to accomplish in the first six months and another to reach by the end of your trial (first) year. Use the following format.
Personal and Private Goals
 1.
 - A. (6 month objective)
 - B. (12 month objective)
 2.
 - A.
 - B.
4. Write a memo you would send to Mr. Workard at the end of your second week of work explaining your initial activities, stating your six month and twelve month objectives and briefly describing what public relations tactics/techniques you will use to achieve each.

Problem 2

2-A Putting the PR Process to Work

1. Organize your findings into a situation analysis that can be the basis for a strategic planning session?
2. Put on paper in outline form exactly how you will proceed step by step during the "couple days" available? Be specific.
3. Make an outline of what you will say at your firm's meeting to describe the current situation and to lead off discussion?

2-B Raising Awareness and Achieving Goals

1. Analyze the following key aspects of this issue:
 - Who are the target audiences?
 - How can you reach publics beyond the schools?
 - What action/behavior do you want from each public?
 - What messages should each public receive to motivate them to do what you want them to do?
 - What public relations tools and tactics will you use to carry your message to each of these publics?

After you have carefully thought these through, write your ideas and approaches out using the Four Step outline shown on page 3 of this syllabus. Also use the page 10 sample for guidance.

Problem 3

3-A What Price "Good" Employee Relations?

1. As director of public relations for Safeplay, assess the repercussions if the town's police are called in and legal actions taken. Offer any other resolutions that would "better serve the interests of all involved."
2. What actions, and in what sequence, would you propose and why?
3. How would you deal with the recommendations of the lawyer and of the personal manager without setting up an adversary situation?

Prepare a detailed Public Relations Plan covering the public relations activities you would recommend to deal with this issue from an employee perspective.

Problem 4

4-A Helping Isn't Always Easy

1. What research is essential to discover why the literacy program hasn't taken off?
2. Describe how you will design and budget (time and money) a research program to give you the information necessary to implement a successful recruiting program for students and tutors.

4-B Adjusting to a Change in Command

1. What options does George have in trying to preserve the gains in public relations attained during the past ten years?
2. What would be the most effective way of establishing a proactive relationship with the new president?
3. What would be your overall strategy for maintaining the college's relationships with its important stakeholders?
4. Given the personality of the new president what role would you allot to him in maintaining the college's reputation?
5. How would you gain support for this strategy?

4-C Bringing Community to Consensus

1. How would you begin?
2. What information do you need and how would you get it?
3. What specific audiences would you target? Which audience must you reach first?
4. How do you propose to reach all the various audiences?
5. How would you use two-way communication in your plan?
6. Would opinion leaders work here? If so, how would you find them?
7. How can the future use of the current building become part of your plan?

Problem 5

5-A Can an Annual Report Please Everyone?

Note: (Use the Annual Report you wrote for earlier in this class)

1. What questions would you ask and what research will you do before you start your basic strategic plan for the report?
2. Your research indicates the desirability of some major changes in the content and design of the report. Draw up a formal outline of your approach, including:
 - Overall theme in words and graphics (with your rationale)
 - Table of contents—indicating obligatory information
 - Preliminary concepts for cover and layout
 - Photography needs or other visual techniques
 - Printing costs, including number of copies (assume \$2.50/copy unit cost)
 - A time table with deadlines
 - Approval process diagram
3. How will you suggest reducing the cycle time required to produce the annual report.
4. What secondary audiences should receive copies?

5-B Here Comes that Man Nader, Again

1. What will you do before you fire up your word processor to write the letter?
2. Write a draft of the letter you recommend the President approve and sign and cover memo to the President explaining to him/her the rationale for your approach.

Select one of the companies identified and prepare a Problem Analysis (4-Step Plan) to respond to Nader's news release/USA Today article.

5-C Planning the Annual Meeting with a Twist

1. How will you communicate this information to shareholders at the annual meeting?
2. Would you make a presentation to employees separate from shareholders and allow them to voice their concerns?
3. What media outlets would you use to relay this information to the public outside of the company?
4. In what sequence would you release this information?
5. What recommendations will you make to the CEO that might help her present this news in a positive light?

Problem 6

6-A Wine Bar Needs Repositioning

1. What type of research would you use to:
 - a. determine how to manage customers satisfaction
 - b. attract new customers
 - c. retain loyalty of existing customers
2. Outline a one-year strategic marketing plan that prioritizes your publics and uses a mix of one-way and two-way communications tactics with evaluation methods built in.
3. What issues should Berry's be speaking out on, considering the enormity of alcoholism and driving-while-intoxicated problems, so much in the news today? How would you position Berry's as a socially responsible drinking establishment?

6-B Good Intentions, Bad Results

1. Given the four-step planning process, and the aforementioned events, what might you set as your goals, your strategy and your main tactics in helping resolve the problem before it boils over into the community and into a court room?
2. What might you recommend to your father regarding the do's and don'ts of customer and community relations in the future, and communicating about those relations?

Problem 7

7-A Employer Interests and Media Interests in Conflict

1. Who was right, Ted? The bureau chief? Both? Neither?
2. If you had been Ted, how could you have handled the situation so that your employer's interests and your good media relationship with George were both protected at the time and for the future?
3. What would you have done differently?
4. If your company was publicly owned, would you have acted differently when George called?

Prepare a Four-Step Public Relations Plan of action you would follow if you were Ted and were confronted by this AP reporter who was a friend.

7-B Dealing with the Media in a Sticky Situation

1. You ask yourself:
 - Who are the groups that are garbling the message?
 - What other groups are likely to become involved?
 - What are the likely behaviors of each group?
 - How can I minimize their messages and maximize mine to the publics I would like to reach?
 - Can I reach those publics without utilizing usual venues, in order to avoid media, political and activist gatekeepers?

2. With those questions in mind, how would you go about creating a plan to reach key publics with one-on-one communication in order to stay some of the immediate damage caused by the negative reactions of those groups who have been most vocal?
3. Couldn't AT Software have avoided this negative uproar to MER? What actions should have been taken before presenting this product to the public through the media?

Problem 8

8-A Smoke Out Can be a Hot Potato

1. With this (successful message strategy) in mind, what further background research will you do before you start defining the objectives and activities of your program? Who will you talk to, what concerns do you anticipate, and how will you deal with them?
2. Using the feedback from the research, define the goals of your program and describe and explain how the proposed activities will support your communications strategy; include some means of measuring the success in attaining your objectives.
3. Do you see any ethical issues that might arise in handling the situation? If you do, how would you deal with them?

8-B Refereeing a New Kind of Game

1. Your boss instructs you to make up an invitation list of about fifteen organizations...a brief statement of meeting purpose and a tentative agenda for the meeting. Before you start, what issues affecting other members of the firm and the firm's reputation in the community might you want to discuss with your supervisor? How would you suggest dealing with them?
2. Do you agree with the suggestion that the invitation list should include city hall and the police department? If so, why? If not, on what basis would you suggest omitting them?
3. Would you include Mrs. Safeway or Brother Omans or both in this initial meeting? What could be the positive and negative results of having them there?
4. What would be your list, your statement to invitees, and your agenda?
5. What would be your recommendation in alerting or not alerting the media and dealing with the possibility of a premature leak?

8-C Anticipating Emerging Issues

1. Write a brief (one page maximum) recommendation that you will present at the upcoming staff meeting with the principal. Be sure to cover the following:
 - A brief synopsis of the current situation revolving around your school mascot.
 - Your recommendations (by title or descriptive name) on who should be included on the issues anticipation team.
 - A justification of how the issues management effort will benefit the school and community.
 - A recommendation on how often the team will meet and a brief schedule of deadlines to be met.

Problem 9

9-A When Associates Disagree in Handling an Emergency

1. What would be the best course to follow now? Everything considered, what immediate initiatives – if any – would you take?
2. What further issues can be anticipated as a result of the crisis? How would you recommend dealing with them?

9-B What to Do When an Employee's Problems Affect the Company

1. To whom does the owner of ABC Appliance Repair need to communicate and why?
2. Write a Four Step Public Relations Plan that you would recommend be implemented to deal with the problem. Be sure to cover the following details.
 - prioritize your publics
 - specify how you will reach each public
 - explain how the mass media should be handled
 - specify who should respond to the media
 - explain how you would communicate his message without using the media

Problem 10

10-A Whether to Blow the Whistle

1. What are you going to do – specifically?
 - ...in what sequence?
 - ...with what goals?
 - ...and what personal strategy and tactics?

(If you desire, you may prepare a detailed plan using the Four-Step Public Relations Process and submit it to replace one of your four required Chapter Problem Questions and Analysis papers. Assume you were the Editor and develop a plan on how you would proceed from here to resolve the issue)

10-B Write the Truth of "Make Us Look Good"?

1. What will you do to resolve your issue with your organization's culture?

PUBLIC RELATIONS CAMPAIGNS
PREL 455
Spring Semester 2009

INSTRUCTOR

Ronald H. Greenfield, Coordinator - Public Relations Major and Associate Professor - Marketing
Office: College of Business, Room 320, Ph. 591-2448 (H 796-5036), email ronald_greenfield@ferris.edu
Office Hours: M 1-2 p.m., T&R 1:15-2 p.m., W&F 10-11 a.m. Additional hours by appointment.

COURSE OVERVIEW

The capstone course for students who plan to pursue a career in public relations. Operating as an account executive in a public relations agency, the students research, plan, prepare and evaluate a public relations campaign for an existing company, organization or institution. Prerequisites PREL 341, 342 and 440.

COURSE OUTCOMES

1. Manage a significant issue, capitalize on a key opportunity or solve a major problem by applying the principles, skills, tools and tactics taught in prior public relations course work.
2. Plan a comprehensive public relations campaign for an existing company, organization or institution that may then be implemented by the client.
3. Develop and conduct a public relations research project to supplement the plan developed.
4. Apply and perfect oral presentation skills through two formal client presentations in business settings.
5. Operate effectively as an active, contributing member of a public relations agency client service team.
6. Produce quality work samples for student portfolios.
7. Transition into a public relations career by providing a "hands-on" professional experience.
8. Demonstrate acceptance of accountability, personal responsibility and ethics standards found in public relations practice, business and other organizations.

TEXTBOOK

Wilson, Laurie J. and Joseph D. Ogden, *Strategic Communication Planning*, Fifth Edition, Dubuque, Iowa, Kendall/Hunt Publishing Company, 2008, ISBN 978-0-7575-4887-1.

Additional materials utilized will include handouts, library reference books, texts from prior public relations courses, AP Stylebook, etc., as appropriate.

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 will be required because the project work will be done with minimal direct supervision.
2. The requirements of this class are developed and structured to continue to acclimate students to the demands of public relations work and to the professional standards that will be experienced when entering the work force after graduation. Skills in problem solving, strategic thinking, time management, deadline fulfillment, personal accountability, etc., are key aspects of this course.
3. **Regular class attendance is required. Attendance will be taken at noon and anyone arriving late will be marked absent. Each unauthorized absence after two will lower your final grade by one letter. Only university authorized absences will be accepted and the student is responsible for providing a copy to the instructor in advance.**

4. Once class has begun, students will not leave the classroom until dismissed by the instructor. Any violation will result in being marked absent for that class session.

5. All deliverables/assignments are due at the beginning of class on the dates shown in this syllabus or as otherwise designated at the time of the assignment. Any changes in these due dates will be announced in class. Tardiness will lower your grade. Any assignment turned in one week or more late will be reviewed but will automatically be awarded 0 points.

6. It is critical that students read and study the chapters assigned in the textbook. If that is not done, the deliverables/projects required in this course become very difficult. An unannounced quiz may be administered during a class session following a reading assignment to insure that the student has studied and understands the application of the information covered in the respective chapters.

7. Many of our class meetings will involve group discussions of each student's projects and campaign and the brainstorming of ideas, suggestions, solutions to problems, etc. Like all business meetings, it is essential that each account executive focus on the topic being discussed, not be disruptive and treat others with respect. Two hundred points or more than 1/10th of your grade are earned through effective and constructive contributions by you during these meetings/discussions.

Students do not really compete with one another in this course for a set limit of "A"s, "B"s, etc. The class operates much as a public relations agency with account executives helping one another with their respective clients so the agency as a whole will be successful. Hopefully, this mutual support and input will lead to each account being very well served and each account executive earning an "A" in PREL 455.

8. **The provisions of Public Relations Society of America's Member Code of Ethics 2000 (Copy attached) will apply to all conduct and work in PREL 455. Proper handling of confidential client information is also essential. A violation of either of these two requirements will result in an "F" in this entire course.**

9. **While significant interaction occurs between students in PREL 455, all materials and programs developed for a client as part of this course must be the original work of the account executive. Proper credit must always be given for the work of others. Plagiarism will be grounds for automatic failure of PREL 455. Further guidance can be found in the "Academic Misconduct" section of the FSU Student Handbook, "Code of Community Standards" available on ferris.edu.**

10. Proofreading and accuracy are essential habits/requirements in the public relations profession. Each account executive is personally responsible for the quality of any product she/he submits. Sloppy work will not be tolerated, will be rejected and will be subject to penalty while being corrected.

PRSSA MEMBERSHIP

Membership in the Public Relations Student Society of America (PRSSA) and its Ferris State Chapter is required of all PREL 455 students. As a PRSSA member, you are entitled to attend Public Relations Society of America (PRSA) functions including Detroit, West Michigan (Grand Rapids), Central (Lansing) and White Pine (Saginaw/Midland) chapter events. This networking potential will enable you to meet and mingle with dozens of public relations professionals and these contacts will be extremely valuable in landing that first public relations job.

Annual membership dues are \$50 for national PRSSA and \$10 for the FSU chapter. These fees (\$60) may be paid by check (made out to PRSSA) or cash and given to the PRSSA treasurer or advisor.

PRSSA membership qualifies you upon graduation to become an Associate Member of PRSA at the reduced rate of \$60 per year and no initiation fee (The normal rates are annual dues - \$225 and an initiation fee the first year - \$65). Eligibility for this PRSA Associate Member status lasts for two years after graduation. So that's a savings of \$230 the first year and \$165 the second year. That's a

\$395 savings those first two years of your career when your pay scale will be lowest and the value of professional networking is the greatest.

Membership in PRSSA also will enable you to actually join PRSA five months prior to graduation (in January for a May graduate) through a new joint PRSSA/PRSA membership program. This program is designed to help graduating seniors make a smooth transition into PRSA including its valuable professional relationships and learning opportunities. This joint membership costs \$60 per year, in addition to your PRSSA dues.

THE CAMPAIGN

1. The PREL 455 course and classes are organized and managed much as an actual public relations consulting agency serving several clients. The instructor acts as agency owner with each student functioning as an account executive serving a real client. Each account executive will be prepared to report on the status of his/her campaign during a brief staff meeting at the beginning of class, as appropriate.
2. Each account executive will prepare a weekly timesheet (sample attached) that will be turned in to the agency president at the beginning of class each Tuesday, beginning January 27. The account executive will also post these hours on an overhead chart. The time sheet will cover Monday thru Sunday of the prior week. There is no acceptable excuse for missing this deadline, so plan accordingly. The final time sheet will be submitted May 6. Each time sheet is worth 10 points.
3. The account executive will select and secure his/her own client, subject to the approval of the agency owner. This client will be an existing company, organization or institution within a one-hour drive time of Big Rapids. The name of your client is due January 22 by completing and submitting the PREL 455 Client Information form attached.

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 your client early warning of essential meetings and deadlines.

4. The campaign developed by each account executive will basically cover all phases of the Four-Step Process (copy attached to this syllabus). The following outline headings will be used in preparing the various elements of your campaign.

- I. Definition of the Issue**
 - A) Issue Statement**
 - B) Situation Analysis**
 - C) Research Recommendations**
- II. Plan for Proposed Program**
 - A) Goals**
 - B) Target Publics**
 - C) Objectives**
- III. Implementation and Communication**
 - A) Messages**
 - B) Communication Strategies**
 - C) Program Tools and Tactics**
 - D) Timetable**
 - E) Budget**
- IV. Evaluation of the Program**
 - A) Monitoring Techniques**
 - B) Post-Program Evaluation**

The text book utilizes a 10-Step communications Planning Matrix that varies from this outline and the terminology used, thus the information in the book must be studied thoroughly and adapted, as appropriate, to fit the outline above.

During the semester, the account executive will work down through this outline and related projects by producing 14 deliverables due on specific dates shown in the Class Schedule. Each deliverable is graded (Point allocations are shown under Grading System.) when submitted and then returned to the account executive for appropriate revisions prior to incorporating it into the campaign.

5. This course is Public Relations Campaigns so the program an account executive 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 that will most effectively fulfill those requirements.

6. PREL 455 incorporates two formal business presentations; one early in the semester at the clients offices and the second near the end of the semester when the client comes to campus and the account executive present his/her completed campaign. Both presentations 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 initially be prepared as a typed, word-for-word text with that copy submitted to the agency owner (the course instructor) at the date specified on the Class Schedule. At the time of the rehearsals of final presentations (see schedule), the student must also provide the agency owner a hard copy printout of all visuals. Note that the actual presentations to the client will normally be made from an outline rather than the word-for-word texts. A copy of that outline will be turned in to the instructor, along with final hard copies of any visuals, immediately after the actual presentation is completed. Failure to provide both of these versions will lower your grade on the presentation.

7. Because of the number of students in the class it will be necessary to extend class times and schedule some client presentations and practices on Tuesdays and Thursdays from 11 a.m.-Noon and from 1:15-3 p.m. Students are encouraged to keep work and other commitments during those hours flexible so that PREL 455 requirements can be met in a timely manner.

GRADING SYSTEM

A student's final grade will be allocated to each deliverable (assignment) in the course as outlined below. The total points possible are 1,715.

Deliverables -

Confirmation Letter 1	25
Initial Client Presentation	100
Thank You Letter	25
Issue Statement, Situation Analysis	100
Research Recommendations	50
Planning - Goals/Publics/Objectives	75
Planning - Message/Strategies	50
Planning - Tactics	100
Planning -Timetable/Budget	50
Evaluation	50
Confirmation Letter 2	25
Campaign Tools Production/Execution	300
Final Presentation to Client	200
Thank You Letter	25
Evaluation by Client -	200
Class Discussions -	200
Timesheets (14) -	140

These deliverables/assignments are due as indicated in the following class schedule. 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

CLASS SCHEDULE AND COURSE OUTLINE

- Jan. 13 Course introduction, client selection
Due: Student Data Sheet
Assignment: Study Chapter 1
- Jan. 15 Discuss public relations functions, client selection, weekly timesheets
Due: Signed Student Contract
Assignment: Study Chapters 2 and 12, Begin to log hours Jan. 19
- Jan. 20 Discuss communication role/processes, professional ethics
Assignment: Select client, Study Chapters 3 and 4
- Jan. 24 Discuss research, issue statements and situation analysis
Due: Client information form
Assignment: Prepare issue statement and preliminary situation analysis, Study Chapter 11
- Jan. 27 Discuss initial client presentation, confirmation letter
Due: Begin filing weekly timesheets (Covers Jan. 19-25), issue statement and preliminary situation analysis
Assignment: Schedule client meeting/presentation, Prepare confirmation letter, Prepare word-for-word client presentation
- Jan. 29 Discuss leave behind, thank you letter
Due: Client presentation date, Confirmation letter draft
Assignment: Revise and send confirmation letter, Prepare leave behind
- Feb. 3 Practice client presentations (start at 11 a.m. and run to 3 p.m.)
Due: Confirmation letter photocopy, Word-for-word client presentation
Assignment: Finalize client presentation
- Feb. 5 Practice client presentations (start at 11 a.m. and run to 3 p.m.)
Due: Leave behind
Assignment: Make client presentation, prepare thank you letter (Within 24 hours of your presentation this final, signed thank you letter must be turned in to the instructor along with an addressed, stamped envelope) so that it can be copied for grading and then mailed.
- Feb. 10 Practice client presentations (start at 11 a.m. and run to 3 p.m.)
Due: Thank You Letter
Assignment: Review Chapter 4
- Feb. 12 Practice client presentations, Discuss situation analysis deliverable
Assignment: Prepare situation analysis deliverable

- Feb. 17 Review situation analysis progress
Due: All client presentations completed
 Assignment: Review Chapter 3
- Feb. 19 Discuss research recommendations deliverable
 Assignment: Prepare research recommendations deliverable
- Feb. 24 Discuss situation analysis and research recommendations
Due: Revised issue statement and situation analysis deliverable
 Assignment: Study Chapters 5 and 9 and pp. 83-88 and 216-217
- Feb. 26 Discuss goals, publics and objectives, Planning matrix
Due: Research recommendations deliverable
 Assignment: Prepare goals, publics and objectives sections, Study pp. 88-113
- Mar. 3 Discuss messages and strategies
Due: Goals, publics and objectives deliverables
 Assignment: Prepare messages and communication strategies sections, Study pp. 114-134
- Mar. 5 Discuss tactics
Due: Messages and communication strategies deliverables
 Assignment: Prepare tactics deliverable, Study Chapter 8
- Mar. 7-15 No Class - Easter Break
- Mar. 17 Discuss timetable and budgets
Due: Tactics deliverable including planning matrix
 Assignment: Prepare timetable and budget sections, Study Chapter 10
- Mar. 19 Discuss evaluation
Due: Timetable and budget deliverables
 Assignment: Prepare evaluation section
- Mar. 24 Discuss tool production and execution, confirmation letter
Due: Evaluation deliverable
 Assignment: Prepare list of production projects, schedule final presentation meeting with client, prepare presentation confirmation letter.
- Mar. 26 Work on production/execution
Due: List of production projects (minimum 10 tools and tactical materials); final presentation date
 Assignment: Send confirmation letter, work on production and execution
- Mar. 31 Work on production/execution
Due: Confirmation letter 2 deliverable
 Assignment: Work on production and execution, Review Chapter 11
- April 2 Discuss final client presentations
 Assignment: Prepare final client presentation and campaign booklet
- April 7 Rehearse final client presentations (Start at 11 a.m. and run to 2:30 p.m.)
Due: Final client presentation word-for-word and visuals
 Assignment: Work on production/execution
- April 9 No Class - Easter Break

April 14 Rehearse final client presentations (Start at 11 a.m. and run to 2:30 p.m.)
Assignment: Complete work on production/execution

April 16 Rehearse final client presentations (Start at 11. a.m. and run to 1:35 p.m.)
Due: Final production and execution deliverable
Assignment: Finalize client presentation, prepare final campaign booklet

April 21 Client presentations (Start at 11 a.m. and run to 3 p.m.)
Due: Final client presentation outline and visuals, (Note: Final campaign booklet deliverable is due immediately after your client presentation).
Assignment: Within 24 hours of your presentation your final signed thank you letter (the original, signed letter along with a pre-addressed, stamped envelop) must be turned in to the instructor so that it can be photocopied for grading and then mailed.

April 23 Client presentations (Start at 11 a.m. and run to 3 p.m.)

April 28 Client presentations (Start at 11 a.m. and run to 3 p.m.)

April 30 Client presentations (Start at 11 a.m. and run to 3 p.m.)

May 5 Noon-1:40 p.m. Client presentations, course wrap-up
Due: Final timesheet
(Note: The PREL 402 Final Exam time (May 4, 12-1:40 p.m.) will also be used for backup/rebook final presentations, if necessary)

Four Step Public Relations Planning Process

I. Definition of the Issue

A. Issue Statement

A one sentence statement of the issue, problem or opportunity as it is today.

B. Situation Analysis

A comprehensive summary of the history of the organization, its mission and how it relates to its publics. Explains the history of the issue, why it is important to long term goals and what key forces, factors and groups have influenced and brought the issue to where it is today. Discuss potential ramifications if the issue is not resolved.

C. Research Recommendations

An explanation of additional key information needed or desirable for effective planning but not available and detailed recommendations on what research techniques should be used to gather the details in each of the areas identified.

II. Plan for the Proposed Program

A. Goals

The desired general outcome(s) to be achieved by the public relations program.

B. Target Publics

Precise identification of the key group(s) of people that need(s) to be reached and motivated to achieve each goal. Also identify the self interest and key influencers of each public.

C. Objectives

Specific, measurable result/behavior(s) to be achieved with each target public to resolve this issue. Includes direction of change, degree of change and the completion deadline.

III. Implementation and Communication

A. Messages

The key idea(s) to be communicated to each public to appeal to its self interest and to motivate them to respond/ behave as necessary to achieve the objectives.

B. Communication Strategies

The broad communication approach or concept to be used in the campaign to reach and motivate each public. Application of Public Relations Maxims are frequently involved in strategic approaches.

C. Program Tools and Tactics

The public relations tools and tactics that will be used to carry the message to each public, motivate them to behave as desired and achieve each objective.

D. Timetable

The sequence of tactics to be used in the campaign to achieve each objective.

E. Budget

The estimated cost for each tool and tactic employed in the program.

IV. Evaluation of the Program

A. Monitoring Techniques

The techniques to be used to monitor program tactics as the program is implemented to make sure they are working as expected.

B. Post-Program Evaluation

Measures to be used after the campaign is completed to determine if the goals and objectives were achieved and the resources consumed were effectively used.

PREL 455 INITIAL PRESENTATION EVALUATION

AE's Name _____ Start ____:____ End ____:____

Client's Name _____

	Points (10 = excellent)
1. AE's dress, bearing, professionalism	10 9 8 7 6 5 4 3 2 1
2. Organization, preparation, length	10 9 8 7 6 5 4 3 2 1
3. Clarity of presentation	10 9 8 7 6 5 4 3 2 1
4. Explanation of PR role/value/techniques	10 9 8 7 6 5 4 3 2 1
5. Knowledge AE displays of PR	10 9 8 7 6 5 4 3 2 1
6. Understanding of client needs	10 9 8 7 6 5 4 3 2 1
7. Rapport with client	10 9 8 7 6 5 4 3 2 1
8. Quality of Q&A responses	<u>10 9 8 7 6 5 4 3 2 1</u>
<i>Total</i>	=
9. Quality of leave behind book (20 %)	<u>10 9 8 7 6 5 4 3 2 1</u>

Total *X 2 =*

Sub Total =

Word-for-word text provided at rehearsal yes no (minus 10 points)

Grand Total =

Grade =

COMMENTS:

PREL 455 FINAL PRESENTATION EVALUATION

AE's Name _____

Start time ____:____

Client _____

End time ____:____

Points (10 = excellent)

1. Setup, appearance, rapport with client 10 9 8 7 6 5 4 3 2 1

2. Organization and length of presentation 10 9 8 7 6 5 4 3 2 1

3. Clarity of presentation 10 9 8 7 6 5 4 3 2 1

4. Knowledge AE displayed of PR 10 9 8 7 6 5 4 3 2 1

5. Presentation covered highlights 10 9 8 7 6 5 4 3 2 1

6. Presenter sold solutions 10 9 8 7 6 5 4 3 2 1

7. Campaign addressed client needs 10 9 8 7 6 5 4 3 2 1

8. Visuals/samples provided emphasis/clarity 10 9 8 7 6 5 4 3 2 1

9. Quality of Q&A responses 10 9 8 7 6 5 4 3 2 1

10. Professionalism/credibility/enthusiasm 10 9 8 7 6 5 4 3 2 1

Total 10 9 8 7 6 5 4 3 2 1 X 1.5 =

11. Quality of campaign booklet (25%) 10 9 8 7 6 5 4 3 2 1

X 5 =
Subtotal =

Word-for-word text and visuals at rehearsal yes no (minus 10 points)

Presentation notes and final visuals yes no (minus 10 points) Grand Total =

Final presentation grade (200 pts) _____

COMMENTS:

PUBLIC RELATIONS CAMPAIGN EVALUATION FORM

Your Name _____ Date _____

Firm/Organization _____

Please rate the performance of the student/account executive you worked with in the following ten factors. Circle the appropriate number: 5 = excellent, 4 = good, 3 = average, 2 = poor, 1 = failing. Your candor and judgment are appreciated. If you would like to comment on a specific rating, please do so in the space provided. Use additional paper, if desired. Please fax this form back to me (231-796-5036) within three days so I can meet final grade schedules. Call me (231-796-5036) if you have any questions. Thanks for your valuable time and cooperation in helping these aspiring young public relations professionals understand how public relations is applied in the "real" world.

Ron Greenfield

- | | <u>Excel.</u> | | <u>Ave.</u> | | <u>Poor</u> |
|---|---------------|---|-------------|---|-------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. Quality of the initial presentation in late January/early February?
Comments: | | | | | |
| 2. Your working relationship with the account executive (student)?
Comments: | 5 | 4 | 3 | 2 | 1 |
| 3. Account executive's understanding of your situation and needs?
Comments: | 5 | 4 | 3 | 2 | 1 |
| 4. Value of research recommendations and their practicality?
Comments: | 5 | 4 | 3 | 2 | 1 |
| 5. Applicability of the proposed public relations plan?
Comments: | 5 | 4 | 3 | 2 | 1 |

6. Quality of proposed public relations plan? 5 4 3 2 1
Comments:

7. Quality of sample communications materials produced? 5 4 3 2 1
Comments:

8. Usability of campaign plan, ideas and communications materials? 5 4 3 2 1
Comments:

9. Quality of final public relations plan presentation? 5 4 3 2 1
Comments:

10. Overall rating of the public relations campaign plan? 5 4 3 2 1
Comments:

11. If you were awarding a letter grade on this plan and presentation, what final grade would you award? (circle one) A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F

ADDITIONAL COMMENTS:

PREL 455 Client Information

Your Name _____

Phone _____ Email _____

Campus Address _____

Client Organization _____

Contact Person _____

Title _____

Phone _____ Fax _____ Email _____

Address _____

Description of client's business/service.

Describe client's current and past public relations programs.

Describe the client's apparent public relations needs/opportunities/issues.

Student Contract

PREL 455

3. Regular class attendance is required. Attendance will be taken at noon and anyone arriving late will be marked absent. Each unauthorized absence after two will lower your final grade by one letter. Only university authorized absences will be accepted and the student is responsible for providing a copy to the instructor in advance.
4. Once class has begun, students will not leave the classroom until dismissed by the instructor. Any violation will result in being marked absent for that class session.
5. All deliverables/assignments are due at the beginning of class on the dates shown in this syllabus or as otherwise designated at the time of the assignment. Any changes in these due dates will be announced in class. Tardiness will lower your grade. Any assignment turned in one week or more late will be reviewed but will automatically be awarded 0 points.
8. The provisions of Public Relations Society of America's Member Code of Ethics 2000 (Copy attached) will apply to all conduct and work in PREL 455. Proper handling of confidential client information is also essential. A violation of either of these two requirements will result in an "F" in this entire course.
9. While significant interaction occurs between students in PREL 455, all materials and programs developed for a client as part of this course must be the original work of the account executive. Proper credit must always be given for the work of others. Plagiarism will be grounds for automatic failure of PREL 455. Further guidance can be found in the "Academic Misconduct" section of the FSU Student Handbook, "Code of Community Standards" available on ferris.edu.

I have read and understand the requirements and standards (particularly those shown above) covered in the class syllabus for PREL 455 and agree to comply with and abide by all of these provisions.

Name (print) _____

Signature _____

Date _____

Public Relations Internship

PREL 491 Syllabus

INSTRUCTOR

Ronald H. Greenfield - Coordinator Public Relations Major, Associate Professor - Marketing Office - COB Room 320, Phone - (231) 591-2448, Fax - (231) 591-3521, email - ronald_greenfield@ferris.edu

COURSE OVERVIEW

A semester-long, internship program that integrates the student's academic study with on-site work experience in cooperating business, government, education or not-for-profit organizations. The internship is supervised by a public relations professional and is designed to enhance the student's coursework, personal development and professional preparation. Three credit hours normally requires 15 or more hours of work per week.

PREREQUISITE

Consent of instructor.

COURSE OUTCOMES

1. Apply classroom knowledge and skills in a real work environment
2. Enhance and broaden the student's public relations knowledge and skills
3. Develop understanding of how the public relations function deals with organizational issues.
4. Expand the student's career interests and outlook.
5. To develop professional contacts and knowledge which will facilitate the student's transition to a public relations career after graduation.

TEXTBOOK

None

GENERAL REQUIREMENTS

1. Each Public Relations student is required to complete at least three hours of academic credit in PREL 491, Public Relations Internship. These three hours will normally be earned by working 20 hours per week for 10 weeks or a total of at least 200 hours. Additional hours of internship credit may be taken as course electives. Generally each additional PREL 491 credit hour will require about 70 hours of additional work on the internship. The table below provides some guidance. Remember tuition must be paid on each hour of PREL 491 credit so you may work more than the required 200 hours but do not need to enroll in more than 3 hours to fulfill the PREL 491 Internship requirement.

3 hours of credit - 200 hours of work
20 hours per week for 10 weeks
17 hours per week for 12 weeks (normal Summer semester)

4 hours of credit - 270 hours of work
27 hours per week for 10 weeks

6 hours of credit - 400 hours of work
40 hours per week for 10 weeks

9 hours of credit - 600 hours of work
40 hours per week for 15 weeks (a normal Fall or Winter semester)

2. The student must have a GPA of at least 2.0 and be in good academic and behavior standing with the university before enrolling in PREL 491. It is also highly recommended that the student be junior level (60 hours of accumulated credit) or higher and have completed PREL 101, 240, 341 and 342.
3. The internship supervisor should be an experienced public relations professional who manages or works full-time in the public relations function at the employer's site. It is recommended that the supervisor be an accredited public relations professional (holding an APR designation from PRSA or an ABC designation from the International Association of Business Communicators).
4. An internship position will not ordinarily be approved if the student's immediate supervisor is a relative.
5. All room, board, personal travel and other expenses will be the responsibility of the participating student.
6. Credit will not be granted for work experience obtained prior to enrollment in PREL 491.
7. During the internship experience, the student and supervisor should be available for visits, discussions and conferences when necessary and appropriately notified in advance by the instructor.
8. Internships can provide excellent opportunities to produce work samples for your professional portfolio. Be sure to keep copies of all the public relations writing, tools, tactical plans, etc. you produce so that you will have them available for inclusion in your portfolio.

SPECIFIC INTERNSHIP STEPS

1. Students who are eligible for PREL 491 must complete the attached "Internship Application Form" (page 4) and submit it to the Public Relations Program Coordinator for approval prior to beginning the Internship process. To do this, the student must make an appointment with the coordinator (591-2448) and bring the completed Internship Application Form and a current resume to the meeting.
2. After preliminary approval, the student then proceeds to locate an appropriate internship and the coordinator will offer advice and helpful resources to get the process started. Once the proposed internship is located, final approval must be obtained from the PREL 491 instructor. To get this, the student must prepare and submit a completed "Public Relations Internship Agreement" (pages 5-6) signed by the student and his/her internship supervisor at the employer. Once the instructor has approved and signed this agreement, the instructor will officially enroll the student in PREL 491. The student can then begin the internship.
3. During the internship, the student must submit several standardized reports. These may be submitted via email or fax and must be typed in standard 8½" X 11" paper/format. All reports should be submitted as shown below.

Email to:
printernship@ferris.edu

Or fax to the attention of the Marketing Department at:
231-591-3521

(If you fax your reports, be sure you get
a delivery confirmation on your end.)

4. Each Friday from the first week through the last week of the internship, the student will submit a brief Weekly Report to the PREL 491 instructor. Each report should include the following information:
 - Student's name
 - Internship address, phone number, fax number, email address
 - Today's date and the calendar days this report covers.
 - Time sheet of hours worked this week. Total hours worked thus far.

- Primary tasks/duties performed this week.
- New skills learned and/or knowledge gained this week.
- Comments - (Problems, significant observations, etc.)

A blank copy of this report format is attached (page 7) and it is followed by a sample report (page 8) for the student's guidance on the extent of detail required. This report should only require about 10 minutes to complete and must be filed each Friday. Keep a copy of each for reference in preparing your Final Report.

5. Your Final Report is an in-depth review of your total internship experience. It is due the Friday of your last week of the internship. This report will consist of the following 1) a cover page carrying the title "Public Relations Internship Final Report," your name, the employer's and supervisor's name and organization, and date; 2) a chart of the weekly hours worked and the total hours of the internship, 3) at least five typewritten, single-spaced pages which respond to the questions below (You may also add any additional comments that you feel are important at the end of the five pages), 4) the completed "Student Evaluation of Internship" questionnaire (page 10) and the completed "Supervisor's Evaluation of Internship Student" questionnaire (page 11)

- How does this internship experience relate to your career goals?
- What skills did you learn, and what new knowledge did you acquire?
- What aspects of your college course work, knowledge and skills were most useful during this internship experience?
- What do you feel was your greatest contribution to the job and employer?
- In what ways did your internship experience either support or redirect your career goals? How have your education/career plans changed as a result of this experience?
- What would you do differently to make this internship a more worthwhile learning experience? Be specific.

You should use copies of all previous Weekly Reports as a basis for preparing the final report.

6. Your Internship Supervisor must also complete the attached "Supervisor's Evaluation of Internship Student" questionnaire (page 11) before the student will receive credit for PREL 491. The student is responsible for making sure this form is completed the last week of the internship and submitted to the PREL 491 instructor. It is suggested that the student provide this form to his/her supervisor and request that the supervisor complete it and discuss the ratings with the student personally the last week of the internship. The student should then enclose/attach the Supervisor's Evaluation with the Final Report discussed in #5 above. If the organization has a structured internship program that includes a formal post-internship evaluation form, that form may be substituted for the page 11 document.

7. All of the above required reports must be submitted on time. No final grade will be awarded in PREL 491 until all required reports, including the supervisor's evaluation, are submitted.

GRADING SYSTEM

Grades are awarded on a "credit/no credit" basis. No letter grades are assigned.

The student is responsible for insuring that all required forms, reports, evaluations, etc., are in the hands of the PREL 491 instructor at least 48 hours before grades are due at the end of the semester. If all internship reports and evaluations are not completed and submitted by this deadline, the student may receive an Incomplete ("I") grade. However, to be eligible for an "I" grade at least 75 percent of the internship work and report requirements must have been completed. If this hurdle is not met, a "No Credit" grade must be awarded and the student must again enroll in PREL 491 and do another internship. An "I" grade will be changed when all of the required work is completed. After one semester, an "I" grade automatically converts to an "F" if the missing work has not been submitted by the student.

Internship Application Form

PREL 491

Student's name: _____ Student number: _____

Campus address: _____

Campus phone: _____ Email: _____

Home address: _____

Home phone: _____ Email: _____

How many credit hours have you earned to date? _____ GPA? _____

Check each of the following courses that you have completed.

JRNL 121 _____ GRDE 118 _____ PREL 341 _____
JRNL 122 _____ PREL 101 _____ PREL 342 _____
PREL 240 _____

Are you currently receiving Financial Aid assistance? Yes _____ No _____

Are you applying for Financial Aid for the semester of your internship? Yes _____ No _____

How many college credits are you planning to carry the semester of your internship? _____

Have you completed any PREL 491 coursework previously? Yes _____ No _____

When do you expect to graduate (semester/year)? _____

When do you wish to do your internship (semester/year)? _____ Full or part time? _____

Describe the type of work you seek for your internship, the type of employer you hope to work with and the geographic location in which you want to do your internship?

Describe your employment goal after graduation?

Public Relations Internship Agreement

Ferris State University - College of Business

To be filled out by the prospective intern and employer and returned to the PREL 491 Instructor for approval of the internship.

Student Name: _____ Student Number: _____

Semester/Year of Internship: _____ Today's Date: _____

STUDENT CONTACT INFO: (while on internship)

Work Phone: _____ Home Phone: _____ E-Mail: _____

Home Address: _____ City: _____ St: _____ Zip: _____

SUPERVISOR CONTACT INFO:

Name: _____ Title: _____

Company/Organization: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Supervisor's Phone: _____ Fax: _____ Email: _____

POSITION INFORMATION:

Intern Job Title: _____

Inclusive Dates: _____ Work Hours: _____ Hours Per Week: _____
(Begin, end)

Job Responsibilities/Description: _____

Pay/Salary/Compensation: _____

Student's Signature : _____ Date: _____

Supervisor's Signature: _____ Date: _____

PREL 491 Instructor: _____ Date: _____

Complete and fax (231-591-3521) or email (printernship@ferris.edu) this form for approval and registration in PREL 491.

Public Relations Internship Agreement - Page 2

Ferris State University - College of Business

Responsibilities of Student:

1. Be 18 years of age or older and be voluntarily participating in this internship.
2. Be, and remain in good academic and behavior standing with the university during the internship.
3. Submit weekly reports, final reports, student evaluation, etc. when due and as required by the course syllabus in order to receive university credit for PREL 491.
4. Work at least 200 hours for each 3 credit hours of the internship.
5. Conduct oneself in a professional and ethical manner and comply with all policies and rules of the university and of the host organization.
6. Notify the Public Relations Internship Instructor immediately if any problems occur or harmful situations arise in conjunction with the internship.
7. Recognize that inherent dangers exist in association with an internship and personally assume and willingly accept these responsibilities and risks.

Responsibilities of Internship Employer/Supervisor:

1. Designate a staff member to supervise the student and act as a liaison to the Public Relations Internship (PREL 491) Instructor.
2. Establish work schedules and plans which will accommodate the student's academic responsibilities.
3. Relate work assignments as fully as possible to the public relations major area of study and maximize the student's learning from this internship experience.
4. Provide the student and instructor with a clear and inclusive internship description.
5. Provide an environment that is physically, psychologically and professionally safe.
6. Notify the Public Relations Internship Instructor immediately if any problems arise regarding a student's performance or attitude and work with the instructor and the student to find the best resolution.
7. Complete the "Supervisor's Evaluation of Internship Student" form, discuss the ratings with the student and insure that it is submitted to the instructor the last week of the internship.

Responsibilities of the College of Business:

1. Aid the student in personal and professional development.
2. Inform the employer/supervisor of any change in the student's academic status which would affect his/her internship.
3. Evaluate the student's academic work and assign a credit/no credit grade as appropriate.
4. Be available to the students and on-site supervisor to facilitate problem solving, achieve maximum value from the internship experience and successfully complete the PREL 491 course.

We have reviewed the guidelines stated above and willingly accept the responsibilities stated. We understand that enrollment in the Public Relations Internship (PREL 491) at Ferris State University is a college credit course and we agree to comply with and fulfill the requirements stipulated in the current course syllabus.

Signatures

Student _____ Date _____

Supervisor _____ Date _____

PREL 491 Instructor _____ Date _____

Public Relations Internship - Weekly Report

Each Friday from the first week through the last week of the internship, the student will submit a brief Weekly Report to the PREL 491 instructor. Each report should follow this format, include the information below and be emailed or faxed to the instructor.

Student's name -

Today's date -

Internship address -

Phone number -

Fax number -

Email address -

Calendar days this report covers - From _____ **To** _____

Time sheet of hours worked this week - Sat. ____ Sun. ____ M ____ T ____ W ____ TR ____ F ____ Total _____

Total hours worked on internship thus far, including this week -

Primary tasks/duties performed this week.

New skills learned and/or knowledge gained this week.

Comments - (Problems, significant observations, etc.)

Public Relations Internship - Weekly Report

Each Friday from the first week through the last week of the internship, the student will submit a brief Weekly Report to the PREL 491 instructor. Each report should follow this format and include the information below and be emailed or faxed to the instructor.

Student's name - John Doe

Today's date - May 27, 2005

Internship address - 223 Doe Run Drive
Rodney, Michigan 23456

Phone number - 222-555-1212 **Fax number** - 222-555-1313 **Email address** - doej@yahoo.com

Calendar days this report covers - From May 21 To May 27, 2005

Time sheet of hours worked this week - Sat ___ Sun ___ M 5 T 5 W 5 TR 5 F 0 Total 20

Total hours worked thus far - 62

Primary tasks/duties performed this week.

Researched and prepared news release on Downey Agency anniversary.
Prepared media list for McDonald's press conference.
Assembled press kits for the McDonald's press conference.
Helped prepare presentation for client meeting on community open house.
Attended client meeting on community open house.
Attended PRSA event/speaker with supervisor.

New skills learned and/or knowledge gained this week.

Used Bacon's online to compile media list.
Learned basic PowerPoint to work on client presentation.
Learned how to sell program ideas to a skeptical client.

Comments - (Problems, significant observations, etc.)

We had learned basic Bacon's research in 341 but we did this with printed directories. Using their web site was a new experience...easy. I understood what the computer was doing due to 341 project.

I am sometimes uncomfortable with social events like the PRSA meeting. My supervisor helped introduce me and I met six people who will be good networking contacts.

Was late for work Tuesday due to a traffic accident on the highway I use. Need to leave earlier so that I arrive at work at least 10 minutes early.

Public Relations Internship Final Report

(Your Final Report is an in-depth review of your total internship experience. It is due the Friday of your last week of the internship. This report will consist of the following 1) a cover page carrying the title "Public Relations Internship Final Report," your name, the employer's and supervisor's name and organization, and date; 2) at least five typewritten pages which respond to the questions below (You should use the questions as bold headings. You may also add any additional comments that you feel are important at the end of the five pages.); 3) a chart of the weekly hours worked and the total hours of the internship; 4) the completed "Student Evaluation of Internship" questionnaire (page 10) and the completed "Supervisor's Evaluation of Internship Student" questionnaire (page 11).

How does this internship experience relate to your career goals?

What skills did you learn, and what new knowledge did you acquire?

What aspects of your college course work, knowledge and skills were most useful during this internship experience?

What do you feel was your greatest contribution to the job and employer?

In what ways did your internship experience either support or redirect your career goals? How have your education/career plans changed as a result of this experience?

What would you do differently to make this internship a more worthwhile learning experience? Be specific.

Chart of hours worked.

Week (From/to)

Hours worked

Total hours worked on internship _____

(Note: Attach the completed Student End-of-Internship Evaluation and completed Supervisor's Evaluation of Internship Student questionnaires.)

Student End-of-Internship Evaluation

Public Relations Internship

Ferris State University, College of Business

The purpose of this form is to provide opportunity for an honest appraisal of the internship site and supervisor, and its contribution to FSU's Public Relations academic program. Please respond to the following questions regarding your internship experience.

Organization: _____ Semester/Year: _____

Location: _____ Supervisor: _____

Please rate the following aspects of your internship placement on the basis of this scale

(1) Poor, (2) Fair, (3) Average, (4) Good, (5) Excellent

- | | |
|---|-----------|
| 1. Work experience relates to my area of study | 1 2 3 4 5 |
| 2. Opportunity to develop my creativity | 1 2 3 4 5 |
| 3. Adequacy of employer supervision | 1 2 3 4 5 |
| 4. Cooperativeness of fellow workers | 1 2 3 4 5 |
| 5. Helpfulness of supervisor | 1 2 3 4 5 |
| 6. Opportunity to problem solve | 1 2 3 4 5 |
| 7. Acceptance by fellow workers | 1 2 3 4 5 |
| 8. Opportunity to develop critical thinking skills | 1 2 3 4 5 |
| 9. Opportunity to use my PR skills | 1 2 3 4 5 |
| 10. Provided orientation to the organization | 1 2 3 4 5 |
| 11. Opportunity to develop my human relations skills | 1 2 3 4 5 |
| 12. Attempt to offer feedback on my progress and abilities | 1 2 3 4 5 |
| 13. Provided levels of responsibility consistent with my ability and growth | 1 2 3 4 5 |
| 14. Effort to make it a learning experience for me | 1 2 3 4 5 |

Feel free to explain any of your responses to the above criteria here:

15. Do you feel that your courses at Ferris State University prepared you for this job? ___ Yes ___ No ___ Uncertain
Why or why not?

16. Would you work for this supervisor again? ___ Yes ___ No ___ Uncertain

17. Would you work for this organization again? ___ Yes ___ No ___ Uncertain

18. Would you recommend this organization to other students? ___ Yes ___ No ___ Uncertain
Why or why not?

19. Did you find this a valuable experience? ___ Yes ___ No ___ Uncertain
Why or why not?

20. What might be done to enhance the experience?

21. Are you satisfied with the assistance provided by the PREL 491 Instructor? ___ Yes ___ No ___ Uncertain
Why or why not?

Your Signature: _____ Date: _____

Supervisor's Evaluation of Internship Student

Ferris State University, College of Business

Name of Student _____ Date _____

Supervisor's Name _____ Employer _____

Instructions: The immediate supervisor should complete the following evaluation by comparing the student with other students of comparable academic level, with other personnel assigned to the same or similarly classified jobs, or with established standards. Evaluate the intern on each of the several characteristics listed below by circling the appropriate letter(s) (E= Excellent, AA= Above Average, A= Average, BL= Below Average, P= Poor, N/A= Not Observed). If your own rating form is preferred, please feel free to attach a copy in lieu of completing the form below. Please share this evaluation with the student.

- | | | | | | | |
|--|---|----|---|----|---|-----|
| 1. Is dependable _____ | E | AA | A | BL | P | N/O |
| 2. Is punctual _____ | E | AA | A | BL | P | N/O |
| 3. Meets deadlines _____ | E | AA | A | BL | P | N/O |
| 4. Fulfills job responsibilities _____ | E | AA | A | BL | P | N/O |
| 5. Is creative/innovative _____ | E | AA | A | BL | P | N/O |
| 6. Shows initiative _____ | E | AA | A | BL | P | N/O |
| 7. Accepts challenges _____ | E | AA | A | BL | P | N/O |
| 8. Works independently _____ | E | AA | A | BL | P | N/O |
| 9. Works with team/group _____ | E | AA | A | BL | P | N/O |
| 10. Exhibits writing skills _____ | E | AA | A | BL | P | N/O |
| 11. Exhibits public relations knowledge _____ | E | AA | A | BL | P | N/O |
| 12. Exhibits skills with basic public relations tools and techniques _____ | E | AA | A | BL | P | N/O |
| 13. Is motivated toward public relations profession _____ | E | AA | A | BL | P | N/O |
| 14. Seeks additional work opportunities _____ | E | AA | A | BL | P | N/O |
| 15. Accepts constructive criticism _____ | E | AA | A | BL | P | N/O |
| 16. Has positive attitudes toward learning _____ | E | AA | A | BL | P | N/O |
| 17. Appreciates importance of internship experience _____ | E | AA | A | BL | P | N/O |
| 18. Professional appearance/dress _____ | E | AA | A | BL | P | N/O |
| 19. Overall quality of intern's work _____ | E | AA | A | BL | P | N/O |
| 20. Overall performance of intern _____ | E | AA | A | BL | P | N/O |

Please comment, particularly on below average and poor ratings. Continue on the back, if necessary.

I personally discussed this evaluation and my ratings with the internship student on _____.
(date)

Supervisor's Signature

Date

After discussing this evaluation with the student, please fax (231-591-3521), email (printernship@ferris.edu) or mail the completed form to: PREL 491, College of Business 320, Ferris State University, 119 South Street, Big Rapids, MI 49307-2284.

*"The Key to Your
Future"...*

Public Relations Internships

*Public Relations Major
College of Business
Ferris State University*

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Internships: Your Key to Your Future

How important is an internship?

It is extremely difficult to get a public relations job without some real world experience. How do you get this edge? Through working in internships while you are attending college. An internship consists of working in a temporary part-time or full-time public relations job under the supervision of a public relations professional. It's a hands-on learning experience with a real public relations operation.

Internships are really bridges to your public relations career. Here's why.

- You can learn only so much in the classroom. An internship is on-the-job application of your classroom knowledge.
- An internship is a time to test your skills, make protected mistakes under the helpful eye of a professional and prepare yourself for employment.
- You can try out a specific type of public relations activity for a particular type of organization to see if you want to do that when you graduate.
- You can make valuable contacts among professionals and among companies and individuals who may want to hire you after graduation.

A recent detailed study by Seton Hall University showed that students with internships were 32 percent more likely to find jobs immediately after graduation and that 80 percent of students were offered permanent employment by the organization in which they held their internship.

Considerations

How many internships should you have? At least one because you must complete a 3-hour internship (PREL 491) for graduation. Two internships are better. Three, better yet.

It is generally recommended that you complete your required PREL 491 internship during the summer between your junior and senior years in college. That's because by that time, you have completed your two journalism, one computer design and four public relations courses. You have a good foundation of public relations knowledge and skills that will enable you to be a very productive employee. That will enable you and your supervisor to make the 3 credit hour, PREL 491 course very substantive and productive for you and your employer.

Some students find it necessary to do their PREL 491 internship after completing all of their coursework here at Ferris State. That's an acceptable alternative. Employers sometimes prefer this because they

use the internship to evaluate graduates who they then may decide to hire permanently.

While only one, 3-hour internship is required for graduation, students may also take additional hours of PREL 491 and apply that credit to the "Electives" (See Public Relations Check Sheet) you must complete for graduation. Remember though that you must pay tuition for each hour of credit in PREL 491.

You can have a very valuable internship experience, however, without enrolling in PREL 491 and paying tuition. Students are encouraged to do additional internships on their own during the summers or while taking classes. For example, you might obtain a job doing public relations work and structure the work experience as an internship. When this is done it is important that the work indeed be public relations work and that the job be formalized with specific goals, specific responsibilities, work hours, etc.

In selecting internships, you should try to get experience in the type of public relations activity and the type of organization you are interested in pursuing after graduation. This can reaffirm your employment goal or it may encourage you to change your career objectives. We also suggest that if you work for the same employer over a long period or two summers, ask for different public relations assignments with different activities, even in separate departments. This will broaden your experience and enhance your skills.

Expectations

What should you expect, demand from your internship experience?

Specific position with detailed responsibilities and requirements:

- Supervision by a public relations professional
- Specific job duties/responsibilities in public relations
- Defined hours of work
- Pay/salary/compensation commensurate with your contribution
- An accepted team membership

To fulfill these expectations, you need to get a definite agreement between you and your supervisor on these items in advance. This should be in writing. A sample internship agreement form is attached. To get credit for your PREL 491 internship, additional forms must be filled out in advance by you and the employer and approved by the instructor.

You must be prepared to fulfill your part of the bargain just as you would expect your employer to do. Budget your time and commitments carefully; you should not expect special treatment just because you have exams, term papers or activities you would like to participate in at college

or home. An internship is structured as a job. As in any public relations job, you should prepare to work extra hours on occasion, if necessary.

Not all internships are paid. But most organizations offer some kind of compensation. This may be a set pay rate per hour worked, a cash bonus or stipend at the end of the internship experience, reimbursement for college credit hour tuition, travel expenses, parking, free meals, sponsorship to attend professional meetings, etc. You definitely should get reimbursement for any out-of-pocket expenses incurred in the direct performance of your duties.

Experience has shown that paid internships are generally most productive for the employer and the student. This is because both parties, those paying and those being paid, feel a stronger commitment to making the internships valuable. You will be assigned more substantive public relations responsibilities and your employer will expect quality and timely input and output from you.

Many not-for-profit organizations find it impossible to offer any substantial compensation to interns who work with them. If your career goal is in not-for-profits, you must expect to complete your internship without earning funds for your college expenses. Plan accordingly.

Variety of experience, both watching and doing. A day at the office -- whether at a corporation, not-for-profit or public relations firm -- may be different from what you expect as a result of your class work. So it is important just to experience the public relations work environment; staff meetings, deadlines, conferences with clients, negotiations with vendors, press conferences, special projects, and much, much more.

The most important part of your internships, however, is your first-hand participation in public relations activities. You should actually work on projects or portions of projects on your own and in cooperation with others. You should have specific responsibilities, including program coordination, writing and possibly production. And, you should be held responsible for the product you produce.

Items for your portfolio. Although every task you perform will not produce a product you can display later, some of your work should result in writing or production examples, such as news releases, brochures, special events plans/programs and speeches. Once projects are complete, be sure to secure a couple of copies for your file and future use in your portfolio.

A professional portfolio is a strong marketing tool you will need, particularly to get your first public relations job. It illustrates the quality of your work and the breadth of your experience. Samples from your internships will be valuable additions to those you collect from public relations oriented campus activities, offices, "Torch" articles, etc.

Contacts with public relations professionals, business people and clients. During your internship activities you will have many opportunities to meet people and enable them to meet you. These contacts will give you additional experience associating with professionals in a work environment and may lead to future employment opportunities or recommendations. This is called networking and it can be the key to getting that first job in public relations.

Routine, errand-type assignments. You should expect to do some "goferring" doing your internship: answer telephones, stuff press kits, run copy to printers, pick up coffee and donuts for a meeting. Only a minimum amount of your time should be spent in this kind of work, however.

Course Credit

You may receive credit for your internship by completing the specific requirements of the university, including payment of tuition hours, signing an internship contract and completing a series of reports. For complete information on the requirements for college credit you should contact Professor Ron Greenfield, coordinator of the Public Relations major (office - 320 COB, email - ronald_greenfield@ferris.edu, phone - 591-2448). Remember, you are required to complete at least one, 3-hour credit course in PREL 491 for graduation.

Prospective Employers

Locating an internship is like looking for a job. In fact, it is good training for locating that first job after graduation. A successful effort takes planning and perseverance. It's hard work and it takes a lot of time. The structure of the internship program in the College of Business requires that you locate your own internship but you can get help and guidance from Professor Greenfield.

How do you go about locating your internship? First, you need to pin down what you want to do and who you want to work for. You should decide:

- The type of public relations activity you want -- special events, newsletters, press contacts, government/political activities, etc.
- The type of organization you are interested in -- public relations consulting firm, corporation, not-for-profit, association or other specialty area?
- The geographic area -- Big Rapids, other towns within commuting distance, your hometown, in Michigan, out-of-state?

- Financial requirements -- hourly wage, tuition reimbursement, assistance with housing, other compensation needed to fulfill your goals.

You will want to find an internship with an organization that has a strong professional public relations operation. You should also seek an opportunity to work for a supervisor with extensive professional public relations experience and holding Accreditation from the Public Relations Society of America or the International Association of Business Communicators.

Attached is a listing of Internship Sources (pages 13-16) that will help you begin the task of finding just the right internship for you. This is going to require work on your part. You should also check the COB web site, www.ferris.edu/cob/internship, where a variety of internship opportunities are posted. Contact Ferris State alumni who may have internships or know of others who do have opportunities. Talk with fellow students, both at Ferris State and other schools. Contact professionals you've met at Shadow Days, PRSA's national convention, local PRSA events, PRSSA speakers and activities, etc. Check with family, relatives and friends.

Finding the best internship for you will require a great deal of effort on your part. So start the process early. A search for a summer internship, for example, should begin early the prior fall. Remember the best and highest paying internships are in most demand and are filled first. Those students who procrastinate are left with the non-paying internships that others do not want.

Preparation

Complete basic courses first. We recommend that students complete PREL 101, 240, 341 and 342 along with JRNL 121 and 122 and VISD 118 before taking PREL 491. The concepts and skills learned in these courses will not only enhance your chances of getting the employer and internship you want but will make the internship experience more meaningful and productive. You will be prepared to do more kinds of hands-on work.

Employers do not want to have to play nurse maid to students. So the more advanced knowledge and skill you bring to the employer the more likely you are to get the job and have an outstanding learning experience. If you take on an internship before you are secure in the basic public relations principles and writing skills, make sure that you and your employer understand the limitations this puts on your knowledge and abilities.

Get experience working with professionals or in professional-type work. Joining and participating in the activities of the Ferris State Chapter of the Public Relations Student Society of America is an excellent way to do this. Many internships are obtained as a result

of knowledge, opportunities and contacts made possible through PRSSA membership.

You can get experience and obtain portfolio samples by writing for the "Torch," working for FSU's University Advancement department, doing public relations-type activities for your sorority/fraternity or other campus organization, planning special events for a not-for-profit agency, etc.

Attending meetings of and participation in conventions, seminars, luncheons, projects, etc., of such organizations as the Public Relations Society of America and the International Association of Business Communicators provide opportunities to meet potential employers. Such activities will also enable you to gain confidence and familiarity with what is expected in terms of professional dress, business manners and working with a variety of people you will be associated with after graduation.

Plan to fit your internship into your educational sequence.

The summer is often most convenient and is recommended by FSU because it is the best format for the learning experience, particularly for PREL 491. But there is more competition at this time. You may have to work in another job during the summer to earn enough money to continue your college studies. You may need to attend summer school full time to get your course work completed. Or other circumstances may control when you do an internship or how many you can complete.

Can you work full-time or just part-time? Do you need compensation? Do you want to earn other course credit? What kind of internship work do you want? You should take the time to plan out your college work and other obligations and then fit PREL 491 and other internships into that plan. This will insure that you get the maximum possible benefits from such experiences.

The Search

Looking for an internship is just like securing a job. The task should be approached in the same way.

- **Start early.** Set your educational schedule. Make the most of your classes and opportunities for experience. Accumulate personal contacts at meetings and with guest speakers on campus.
- **Get ready to apply.** Prepare a basic resume. Get writing and public relations tools/tactics samples together. Confirm references.
- **Select the type of job, employer and place.** Consider your contacts in a company, agency, industry, or geographic region. What do you want to do after graduation?
- **Research who offers internships that meet these requirements.** Research the organization and its public relations operations. What and when are internships offered?

- Get a specific contact name. Who's in charge of internships? What is the procedure for applying?

The Application

Do a self-inventory. What do you have to offer the potential employer? List your education, skills and experience. Determine your strong and weak points. How does all this make you the best candidate for the internship? This information is the basis for your resume, letters and interview.

Prepare a resume. Place the strongest of the three categories -- education, skills, experience -- first. Don't just list these items. It's what you accomplished, not just what you did. What is special about you in each category? What sets you apart from all the other candidates? What are the requirements for the specific internship you are seeking?

Under education, stress how well rounded the Ferris State Public Relations curriculum is -- nine public relations courses along with journalism, marketing, advertising, management and a full business sequence. Stress writing and speech courses and computer design skills.

Under skills, list non-course work such as leadership activities, computer software experience, writing ability, interests that are applicable to the kind of internship for which you are applying.

Under experience, include the most applicable jobs first, not necessarily in chronological order; describe what you accomplished. Describe activities in campus media, professional business organizations, Greek organizations and student government or residential hall leadership.

Attached (page 17) is a sample resume for guidance in preparing yours.

Prepare a portfolio to showcase your abilities. Don't just gather samples: display them attractively in a three ring binder with dividers, color and explanations. Include items you have produced such as news articles (a clipping of the actual article is best), news releases, brochures, newsletters, special event plans, slide presentations, fundraising proposals, flyers, PSA scripts, etc. Make sure all materials/information is absolutely correct and error free.

Class projects and examples from non-class activities should be included. Utilize your PREL 240, 341 and 342 projects. Examples of your writing ability are essential. Also demonstrate analytical and planning skills and creativity.

Secure and prepare a list of references. These should not be included on your resume but have them available, upon request. You

may need both professional and character references and three or four different individuals are recommended. Possibilities are bosses, professors, professional contacts, ministers, community leaders and people who have contacts in your chosen field. These people should be able to attest to your skills, experience and/or personal character. Be sure you have their permission to be used as references and find out the way in which they would prefer to be contacted by the employer.

Letters of reference "To Whom It May Concern" are practically worthless. The best letters are written to a specific person for a specific position.

Research your target organization. Why do you want to work there? How will you fit in? What are the organization's major communications activities or accounts? Do they have accredited public relations professionals on staff? What is the history of internships in the organizations?

Write a cover letter. Write it to the appropriate person. Get the name and title right. If you don't know how to spell the person's name or what their proper title or address is, call the receptionist and find out.

Use the name of a networking contact, if possible. This should be the person who recommended that you contact the person to whom your letter is addressed. This will help insure that your letter is read and that you are considered.

Use the information from your research. What key public relations issues does the organization currently face? Highlight the best two or three points from your resume as they apply specifically to that organization.

Don't just "look forward" to that person's contact: tell him/her you will call (three days after arrival of your letter and resume) for an appointment at a specific time. Follow up with another call, a note or samples, if necessary. In general, the more persistent you are, the better your chances, but don't become a pest.

Attached (page 18) is a sample cover letter for your guidance.

Pre-Interview Preparations

Know what the employer expects from their interns:

- Writing skills...news writing, brochure copy, speeches, etc.
- Understanding of public relations principles and professionalism
- Knowledge of current events and issues in the field ... local, state, national and world
- Personality ... enthusiastic, confident, creative
- Organizational skills
- Availability

And, know why you want to be there, why you are the best candidate. Don't be shy about your strengths, and know how to present your weaknesses positively.

While each interview and interviewer is different there are some typical questions that are asked and that you should be prepared to answer. Several of these are listed below. Take the time before your interview to carefully think through what you would say in responding to each question. This will give you added confidence and help you make a positive impression during the interview.

- Tell me about yourself.
- Why did you decide to major in public relations?
- Why did you go to Ferris State?
- Describe the work experiences you have had.
- Tell me about your extracurricular activities.
- What classes do you like most in college? Which give you the most difficulty?
- What are you looking for in an internship?
- What are your main strengths? Weaknesses?
- Describe the toughest decision you had to make in the past year.
- Define public relations.
- What do you think it takes to be successful in public relations?
- What aspects of public relations work do you find most interesting?

It is common practice for the interviewer to also ask - Do you have any questions you would like to ask me? - usually near the end of the interview. Make sure you prepare for this. It is a good opportunity to ask a couple specific questions you may have about issues uncovered in your research on the company/organization.

Complete and revise your portfolio so it displays your skills and experience, particularly those critical to the type of work you will do in this specific internship. Gather extra writing samples to leave behind, if requested. If you only have one original copy, make photocopies to give to the interviewer.

Some organizations ask internship applicants to take written tests to measure the knowledge and skills. These may include activities such as writing a news release from a set of facts they provide, editing a news release or article written by another person, completing a standard test in grammar, spelling, punctuation, etc. It could also be a take home project such as researching and writing a 1000 word article on glaucoma for the company newsletter with a one week deadline. It's a good idea to brush up on your knowledge in such areas prior to going for the interview.

The Interview

Dress appropriately for the organization. In most cases this is a sport coat and dress slacks or a business suit. Be neat, not flashy. Get

a good haircut. Polish your shoes. Iron your shirt/blouse or have it commercially pressed.

Be prepared. Take extra resumes. Bring samples of a variety of types of writing. Bring your portfolio and be prepared to discuss each item. Bring a notepad.

Relax. Get sufficient rest. Review your qualifications so you can state them confidently. Arrive in plenty of time. Take a deep breath.

Be confident. It starts with a warm firm handshake. Not pushy or laid back. Ask questions. Take notes.

Answer questions and complete written tests to prove your ability: If given a public relations situation, what would you do? A brief pause before giving the answer is fine. Expect a reasonable amount of time to complete written assignments, but there will be a deadline.

Coffee/lunch. Accept or order what you can handle comfortably. Follow the lead of the interviewer or others. Definitely, no alcoholic beverages. Smoking is unacceptable. How you handle these and other social graces, tells the employer a lot about you. Brush up on table manners, if necessary.

Be flexible, but don't hesitate to be upfront about your requirements or limitations ... pay, compensation, hours, assignments, special considerations.

Post Interview

Do a follow up "thank you" letter. This letter should be mailed within 24 hours of the interview and may take several forms. It is usually a brief, formal, typed note. Reinforce your strong points. Volunteer additional thoughts or ideas on questions or issues addressed in the interview. Send any material requested during the interview. Reaffirm your excitement about the opportunity.

Make sure you effectively use this opportunity to add an observation about something that was discussed. Fill in any gaps in subjects you could not respond to. Show initiative: suggest an idea for one of the organization's activities or projects.

The Offer

When you are offered an internship, make sure you have clarified all issues that have not been addressed previously such as pay, start date, etc. It's best to get the internship offer in writing from your employer and make sure it covers job responsibilities, hourly wage/salary or other compensation, work hours and inclusive dates, supervisors name and any other pertinent details.

If the internship is to fulfill PREL 491 requirements, you need to fulfill the specific requirements prescribed in the College of Business, Internship web site. If you are not enrolling in PREL 491, you may want to use the Public Relations Internship Agreement (page 12) to help formalize the arrangements and get the details in writing.

Internships are gratifying, educational and essential experiences. In the current employment market, they are the best way to get a job. You'll benefit immensely from the experience. Your successful internship will help pave the way for others and will lend recognition and credibility to the Ferris State Public Relations major. Good luck!

9/08

Public Relations Internship Agreement

Student's name: _____

Student's campus address: _____

Student's campus phone: _____ Email: _____

Internship job title: _____

Name of employer: _____

Name of supervisor: _____

Title: _____

Phone: _____ Fax: _____

Email: _____

Address: _____

Work hours: _____ Total hrs per week: _____

Internship start date: _____ Internship end date: _____

Hourly wage/compensation (please describe) _____

Job description/ responsibilities: _____

Student's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Internship Sources

Web Sites

Note- This list is far from complete and is primarily offered to help you get started in your search. Many other sites are on the web. If you have a specific organization or company that you seek an internship with, suggest you do a Google or Netscape search for that keyword/name to find their web site.

www.ajb.dni.us/ - Links to 1800 state employment agencies.

www.bls.gov/oco/ocos - Federal government site.

www.caponigro.com - Detroit-based, Caponigro Public Relations Inc. that offers paid internships year round.

www.chicagotribune.com/classified/jobs - Chicago Tribune newspaper's job web site searches Careerbuilder site for internship and jobs in Chicago area and nationwide.

www.ddwpr.com - Detroit-based public and financial relations firm, Durocher Dixson Werba, LLC

www.edelman.com - Edelman Public Relations Worldwide with 38 offices (including Chicago) and 1500 employees.

www.fleishman.com/careers/internships.html - International public relations counseling firm, Fleishman Hilliard, which offers internships for college juniors, seniors and recent graduates. Requires minimum 3.0 GPA.

http://4work.com - Current job openings, internships and volunteer opportunities.

www.franco.com - Franco Public Relations Group based in Detroit is a 40-year-old, full service independent public relations firm.

www.goode.com - Goode Ski Technologies is a Waterford, MI based manufacturer and marketer of carbon composite ski poles and skis and water skis. Seeks junior, senior and graduate students for variety of public relations tasks.

www.grgriffins.com - Web site for Grand Rapids Griffins IHL hockey team.

www.hotjobs.com - Yahoo's job search site includes internships nationwide.

www.house.gov/watts/intern03.htm - Provides links to internship opportunities within federal government departments and agencies.

www.gov/bishop/federalinternship.html - Provides site links for internship opportunities with Federal agencies.

www.idealists.org - Non-profit organizations

www.internabroad.com - Links to internship sites worldwide

www.internships.com - National internships

www.internshipprograms.com -

www.isesdetroit.com - Site for the International Special Events Society , Detroit Chapter

www.jobweb.com/catapult/jintern.htm -

www.ketchum.com - Ketchum is a full-service communications company employing 1300 people and offices worldwide including Chicago. Offers 8-10 week, 20-hour internships during the summer, fall and winter.

www.lambert-edwards.com - Grand Rapids-based Lambert, Edwards & Associates, Inc. that offers paid internships to junior and senior students.

www.michbar.org - Michigan Bar Association offers paid internships in Lansing, MI office.

www.michigan.gov/mdcs - State of Michigan web site on jobs.

www.michiganjobhunter.com - Detroit newspapers job search site with links to USA Today's Career Network and the Careerbuilder network.

www.minorleaguebaseball.com - Web site for all minor league baseball teams including links to all team web sites.

www.mmpi.org - Site for the Michigan Chapter of Meeting Professionals International

nccaa.thetask.com/market/ads - Nationwide listing of sports job openings and internships at NCAA member colleges and universities.

www.ogilvypr.com/intern.cfm - Chicago-based public relations firm which offers year round internships.

www.proternovelli.com - New York-based global public relations firm which employs 1500 people.

www.prfirms.com - Council of Public Relations Firms site carries links to and detailed information on 122 public relations counseling firms.

www.prnewswire.com - PR Newswire offers paid internships in Southfield, MI office and nationally.

www.prsa.org - Public Relations Society of America site includes listings of public relations counseling firms and their web sites, regional and local PRSA chapters and their web sites, etc.

www.prsadetroit.org/content/student/intership.asp - Detroit Chapter of PRSA site includes listing of internship opportunities in Detroit and surrounding areas.

www.prssa.org - Web site for the Public Relations Student Society of America includes guidelines in internships and sources.

www.rsinternships.com - Rising Star Internships

www.selz.com/employn.html - Medium-sized Chicago public relations counseling firm which offers internships.

www.studyabroad.com -

www.webershandwick.com - Global public relations and reputation management firm with Detroit office. Offers internships to seniors and recent graduates.

www.westga.edu/~coop/ - Links to other web sites that post internships.

www.whitecaps-baseball.com - West Michigan Whitecaps baseball team web site in Grand Rapids.

www.whitehouse.gov/government/wh-intern.html -

www.wmprsa.org - Web site for the West Michigan Chapter of PRSA which includes a membership list.

Printed Sources

Directory of Internships - Includes internship opportunities in public relations and journalism. Ready Reference Press, PO Box 5249, Santa Monica, CA 90409

Directory of International Internships - Career Development and Placement Services, Michigan State University, 113 Student Services Building, East Lansing, MI 48824

Directory of Washington, D. C. Internships - University Resources Services, PO Box 3722, Stanford, CA 94309

IABC Directory - Membership directory for the International Association of Business Communicators. Lists names, addresses, etc., of all IABC members worldwide. Updated annually. Copy available in COB Room 320.

International Directory of Youth Internships - Covers United Nations agencies and non-governmental organizations offering intern and volunteer opportunities. Council of International and Public Affairs, New York, NY 10017.

Internship and Job Opportunities in New York and Washington, D.C. - The Graduate Group, 86 Norwood Road, West Hartford, CT 06117.

Internships Leading to Careers: Paid and Voluntary Internships that Can Lead to Professional Opportunities - The Graduate Group, 86 Norwood Road, West Hartford, CT 06117.

Internships: On-the-Job Training Opportunities for all Types of Careers - Includes section on communications internships. Covers 850 corporations, social service organizations, government agencies, etc. Peterson's Guides, Inc., 20 Carnegie Center, PO Box 2123, Princeton, NJ 08543-2123.

Jobs in the Arts and Media Management: What They Are and How to Get One! - American Council for the Arts, 1285 Avenue of the Americas, New York, NY 10019.

Membership Directory - Listing of the members of the Grand Rapids-based West Michigan Chapter of PRSA including indications of which offer internships. Published annually. Available in COB Room 320.

National Directory of Internships - National Society for Internships and Experimental Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609

Public Relations Career Directory: A Practical, One-Step Guide to Getting a Job in Public Relations - Visible Ink Press, Farmington Hills, MI 48331.

Public Relations Tactics Blue Book - Comprehensive directory listing the names and addresses of all members of the Public Relations Society of America. Published annually. Copy available in COB Room 320.

Public Relations Tactics Red Book - Listing of the members of the Public Relations Society of America's Counselors Academy. Copy accessible through www.prsa.org/_publications.redbook.

San Francisco Bay Area and Silicon Valley Internship Directory - University Resource Services, PO Box 3722, Stanford, CA 94309

Joseph J. Doe

Campus: 119 South Street
Big Rapids, MI 49307
231-555-1212
doej@hotmail.com

Home: 122 Doe Drive
O'Fallon, MI 49222
618-555-1212

Objective: To obtain an internship that enables me to apply my public relations knowledge, learn new skills and experience the life of a professional practitioner.

Education: Bachelor of Science in Business, major in Public Relations Expected May 2003
Ferris State University, Big Rapids, MI

Associate of Arts May 2000
Grand Rapids Community College, Grand Rapids, MI

Experience: **Public Relations Intern** May 2002-Date

Ferris State University, University Relations Department, Big Rapids, MI

- Wrote 32 press releases on campus news and events
- Prepared 7 features for quarterly FSU alumni magazine
- Drafted script for recruiting CD
- Planned and promoted two recruiting open houses which increased attendance by 56 percent over prior year

News Editor September 2000-May 2002

Ferris State Torch (Campus newspaper) Big Rapids, MI

- Edited more than 100 news stories submitted by staff of five reporters
- Managed staff of five reporters
- Redesigned new page format and completed 42 weekly page layouts
- Wrote 24 news stories

Public Relations Committee Chairman May-December 2001

Homecoming Committee, Ferris State University, Big Rapids, MI

- Wrote comprehensive Public Relations plan for 2001 Homecoming special event
- Managed a staff of 13 volunteers and subcommittees for events
- Attendance at event increased by 38 percent

Community Relations Volunteer May-August 1999

Red Cross, St. Doe County, MI

- Promoted three special programs through press tactics
- Wrote five news releases
- Wrote scripts for 4 radio and TV PSAs

Activities: **President**, Public Relations Student Society of America, Ferris State Chapter, 2001-2002

Reporter and News Editor, Ferris State Torch, 2000-2002

Honor Student, Ferris State University 2000-present

Editor, Bulldog, Interfraternity Council newsletter, Ferris State, Jan 2001-Sept 2002

Member, Omicron Delta Kappa (National Leadership Honors Society), 2001-2002

Volunteer, Junior Achievement and United Way, 1999-2000

References: References and portfolio are available upon request.

Joseph J. Doe
119 South Street
Big Rapids, MI 49307
231-555-1212

September 12, 2002

Mr. Robert T. Smith
Director of Public Relations
Bulldog Corporation
222 Wide Road
Anytown, MI 49222

Dear Mr. Smith:

I read in the Detroit Free Press about your company's launch of the new dehydrated water product and am intrigued by the potential it holds for solving our Nation's water shortage. The press conference you held Monday was very effective in getting media coverage and helping consumers understand this new product line extension.

I was discussing this with Dan Woods and he recommended that I contact you. I would like to do an internship with your department so that I can learn more about the techniques you use on these product launch efforts. My business courses here at Ferris State along with the courses in Public Relations Principles, Tools and Techniques, Tactics and Strategies will help me make a meaningful contribution to your public relations programs while I have the opportunity to learn and to develop new skills.

Attached is my resume that carries details on my experience and activities along with three samples of my writing. I have also compiled a portfolio of public relations materials and programs I have developed in my jobs, campus activities and classroom work.

I hope I will have an opportunity to show you these additional samples of my work and to learn more about the successful public relations operation you have at Bulldog. I will call you early next week to discuss this further.

Thank you for your consideration.

Sincerely,

Joseph F. Doe

Enclosures

Ronald H. Greenfield

Ferris State University
MKTG
(231) 591-2448
Email: greenfir@ferris.edu

Education

MS, University of Illinois, 1971.
Major: Journalism - Radio and Television Production and Management

BS, University of Illinois, 1966.
Major: Agricultural Science - Agricultural Journalism

Professional Positions

Military

Captain, United States Air Force. (1971 - June 1972).

First Lieutenant, United States Air Force. (1970 - 1971).

Second Lieutenant, United State Air Force. (June 1968 - 1970).

Staff Sergeant, United States Air Force. (April 1968 - June 1968).

Professional

Corporate Vice President, Peabody Holding Company, Inc., St. Louis, MO. (1989 - 1994).

Director - Public Affairs, Peabody Holding Company, Inc., St. Louis, Missouri. (1983 - 1989).

Director - Public Affairs, Peabody Coal Company, St. Louis, Missouri. (1981 - 1983).

Manager of Public Relations, Central Soya Company, Inc., Fort Wayne, Indiana. (1972 - 1981).

Chief and Deputy Chief, Public Information Division, U.S. Air Force Academy, USAF Academy, Colorado. (1970 - 1972).

Chief, Internal Information Division, U.S. Air Force Academy, USAF Academy, Colorado. (1968 - 1970).

Editorial Assistant, University of Illinois, Champaign-Urbana, Illinois. (1966 - 1968).

Licensures and Certifications

Accredited, Public Relations Society of America. (1967 - Present).

Professional Memberships

Public Relations Society of America - Accredited Professional.

Member Board of Directors, Secretary, Treasurer, Chair-Education Committee, Public Relations Society of America - West Michigan Chapter.

Public Relations Society of America- Educators Academy.

International Association of Business Communicators. (1997 - 2002).

Development Activities Attended

Conference Attendance, "A Cross Cultural Study of the World Wide Web and Public Relations," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Advising the Bateman Competition," Educators Academy of the Public Relations Society of America.

Conference Attendance, "CEPR Certification Workshop," Educators Academy of the Public Relations Society of America.

Conference Attendance, "How to Build a Better (PRSSA) Chapter," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Job Shadows for Public Relations Undergraduates," Educators Academy of the Public Relations Society of America.

Conference Attendance, "PRSA National Conferences."

Conference Attendance, "PRSSA Advisors Workshop," Educators Academy of the Public Relations Society of America.

Conference Attendance, "PRSSA Advisor's Workshop," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Ready for Lift Off: Starting and Maintaining a Student-Run Firm," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Ready for Liftoff: Starting and Maintaining a Student Run Firm," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Scholar-to-Scholar Research Studies," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Student run Public Relations firms," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Teaching Future Practitioners to Make Ethical Decisions in the 21st Century," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Teaching Teachers to Teach," Educators Academy of the Public Relations Society of America.

Conference Attendance, "The Future of Public Relations," Educators Academy of the Public Relations Society of America.

Conference Attendance, "Using "Wag the Dog" as a Teaching Tool," Educators Academy of the Public Relations Society of America.

Seminar, "Academic Assessment Workshop," Ferris State University.

Seminar, "Accessing the Internet," Ferris State University.

Seminar, "Attracting and Retaining Students - Relationship Marketing," Ferris State University.

Seminar, "Grant Searching and Proposal Writing," Ferris State University.

Seminar, "Hiring Process Training," Ferris State University.

Seminar, "Instructional Strategies Workshop," Ferris State University.

Seminar, "Internet and the World Wide Web," Ferris State University.

Seminar, "Introduction of Microsoft Word," Ferris State University.

Seminar, "Introduction to Mail Merge," Ferris State University.

Seminar, "Introduction to Microsoft Access," Ferris State University.

Seminar, "Introduction to Microsoft PowerPoint," Ferris State University.

Seminar, "Lotus Notes," Ferris State University.

Seminar, "Marketing Research-Image Survey," Ferris State University.

Seminar, "Media Relations - Dealing with Inquiring Reporters," Communications Skills Workshop.

Seminar, "Sexual Harassment," Ferris State University.

Seminar, "Student Advising Workshop," Ferris State University.

Workshop, "FerrisConnect," Ferris State University. (2009).

Seminar, "Advising for General Education," Ferris State University. (2005).

Seminar, "Best Practices for Web Delivered Instruction," Ferris State University. (2005).

Seminar, "Web CT - Preparing for Your First Semester," Ferris State University. (2004).

Conference Attendance, "Crisis Across the Board," Educators Academy of the Public Relations Society of America. (2002).

Conference Attendance, "Crucial Career Milestones- Academic Advancement from Graduate School Through the Transition to Senior Scholar." (2002).

Conference Attendance, "Educating for the New World," Educators Academy of the Public Relations Society of America. (2002).

Conference Attendance, "Educators Academy of the Public Relations Society of America." (2002).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (2002).

Conference Attendance, "Teaching in a World of Technological Change," Educators Academy of the Public Relations Society of America. (2002).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (2001).

Conference Attendance, "Preparing Future Professionals to Meet the Challenges for a Changing Marketplace," Educators Academy of the Public Relations Society of America. (2001).

Conference Attendance, "Public Relations Role in Helping Organizations Learn," Educators Academy of the Public Relations Society of America. (2001).

Conference Attendance, "The Learning Organization: Adapting to a Changing Marketplace," Educators Academy of the Public Relations Society of America. (2001).

Conference Attendance, "Who's Paying Attention to Philanthropy for Public Relations Education," Educators Academy of the Public Relations Society of America. (2001).

Conference Attendance, "National Conference, Public Relations Society of America." (2000).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1999).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1998).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1997).

Conference Attendance, "Michigan State Conference, Public Relations Society of America," PRSA. (1996).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1996).

Conference Attendance, "AMC/NCA Communications Conference." (1994).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1993).

Seminar, "News Media Interviews." (1990 - 1993).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1991).

Conference Attendance, "Mining Industry Communications Workshop." (1989).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1989).

Seminar, "Communicating on Environmental Issues," Mining Communications Workshop. (1989).

Conference Attendance, "Mining Industry Communications Workshop." (1988).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1988).

Seminar, "Building Bridges to the Environmental Community," AMC/NCA Communications Workshop. (1988).

Conference Attendance, "Joint Mining Industry Communications Workshop." (1987).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1987).

Seminar, "Balancing Needs - Coal and the Environment," AMC/NCA Communications Workshop. (1987).

Conference Attendance, "National Conference, Public Relations Society of America." (1986).

Conference Attendance, "AMC Communications Workshop." (1985).

Conference Attendance, "National Conference, Public Relations Society of America." (1985).

Conference Attendance, "NCA Crisis Communications Workshop." (1985).

Seminar, "Implementing the Corporate Identification System," Training Program for Senior Executives and Facility Managers. (1985).

Seminar, "Crisis Planning and News Media Management," Superintendent's Training Program, 37 locations. (1984 - 1985).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1984).

Seminar, "100th Anniversary Celebration," AMC Communications Seminar. (1984).

Seminar, "Corporate Logo and Identification System," Corporate Strategic Planning Conference. (1984).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1983).

Seminar, "Effective Public Speaking," Individualized Training Program for Senior Executives. (1983).

Seminar, "Working with News Media," Special Training Program for Corporate Lawyers. (1982 - 1983).

Conference Attendance, "Fundamental Strategies for Senior Public Relations Executives," New York University. (1982).

Conference Attendance, "National Conference, Public Relations Society of America," PRSA. (1982).

Conference Attendance, "National Conference, Public Relations Society of America." (1981).

Conference Attendance, "Public Relations Institute," Northern Illinois University. (1979).

Conference Attendance, "Accredited, Public Relations Society of America." (1976).

Conference Attendance, "Financial Relations Strategies and Tactics," New York University. (1974).

Awards and Honors

- Merit Increase, Ferris State University. (2006).
- Honorary Member, Golden Key International Honor Society. (2003).
- Promoted to Associate Professor, Ferris State University. (2001).
- Granted Tenure Faculty Status, Ferris State University. (2000).
- Accredited Professional, Public Relations Society of America. (1976).

SERVICE

Department Service

- Committee Member, Marketing Department Tenure Committee. (2006 - Present).
- Committee Chair, Academic Program Review Committee-Public Relations. (2008 - 2009).
- Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2008 - 2009).
- Committee Member, Marketing Department Faculty Meetings. (2007 - 2008).
- Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2007 - 2008).
- Committee Member, Marketing Department Faculty Meetings. (2006 - 2007).
- Committee Member, Marketing Department Faculty Retreat. (2006 - 2007).
- Committee Member, Marketing Department Program Innovation Team. (2006 - 2007).
- Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2006 - 2007).
- Committee Member, Marketing Department Faculty Retreat. (August 23, 2007).
- Committee Member, Marketing Department Faculty Retreat. (August 20, 2007).
- Committee Member, Marketing Department Faculty Search Committee. (2005 - 2006).
- Committee Chair, Marketing Department Faculty Tenure Sub-committee. (2005 - 2006).
- Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2005 - 2006).
- Committee Chair, Marketing Department Faculty Tenure Sub-committee. (2004 - 2005).
- Committee Chair, Public Relations Academic Program Review Committee. (2004 - 2005).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2004 - 2005).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2003 - 2004).

Committee Chair, Tenure Committee Sub-committee, Marketing Department. (2003 - 2004).

Committee Chair, Marketing Department Tenure Sub-Committee. (2002 - 2003).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2002 - 2003).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2001 - 2002).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (2000 - 2001).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (1999 - 2000).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (1998 - 1999).

Committee Chair, Public Relations Academic Program Review Committee. (1997 - 1998).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (1997 - 1998).

Committee Chair, Public Relations Academic Program Review Committee. (1996 - 1997).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (1996 - 1997).

Faculty Advisor, Public Relations Student Society of America, Ferris State Chapter. (1995 - 1996).

College Service

Coordinator, Coordinator-Public Relations Major. (1995 - 2009).

Committee Member, Curriculum Committee, College of Business. (2004 - 2005).

Committee Chair, COB Marketing Department Faculty Search Committee. (2002 - 2003).

Committee Member, COB Promotion/Merit Committee. (2002 - 2003).

Committee Chair, Public Relations Program, Academic Program Review Committee. (2002 - 2003).

Committee Member, COB Curriculum Committee. (2001 - 2002).

Committee Member, COB Faculty Search Committee. (2001 - 2002).

Committee Member, COB Curriculum Committee. (2000 - 2001).

Committee Member, Hotel Management Academic Program Review Committee. (2000 - 2001).

Committee Member, Music Industry Management Academic Program Review Committee. (2000 - 2001).

Committee Member, COB Recruiting and Retention Committee. (1999 - 2000).

Committee Member, Music Industry Management Academic Program Review Committee. (1999 - 2000).

Committee Member, Accounting Academic Program Review Committee. (1998 - 1999).

Committee Member, College of Business Assessment Committee. (1997 - 1998).

Committee Member, College of Business Recruiting and Retention Committee. (1997 - 1998).

Committee Member, College of Business Recruiting and Retention Committee. (1996 - 1997).

Committee Member, College of Business Distinguished Speakers Committee. (1995 - 1996).

University Service

Committee Member, FSU Athletic Advisory Committee, Academic Senate. (2005 - 2006).

Committee Member, Writing Assessment Committee, General Education. (2005 - 2006).

Committee Member, Athletic Advisory Committee, Academic Senate. (2004 - 2005).

Committee Member, Communications Task Force, President's Office. (2004 - 2005).

Guest Speaker, Pizza with a Prof, Honors Program. (2001).

Chairperson, FSU Faculty-to-Faculty Programmatic Marketing Committee. (1999 - 2000).

Committee Member, FSU Programmatic Marketing Committee. (1999 - 2000).

Committee Member, Torch Editor Selection Committee. (1999 - 2000).

Committee Chair, FSU Faculty-to-Faculty Programmatic Marketing Committee. (1998 - 1999).

Committee Member, FSU Programmatic Marketing Committee. (1998 - 1999).

Committee Member, Torch Editor Selection Committee. (1998 - 1999).

Committee Member, FSU Marketing Agency Selection Committee. (1997 - 1998).

Professional Service

Member, Big Rapids Public Schools, Citizens' Curriculum Advisory Council.

Guest Speaker, Professional Accreditation Workshop, West Michigan Chapter, Public Relations Society of America.

Member, Public Relations Society of America, West Michigan Chapter Board of Directors.

Committee Chair, Public Relations Society of America, West Michigan chapter, Education Committee.

Officer, Secretary, Public Relations Society of America, West Michigan Chapter.

Officer, Treasurer, Public Relations Society of America, West Michigan Chapter.

Committee Chair, Education Committee of the Public Relations Society of America, West Michigan Chapter. (1999 - 2001).

Consulting

Practitioner Training, West Michigan Chapter, Public Relations Society of America.

Patrick J. Bishop A.P.R., M.S.

910 Bush Creek Lane, Whitehall, MI 49461 231.894.0466 patrickbishop@ferris.edu

Education

Pursuing a Ph.D. in Higher Educational Leadership, Western Michigan University

- Completed 43 credits with a 4.0 G.P.A.
- Currently A.B.D
- Projected to earn Ph.D. by spring 2011
- Dissertation topic: Paths to Top Management in Public Relations

M.S., Communications, Grand Valley State University

- Graduated summa cum laude
- Selected by faculty as Outstanding Student in Communications (M.S.)
- Thesis: Fright at the Improv: The Fear of Public Speaking as a Social Phobia
- Thesis Chair: Dr. Michael Pritchard

B.A., Communications, Michigan State University

- Research Assistant for Dr. Steve McCornack
- Macintosh computer lab tutor and class instructor

Jackson Community College

- Dean's List three of four terms; journalism scholarship
- Writer, editor, and designer of the school newspaper
- Macintosh computer lab tutor and class instructor

Accreditation

APR, Accreditation in Public Relations, Public Relations Society of America

- Achieved a 100% on the exam for Communication Models and Theories
- Achieved an 88% on Crisis Communication Management
- Achieved an 83% on Advanced Communication Skills

Teaching Experience

Ferris State University, Assistant Professor

- ADVG 222: Principles of Advertising
- MKTG 231: Professional Selling
- MKTG 321: Principles of Marketing
- MKTG 322: Consumer Behavior
- PREL 240: Public Relations Principles
- PREL 341: Public Relations Tools & Techniques
- PREL 342: Public Relations Tactics & Strategies
- RETG 339: Retail Merchandising

Grand Valley State University, Adjunct Professor

- COM 101: Concepts of Communication
- COM 201: Public Speaking
- COM 295: Theories of Communication
- COM 495: Theories of Communication

Baker College of Fremont and Muskegon, Adjunct Professor

- MGT 101: Introduction to Business
- MKT 111: Principles of Marketing

Jackson Community College, Supplemental Teacher

- MacIntosh: hardware; use of the computer
- MacIntosh: software; use of programs PageMaker, Word, Excel, and others

Publications

- *The baby has arrived. Social networking is here to stay.* NEA Higher Education Advocate, June 2009, 26(6).
- *Why passion gets the job done.* PRNews Employee Communications Handbook, Vol. 1, April, 2009

Academic Presentations

- *Millennials: Who are the Students in Your Classroom.* New Faculty Orientation, August, 2009.
- *Honors Send-Off: Elizabeth Kelly.* Honors Student Send-Off, April 30, 2009.
- *What's all this Twitter about?* FSU Spring Learning Institute, March 31, 2009.

Professional Presentation Experience

Following are examples of the many presentations I've made in my fifteen year career:

- Council of Michigan Foundation: training seminars, both face-to-face and via phone
- Fremont Area Community Foundation: a myriad of speeches and presentations regarding the efforts of the Foundation; annual meeting; community picnic; team meetings; fund-raising efforts; speaker series; company spokesman for television and newspaper interviews; and various other activities
- Gerber Memorial Health Services: effects of smoking to grade school students
- Fortress Products: a myriad of speeches and presentations in my role as Vice President of Sales and Marketing; local, regional, and national show presentations; merchandise meetings; buyer meetings; sales team training; company updates
- LiNC (Leadership in Newaygo County): promoting the efforts of the Community Foundation to community leaders in the LiNC program
- Michigan FFA: Chair of the state officer selection committee
- Newaygo County 4-H: Arbor Day presentations for the past four years to numerous grade school classrooms
- Quality Stores, Inc.: a myriad of speeches and presentations regarding the efforts of Quality Stores; team meetings; store training; product training seminars; company spokesperson; radio interviews; newspaper interviews; grand opening emcee; county fair representative; state farm show delegate; representative at local, state, and national FFA events; executive team presentations; quarterly company meetings; numerous promotional events
- Rotary clubs of Fremont and White Cloud: Treasurer reports; informational presentations; acting President

- Youth Advisory Committee Mentor: leading a team of approximately 25 high students for the past three academic years of bi-monthly meetings
- Youth LiNC (Leadership in Newaygo County): the benefits of listening to middle school students participating in Youth LiNC

Professional Experience

Community Relations Officer, Fremont Area Community Foundation

- Plan and execute strategic public relations efforts
- Created the Foundation's first communications plan
- Created the Foundations' first logo design guide
- Created the Foundation's first Community Relations Committee
- Participated in the Foundation's first Crisis Plan
- Developed the Speaker Series (established with Garrison Keillor)
- Redesigned the Foundation's brand strategy
- Recreated all Foundation publications to be consistent with the brand strategy
- Completely redesigned the Foundation's website, newsletter, annual report, handouts, business cards, letterhead, fax cover sheets, memo sheets, note cards, note pads, year end appeal, and all other internal and external communication material
- Completely restructured the annual scholarship event
- Completely recreated the Women in Philanthropy Luncheon
- Completely reworked the annual Community Picnic
- Developed and executed the public radio strategy with WBLU and WGUV
- Co-created the Professional Advisor Luncheons
- Became the Youth Advisory Committee advisor in the summer of 2002 and completely rebuilt it from 13 members to more than 30.
- Became the primary contact for West Michigan Regional Team Up committee
- Significantly reduced expenses each year while increasing FAFS activities and outreach efforts; managed within budget every year

Vice President of Sales and Marketing, Fortress Products, Inc.

Responsible for sales, marketing, and new products for glove manufacturer

- Landed the license for the #1 name brand in workwear: Dickies
- Added 500 new customers in 2000 resulting in a 30% increase in sales
- Managed the internal and external sales teams
- Responsible for new product development of work gloves, work wear, and other textile products we were capable of manufacturing (and selling!)
- Responsible for establishing the cost, selling price, and margins for all products
- Determined how we would take the product to market
- Responsible for all marketing material including the product brochure, product labels, point of purchase displays, signage
- Trained new sales executives
- Managed national accounts such as Meijer, Ames, MidStates, and Pamida
- Offered the position of President of Fortress Products in the fall of 2000

Workwear, Footwear, Grocery Buyer, Quality Stores, Inc.

- Responsible for sales, profits, and marketing of a \$45 million dollar category
- Managed the first and third most profitable vendors in the company
- Managed purchasing relationships with more than 100 vendors
- Produced a 9% sales and a 11% profit increase in 1996
- Created and executed multiple training and informational presentations to stores, corporate staff, distribution center staff, and the executive team

Marketing Manger, Quality Stores, Inc.

- Responsible for an \$11 million dollar customer loyalty program
- Developed events for more than 100 stores in multiple states
- Company spokesperson for television, radio, and newspaper interviews
- Company representative for outreach programs such as the FFA and 4-H
- Managed the company's participation in agriculture shows at the state and local level
- Created the procedures for the grand openings of several new stores
- Emceed the grand opening ceremony for several new stores
- Awarded honorary FFA degrees

Professional Industry Organizations

CommA (community foundation communication professionals)

Interchange

Public Relations Society of America

West Michigan Regional Team Up

West Michigan Young Professionals

Professional Certification

Conflict Resolution Training

DiSC Behavioral Profiling Training

Farr Self Awareness Workshop

Graphic Design Skills Training

Honorary State and National FFA Awards

The HOSTS Program

Rowell Poverty Simulation

QuarkXpress 4.0 Training

Walt Disney World College Internship - "Duck-torate" Degree

Community Service

4-H

City of Fremont National Baby Food Festival

City of Newaygo Sesquicentennial Celebration

Dogwood Center for the Performing Arts

FFA (formerly the Future Farmers of America)

Gerber Memorial Health Services

Michigan State University Extension Office

Newaygo County (NC) Community Services

NC Leadership in Newaygo County

NC Katrina Relief Effort

NC Medical Care Facility

NC Youth Leadership in Newaygo County

Rotary Clubs of Fremont and White Cloud

United Way of Newaygo County

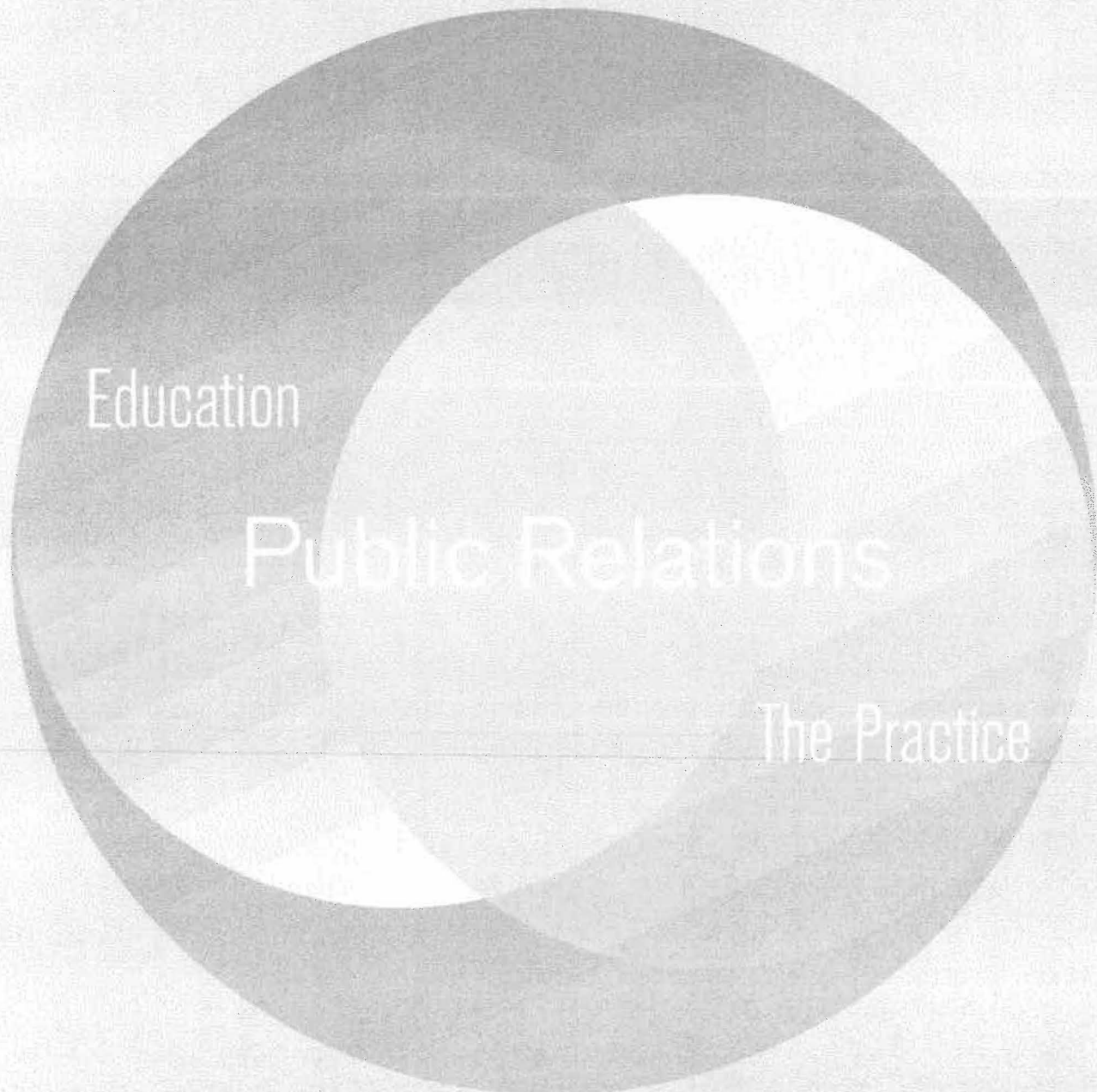
WGVU

Whitehall Tennis Coach – Middle School

Whitehall Tennis Coach Volunteer – High School

PUBLIC RELATIONS EDUCATION
FOR THE 21ST CENTURY

The Professional Bond



Executive Summary

THE REPORT OF THE COMMISSION ON PUBLIC RELATIONS EDUCATION
WWW.COMMPRED.ORG

NOVEMBER 2006

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The Commission is also grateful to its active members—those individual educators and practitioners who have played a central role in producing this report, thereby helping to strengthen the bond between public relations education and the practice.

The Professional Bond— Public Relations Education and the Practice

Executive Summary

This report, like earlier reports of the Commission on Public Relations Education, presents recommendations for public relations undergraduate and graduate education.

But beyond this traditional purpose, “The Professional Bond” report has also been developed *to demonstrate, facilitate and encourage the kind of linking of public relations education and practice that is the hallmark of any profession.*

There is much to be done—by every public relations constituency—to complete this bonding. So, to emphasize the importance of this mission, the Commission has prepared the special section, “A Call to Action,” as the conclusion of the report.

“The Professional Bond” report is not meant to be prescriptive. Its recommendations are presented as objectives for excellence as identified by a cadre of distinguished educators and practitioners. And, developed in North America, it is simply a point of reference for the development of public relations education in other parts of the world.

Because it is so ambitious, the report is, necessarily, lengthy. This summary is presented as a stimulant to the reader to partake of the entire report or, at a minimum, to select those topics from among the report's four basic categories containing seventeen sections that are most relevant to his or her interests. The complete report is available in both “hard copy” format and on the Commission on Public Relations Education website at www.commpred.org

Selected highlights of the report follow.



Research for the Report

Based on five “waves” of research, the Commission concludes that there is substantial agreement between educators and practitioners on what a public relations undergraduate student should learn, and therefore be able to perform at the practitioner entry level.

Needed at this level: writing skills; critical thinking and problem-solving skills; “a good attitude”; an ability to communicate publicly; and initiative.

There also was agreement that a public relations education should include an internship, practicum or some other work experience in the field.

The research also found considerable support for interdisciplinary study in subjects such as management and behavioral science.

Public Relations Ethics

In addition to noting that professional ethics is largely predicated on the personal ethics of everyone in the public relations professional community, the Commission emphasizes that:

- ◆ A consideration of ethics should pervade all content of public relations professional education.
- ◆ If a curriculum cannot accommodate a dedicated ethics course, short one-hour courses or mini seminars can provide a meaningful ethics forum for undergraduates.

Diversity

“Successful managers of organizations now recognize that a diverse workforce—recruited, trained and retained—can deliver valuable insights and performance,” the report states.

This section presents an in-depth treatment of defining diversity, identifying its major elements essential to public relations education and how, in the practice, public relations can advance diversity in society.

Communication Technology

“Public relations educators must ensure that their students are prepared not only to be proficient in the use of the most recent communication technology, but also to understand and appreciate the societal ramifications of its use. Educators also must use this technology to maximize the effectiveness of their own instruction,” the report states.


The Commission therefore recommends that the latest communication technology used in the public relations practice be integrated into coursework to the extent that institutional resources will allow; and that student proficiency with such technology may be achieved largely through internships.

Global Implications

“Public relations is now arguably becoming a global profession in an increasingly connected world where mutual understanding and harmony are more important than ever,” the report states.

In recognizing that public relations varies, understandably, with the society in which it is practiced, the Commission in this section presents seven levels of analysis to profile public relations education and practice in various parts of the world.

These levels of analysis are: cultural values and beliefs; laws and public policies; external groups, organizations and associations; institutional factors in the academic setting; international exchange programs; inter-personal factors within an institution; and intra-personal factors among students and educators.



Undergraduate Education

“Undergraduate public relations education has been shifting and repositioning itself in step with the practice of public relations... When practitioners aid organizations in developing mutually beneficial relationships among diverse publics, organizations thrive,” the report states.

Therefore the Commission recommends more emphasis on ethics and transparency, new technology, integration of messages and tools, interdisciplinary problem solving, diversity, global perspectives and research and results measurement.

This section identifies a broad spectrum of knowledge and skills that should be taught in the undergraduate public relations curriculum.

Knowledge to be acquired ranges from communication and persuasion concepts and strategies, relationships and relationship-building and societal trends to uses of research and forecasting, multicultural and global issues and management concepts and theories. A similar sampling of the skills to be attained ranges from mastery of language in written and oral communications, issues management and audience segmentation to informative and persuasive writing, critical listening skills and applying cross-cultural and cross-gender sensitivity.

The Commission has identified the following courses for an “ideal” undergraduate major in public relations:

- ◆ Introduction to public relations (including theory, origin and principles)
- ◆ Case studies in public relations that review the professional practice
- ◆ Public relations research, measurement and evaluation
- ◆ Public relations law and ethics
- ◆ Public relations writing and production
- ◆ Public relations planning and management
- ◆ Supervised work experience in public relations (internship)
- ◆ Directed electives

“Although some academic programs will find it difficult to offer seven courses devoted entirely to public

relations, the Commission believes the topics covered in the courses above are essential for a quality public relations education. While these topics could be combined into courses in different ways, and some of these courses might also address additional topics, a major should offer sufficient courses to address the knowledge and skills identified as necessary for success in the field,” the report states.

The report continues: “A minimum of five courses should be required in the public relations major.” An academic emphasis should minimally include the following courses:

- ◆ Introduction to public relations (including theory, origin and principles)
- ◆ Public relations research, measurement and evaluation
- ◆ Public relations writing and production
- ◆ Supervised work experience in public relations (internship)
- ◆ An additional public relations course in law and ethics, planning and management, case studies or campaigns

Graduate Education

In qualitative research conducted for this report, 18 public relations leaders supported several types of graduate public relations programs rather than endorsing the MBA or dismissing public relations graduate education as unnecessary. The Commission’s research suggests that graduate education should move toward understanding business, management and public relations as strategic management functions.

MASTER’S LEVEL

The graduate student should master the following content areas beyond undergraduate competencies:

- ◆ Public relations theory and concepts
- ◆ Public relations law
- ◆ Public relations ethics
- ◆ Global public relations
- ◆ Public relations applications
- ◆ Public relations management
- ◆ Public relations research

- ◆ Public relations programming and production
- ◆ Public relations publics
- ◆ Communication processes
- ◆ Management sciences
- ◆ Behavioral sciences
- ◆ Internship and practicum experience
- ◆ Thesis and capstone project and/or comprehensive exam

The Commission also notes courses such as these can be configured in three different models, depending on student intent—doctoral program, advanced career preparation or a specialization in public relations.

DOCTORAL LEVEL

The Commission notes that the production of doctoral graduates has not kept pace with the need, either in education or in the practice. So it recommends academic credentials and “increased partnerships with professionals [practitioners] and professional organizations to help educators stay current with the practice of public relations.”

It also recommends “the development of additional doctoral programs where undergraduate and master’s degree public relations program strength and faculties exist” and lists a series of initiatives to help achieve this outcome.

Supervised Experience

This section provides a valuable checklist of 16 issues to be confronted in developing internships appropriate to the academic institution and its students. In addressing the difficult subject of paid or unpaid internships, the Commission notes that “students almost always select the organizations to which they apply for internships, and organizations offering pay attract the best candidates.”

For this and other reasons, the Commission recommends that “sponsoring organizations of all types—companies, firms, government agencies and nonprofits—pay public relations students for internships.”

Among its other recommendations: academic credit for internships should be reserved for workplace ex-

periences that include an on-site supervisor knowledgeable in public relations, and organizations should assign student interns to supervisors who will routinely and clearly instruct students and evaluate their performance.

Distance Learning

Commission research determined that despite the rapid growth of online education (distance learning) in the United States, no complete undergraduate public relations online program appears to be available at the time of its research. However, the six universities in the Tennessee Board of Regents System offer a five-course public relations sequence (principles, writing, research, case problems and campaigns) in their organizational leadership concentration for an online bachelor of professional studies degree.

At the graduate level, there is no entirely public relations program that is totally online.


In summary, the Commission suggests that “public relations in the next decade will need to include online education in its mix of delivery methods if it is to keep pace with professional education.” To introduce quality online programs, public relations program administrators and faculty must address resources (incentives, design and development costs), pedagogy and quality assurance.

Governance and Academic Support

The placement of academic programs within the administrative structure of universities seriously affects the ability of such programs in public relations to independently respond and adapt to the needs of the public relations profession.

“Too, a dominant influencing factor at an institution of higher education is the degree of outside funding support provided for, or, in some cases, state legislative direction in political response to a profession,” the report states.

The Commission therefore cites two critical needs if public relations is to achieve status as a profession with generally accepted education requirements for



performance:

- ◆ Increased economic influence
- ◆ Increased involvement of professionals and the profession to influence the development of public relations education.

This section recommends specific steps that will increase responsiveness and accelerate advancement as well as intra-institution structural commitments that will strengthen public relations programs appreciably.

Faculty Credentials

There is a shortage of qualified public relations educators, being made more acute by the increasing number of public relations students.

This challenge for the profession is compounded by the fact that colleges and universities are being pressured by accrediting bodies to fill faculty positions with Ph.D.s.

The Ph.D. degree prepares faculty not only as teachers but also as scholars who conduct research using multiple methodologies to help build theory that adds to the public relations body of knowledge.

“While the Commission believes there is a place in the academy for former practitioners with substantial and significant experience, those practitioners may be expected to earn their terminal degrees, i.e., their Ph.D.s, as a credential for becoming full-time faculty,” the report states.

Professional and Pre-Professional Organizations

Students studying public relations in the United States have the opportunity to join any of a number of professional organizations or pre-professional organizations before they graduate. By becoming active members of such organizations, they can begin to see how they might fit into the profession and, perhaps, form a link to an entry-level position.

This section provides detailed information on a number of U.S. and global organizations that assist

students in such orientation. The section also presents information on establishing student-managed firms through universities and opportunities for scholarships, awards and other support by organizations such as The LaGrant Foundation (internships and scholarships for minority students studying public relations), the Council of PR Firms, the Arthur Page Society and *PRWeek* magazine.

Program Certification and Accreditation

Many public relations academic programs benefit by being certified by the Public Relations Society of America (PRSA) and/or accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

These programs gain from the extensive self-examination against certification and accreditation standards of excellence. And they also acquire stature for having met these standards.

PRSA Certification examines the public relations program exclusively while ACEJMC accreditation is a “unit” examination, i.e., it reviews all mass communication programs at the institution, which often include print and electronic journalism, advertising and public relations.

Both programs are voluntary. Each has nine standards of review with recent added emphasis on diversity and outcomes assessment. Currently, public relations programs at 14 U.S. universities, one Canadian college and one university in Argentina are certified by PRSA. ACEJMC currently has granted accreditation to 88 mass communication units with public relations programs.

The Commission recommends that more public relations programs seek certification and/or accreditation and that more practitioners volunteer to serve on site visiting teams for these important evaluations of academic excellence. In addition, it urges public relations associations not now members of ACEJMC to consider joining the Council, thereby increasing public relations’ “share of voice” in this important endeavor.

A Call to Action

Contemporary public relations education is still young, searching for its “home”—and often its legitimacy—in academe. The field is largely populated by practitioners who never had an opportunity for its formal study, thus learning their craft primarily from lengthy experience.

That picture is changing. Graduates from public relations academic programs are entering the field in increasing numbers.

“While the record of broad support for public relations education by professional groups is growing, there is a critical need for similar action by individual practitioners and the firms, companies and organizations with which they are associated and in which they are influential,” the report states.

“Too few are contributing financial support to public relations programs in colleges and universities of their choice,” according to the report.

This final section is the Commission's clarion call to practitioners for a new level of commitment to public relations education. It enumerates eight specific actions—some financial, some “in kind”—that practitioners can take to strengthen the professional bond between education and the practice. And, the Commission notes, educators likewise can have a vital role in strengthening that bond, mainly by taking the initiative to establish or nurture relationships with practitioners and their organizations.

The “A Call to Action” section also presents the first known “Sampling of Major Gifts to Public Relations Education,” a valuable compendium of such largesse provided to stimulate additional support to public relations programs.

“Today, there are too few ‘angels’ supporting public relations education, but just a few can lead the way.”

Betsy Plank, APR, Fellow PRSA
50-year public relations executive and donor

“What a wonderful service you have done for public relations in compiling the list of major gifts to forward public relations education”

Harold Burson, APR, Fellow PRSA
Burson-Marsteller

A Good Place to Start

Here's how:

Contact the development staff at your *alma mater* if it has a public relations program. If not, select a program from the list of PRSA-certified units in the Program Certification and Accreditation Section (http://prsa.org/_About/overview/certification.asp?ident=over5) or from the list of ACEJMC accredited units (<http://www2.ku.edu/~acejmc/STUDENT/PROGLIST.SHTML>). A third option is to identify a program that sponsors one of the more than 270 chapters of the Public Relations Student Society of America (www.prssa.org).

Any of these first steps will put you on the road to supporting not only the individual public relations program but also...

The Professional Bond—Public Relations Education and the Practice

www.commpred.org



**Standards for
Certification in Education for Public Relations
2005-2006**

- **Purpose and Background**
- **Mechanisms of Certification**
- **Certification Standards**

Administered by the PRSA Educational Affairs Committee

Purpose and Background

Acting on a recommendation by the Educational Affairs Committee, the PRSA Board of Directors established Certification in Education for Public Relations in 1989 to provide optional review and certification for undergraduate public relations programs of study.

Certification/Recertification by PRSA is designated for public relations programs that:

- Are located in academic units which are connected to PRSA through a Public Relations Student Society of America charter and/or PRSA membership by at least one of its faculty or staff in the unit housing the public relations program.
- Have been recommended to the PRSA Board of Directors after study and on-site review conducted under the auspices of the Educational Affairs Committee.
- Have been designated as Certified by the PRSA Board of Directors. (The 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.)

A public relations program located in school units associated with journalism and mass communications is reviewed, along with other disciplines in the unit, during an examination by the Accrediting Council for Education in Journalism and Mass Communications (ACEJMC). This is an organization authorized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. PRSA is a member of ACEJMC. However, no such official authority exists for the growing number of public relations programs in other units, e.g. schools or departments of (Speech) Communication, Arts and Sciences or Business.

Initially, PRSA established the certification program in response to educators who are members of PRSA and whose programs are not associated with journalism/mass communications units. Subsequently, however, members whose programs are housed in units of journalism/mass communications have also requested the specialized review offered by the certification program designed solely for public relations studies.

The certification program does not presume any governmental authority for its examination of public relations programs. Rather, it seeks to be responsible and responsive to those schools with which PRSA has an established connection and which wish a thorough, objective review of their public relations programs by the foremost professional organization of public relations practitioners and educators in the U.S.

Mechanisms of Certification

The nomenclature for public relations programs that have been certified by the PRSA Board of Directors is Certified in Education for Public Relations (CEPR). Programs will be evaluated in a broad range of areas, including curriculum, faculty, resources, internships and placement, students and alumni.

The review process will be conducted by two Accredited PRSA members, one practitioner and one educator, who have experience and/or training in the process. Because it is an independent review, the review team is not hosted by the institution. Nevertheless, the institution pays all team expenses. The on-site review will be conducted for a maximum of two and one-half days, details of which will be sent to the school.

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 must be initiated by a letter to the director of education at PRSA from the head of the unit in which public relations is taught. A copy of the request will be sent to the committee leadership.

If the request is granted, the school's representative (typically the head of the public relations program), at least two months in advance of the visit, must agree to:

- Work with the PRSA director of education and the review team leader to schedule dates for the review.
- Complete the request for advance information and send four copies to PRSA at least six weeks in advance of the review.
- Provide the following information directly to the review team leader at least four weeks prior to the review:
 1. The name and contact information of the president of the area PRSA Chapter (the Chapter sponsoring the school's PRSSA Chapter, if any).
 2. A list of the part-time faculty/instructors in the program and their contact information.
 3. Twenty (20) names of program alumni with contact information.
 4. Ten (10) names of internship providers and employers with contact information.
- Arrange for all meetings (see the review team agenda), motel/hotel accommodations and local transportation for the review team. Advise the PRSA director of education of specific arrangements at least six weeks in advance of the review. Every effort will be made to keep costs to a minimum.

- Pay costs of the review:
 1. For administration, \$300 payable to PRSA at least two months in advance of review (nonrefundable, in event school withdraws request).
 2. For review team expenses, including travel (any air travel cost billed at coach rate), accommodations and meals during the visit. (Note: Expenses will be billed by PRSA following the visit. The review team will not be hosted any time during the visit except as designated by the enclosed review team agenda or as negotiated prior to the visit with the review team leader.)
- Provide a private work center with a computer for each review team member.
- In coordination with the review team leader, set up the meetings detailed in the Basic Agenda for PRSA Certification Review Teams.

When the approximate dates for the review are scheduled, two evaluators will be assigned by the PRSA Educational Affairs Committee. One member of the team will be designated the team leader and will then work with the school's representative to finalize the site visit dates and arrangements. If there is any potential conflict of interest, the school should advise the committee within 10 days of receipt of the names.

Review Team. The review team consists of two Accredited PRSA members, neither of whom can be:

- A member of the PRSA Chapter sponsoring the PRSSA Chapter chartered at the school requesting review;
- An alumnus of the school; and/or,
- Otherwise associated, currently or in the past, with the school.

Further, members of the PRSA board may not serve on a CEPR review team while they are members of the board.

Written Report. A disk containing a blank report format will be provided to each review team member. The review team will enter its report into the report template provided.

The cover of the report includes the name of the school, the unit, the head of the unit, the head of the public relations program and the date of the review. A section will be provided for a review of the evidence and commentary on each of the certification standards. The report summary assesses strengths, issues and recommendations for improvement of the public relations program. It concludes with the recommendation of the review team for Certification or Pending Certification (18 months to meet key needs for improvement), and the names, titles and signatures of the review team members.

Follow-up Process. The review team will send the written report and recommendations to the Educational Affairs Committee and the PRSA Director of Education. The report and recommendations are studied by the committee for questions, clarifications and development of the final recommendation.

If the final recommendation is Certification, the Educational Affairs Committee refers it to the PRSA Board of Directors for action at a meeting no later than two months following the site team visit to the school. If the Board concurs, the president of PRSA advises the school.

If the recommendation is for Pending Certification, the Educational Affairs Committee advises the school. Anytime within the 18-month probation, the school may advise the Educational Affairs Committee concerning remedial actions taken and request reconsideration for Certification.

Granting of Certification. The nomenclature for PRSA Certification of a school's public relations program is: Certified in Education for Public Relations (CEPR). CEPR is awarded for a period of six years from the date of PRSA Board action. The framed certificate of CEPR is presented to a representative of the school at the annual national assembly luncheon in the fall.

Publicity announcements will be sent by PRSA to public relations and educational publications, school and daily press in the area of the school. Notice will also be published in PRSA and PRSSA publications. The representative of the CEPR school will be recognized during the annual meeting of PRSA Educators Academy and at the 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 the annual PRSA Member Services Directory.

Basic Agenda for PRSA Certification Site Team Visit

Advance. Study school's report and certification information provided by PRSA, including the report by the 1999 Commission on Public Relations Education. Note any special questions for on-site clarification. Alumni, internship and job providers, and part-time faculty may be contacted in advance of the visit to conserve on-site time.

On-Site. The unit head should make available to the site team a copy of all syllabi of public relations courses, and of all unit courses required or elective to public relations students. The site team should also be provided a selected list of public relations graduates and their current employers, including some recent placements (may be provided as the advance list of alumni).

Meetings to be scheduled by the unit in advance of team arrival:

- Dinner on the evening before the visit, or breakfast or lunch on the first day of the visit (prior to beginning the review), with the unit head and/or the head of the public relations program to review the agenda, schedule and room/building locations; to confirm basic information about the program, e.g., course requirements, hours, budget reciprocity with other disciplines; to discuss other specific questions of the review team regarding the program.
- Group meeting with selected faculty of other units within the university to determine the status of the program and unit within the university as a whole.
- Group meeting with the leaders of the PRSSA Chapter (if any) and advisor(s). (May be an informal luncheon meeting, i.e., a brown bag.)
- Group meeting with public relations students without faculty.
- Times of open availability of non-PR unit faculty and PR faculty for one-on-one interviews. All PR faculty should be interviewed but selected non-PR faculty will be interviewed.
- Exit interview with the public relations program head and/or unit head.
- Subsequent exit interview with the university's provost (if possible) and with the senior administrator of the college/school within which the unit containing the public relations program is located.

Other on-site review assignments (team or individual):

- Monitoring of public relations classes held during visit.
- One-on-one interviews with public relations faculty.

- One-on-one interviews with several non-public relations faculty in the unit.
- Inspection of resources available, e.g. library books and periodicals related to public relations, classroom facilities, lab and computer facilities.
- Calls to selected public relations alumni and other professional contacts; selected part-time faculty/instructors; PRSA Chapter president (sponsoring Chapter of PRSSA Chapter, if any); and selected internship providers to get their views about the school's program, resources, students, alumni, etc. (These calls may be made in advance of the visit.)
- Ongoing discussions among team members regarding observations and development of report notes.

Conclusion of the Site Visit. The team writes and signs draft report. The team provides a copy of, and reviews the highlights of, draft team report, e.g., summary and recommendations, with the senior administrator of the school/college/department, unit head and head of public relations program (as scheduled above). The team leader explains the final Certification process: the report is finalized and sent to PRSA headquarters for distribution to the Educational Affairs Committee for review; the committee makes a recommendation to PRSA Board of Directors; the school is advised of final action no later than two months from the date of the visit.

The team leader finalizes the report, if necessary, and sends it no later than one week following the site visit to:

Jeneen Garcia, Director of Education
 Public Relations Society of America
 33 Maiden Lane, 11th Floor
 New York, NY 10038-5150
 Phone: 212-460-1466 Fax: 212-995-0757
 E-mail: jeneen.garcia@prsa.org

To receive reimbursement of eligible expenses, the team members submit receipts to Jeneen Garcia (PRSA Director of Education) within two weeks. PRSA will gather all receipts for expenses and bill the unit.

Standards of Certification

Standard One: Public Relations Curriculum

Explanation:

The public relations curriculum should be sufficient to prepare students adequately for entry-level jobs and career growth in the field. It should generally comply with the curriculum recommendations of the Port of Entry published by the Commission on Public Relations Education in that it is well grounded in liberal arts, communication and business disciplines. Courses available should include introduction to public relations, research, case studies or campaigns, writing and internships.

This standard also addresses the adequacy of counseling students receive professionally and in terms of their academic program. They should be fully aware of requirements, prerequisites and opportunities in electives and/or minors. Students should be able to progress through the program in a timely manner.

Evidence:

- Courses offered.
- Course syllabi.
- Number of quarter or semester hours offered and required.
- Adequacy of content in required courses.
- Placement of graduates.
- Comments of employers addressing the level of preparation of students hired for internships or jobs.
- Assessment of alumni on the value of the program in preparing them for the field.

Standard Two: Public Relations Faculty (Full- and Part-time)

Explanation:

Faculty dedicated partially or fully to the public relations program and classes should have appropriate experience and/or credentials. They should be effective mentors and prepare their students well for a career in public relations. If they are research faculty, their research should strengthen their ability to teach and mentor students effectively. Part-time faculty should be selected based on experience and ability to teach and mentor, and be well supervised to ensure the consistent quality of public relations courses. Full- and part-time faculty should be actively engaged in the field and with other professionals.

Evidence:

- Professional and academic credentials.
- Strength and effectiveness of teaching and mentoring based on student evaluations, student assessments and comments, placement of graduates, and assessment of alumni and professionals/employers.
- Faculty/student ratio.
- Research and service, including ongoing professional development.
- Quantity and equity of work load.

Standard Three: Resources, Equipment and Facilities

Explanation:

The public relations program should have equitable access to unit budgetary and other resources, facilities, library resources, computer and desktop publishing facilities. Technology should be current and comparable to that used in the field.

Evidence:

- Budget in comparison to other similar units.
- Facility visits and lists of library and computer/desktop resources including their availability to students.
- Quality and currency of the technology available to students.

Standard Four: Public Relations Students

Explanation:

The quality of the students in the program and the recruitment efforts to draw outstanding students into public relations is at the foundation of a successful educational program. Students should also receive adequate counseling, mentoring and job/internship placement assistance.

Evidence:

- Recruitment efforts.
- Counseling practices and documentation.
- Structure of advisement and assistance in job/internship placement.
- Lists of internship and job placements.
- Assessment by students and alumni of the adequacy of counseling and placement.

Standard Five: Assessment

Explanation:

Quality academic programs should have routine and systematic assessment built into the curriculum and the program. Assessment should determine whether or not the program is meeting its academic and professional objectives.

Evidence:

- Criteria and methods in place to assess whether or not the program is meeting its academic and professional objectives.
- Evidence of systematic implementation of assessment in courses and in the program.

Standard Six: Relationships with Alumni and Professionals

Explanation:

Alumni are an important resource for a public relations program and its students. Their involvement in helping students understand and transition to the profession is strongly desired. Further, the contact of the program with other local area professionals, where possible, is extremely beneficial. The public relations program should not only provide a solid education in the field, it should help students begin to cultivate the professional connections they will use throughout their lives.

Evidence:

- Relationship with local public relations practitioners and with the local PRSA Chapter.
- Use of professionals and alumni as speakers, mentors and internship providers.
- Efforts in maintaining strong alumni relations.

Standard Seven: Relationships with Total Unit and University

Explanation:

To provide adequate public relations education, the program must depend upon other programs and faculty within their unit and across the university who teach general education, liberal arts, business and communications. The perception and reputation of the public relations program, its faculty and students are factors in the quality of teaching and mentoring that will occur external to the program. Receiving the resources necessary for good public relations education is also partly dependent upon these factors.

Evidence:

- Interviews and group meetings with faculty external to the unit and unit faculty external to the public relations program regarding the perception and reputation of the public relations program, its faculty and students.
- Recognitions and awards received by faculty and students within the unit and within the university.

Standard Eight: PRSSA Chapter

Explanation:

If the school has a PRSSA Chapter on campus, it should play an active role in the preparation of students professionally. The experiences provided by PRSSA should enhance the educational experience and strengthen the relationships with practitioners and alumni.

Evidence:

- Phone interviews or meetings with the president or appropriate officer of the sponsoring PRSA Chapter.
- Interviews with the leadership of the PRSSA Chapter.
- Examination of programming, community service and the student-run firm (if any).
- Review of past projects, programs and successes.
- Discussions with Chapter members and faculty and professional advisors.

Standard Nine: Diversity

Explanation:

It is important that public relations education prepare students to serve and work in a diverse society. Educators must emphasize the importance of diversity and the roles of minority groups in teaching students to understand, communicate with and relate to a multi-cultural/global society.

Evidence:

- Evidence of diversity efforts in recruitment of students and faculty.
- Evidence of discussions, reading and assignments regarding diversity in the syllabi of required communications and public relations courses.
- Diversity in the speakers in classes and other events recommended or required for public relations students.

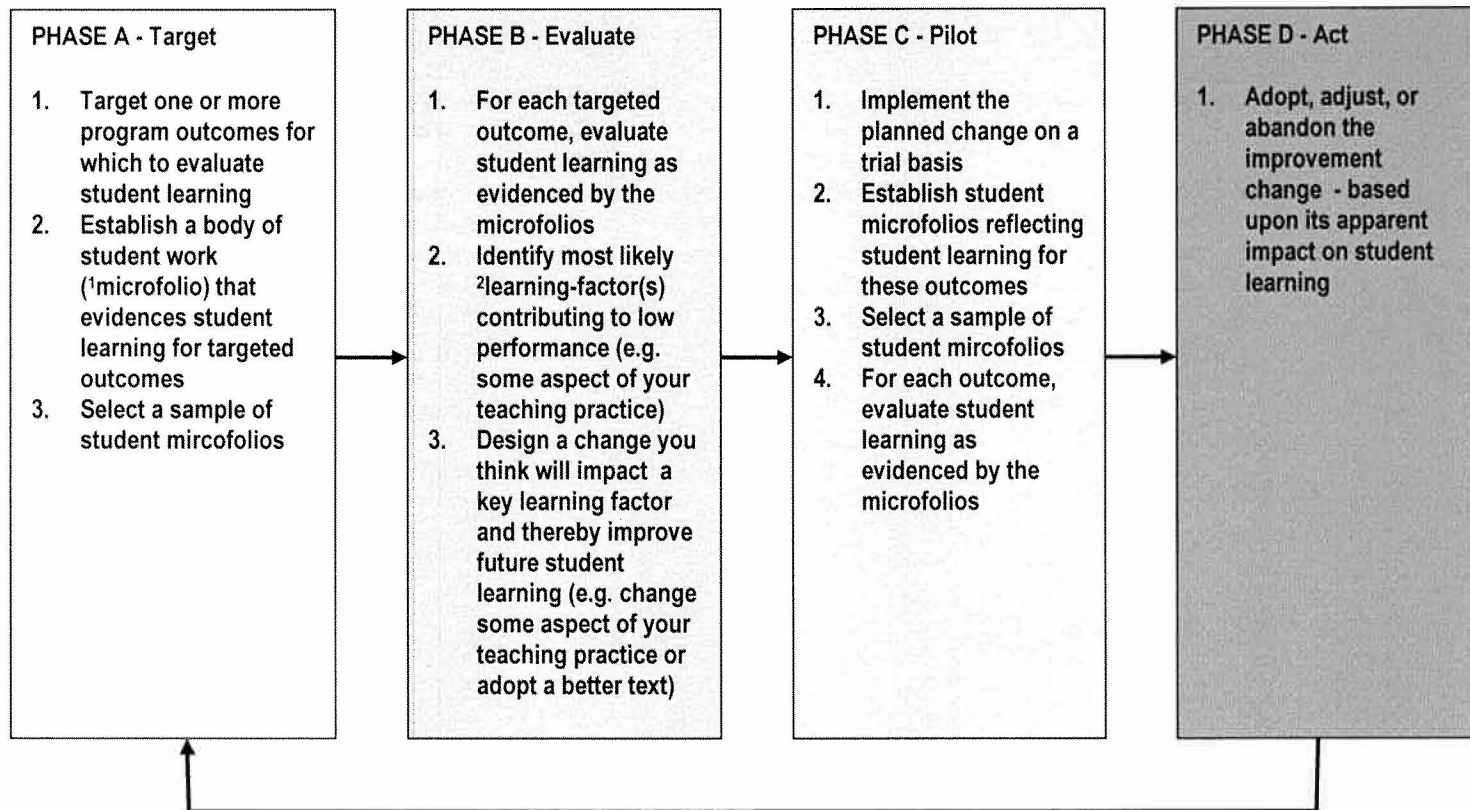
Public Relations Program
Program-Level Assessment Cycle

Spring 2009

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Program-Level Assessment Cycle Model



NOTES

1. A microfolio is a body-of-student-work that evidences student mastery of program-level learning outcomes. For example, an overarching capstone project or collection of capstone work, or collection of work throughout the program could serve as a program microfolio.
2. Learning-factors might include: teaching practice; learning resources; learning environment; curriculum design including outcomes; student learning styles; student intentionality; and many others.

Record of Program Outcomes

Program	Names of Evaluator/Improvement Team		
<i>PREL</i>	Ron Greenfield		
Program Capstone	Current Semester	Current Date	Last Review Date
<i>PREL 455</i>	<i>Spring 2009</i>	<i>July 2009</i>	

List Current Program Outcomes (these should be same as those listed in TracDat)

- a. *Articulate and apply the theoretical, social sciences framework to public relations role in influencing human behaviors.*
- b. *Define public relations and differentiate its management function in shaping organizational policies and serving the public interest*
- c. *Apply standard research designs, processes and techniques to improve understanding of public attitudes and opinions and to develop and evaluate public relations programs.*
- d. *Develop and apply standard public relations tools and tactics including press releases, newsletters, web sites, VNRs, media pitches, fact sheets and media research.*
- e. *Utilize strategic thinking and analysis to address organizational goals and issues through planned programs involving issues management, special events, press conferences, product introductions, employee relations and crisis communications.*
- f. *Apply accumulated knowledge and skills to plan a comprehensive public relations campaign for an existing company, organization or institution.*
- g. *Produce and present effective oral presentations and written documents/proposals on public relations in a counselor/client setting.*
- h. *Develop the highest standards of ethical conduct and apply those principles to public relations practices.*

Record of Targeted Outcomes, Body-of-Work, Students

A. Identify (three or so) program level outcomes targeted for evaluation (e.g. three representing the greatest opportunity for improvement.)

- (1) Targeted Program Outcome:
Apply accumulated knowledge and skills to plan a comprehensive public relations campaign for an existing company, organization or institution
- (2) Targeted Program Outcome:
Produce and present effective oral presentations and written documents/proposals on public relations in a counselor/client setting.
- (3) Targeted Program Outcome:
Develop the highest standards of ethical conduct and apply those principles to public relations practices.

B. Describe the body-of-student work (i.e. microfolio) targeted for evaluated against the targeted program outcomes

[The microfolio is a body-of-student-work that evidences student mastery of program-level learning outcomes. For example, an overarching capstone project or collection of capstone work, or collection of work throughout the program could serve as a program microfolio]

Outcome 1 - Plan a comprehensive public relations campaign designed to utilize public relations techniques to resolve an existing issue and prepare a written booklet and CD that carries details of the plan and the public relations tools necessary to implement.

Outcome 2 - Complete two formal presentations to the client and related collateral materials.

Outcome 3 - Act in the professional manner and apply all of the provisions of the Public Relations Society of America's Member Code of Ethics 2000.

C. Describe method of student selection and identify selected students

a. Check one selection plan – or describe your own

- X Select ten students randomly - from across senior-level sections (include only program majors in their last senior year term of classes)

- Select the top-five and bottom-five student performers – from across senior-level sections (include only program majors in their program capstone)
- Custom plan (describe here):

b. Identify selected students by a method protecting their privacy (e.g. by listing their initials)...

AJB
EC
TCD
TMF
KMG
JMH
MFM
AMP
THT
JAW

Record of Assessment

→ Outcomes ↓ Students ↘ Assessments	[Targeted Program Outcome] Plan/Prepare Campaign	[Targeted Program Outcome] Client Presentations	[Targeted Program Outcome] Professional/Ethical Conduct
[Student or Group] <i>AJB</i>	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
[Student or Group] EC	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	<input type="checkbox"/> Hi xMed <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
[Student or Group] TCD	<input type="checkbox"/> Hi <input type="checkbox"/> Med xLow / Why? Shallow, off target	<input type="checkbox"/> Hi <input type="checkbox"/> Med xLow / Why? Poorly prepared, late	<input type="checkbox"/> Hi xMed <input type="checkbox"/> Low / Why?
[Student or Group] TMF	<input type="checkbox"/> Hi xMed <input type="checkbox"/> Low / Why?	<input type="checkbox"/> Hi xMed <input type="checkbox"/> Low / Why?	<input type="checkbox"/> Hi xMed <input type="checkbox"/> Low / Why?
[Student or Group] KMG	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
[Student or Group] JMH	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
[Student or Group] AMP	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?

<i>[Student or Group]</i> THT	<input type="checkbox"/> Hi <input checked="" type="checkbox"/> xMed <input type="checkbox"/> Low / Why?	<input type="checkbox"/> Hi <input checked="" type="checkbox"/> xMed <input type="checkbox"/> Low / Why?	<input checked="" type="checkbox"/> xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
<i>[Student or Group]</i> JAW	<input type="checkbox"/> Hi <input checked="" type="checkbox"/> xMed <input type="checkbox"/> Low / Why?	<input checked="" type="checkbox"/> xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	<input checked="" type="checkbox"/> xHi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
<i>[Student or Group]</i>	<input type="checkbox"/> Hi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	<input type="checkbox"/> Hi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?	<input type="checkbox"/> Hi <input type="checkbox"/> Med <input type="checkbox"/> Low / Why?
Performance Status	<input checked="" type="checkbox"/> xAcceptable <input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> xAcceptable <input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> xAcceptable <input type="checkbox"/> Needs Improvement

DIRECTIONS

1. Student Identification – Identify students down left-column by a method protecting their privacy e.g. listing their initials
2. Targeted Outcomes - List targeted outcomes across top row
3. Grades – For each student, check their level of learning as represented by their microfolio. For those rated Low, explain why
4. Performance Status – Check each outcome as Acceptable (at least 60% of students showing med or hi level performance) or Needs Improvement (it is not the case that at least 60% of students showing med or hi level performance)

Record of Root-Cause-Analysis and Improvement Action

Outcomes	Poor Performance Observations / Issues	Root Causes	Improvement Actions
[Outcome targeted for improvement]	N/A		
[Outcome targeted for improvement]			
[Outcome targeted for improvement]			

DIRECTIONS

1. Column 1 – List program-level learning outcomes selected for improvement [see results of step 5]
2. Column 2 - Characterize the pattern of student performance presented in the Microfolio Evaluation Worksheet/Record. Then indicate whether or not the characterized pattern indicates acceptable COB/PROGRAM performance or a need for improvement.
3. Column 3 - Summarize root cause analysis and results. Address special cause factors first, then systemic factors – including outcomes, content; course resources; COB resources, library resources; teaching practice; COB culture; student learning styles, wants, needs, intentionality; many others

Unit Assessment Report - Four Column
 Ferris State University
 Program - Public Relations (B.S.)

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

This is accomplished through the nation's only curriculum that offers a Public Relations major within a Bachelor's degree in Business. It combines 10 public relations courses and a 30-hour business sequence with a broad foundation of social sciences, journalism, advertising and related courses. Emphasis is placed on gaining practical hands-on experience, applying strategic thinking and planning skills, and utilizing current technologies.

Advisory Board/Committee Meetings: Once per year

Next FSU Academic Program Review: 2009-2010

Accreditation Body: Public Relations Society of America (PRSA) - Certification, Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), Association of Collegiate Business Schools and Programs (ACBSP)

Academic Year of Next Accreditation Review: 2009-2010

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program - Public Relations (B.S.) - PREL 1 - Demonstrate understanding of the origin, principles and professional practice of public relations in the management of corporations, agencies, non-profit and related organizations. Outcome Types: Learning Start Date: 03/25/2009 Outcome Status: Active	Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low. Criterion for Success: At least 60% of students showing med or hi		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	level performance		
<p>Program - Public Relations (B.S.) - PREL 2 - Articulate and apply the theoretical, social sciences framework to public relations role in influencing human behaviors.</p> <p>Outcome Types: Learning</p> <p>Start Date: 03/25/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		
<p>Program - Public Relations (B.S.) - PREL 3 - Define public relations and differentiate its management function in shaping organizational policies and serving the public interest</p> <p>Outcome Types: Learning</p> <p>Start Date: 03/25/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	level performance		
<p>Program - Public Relations (B.S.) - PREL 4 - Apply standard research designs, processes and techniques to improve understanding of public attitudes and opinions and to develop and evaluate public relations programs.</p> <p>Outcome Types: Learning</p> <p>Start Date: 03/25/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		
<p>Program - Public Relations (B.S.) - PREL 5 - Develop and apply standard public relations tools and tactics including press releases, newsletters, web sites, VNRs, media pitches, fact sheets and media research.</p> <p>Outcome Types: Learning</p> <p>Start Date: 03/25/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Public Relations (B.S.) - PREL 6 - Utilize strategic thinking and analysis to address organizational goals and issues through planned programs involving issues management, special events, press conferences, product introductions, employee relations and crisis communications.</p> <p>Outcome Types: Learning</p> <p>Start Date: 03/25/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		
<p>Program - Public Relations (B.S.) - PREL 7 - Apply accumulated knowledge and skills to plan a comprehensive public relations campaign for an existing company, organization or institution.</p> <p>Outcome Types: Learning</p> <p>Start Date: 03/25/2009</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi</p>	<p>07/24/2009 - Please refer to related documentation.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <p>Related Documents: <u>Program-Level Outcomes Assessment Cycle - Generic Template - Revised July 2009.doc</u></p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	level performance	07/24/2009 - Please refer to related documentation. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Program-Level Outcomes Assessment Cycle - Generic Template - Revised July 2009.doc	
Program - Public Relations (B.S.) - PREL 8 - Produce and present effective oral presentations and written documents/proposals on public relations in a counselor/client setting. Outcome Types: Learning Start Date: 03/25/2009 Outcome Status: Active	Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low. Criterion for Success: At least 60% of students showing med or hi level performance	07/24/2009 - See related documentation. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Program-Level Outcomes Assessment Cycle - Generic Template - Revised July 2009.doc	
Program - Public Relations (B.S.) - PREL 9 - Develop the highest standards of ethical conduct and apply those principles to public relations practices. Outcome Types: Learning Start Date:	Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work	07/24/2009 - See related documentation. Classification: Criterion Met Action: 1 - No Action Required Related Documents: Program-Level Outcomes	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>03/25/2009</p> <p>Outcome Status: Active</p>	<p>demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>	<p><u>Assessment Cycle - Generic Template - Revised July 2009.doc</u></p>	

Program - Public Relations (B.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ACCT 201	ACCT 202	ADVG 222	BLAW 321	BUSN 499	COMM 121	ECON 221	ECON 222	ENGL 150	ENGL 250	ENGL 325	FINC 322	GEOG 112	GRDE 118	ISYS 321	JRNL 121	JRNL 122	MATH 115	MGMT 301	MGMT 370	MGMT 447	MKTG 321	MKTG 425	PREL 101	PREL 240	PREL 341	PREL 342	PREL 401	PREL 402	PREL 440	PREL 455	PREL 491	PSYC 150	SOCY 121	STQM 260
PREL 1 - Demonstrate understanding of the origin, principles and professional practice of public relations in the management of corporations, agencies, non-profit and related organizations.																								A, I	A, I	A, R	A, R			A, R	A, M, R	A, M			
PREL 2 - Articulate and apply the theoretical, social sciences framework to public relations role in influencing human behaviors.																								I	I	A, I, R	A, R		A, R	A, M, R	A, R	I	I		
PREL 3 - Define public relations and differentiate its management function in shaping organizational policies and serving the public interest																								I	A, I	A, R	A, R		A, R	A, M, R	A, R				
PREL 4 - Apply standard research designs, processes and techniques to improve understanding of public attitudes and opinions and to develop and evaluate public relations programs.																							A, I, R	I	R	A, R		A, R	A, M, R	A, R					A, I
PREL 5 - Develop and apply standard public relations tools and tactics including			I			A, I, R								A, I		A, I	A, I								A, I, R	A, R	A, M, R	A, R	A, R	A, M, R	A, M, R				

Outcomes	ACCT 201	ACCT 202	ADVG 222	BLAW 321	BUSN 499	COMM 121	ECON 221	ECON 222	ENGL 150	ENGL 250	ENGL 325	FINC 322	GEOG 112	GRDE 118	ISYS 321	JRNL 121	JRNL 122	MATH 115	MGMT 301	MGMT 370	MGMT 447	MKTG 321	MKTG 425	PREL 101	PREL 240	PREL 341	PREL 342	PREL 401	PREL 402	PREL 440	PREL 455	PREL 491	PSYC 150	SOCY 121	STQM 260	
press releases, newsletters, web sites, VNRs, media pitches, fact sheets and media research.			I			A, I, R								A, I		A, I	A, I					I			A, I, R	A, R	A, M, R	A, R		A, R	A, M, R	A, M, R				
PREL 6 - Utilize strategic thinking and analysis to address organizational goals and issues through planned programs involving issues management, special events, press conferences, product introductions, employee relations and crisis communications.			I, R																			I, R			A, I, R	A, R	A, M, R		A, M, R	A, M, R	A, M, R	A, R				
PREL 7 - Apply accumulated knowledge and skills to plan a comprehensive public relations campaign for an existing company, organization or institution.																									I	I, R	I, R		A, R	A, M						
PREL 8 - Produce and present effective oral presentations and written documents/proposals on public relations in a counselor/client setting.					A, R	A, I, R																				A, R	A, R			A, M, R						
PREL 9 - Develop the highest standards of ethical conduct and apply those principles to			I	A, I, R	R																	I			I	I	R	R		A, R	A, M, R	A, R				

relations practices.	Outcomes
	ACCT 201
	ACCT 202
-	ADVG 222
A, I, R	BLAW 321
R	BUSN 499
	COMM 121
	ECON 221
	ECON 222
	ENGL 150
	ENGL 250
	ENGL 325
	FINC 322
	GEOG 112
	GRDE 118
	ISYS 321
	JRNL 121
	JRNL 122
	MATH 115
	MGMT 301
	MGMT 370
	MGMT 447
-	MKTG 321
	MKTG 425
-	PREL 101
-	PREL 240
R	PREL 341
R	PREL 342
	PREL 401
	PREL 402
A, R	PREL 440
A, M, R	PREL 455
A, R	PREL 491
	PSYC 150
	SOCY 121
	STQM 260

PUBLIC RELATIONS 240 COURSE EVALUATION

Course Section ___ 11am MWF, ___ 1pm MWF, ___ 9:30 am TR Date _____

*It is important that this course provide maximum value to you and future students. By answering the following questions, you can help bring about changes and improvements that will help us continue to advance toward this goal. Please answer all of these questions on this form and then transfer the answers to questions 1-25 to the machine graded answer sheet provided. Not Applicable (N/A) answers should be left blank on the machine answer sheet. Comment questions should be answered only on this questionnaire. Where your name line appears on the machine form, fill in **PREL 240, Spring 2009**. DO NOT PUT YOUR NAME ON EITHER FORM.*

Circle the appropriate letter for questions 1-25

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. The instructor is qualified to teach this course.	A	B	C	D	E	N/A
2. Instructor has a friendly, professional attitude.	A	B	C	D	E	N/A
3. Instructor is organized/prepared for class meetings.	A	B	C	D	E	N/A
4. Instructor presented the subject effectively.	A	B	C	D	E	N/A
5. Instructor gives clear explanations.	A	B	C	D	E	N/A
6. Instructor communicates at my level of understanding.	A	B	C	D	E	N/A
7. Instructor gave useful illustrations and examples in explaining real-life application of course materials.	A	B	C	D	E	N/A
8. Instructor encourages discussions/questions during class.	A	B	C	D	E	N/A
9. Instructor is fair and impartial.	A	B	C	D	E	N/A
10. Instructor used visual aids effectively in class.	A	B	C	D	E	N/A
11. Course objectives were clearly communicated to me at the beginning of the course.	A	B	C	D	E	N/A
12. The Seitel textbook is well organized and understandable.	A	B	C	D	E	N/A
13. The handouts effectively supplemented the text and lectures.	A	B	C	D	E	N/A
14. Lectures and reading assignments were well coordinated.	A	B	C	D	E	N/A
15. The Four-Step paper improved my learning experience.	A	B	C	D	E	N/A
16. The Journals and their discussion improved my learning experience.	A	B	C	D	E	N/A
17. The Raina News Release improved my learning experience.	A	B	C	D	E	N/A

-over please-

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
18. The instructor made it clear early in the course how my final grade would be computed.	A	B	C	D	E	N/A
19. A sufficient number of testing/evaluation measures were utilized for determining student knowledge/achievement.	A	B	C	D	E	N/A
20. I expect to be able to apply the subject matter in this course to my work after graduation.	A	B	C	D	E	N/A
21. Overall, I would rate this course excellent.	A	B	C	D	E	N/A
22. I will recommend this course to other students.	A	B	C	D	E	N/A
23. I will recommend this instructor to other students	A	B	C	D	E	N/A

(Circle one answer only on each question below)

24. My academic major is: A - Public Relations, B - Music Industry, C - Graphic Design, D - Marketing, E - Other (Specify _____)

25. I expect to get the following grade in this course. A B C D F(E)

Please comment on any specific things you believe should be done to improve this course or to make it more valuable for students.

Please comment on any aspects of the course that you feel were particularly strong or well done.

Thank you for your cooperation and suggestions!