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Interdisciplinary Public Relations:
A Curriculum for Undergraduate Study
At Oakwood College

by
Patrice Thomas Conwell

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
of Rowan University
June, 1997

Approved by

Professor

Date Approved 6-30-97

ABSTRACT

Conwell, Patrice Thomas

**Interdisciplinary Public Relations:
A Curriculum for Undergraduate
Study At Oakwood College, 1997,
Thesis Advisor: Dr. Don Bagin,
Public Relations**

The purpose of this project was to create a public relations curriculum for undergraduate study to prepare students as effective practitioners and communicators in the 21st century.

Public relations education has changed over the years to meet the needs and trends of the industry, and today is no exception. The continued rise of Integrated Marketing Communications, and the desire to strengthen the counseling and management functions of public relations make it necessary to evaluate undergraduate curricula to ensure students are being properly prepared to enter the workforce.

The undergraduate curricula of 11 schools were analyzed and compared for subject matter and skills promoted, as related to the concerns and needs expressed in related literature by current public relations practitioners and educators. The schools were chosen through a survey of recognized experts in the public relations industry, as schools having the top undergraduate public relations programs in the country.

The resulting curriculum reflects the need for students to have a social science grounding, a working understanding of other disciplines, such as advertising and marketing, and better skills in writing, business management, and strategic thinking.

MINI-ABSTRACT

Conwell, Patrice Thomas

**Interdisciplinary Public Relations:
A Curriculum for Undergraduate
Study At Oakwood College, 1997,
Thesis Advisor: Dr. Don Bagin,
Public Relations**

The purpose of this project was to create an interdisciplinary public relations curriculum for Oakwood College, which can be used by other schools without public relations programs. The resulting curriculum incorporates an analysis of top programs in the country and opinions of practitioners and educators on effective practice in the 21st century.

ACKNOWLEDGMENTS

I would like to express my sincere appreciation to the people whose support and encouragement made the completion of this project possible.

To my husband, Alton, without whose sacrifice, unwavering belief in my abilities, and well-timed nudging I would not have made it through.

To my family, for their continued prayers and words of encouragement.

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CHAPTER 1

Introduction

Skillful communication with publics is a necessity for any human being who does not live a hermit-like existence. Any aspiration a person has of achieving success in whatever capacity requires the ability to positively influence another's perception of who you are, what you are, and why you are worth paying attention to.

Public relations is an area of study that focuses on skillful communication with publics. Good public relations helps an individual, business or organization build a positive image. And "improving your image is as important as improving your technical skills."¹

Individuals use public relations to sell themselves to potential employers, or to aid their promotion up the career ladder. Unfortunately, "the domestic economy is deprived...of millions of employed persons who are not promotable despite their intuitive abilities, because they lack the skills to communicate and respond."²

Organizations and businesses use public relations to deliver messages to potential customers, their stakeholders, the community, and the media. "Effective communication

¹Martin Morris, "Your image could cost you your job," Computervorld (December 7, 1992); p. 101.

²Albert Walker, Ph.D., "Illiteracy in the Workplace," Communication World (June, 1989); p. 18.

helps an organization create an environment in which it can work well with influential stakeholders and achieve its goals. Good communication builds relationships with strategic publics, thus helping an organization manage its interdependencies with these publics.”³

Obviously, public relations embodies skills that are beneficial for effective communication, whether one wants a career in public relations or chooses a career in a different field.

Where better to teach public relations skills than in colleges and universities, where students are preparing for their life’s work. Unfortunately, many schools of higher education do not offer any, or substantive public relations education programs. Therefore, the purpose of this thesis is to create a public relations curriculum for undergraduate study that will prepare students as effective communicators in the coming century.

A peek into the reality of the work world reveals public relations practices turning up in non-traditional areas. “Few educators envision themselves as marketing or public relations experts, yet economic reality is forcing many academicians into these roles.”⁴

In a discipline like education, where elementary schools, high schools and small colleges cannot monetarily afford public relations practitioners, teachers and principals

³Richard A. Lindeborg, “The IABC Excellence Study: Excellent Communication,” Public Relations Quarterly (Spring, 1994); p. 3.

⁴William Shreeve, William G.J. Goetter, Janet R. Norby, Arnold R. Stueckle, Barbara R. De Michele, Thomas K. Midgley, “Marketing education on a shoestring: A model,” Early Child Development and Care (1987); p. 169.

have to take the reins of communication with their publics.

Who would think that physical education teachers need to have public relations skills? But “with the very survival of physical education programs at stake in several school districts, it is crucial that physical educators develop well-planned public relations programs. A good public relations program helps the public understand...and convinces them that physical education is not just an extra or a frill, but is basic to a child’s education.”⁵

Business is a career field where public relations is a crucial partner. In a study funded by the International Association of Business Communicators, chief executives surveyed “have been able to estimate the value of public relations to their organizations. They said the return on investment of their communication function was 184%, or nearly two dollars for every dollar spent.”⁶

“A theme that emerges time and again is the link between public relations and business interests in the work place. Unfortunately, that link is often missing in academia.”⁷

In its own right, public relations as a specialized field of study continues to grow in importance as the need for public relations skills increases. Current trends find public relations moving into the upper echelons of business management and broadening into the

⁵Jonathan E. Nelson, “Communication: The Key to Public Relations,” Journal of Physical Education, Recreation & Dance (April, 1986); p. 5.

⁶Lindeborg, Public Relations Quarterly, p. 11.

⁷J. David Pincus, Ph.D., Robert E. Rayfield, Ph.D., “Public relations education: Our Future is banking on it,” Communication World (February, 1992); p. 12.

international arena.

The public relations practice is becoming more managerial in nature.

Organizations are looking to their top communicators to actively participate in strategic planning, help solve organization problems involving communication and relationships, facilitate two-way communication, and use research techniques to monitor trends outside the organization's environment.⁸

"Public relations as a professional specialization will most certainly increase in importance,"⁹ as business interests become more global, reaching across cultural lines. "Public relations practitioners will be called upon to be corporate, i.e., organizational interpreters and ethicists and social policy-makers in this complex new world, charged with guiding organizational behavior as well as influencing and reconciling public perceptions."¹⁰

Maybe more than anyone else, business students and educators need to understand the value of effective communication to the bottom line. "Business schools need to review curricula in light of transforming business needs noting that as organizational structures become flatter and formal types of authority give way to more collaborative types of

⁸Lindeborg, Public Relations Quarterly, p. 5.

⁹Dean Kruckeberg, "Integrating Multicultural/International Experiences into the Public Relations Curriculum," Annual Meeting of the Speech Communication Association (November 18, 1995); p. 3.

¹⁰*Ibid.*, p. 5.

relationships, ‘negotiating and communicating skills become *critical*’.”¹¹

The prevalent use of public relations should indicate the value of learning public relations skills—indeed the need to learn public relations skills—as early as possible to set the stage for maximum achievement in the work place.

The impact effective or ineffective public relations skills will have on students’ lives when they enter the work force suggests the need to go beyond basic communication or English classes.

Once students learn basic grammar, punctuation and sentence composition, it would behoove them to take additional steps to learn some facet of communication management: target messages, target audiences, media relations, community relations, etc. These are the types of skills explored in public relations education.

Statement of Need

Public relations is not a primary discipline of study at Oakwood College, a predominately African-American private school located in Huntsville, Alabama. There, public relations is offered as one of four areas of concentration in the pursuit of a bachelor of arts degree in Communications.

Over the last eleven years, the concentration has expanded from the one class initially offered—Public Relations and Information—to the current curriculum. Basic course requirements for the concentration are Mass Communication, Principles of

¹¹J. David Pincus, Bob Rayfield, Coral M. Ohl, “Public Relations Education in MBA Programs: Challenges and Opportunities,” Public Relations Review (Spring, 1994); p. 55.

Advertising, and Public Relations and Public Information.

Elective courses rounding out the required hours are: Fundamentals of Public Speaking, Persuasion, and Writing for PR. The last two courses are offered in alternating years. All courses are taught by professors who have never been PR practitioners.

Discussions with Dr. Lela Gooding, chairperson of Oakwood's Department of English and Communications, yielded acknowledgment that the PR concentration is not as strong as it could be. "Students interested in PR," Gooding stated, "would probably have to do most of their learning on the job." The primary reason for this is the department's lack of teachers who have professional experience in public relations.

As previously stated, public relations as a specialized field has been steadily increasing in importance. This has been reflected in colleges and universities across the country. An article written in 1992 found that "among U.S. baccalaureate programs in communication, the public relations program is growing the fastest."¹²

Expansion of Oakwood's public relations curriculum would signal the college's recognition of the field's importance in the work world. In addition, broadening the scope of the English/Communication department could result in benefits for the college, the department and the public relations profession, as well.

At the very least, a well-structured public relations program would better prepare current students interested in the discipline for employment as practitioners. To offer anything less puts Oakwood graduates at a major disadvantage when competing for jobs

¹²Chris W. Ogbondah, Cornelius B. Pratt, "Internationalizing U.S. Public Relations: Educating for the Global Economy," Public Relations Quarterly (Winter, 1991-1992); p. 37.

with others who have been educated at schools where public relations is a major field of study.

A more balanced public relations curriculum could increase student enrollment in the English/Communication department and, ultimately, the college. With public relations so closely tied to business, interdisciplinary public relations education could guide students to enroll in departments they would not normally consider, such as getting a minor in business or psychology.

Interdisciplinary public relations instruction could also promote partnerships between the English/Communication department and others, such as the business or education departments. These partnerships would, in turn, strengthen the preparation of students studying other majors where skillful communication is pertinent to their success.

Lastly, Oakwood graduates employed as public relations practitioners would fill a major void of minority practitioners in the industry.

According to the federal statistics, minorities represent 7% (10,990) of the 150,000 public relations practitioners in the United States.¹³ That figure increased slightly to 7.3% in 1987.¹⁴ The U.S. Bureau of Labor Statistics ranked the percentage of blacks in marketing, public relations and advertising, 336th out of 351 occupations monitored by

¹³Marilyn Kern Foxworth, "Status and Roles of Minority PR Practitioners," Public Relations Review (Fall, 1989); p. 39.

¹⁴Marilyn Kern Foxworth, "Minorities 2000," Public Relations Journal (August, 1989); p. 14.

the federal government.¹⁵

Due to seemingly indifferent attitudes regarding diversity in the public relations field, many minority practitioners seem to be isolated and segregated into minority-owned public relations firms.¹⁶ Yet, even minority-owned firms feel treated like second-class citizens.¹⁷

These statistics have prompted a discussion among public relations professionals on the need for diversity. A recent survey “revealed that the public relations industry—a profession charged with identifying, monitoring and shaping trends in society—is still operating largely according to the traditional model of the American workplace...Nearly everyone who participated in the survey felt that public relations firms could do more to recruit minorities into the field.”¹⁸

As an African-American college, Oakwood could have some impact on the public relations industry by becoming a recruiting ground for PR firms interested in diversifying their workplaces with qualified minority practitioners.

¹⁵Brian Wright O'Connor, “Are Advertising Agencies Serious About Hiring African-Americans?,” Black Enterprise (March, 1993); p. 90.

¹⁶John M. Fry, “A firm diversity hiring action plan,” Public Relations Journal (October, 1993); p. 32.

¹⁷Briefings, “Minority-owned firms seek mainstream acceptance,” Public Relations Journal (August/September, 1994); p. 12.

¹⁸Raymond L. Kotcher, “Diversity in Today’s Workplace and Marketplace,” Public Relations Quarterly (Spring, 1995); pp. 6, 7.

Purpose of Study

Research from this study will result in the design and proposal of an expanded curriculum for the study of public relations at Oakwood College, or any school of higher learning that does not offer public relations education.

The proposed program can serve to either strengthen the existing curriculum as a concentration under the Communication major, or broaden the department's focus by serving as a new major—a bachelor of arts degree in Public Relations.

Method of Study

Public relations education is gradually changing as we move rapidly toward the 21st century. Debates are raging among public relations professionals and educators regarding the preparation necessary to train effective practitioners and to increase the legitimacy of the public relations profession in the coming decade.

One such topic is whether schools should continue offering the traditional, specialized public relations curricula and degree, or move to a more generalized curricula and degree called Integrated Marketing Communications or Integrated Communications.

IMC or IC blends traditional public relations skills with advertising and marketing skills, to promote consistent messages disseminated by a corporation or organization.

Some public relations professionals "support integrated marketing communications...and acknowledge...that to survive in their careers they will need to have the skills to do both advertising and public relations assignments within their

organizations.”¹⁹

On the other hand, many public relations educators vocally oppose replacing the traditional public relations curricula and degree, believing that public relations is its own specialty. They argue “that the basic philosophical differences that make advertising, marketing and public relations unique also make them poor candidates for integration.”²⁰

“The reality is that more and more clients are taking a multi-disciplinary approach to corporate communication planning.”²¹ Due to this fact, the curriculum designed through this study will be more interdisciplinary than traditional, based on the traditional and integrated curriculums used at the top public relations schools in the country.

A written survey will be mailed to recognized experts in the public relations industry, identified from elected officers of professional associations such as the Public Relations Society of America and the International Association of Business Communicators. These experts will be asked to list, in their opinion, ten schools with the best undergraduate public relations program, and schools with integrated communications programs.

Once the returned surveys are tabulated and the top schools identified, a letter will be sent to each school requesting the four-year program outline for PR/IC majors, and course descriptions.

¹⁹Debra A. Miller, Patricia B. Rose, “Integrated Communications: A Look at Reality Instead of Theory,” Public Relations Quarterly (Spring, 1994); p. 14.

²⁰Alicia A. Bruno, “A Study on the Value of Preparing Public Relations Students Using An Integrated Marketing Communications Curriculum,” Graduate Thesis (June 23, 1995); p. 7.

²¹Miller and Rose, Public Relations Quarterly, p. 14.

In addition, research of other debated topics within the public relations industry regarding the skills necessary for effective future practitioners will also form the basis for course suggestions.

Limitations

This study will be limited to the research and discussion of public relations issues as they relate to public relations education only. The result will be a suggested curriculum, with a description of courses to comprise a public relations program for undergraduate study.

Definition of Terms

AEJMC - Association for Education in Journalism and Mass Communication

IABC - International Association of Business Communicators

Integrated Communication - a variation of Integrated Marketing Communication.

Integrated Marketing Communication - a process that combines public relations with a variety of traditional communication disciplines such as direct marketing, advertising and sales promotion, as well as non-traditional communication methods such as distribution, packaging, and customer service.

Interdisciplinary - involving two or more academic, scientific, or artistic disciplines.

NSPRA - National School Public Relations Association

PRSA - Public Relations Society of America

PRSSA - Public Relations Student Society of America

Public Relations - the management of communication between an organization and its publics, referred to frequently as PR.

Chapter 2

Review of Related Literature

Research for literature relating to public relations education was conducted at Rowan University's Savitz Library and the Camden County College Library.

A search of Savitz Library's periodical database, using the words "PR communication," and "PR education" yielded seven references of which two were used. Additional searches of the ERIC Education database using the words, "PR education," "teaching of PR," and "future of PR" yielded 56 references of which eight were relevant.

Other literature came from publications provided by professors in the Department of Public Relations and Advertising at Rowan University, and the Camden County College Library.

Summary of Findings

The Foundation of Public Relations Education:

Social Sciences vs. Technical Skills

Edward L. Bernays, acknowledged by most practitioners as the father of modern public relations, championed the social sciences as the foundation of effective public relations education.

In his book, "*Crystallizing Public Opinion*," Bernays noted that "perhaps the chief contribution of the public relations counsel to the public and to his client is his ability

to understand and analyze obscure tendencies of the mind...It is his capacity for crystallizing the obscure tendencies of the public mind before they have reached definite expression, which makes him so valuable.”²²

Over and over, Bernays hammered his belief that a public relations practitioner cannot adequately serve in a counseling function, the most primary of responsibilities, without understanding principles of psychology, such as individual thoughts and actions, the group mind, or public opinion.

As stated in his own words, “public relations counsel must have a thorough knowledge of the principles which govern individual and group action. A fundamental study of group and individual psychology is required before the public relations counsel can determine how readily individuals or groups will accept modifications of viewpoints or policies, which they have already imposed upon their respective mediums.”²³

Yet, many public relations programs emphasize technical skills (e.g., writing, layout design) as top priority rather than the social sciences. Bernays attributes the focus on technical skills to the fact that many people still don’t have a complete understanding of what public relations is. In an educational setting, additional reasons might include turf wars between departments and teachers acquiescing to industry demands.

In Bernays’ time, public relations was synonymous with publicity and struggling to rise out of the stereotype created by unabashed publicists. Today, many people in the

²²Edward L. Bernays, Crystallizing Public Opinion, Liveright Publishing Corporation, New York (1961).

²³Ibid, p. 96.

corporate sector still use the incomplete picture to define public relations. As a result, they look for practitioners who can perform publicity-type functions centered on getting the corporate name into public consciousness.

But according to Pat Jackson, a widely-known public relations professional and editor of the international newsletter *pr reporter*, “Public relations is not only about communicating, but also about understanding and motivating human nature.”²⁴

In his book, The Later Years: Public Relations Insights 1956-1986, Bernays said that putting priority on teaching writing skills and word usage before teaching an understanding of human attitudes, behaviors and relationships, was like teaching medical students how to wield scalpels and knives before being taught the basics of the human body.

“The social sciences, however, encompass communication science, psychology, economics, sociology, social anthropology, political science, geography, and others. Each of those disciplines, in turn, contains many subdisciplines, such as cognitive psychology, social psychology, collective behavior, and organizational behavior,”²⁵ creating too broad an area of study.

“Future public relations practitioners...need a focused exposure to social science concepts that are relevant to public relations problems.”²⁶ “The practitioner’s role as a

²⁴Pat Jackson, “Public Relations for the Year 2000 and Beyond: Issues and Strategies for the Public Relations Practitioner,” Monograph (May, 1997); p. 7.

²⁵James E. Grunig, and Todd Hunt, Managing Public Relations, Harcourt Brace Jovanovich College Publishers (1984); p. 5.

²⁶Ibid, p. 5.

social scientist will gain enormous importance in the next century.”²⁷

Of course, to satisfy the desire to move public relations into more of a counseling function, and the need for students to be competent in performing technical functions, would require a balanced integration of education in the social sciences and technical skills.

Where Should Public Relations Be Housed?

In a nationwide study on public relations courses in the United States, a review of 3,201 university and college catalogs showed that of the 580 undergraduate departments offering 1,275 public relations courses, 41% were housed in communication, 21% in journalism, and 17% in business.²⁸ This reflects the historical fact that public relations in the U.S. has mostly resided within schools of journalism and communications.

With the industry trend moving toward IMC and the corporate need for practitioners to become more management minded, some may question whether students would be better prepared with public relations being housed in business schools, housed in a department that combined public relations with advertising, or housed as an entity all its own.

In an historical look at public relations in schools of journalism/communications, Dr. Bonita Neff, in her paper “Public Relations in an International Arena: Establishing a Global Model for Public Relations Education,” states that there are two journalism models

²⁷Jackson, Monograph, p. 7.

²⁸Bonita Dostal Neff, Ph.D., “Public Relations in an International Arena: Establishing a Global Model for Public Relations Education,” Paper presented at the World Communication Association’s Biennial Convention (July 28-August 3, 1991); p. 4.

on which public relations education is based—publicity and organization.

Initially, the publicity model was prominent in journalism schools until educators, seeking to distance themselves from that model, began emphasizing management—as it relates to systems theory—and organization instead.

Neff goes on to say that scholars and public relations educators from communication departments initially focused on rhetorical theory, eventually moving to include interpersonal, organizational, and broadcasting aspects of communication as models for public relations education.

In a 1975 study of the Association for Education in Journalism and the Public Relations Society of America, co-chaired by J. Carroll Bateman and Scott Cutlip, the prevailing belief was that a public relations program should be located in a school of journalism or communications. Based on that belief, their proposed curriculum focused heavily on English, Social sciences and Communication courses, with a sprinkling of Humanities, one Statistics course, one management course as an elective, and one Advertising course.²⁹

But there are those who point to the housing of public relations in journalism/communications schools as the reason for the painfully slow growth of public relations/advertising curricula.

There is the belief that journalism/mass communication schools foster an elitist attitude found in journalists who tend to rank their profession first and public relations

²⁹Rick Fisher, Ph.D., APR, “Rethinking the Undergraduate Public Relations Sequence: Evolution of thought 1975-1995,” Southern States Communication Association Conference (April 1995); pp. 4, 6.

last. This is exacerbated in some schools by the fact that journalism-trained professors are teaching public relations and advertising courses, although they may have very little experience in the fields.³⁰

By the 1980s, practitioners and educators agreed that improvements were needed in public relations education to meet the needs of the profession. Major changes discussed included: a greater emphasis on business and research; concern over the traditional affiliation of public relations education and journalism/mass communications; less journalism, more management; and making public relations a first-line profession, not an afterthought of journalism.³¹

By 1987, in another study sponsored by AEJMC and PRSA, public relations had moved into business schools. Recommendations of course content reflected this move of public relations into the business realm. Research and strategy were added to principles and writing. Communication studies remained largely technical in nature, while marketing, and courses in international, employee, financial, consumer, and community relations were added.³²

While most educators and practitioners agree that public relations is becoming more management driven, many don't agree with public relations education emanating

³⁰Richard A. Falb, "Proposal: Join PR and Advertising Education—Away from Journalism or Business," *Public Relations Quarterly* (Winter, 1991-1992); p. 42.

³¹D. Gay Wakefield, Dr., and Laura Perkins Cottone, APR, "Public Relations Education For The 80's And Beyond," Convention of the Association for Education in Journalism and Mass Communication (August, 1994); p. 8.

³²Fischer, "Rethinking the Undergraduate Public Relations Sequence," p. 8.

from business schools. That pairing cuts public relations off from its roots in communication and partial grounding in the liberal arts.³³

Others believe that public relations and communication are misunderstood by business school faculty and administrators who believe those areas of study are irrelevant to management education.

Drs. David Pincus and Robert Rayfield, public relations professors at California State University, Fullerton, found that business schools that do teach communication subjects emphasize basic writing and speaking skills, but underplay strategic topics essential to a management-oriented appreciation of public relations.³⁴

The most frequently cited communication courses/topics taught in business programs, in a 1991 survey, were: Audience Analysis, Employee Communication, Persuasion Theories, Leadership, Customer Communication, Issues Management, Management Presentations, Memo/letter Writing, Public Speaking, Report/business Writing, Meetings Management, and Interviewing.³⁵

The best scenario seems to be public relations education coming from its own separate, unique department. As a separate entity, it would be able to take advantage of the offerings of both business/marketing and mass communications to fit a specific curriculum.

³³Falb, Public Relations Quarterly, p. 42.

³⁴Pincus and Rayfield, Communication World, p. 12.

³⁵*Ibid*, p. 12

Educating the Practitioner of the Future

Public relations education has changed with the times as educators have juggled the priority of courses to reflect industry demands. And as we know, industry never stands still.

One of the latest trends in the public relations industry, and education, is the integration of public relations knowledge and skill with marketing and advertising—an integration known as Integrated Marketing Communication.

IMC is defined by Don Schultz, Ph.D., as “the process of developing and implementing various forms of persuasive communications programs with a goal to influence or directly affect the behavior of the selected communication audience.”³⁶

The idea behind IMC is using all points of contact with an audience or public to deliver one, consistent message. “All points of contact” would include public relations, advertising, marketing, sales promotion, packaging, and any other source of brand or company contact.

The practitioner of IMC would be a generalist—required to know, not only the theories and skills for public relations, but the theories and skills related to other specialty disciplines as well.

IMC has been slow to catch fire with public relations educators. Instead, it has become a line in the sand drawn between those who espouse hard-lined views for or against it.

³⁶David F. Burleigh, and Christine A. Butler, “Integrated Marketing Communication: A Strategic Planning Tool For The 1990s,” Journal of Corporate Public Relations (Volume IV, 1992-1993); p. 34.

Many dissenters of IMC agree totally, or in part, with the view of Betsy Ann Plank, a PR practitioner well-known and respected throughout the country. As part of a PRSA task force who studied the IMC trend, Ms. Plank feels “the push for IMC stems from advertising and marketing people who are looking for additional fees, not from public relations professionals. The motivation behind the push for IMC education is transparent. The vested interests of marketing and advertising are in a campaign to merge public relations under the direction of marketing, which has become very obvious.”³⁷

Simply stated, dissenters believe IMC is nothing more than a ploy allowing marketing to subsume public relations. In the work world, the attitudes and apparent thinking of corporate honchos has more often than not, relegated public relations at the bottom of the communication totem pole. Public relations has always supported marketing or advertising, never being an important function in its own right.

Other public relations educators, though, see “public relations as an integral component of the IMC planning process because it uses, and can be integrated with, other brand contacts to deliver a consistent message.”³⁸ IMC supporters believe that public relations professionals who are proactive in the communications process would gain more influence in determining the direction of public relations and corporate strategies, instead of having their influence watered down.

While public relations educators take hard-lined positions for or against IMC, what do public relations practitioners think about the trend?

³⁷Bruno, “A Study on the Value of IMC Curriculum,” p. 27.

³⁸Burleigh and Butler, Journal of Corporate Public Relations, p. 34.

In a recent study, advertising and public relations practitioners said they “view their roles as encompassing the broader areas of communication...Although both groups admit that advertising and public relations practitioners require some different skills, they agree that practitioners in both fields will need the skills to do both jobs.”³⁹

Public relations professionals see IMC as a reality. In the workplace, PR practitioners see the “inevitability of a custom mix of advertising and promotion and direct marketing and public relations,”⁴⁰ and accept the fact that in order to survive in their careers, they will need multiple skills.

Some of the skill areas practitioners have expressed an interest in are strategic planning, designing communication programs, consumer behavior, creative strategy, marketing management and consulting, as well as speaking, oral presentations, promotion, media planning and message evaluation.

While the debate continues to rage within the public relations community, what does industry show? “Industry trends show a movement toward more integrated communications strategies on the part of both advertising and public relations firms as well as among their corporate clients.”⁴¹

More and more clients are requesting a multi-disciplinary approach to

³⁹Miller and Rose, Public Relations Quarterly, p. 13.

⁴⁰*Ibid.*, p. 13.

⁴¹Clarke L. Caywood, Ph.D., “What I Studied May Not Be What You Need: Report of the National Task Force on Preparing Advertising and Public Relations Students for the Communications Industry in the 21st Century,” Journal of Corporate Public Relations (Volume IV, 1993-1994), p. 42.

communication planning. According to the *PR News 'Ticker*, of all public relations firms awarded accounts in 1994, within a six-month period, 75% of them were asked to provide marketing communications services.⁴²

The real barriers to educators' developing an integrated curriculum mainly stem from turf wars. "Many academics are by nature specialists reluctant to introduce broader perspectives into established course material. Traditionally trained public relations faculty have detected a form of 'marketing imperialism' in response to the call for an integrated curriculum, while other opponents reject the notion that the great majority of public relations activities are connected in any way to marketing."⁴³

"If clients and management demand a more multi-disciplinary approach to communications, the industry and the academy will have no choice but to acquiesce or at least compromise."⁴⁴

Another trend that both public relations educators and practitioners agree on is the move to make public relations more management driven than technician driven. In a continuing effort to increase the value of public relations in the strategic planning of corporate and organization executives, public relations professionals are crying for more education in public relations management.

"Practitioners without management skills will not advance beyond technician roles, are likely to find themselves managed by someone from a non-public relations

⁴²Miller and Rose, *Public Relations Quarterly*, p. 13.

⁴³Caywood, *Journal of Corporate Public Relations*, p. 42.

⁴⁴Miller and Rose, *Public Relations Quarterly*, p. 13.

background, and as a direct result of these restraints, will be excluded from the dominant coalition of organizational leaders.”⁴⁵

In a study sponsored by the IABC on the excellence of public relations, the general theory developed “maintains that the senior public relations practitioner must be part of the dominant coalition, function at the high level of decision-making, and participate in strategic management if public relations is to be excellent and is to make the organization more effective.”⁴⁶

This theory was affirmed in a 1990 statement made by Robert L. Dilenschneider, president and CEO of Hill and Knowlton, who said “The 1990s will be a make-or-break time for public relations... We shall either be thought of, and called upon, as a serious business function, or be brought in as an afterthought to ‘dress things up’ after the lawyers, bankers, accountants and line executives have made all the decisions.”⁴⁷

“If enhancing the status of the public relations field is dependent on inclusion in the dominant coalition, then providing opportunities to learn management skills at the earliest possible point in the educational pipeline would appear to be of fundamental importance.”⁴⁸

⁴⁵Katherine N. Kinnick, MMC, APR, and Glen T. Cameron, Ph.D., “Teaching Public Relations Management: The Current State of the Art,” Public Relations Review (Spring, 1994); p. 77.

⁴⁶Ibid, p. 75.

⁴⁷Judy VanSlyke Turk, Ph.D., and Maria P. Russell, APR, “Teaching Public Relations Management: Bringing “The Ideal” and “The Real” Closer Together,” (August, 1991); p. 5.

⁴⁸Kinnick and Cameron, Public Relations Review, p. 77.

In a 1989 survey of PR practitioners, a “lack of financial and budgeting skills were seen as the greatest deficiency in practitioners moving from technician to manager roles, with other deficiencies, in order from most lacking to least lacking, being problem-solving and decision-making, goal-setting and prioritizing, planning and organization, analytical skills and time management.”⁴⁹

One year later, a survey of PR practitioners revealed their belief that the single most important skill necessary to be effective, was communication skills. This was followed by problem-analysis, management, leadership, and personality characteristics.⁵⁰ “Practitioners who are not counselors and trainers, who don’t feel relationship building is the ultimate public relations skill, will find themselves left out after 2000.”⁵¹

As the public relations profession marches toward the 21st century, varied discussions indicate other skills that will become increasingly important for practitioners to be effective and valuable in the corporate sector.

“The public relations practitioner of tomorrow will “need to be culturally astute and cosmopolitan and particularly sensitive to the multicultural and international nuances of her organization’s publics.”⁵²

“Public relations practitioners will be called upon to be corporate, i.e., organizational, interpreters and ethicists and social policy-makers in this complex new

⁴⁹Kinnick and Cameron, Public Relations Review, p. 74.

⁵⁰Turk and Russell, “Teaching Public Relations Management,” p. 11.

⁵¹Jackson, Monograph, p. 9.

⁵²Kruckeberg, “Integrating Multicultural/International Experiences...,” p. 4.

world, charged with guiding organizational behavior as well as influencing and reconciling public perceptions.”⁵³

For the undergraduate public relations student seeking an entry-level position, the number one skill will always be writing. In unrelated surveys of public relations practitioners conducted in 1992 and 1995, writing topped the list as the most important skill necessary for students to succeed in the workplace. Other skills cited include: problem-solving, media relations,⁵⁴ getting along with people, and understanding marketing concepts.⁵⁵

⁵³Kruckeberg, “Integrating Multicultural/International Experiences...,” p. 5.

⁵⁴Fischer, “Rethinking the Undergraduate Public Relations Sequence...,” p. 11.

⁵⁵Bruno, “A Study on the Value of IMC Curriculum,” p. 36.

Chapter 3

Procedures

Secondary research for this study was conducted at the Savitz Library of Rowan University. All topics researched related to the value of public relations skills and the value of the profession to the work world, diversity in the public relations industry, and public relations education.

Articles from trade journals and periodicals were gleaned from five databases: Rowan Library Online Periodical Index, the Education Index, the Educational Resource Information Center, the Social Science Index, and the ABI Global database in the Business Index.

Keywords used in the database searches were "public relations," "public relations communication," "public relations education," "image," "communication," "students in public relations," "teaching of public relations," "future of public relations," "value of public relations," "public relations as a profession," "minorities in public relations," "blacks and public relations," "African-Americans and public relations," and "diversity and public relations."

The Rowan Library Online Periodical Index search uncovered 486 references of which 16 were relevant to the study. The Education Index uncovered 293 entries of which 21 were relevant. The Educational Resource Information Center database

uncovered 39 entries of which 15 were relevant. The Social Science Index uncovered 13 entries of which four were relevant. The ABI Global search uncovered 75 entries of which 18 were relevant.

A simple survey was constructed to help determine where the top ten undergraduate public relations programs are located, according to the personal opinions of public relations practitioners and educators who are highly regarded in their field.

Respondents selected were the executive officers of PRSA and NSPRA, both national organizations, and members of "Friends of PRSSA." A total of 16 surveys were mailed to the executive officers, and a telephone survey was conducted with the other respondents. Of the 16 surveys mailed, 10 surveys were returned and five surveys were completed to some degree. Of the 20 members contacted for the telephone survey, 15 members participated.

The primary data gathered from the surveys was tabulated and a list of schools constructed. A total of 49 schools were identified in the survey, of which 37 schools, or 76% received one to three votes. Upon the author's consultation with her professor, it was decided to use the 12 remaining schools to construct the list of the schools with top undergraduate public relations programs.

The author spoke with professors who direct the undergraduate public relations program at 11 of the 12 schools. Each professor was asked to provide the author with a four-year outline of course work, and course descriptions.

A content analysis of the data was used to compare the similarities and differences of the programs to each other, and to the undergraduate public relations curriculum

created by the AEJMC and PRSA. The three main areas focused on were:

- Where the public relations programs are housed;
- The subject matter focused on in the required and elective courses; and
- What skills are to be learned from the courses used.

The results of the content analysis are presented in Chapter 4.

The author used all primary and secondary research in drawing her conclusions and recommendations, resulting in an undergraduate public relations curriculum design for Oakwood College. Chapter five explores the conclusions and justifies the recommended curriculum.

Chapter 4

Findings

Review of the literature on public relations education reflected opinions and concerns of educators and practitioners regarding the skills public relations students need to be effective in the 21st century. For comparison, the author wanted to look at top undergraduate public relations programs to analyze the subject matter and corresponding skills being taught, and how they relate to current thinking.

To determine what schools were considered to have top public relations programs, 16 surveys were mailed to the executive officers of PRSA and NSPRA, and 20 members of “Friends of PRSSA” were contacted to participate in a telephone survey. Of the 16 mailed surveys, 10 surveys were returned with five surveys completed to some degree. Of the telephone surveys, 15 people participated.

Survey Results

Several respondents in the telephone survey were hesitant when asked to give their opinions of the top ten schools for undergraduate public relations study. They pointed out many factors they considered important to determining the quality of programs, and indicated that if those factors changed, so might the programs’ quality.

Some respondents were concerned they had been out of the educational loop long enough, one to two years, that their feelings might not reflect current reality. These were

usually professors who are retired and no longer move in academic circles.

Other factors cited by respondents as affecting program quality were the caliber and number of professors, the size of the school and/or department, and the resources available.

In many instances, respondents believed certain professors who had started, and built, a reputable public relations program at one school, often took that program's quality with them when they left and moved to another school. Other respondents didn't think it would be fair to compare the programs at large schools, which had many resources available, to programs at small schools where resources weren't as plentiful.

In all cases, the author emphasized she was asking for their personal opinions, allowing them to answer the question according to the knowledge they had, and using whatever criteria they chose.

In the end, a total of 49 schools were identified in the survey, of which 76% received one to three votes. The remaining schools, receiving five or more votes, were chosen as the top schools to be further investigated.

The final twelve schools were:

University of Florida - 13 votes

Rowan University - 11 votes

University of Maryland, College Park - 10 votes

Syracuse University - 9 votes

Ball State University, Brigham Young University, California State

University, Fullerton, Northwestern University - 7 votes each

Boston University, San Diego State University, San Jose State

University - 6 votes each

Ohio University - 5 votes.

Each school was contacted and the professors were requested to send an outline of the undergraduate public relations curriculum, with course descriptions. The professor at Northwestern University indicated the school did not offer an undergraduate public relations program, but rather a graduate program in IMC. Because of the author's interest in the trend toward a multi-disciplinary approach to public relations practice, she requested Northwestern's curriculum, as well.

Of the remaining 11 schools, 10 schools sent the requested information. These curricula were compared for similarities and differences to each other, as well as how they related to the author's secondary research and the curriculum design suggested by the AEJMC and PRSA in the 1987 Report of the Commission on Undergraduate Public Relations Education.

Curricula Analysis

Where are the programs housed?

The public relations programs of five schools, 45%, are housed in journalism schools/departments, four programs, 36%, are in communications schools/departments, one program is housed in the School of Journalism and Mass Communication, and one is located in the School of Mass Communication and Public Relations. Northwestern's IMC program is housed in the journalism school.

What is the offered major?

Of the 10 undergraduate public relations programs, seven offer journalism/communications degrees with a public relations emphasis, and three schools

offer degrees in public relations.

Required core courses

The top three courses required in the core programs, particularly of schools offering journalism/communications degrees with a public relations emphasis, dealt with broad subject matter in mass media/mass communications. These courses go by various names, but focus on similar subject matter: mass communications, law, and sharpening writing techniques. Other courses rounding out the most common requirements cited focus on communication theory, ethics, research, and publication design.

The most unusual core required courses focus on economics, politics, and semantics. San Jose State, which offers a public relations degree, emphasized required liberal arts courses, such as psychology, history, marketing, and literature.

Required core electives

The author defined core elective courses as specific courses suggested to students who are required to take one or more courses within the list. Top courses in this group focus on research, new media technologies, international communication, and persuasion. Again, most subject matter dealt with mass media/mass communications issues.

Courses offered in this group that stood out from the rest in subject matter, focused on statistics, psychology, and management. Some programs include research and law in this group, as well as issues dealing with mass media and society, computers in communication, and courses on oral, speech, or audio/visual presentations.

Ohio University, San Jose State, University of Maryland, Ball State, Syracuse, and Rowan offered no courses in this group.

Both the required core courses and core electives resemble the curriculum guidelines set forth by the AEJMC and PRSA study. It suggested that students majoring in public relations should have instruction which focuses on "some basic parts of the communication systems...how parts of communications are integrated...and the conditions under which the integrated whole allows persons, social groupings and organizations to advance social cooperation and coordination."⁶⁶

This includes courses in writing techniques, graphic arts, oral presentations, mass media/mass communications, communication theory, law, and ethics.

Required public relations courses

The top five public relations courses required focus on introduction to public relations, internship, public relations writing, research, and case studies. Other courses cited in several curricula were public relations management, principles of advertising, news reporting, law, and publication design.

Some schools included mass media/mass communications courses in this group. Brigham Young listed a number of business oriented courses as required public relations courses, i.e. principles of accounting, marketing management, and business communication.

Required public relations electives

This group of courses provided latitude for an array of choices. Only two subjects were cited most often, feature writing and news reporting. Several courses that appeared

⁶⁶AEJMC, PRSA, Educators Section of PRSA, "Design for Undergraduate Public Relations Education," 1987 Report of the Commission on Undergraduate Public Relations Education (November, 1993), p. 21.

in the core or public relations required subjects, appear here: namely, principles of advertising, research, publication design, law, and public relations writing.

Many schools used this group to provide courses in more specialized areas of public relations, such as corporate or nonprofit PR, fundraising and special events planning, photography, specialized writing courses (science, technical), employee and community relations, and political campaigning.

Again, Brigham Young included three business courses in this group, and San Diego State included two business courses and several political courses.

When compared to the AEJMC/PRSA curriculum, all required public relations courses and electives follow the study's suggestions. These include principles, practices and theory of public relations, techniques (writing and message dissemination), research, planning and evaluation, public relations strategy and implementation, and internship.⁵⁷

Major curricula differences

Social science courses were offered within the required general education curricula of seven schools, two offered social science within required core or support courses, and one school offered them within a list of specified free electives.

It is no surprise that the schools offering communications or journalism degrees with emphases in public relations tended to require more mass media/mass communications courses, than the schools offering public relations degrees. The standout is San Jose State, which requires a total of five mass media/mass communication courses.

On the flip side of the coin, the schools offering public relations degrees required

⁵⁷1987 Report of the Commission, p. 23.

more courses with specialized PR emphases, with the exceptions of Brigham Young, Ball State and San Diego State. Boston University offers most of its PR courses within the group of required PR electives.

Concerning the multi-disciplinary practice of public relations, such as IMC, four schools offered one marketing or advertising course within the group of required PR courses. Four other schools offered marketing or advertising within the required PR electives.

In the areas of business and management, Brigham Young ranked first in the number of required courses, offering PR management, principles of accounting and business communication within its required public relations courses. San Diego State followed with two required business/management courses and three courses listed in its required core electives. Most of the other schools offered one or more business/management classes in all course groupings.

Few schools offered courses on international communications. San Jose State requires two classes dealing with the subject, and San Diego State offers one. The other two schools that offer the subject list the courses within their bank of electives.

All the schools focus heavily on writing skills, offering three or more writing classes. University of Maryland headed the list, offering 11 writing courses mostly contained within the required public relations electives. Ball State was second, with seven writing courses offered.

Other entry-level skills such as problem-solving, media relations, and interpersonal communications are skills that infiltrate many subjects. But several schools offered

courses that specifically focus on a particular skill. Rowan University offered five classes that specifically involved problem-solving; Syracuse offered three classes specifically involving media relations; and Rowan offered seven classes highlighting interpersonal skills, followed by California State and San Diego State, each with five courses on the same subject.

Chapter 5

Conclusions and Recommendations

Summary

As the public relations profession approaches the 21st century, practitioners and educators debate the necessary changes needed in public relations education to produce students well-equipped to perform an important communication function in society. These debates include the value of IMC, the need for more management ability, and the most important entry-level skills a graduate should possess.

The purpose of this study was to create an interdisciplinary public relations curriculum for undergraduate study, particularly for Oakwood College. Thus, it was necessary to research the curricula of schools with top undergraduate PR programs. These schools were determined by a survey of the personal opinions of recognized experts in the public relations industry.

A comparative study of curricula subject matter and corresponding skills was conducted between selected schools. The curricula were then compared to the curriculum guidelines suggested in the 1987 Report of the Commission on Undergraduate Public Relations Education. The study also looked at where the public relations programs were housed, the majors offered, and how the programs' curricula fit in with current debates on public relations education. Northwestern University was not included in the comparative

study because it does not offer an undergraduate public relations program, only a graduate program in IMC.

Of the 10 programs studied, 81% were housed in journalism/communications schools or departments. Seven of the schools offer journalism/communications degrees with a public relations emphasis; three offer public relations degrees.

All the schools offered mass media/mass communications courses, the heaviest concentration coming from schools offering a public relations emphasis. The bulk of public relations-specific courses came from programs offering public relations degrees.

An introductory marketing or advertising course was the extent of an IMC-type focus for most of the programs. Only two schools placed heavy emphasis on business/management skills, while the rest offered one or two management courses as requirements or electives.

Writing figured prominently in 90% of the programs, where schools offered three or more writing courses. Other skills were less prominent, with 60% focusing on interpersonal skills, and one school offering three courses focusing on media relations.

When compared to the curriculum guidelines suggested by the Commission Report, all programs followed the recommended subject matter.

Conclusions

The comparative study of curricula led to the following conclusions:

1) Schools offering a public relations emphasis are limited in the number of public relations-specific required courses they can offer due to constraints of the number of hours/credits allowed in the major. The most complete public relations education seems

to come from those programs offering degrees strictly in public relations.

2) All the curricula point to a preference for maintaining public relations as a specialized area of study rather than making it more generalist in nature, in spite of some movement of the industry toward IMC. This is evidenced by the one or two required introductory courses offered in advertising and/or marketing, compared with the abundance of required public relations-specific courses.

3) Several programs support the assessment that public relations needs to be more management/business driven, reflected by the number of management/ business courses listed as requirements and electives.

4) Writing continues to be the number one skill focused on, which falls in line with the desires of industry employers.

Recommendations

Based on the conclusions drawn, the author makes the following recommendations for changes in Oakwood's current communications/PR emphasis curriculum:

1) Keep the communications major/advertising and public relations emphasis for the time being, but revamp the curriculum without too much disruption. Eventually, add a public relations major to the department to give students more exposure to public relations-specific courses.

2) Change the current name of the emphasis from advertising and public relations to just public relations. The one advertising course offered does not constitute an advertising emphasis.

3) Strongly suggest that students in the PR emphasis/major, minor in management.

This would expose them to a number of important courses they would not normally have. For students who don't want to minor in management, steer them into one or two pertinent classes as free electives.

To revamp the current curriculum:

4) Delete one mass communication course and the keyboarding course from the core requirements, and add ethics to the existing communications law course.

5) Change the public relations and public information, and writing for public relations and public information courses to principles and practices of public relations and writing for public relations, respectively. The current courses focus more on mass communication issues, and need to be public relations specific.

6) Add the following courses to those required in the PR emphasis: public relations research, public relations case studies, and public relations management (if a student is minoring in management, substitute public relations planning). Change the existing communications internship to a public relations internship.

7) Require that students take **one** of the following public relations electives: writing for electronic media, feature writing, persuasion, or editing

8) Keep the curriculum of the public relations major specialized, but include IMC-related subject matter, or steer students into IMC-type courses as free electives. This will keep the curriculum comparative to those across the country, yet help students develop better skills in integrated communications.

9) Add one-credit modules to the PR major curriculum, to allow for guest teachers that will not have to be paid full salaries, yet can give the students an opportunity for more

specialized study. Three modules would be offered in the fall semester and three in the spring. Students would be required to take two modules per year. Each module would meet four to five times during a semester.

RECOMMENDED CURRICULUM
for
OAKWOOD COLLEGE'S
B.A. DEGREE IN COMMUNICATIONS / PUBLIC RELATIONS EMPHASIS

Major Requirements - Core Courses	Hours
Mass Communications & Society	3
Communication Theory	3
Introduction to Journalism & Media Writing	3
Fundamentals of Public Speaking	3
Desktop Publishing for Graphic Design	3
Mass Communications Law & Ethics	3
	18

Emphasis Requirements - Public Relations	Hours
Principles & Practices of Public Relations	3
Principles of Advertising	3
Writing for Public Relations	3
Research for Public Relations	3
Public Relations Management*	3
Public Relations Case Studies	3
Public Relations Internship	3
	21

*Students who are minoring in Management can substitute Public Relations Planning

Emphasis Electives - Public Relations	Hours
Students must take one of the following:	
Writing for Electronic Media	3
Feature Writing	3
Persuasion	3
Editing	3
	3

Total Hours - 42

Recommended Minor - Management

RECOMMENDED CURRICULUM
for
OAKWOOD COLLEGE'S
B.A. DEGREE IN PUBLIC RELATIONS

Core Requirements	Hours
Mass Communications & Society	3
Communication Theory	3
Fundamentals of Public Speaking	3
	9

Major Requirements	Hours
Principles & Practices of Public Relations	3
Principles of Advertising	3
Writing for Public Relations	3
Desktop Publishing for Graphic Design	3
Research for Public Relations	3
Public Relations Planning	3
Public Relations Case Studies*	3
Public Relations Law & Ethics	3
Public Relations Internship	3
	27

*Students not minoring in Management, substitute Public Relations Management

Major Electives	Hours
Students must take one of the following:	
Persuasion	3
Principles of Marketing*	3
Writing for Electronic Media	3
Feature Writing	3
Editing	3
	3

*For students not minoring in Management

Module Electives	Hours
Students must take two of the following:	
Media Relations	1
Publicity	1
Fundraising	1
Special Event Planning	1
Direct Response Marketing	1
New Media Technologies	1
	2

Total Hours - 41

Recommended minor - Management

CURRENT CURRICULUM
for
OAKWOOD COLLEGE'S
B.A. DEGREE IN COMMUNICATIONS
ADVERTISING AND PUBLIC RELATIONS CONCENTRATION

Major Requirements	Hours
Fundamentals of Public Speaking	3
Introduction to Journalism and Media Writing	3
Introduction to Mass Communications	3
Communication Theory	3
Mass Communications Law	3
Practicum or Internship in Communications	3
Desktop Publishing for Graphic Design	3
Keyboarding	2
Communication elective	3
	26
Concentration Requirements	Hours
Mass Communication & Society	3
Principles of Advertising	3
Public Relations and Public Information	3
Electives by Advisement	6
	15
Total Hours - 41	

February, 1997

Dear:

For my thesis project as a graduate student in Rowan College's public relations program, I am creating an interdisciplinary public relations curriculum for a small liberal arts college.

As part of my study, I want to review the curricula of colleges and universities that have top undergraduate public relations programs and those that offer undergraduate programs in integrated marketing communication.

To determine where these programs are, I am asking you, a recognized professional in the public relations field, to take two minutes to list your opinion of the top ten schools for PR study and a list of schools for IMC study. I'd like to have your response by **February 24**. Enclosed is a self-addressed, stamped envelope for your convenience.

I appreciate your taking the time to help me in this project.

Sincerely,

Patrice Thomas Conwell

Top 10 Schools for Undergraduate PR Study

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Schools for Undergraduate IMC Study

Thank you for your time.

Public Relations/Advertising

General Education Requirements 63 S.H.

Communications 9 S.H.

College Composition I & II & Public Speaking

Science & Mathematics 12-15 S.H.

Mathematics—3 or 4 s.h.

Lab Science—3 or 4 s.h.

No more than two courses in one discipline

Social & Behavioral Sciences 15-18 S.H.

Psychology choice—3 s.h.

Sociology choice—3 s.h.

Economics or Political Science choice—3 s.h.

No more than two courses in one discipline

History, Humanities & Language 15-18 S.H.

Literature choice—3 s.h.

History or Philosophy—3 s.h.

Semantics@—3 s.h. (pre-requisite 30 s.h.)

No more than two courses in one discipline

Arts 6 S.H.

Health & Exercise Science 3 S.H.

Public Relations/Advertising Requirements 42 S.H.

Public Relations/Advertising Requirements (A below) 33 S.H.

Public Relations/Advertising Related Electives (B next page) .. 9 S.H.

Free Electives (C next page) 21 S.H.

Minimum Total required for graduation 126 S.H.

A-Public Relations/Advertising Major Requirements 33 S.H.

Grade	Date taken	Course title	(Course pre-requisite)
_____	_____	Mass Media@	(College Comp I & II)
_____	_____	Communication Theory@	(College Comp I & II)
_____	_____	Introduction to Public Relations	(Mass Media)
_____	_____	Introduction to Advertising	(Mass Media)
_____	_____	News Reporting I	(Semantics)
_____	_____	Adv. P.R. Writing & Strategies	(Intro. to P.R., News Reporting I)
_____	_____	Introduction to Survey Research	(45 s.h.)
_____	_____	Publications Layout & Design	(45 s.h.)
_____	_____	Case Studies in Public Relations (Fall)	(Adv. P.R. Writing)
_____	_____	Public Relations Planning (Spring)	(Adv. P.R., Intro Survey Res, Case Stud.)
_____	_____	Comm. Field Experience 3 or 6 s.h.	(Permission of academic advisor)

Public Relations Requirements

University of Maryland

1996-97

Public Relations as of 1990-91

JOUR 101 Professional Orientation	1
JOUR 201 Writing for the Mass Media	3
JOUR 202 Editing for the Mass Media	3
JOUR 330 Public Relations Theory	3
JOUR 331 Public Relations Techniques	3
JOUR 336 Supervised Internship (formerly 396)	3
JOUR 400 Law of Mass Communication	3
JOUR 477 Mass Communication Research	3
JOUR 483 Senior Seminar in PR	3
JOUR An advanced writing course (JOUR 320, 332, 360)	3
Elective (333, 334 or writing course rec.)	3

Check catalog or schedule of classes for prerequisites

- Completion of JOUR 201 - Students must complete JOUR 201 with a "C" or better as a prerequisite for most journalism sequence courses.
- Upper Level Requirement - All journalism majors must complete at least 57 credits at the upper (300 - 400) level.
- Minor - All students must complete a 12-credit upper-level minor in one field of study. A student may not minor in Radio, Television and Film or Speech.
- Abstract Thinking Skills (For students matriculating Fall 1993.)
Language Arts: Foreign language proficiency through the intermediate level (minimum 9 credits.)

OR

Quantitative Reasoning:

- a. One math course - MATH 111, 113, 115, 140, 150, 220, TAT 100, or any math course for which any of these courses is a prerequisite except Math 143.
- b. One statistics course from the following list: AREC 484, BIOM 301, BMGT 230, CNBC 400, ECON 321, EDMS 451, GVPT 422, PSYC 200, SOCY 201, GEOG 305, TEXT 400, URBS 350 or an advanced statistics course if one has previously been taken.
- c. One computer science course - CMSC 102, 103, or 104
- Public Speaking: SPCH 100, 107, 200 or 230
- Social Science: one of the following:
 - a. Sociology: SOCY 100 or 105
 - b. Anthropology: ANTH 260
 - c. History: HIST 156 or 157
- Psychology: PSYC 100 or 221
- Economics: ECON 201, 203 or 205
- Government and Politics: GVPT 100 or 170. For News-Editorial and Magazine sequence, GVPT 170 and 260 or 460 also required.

OTE: minimum of 90 non-communication credits required.

If admitted to the College in any of the following years, the exceptions below apply to you: (This date is dated on your letter of acceptance from the College of Journalism.)

1990-91

- JOUR 483 not required
- One additional JOUR elective required

1989-90

- JOUR 001 required as a non-credit course.
- JOUR 101 not required
- JOUR 483 not required
- One additional JOUR elective required

1988-89

- JOUR 001 required as a non-credit course.
- JOUR 101 not required
- JOUR 477 not required
- JOUR 480 required
- JOUR 483 not required
- One additional JOUR elective required

1986-88

- JOUR 001 = 101
- JOUR 480 required, not JOUR 477
- JOUR 483 not required
- One additional JOUR elective required

1985-86

- JOUR 101 not required
- JOUR 480 required, not JOUR 477
- JOUR 483 not required
- One additional JOUR elective required

Liberal Arts List

Course prefixes that count towards the 65

Liberal Arts Requirements:

AASP, AGRI, AGRO, AMST, ANSC, ANTH, ARHU, ARTH, ASTR, BCHM, BIOL, BIOM, BOTN, CHEM, CHIN, CIUS, CLAS, CMLT, CMSC, CRIM, DANC*, ECON, ENGL, ENTM, FMST, FOLA, FREN, GEOG, GEOL, GERM, GNED, GREK, GVPT, HEBR, HESP*, HIST, HONR, HORT, ITAL, JAPN, LATN, LING, MAPL, MATH, MEES, METO, MICB, MUSC*, NUTR, PHIL, PHYS, PORT, PSYC, RUSS, SLAV, SOCY, SPAN, STAT, URBS, WMST, ZOO

Plus all courses that count toward CORE requirements, regardless of their departmental prefix.

(*Some limitations apply. Consult advisor prior to registering for courses in departments marked with asterisks.)

THE PUBLIC RELATIONS MAJOR

Program of Study Code: 0618

In order to declare Public Relations officially as their major, students must accomplish the following:

1. Achieve a passing score on the Newhouse Grammar, Punctuation, Spelling test;
2. Successfully complete PRL 206;
3. Complete a Program of Study form, available in the Newhouse Records Office, 102B NCCI, and have that form signed by the Public Relations Department chairperson during an interview after completing PRL 206.

Please note: Some of the courses listed below are alphabetically restricted by last name. You must take them in the semester noted.

First Year:

		<u>Credits</u>
✓ ♦	COM 107 Communications & Society	3
✓ ♦	PRL 206 Public Relations Principles & Concepts (Prereq: COM 107)	3

Second Year:

✓ ♦	GRA 217 Introduction to the Graphic Arts (A-K fall semester; L-Z spring semester)	3
♦	PRL 205 Introduction to Writing for the Media (Prereq: WRT 105; L-Z fall semester; A-K spring semester)	3
<i>OR</i>		
♦	NEW 205 News Writing (L-Z fall semester; A-K spring semester; Prereq: WRT 105)	
✓ ♦	PRL 215 Specialized Writing in Public Relations (Prereq: ADV 206/207 or PRL 206/205 or PRL 206/NEW 205) This course may be taken in either sophomore or junior year	3

Third Year:

✓ ♦	PRL 315 Public Relations Research (Prereq: PRL 206 or ADV 206)	3
✓ ♦	PRL 325 Public Relations Campaigns (Prereq: PRL 215 and PRL 315)	3
♦	NEW/ RTN 345 Critical Perspectives on News (A-K fall semester; L-Z spring semester; Prereq: COM 107)	3
<i>OR</i>		
	TRF 345 Critical Perspectives: Electronic Media, Film (Prereq: COM 107)	

(over)

12 hours from			
ACC	201	Prin Acct 1 (3)	
BEQA	111	Intro Key WP (3)	
	or		
	241	Bus Correspd (3)	
ITGRA	180	Intro Gr Art (3)	
	182	Phot Litho 1 (3)	
	184	Comp App Ga (3)	
	282	Dig Inwg 1 (3)	
	382	Dig Inwg 2 (3)	
	385	Commerc Print (3)	12
5 hours of electives			5
			<hr/> 44 hrs
			<hr/> 63 hrs

Students qualifying for exemption from ENG 103 or 104 will receive credit for the course(s). ENG 101 and 102 may be substituted for ENG 103.

BACCALAUREATE DEGREES

Students enrolled in journalism courses will find it necessary to submit typewritten or computer-prepared copy and assignments as part of the courses' activities. Journalism students must earn a total of 90 credit hours in courses other than journalism, radio, television, film, advertising, public relations, and communications media.

Students must complete the prejournalism program before enrolling in the professional journalism major. Students can declare a prejournalism program before the end of their sophomore year. Prejournalism students are encouraged to meet with the academic advisor in the journalism department before applying to the professional program.

Before enrolling in the professional journalism major, students must submit applications to the journalism department. Students must achieve 2.25 grade-point averages on the prejournalism program with grades of C or better in each course.

Before graduating, students must have 2.5 grade-point averages in the pre journalism and professional journalism programs, and grades of C or better in each course. Credit in ECON 201 is required for the journalism advertising option. All majors must complete an exit interview with the appropriate sequence coordinator.

Journalism majors must earn a minimum of 90 credit hours in courses other than journalism, radio, television, film, advertising, public relations, and communications media. Of these 90

hours, at least 65 must be liberal arts courses.

In regard to the required 65 hours of liberal arts courses, all journalism department majors must satisfy one of the following:

- Completion of two areas of emphasis consisting of at least nine hours each in two of the disciplines listed below.
 - Completion of one area of emphasis consisting of at least eighteen hours in one of the disciplines listed below.
- Earning a second major or a minor in one of the areas listed below satisfies this requirement. Economics, Theatre, Anthropology, Biology, Chemistry, Computer Science, English, Geography, Geology, History, Mathematics, Classical Culture, Chinese, French, German, Japanese, Spanish, Natural Resources, Philosophy, Religious Studies, Astronomy, Physics, Physiology, Health Science, Political Science, Psychology, Sociology and Speech. Other disciplines and interdisciplinary programs which include liberal arts courses are subject to approval by the department chairperson.

MAJOR IN JOURNALISM, 33-45 hours

PREFIX NO SHORT TITLE CR HRS

Students must complete prejournalism core requirements plus requirements of one option.

Prejournalism core requirement, 15 hours

JOURN	101	Mass Media	3
	125	Comm Graphic	3
	210	Media Writ 1	3
	211	Media Writ 2	3

Specific option course

Complete one option

Journalism advertising option, 45 hours

Prejournalism course

JOURN 250 Intro Advert (3)

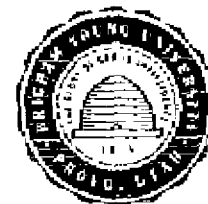
Professional program, 30 hours

JOURN	325	Journ Law	3
	352	Advt Media	3
	354	Advt Copy	3
	382	Resrch Strat	3
	456	Advt Campns	3
ECON	201	Elem Micro	3
MKG	300	Prin Market	3
	310	Consmr Behav	3

3 hours from

JOURN	369	Internship (3)	
	479	Non Paid Int (3)	3

} required



BA in COMMUNICATIONS: Public Relations Emphasis (483629)

Department of Communications

For students entering the degree program during the 1997-98 curricular year.

MINIMUM REQUIREMENTS FOR ENTRY INTO THE PROGRAM--NOT NEGOTIABLE:

(SPECIAL NOTE: Meeting the minimum requirements does not guarantee entry into the major. The Public Relations Sequence accepts only the top 50 applicants each year. BECAUSE THIS MAJOR HAS LIMITED ENROLLMENT, IT IS STRONGLY RECOMMENDED TO SELECT AN ALTERNATIVE MAJOR AS A BACK-UP PLAN.)

1. Pass English (50%), Math (75%), and Spelling (70%) exams in the Testing Center. Each exam costs \$1. Exams cannot be retaken during the same day. Please be sure to check exemption dates of exams with the Advisement Center or Testing Center. NOTE: It is important to take the exams as soon as possible--before completing the prerequisites for the public relations major.
2. Earn an overall GPA of 3.0 (B) or better and sophomore status.
3. Complete the following courses with a B- or better: Comms 101, 201, and 235.
4. Complete Engl 115 or HonP 200 or Phil 105 with a B- or better.
5. See the Advisement Center for an application for admittance into the program and for application deadline information.

Only students officially accepted into public relations are allowed to register for 300- and 400-level courses in this program, other than Comms 307 and 451R.

GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS (48.5-70.0 hours)				MAJOR REQUIREMENTS (52-64.0 total hours)			
GENERAL EDUCATION REQUIREMENTS (34.5-56.0 hours)				Complete the following:			
Requirements	# Classes	Hours	Classes	Comms	101	Mass Comm. & Society	3.0
Academic Skills				Comms	201	Communications Theory	2.0
Precollege Math	0-1	0-3.0	from approved list	Comms	307	Communications Law	3.0
1st Year English	1	3.0	Engl 115	Comms	311	Writing for Mass Audiences	3.0
Advanced Writing	1	3.0	MCom 320*	Comms	361R	Research Methods	3.0
Advanced Languages/Math/Music	1-4	3-20.0	Stat 221* or 222* rec.	Comms	460	Ethics & Issues	3.0
Core Courses				Complete 1 hour of the following:			
Biological Science	1	3.0	Biol 100	Comms	481R	Symposium	0.5
Physical Science	1	3.0	Phys 100	Comms	481R	Symposium	0.5
American Heritage	1	3.0	AHig 100	After consulting with a faculty advisor, complete 1 hour of the following:			
History of Civilization	2	6.0	from approved list	Comms	199R	Internship	3.0V
Wellness	1-3	1.5-2.0	from approved list	Complete one course from the following:			
Elective Courses				Comms	301	History of Mass Comm.	3.0
Arts and Letters	1	3.0	from approved list	Comms	310	Rhetorical Methods	3.0
Natural Sciences	1	3-4.0	from approved list	Comms	338	New Media Tech.	3.0
Social & Behavioral Sciences	1	3.0	from approved list	Comms	402	Electronic Media Criticism	2.0
UNIVERSITY REQUIREMENTS (14.0 hours)				Comms	410	Mass Media Administration	2.0
Religion Courses	2	4.0	RelA 121 and 122	Comms	481	Comparative Media	3.0
Book of Mormon	1	2.0	RelA 211 or 212	Comms	482	International Comm.	3.0
New Testament	1	2.0	RelC 324 or 325	Complete the following:			
Doctrine & Covenants	2-5	6.0		Comms	235	Intro to Public Relations	2.0
Elective courses				Comms	312	Reporting	4.0
Graduation Requirements				Comms	335	PR Case Studies	3.0
Upper division hours		40.0	300+ level courses	(PR major status will be contingent upon review at the culmination of 335)			
Residence hours		30.0		Comms	421	PR Writing & Production	3.0
Total hours needed to graduate		120.0		Comms	435	PR Media & Campaigns	3.0
				Comms	458	PR Management	2.0
				SPECIAL NOTE: No D credit in communications or approved supporting courses will count toward graduation.			

*THIS CLASS MAY FILL BOTH GE AND MAJOR REQUIREMENTS (5-7 hours overlap)

FOR GENERAL QUESTIONS CONTACT THE ADVISEMENT CENTER * FOR CAREER QUESTIONS SEE YOUR FACULTY ADVISOR

PUBLIC RELATIONS CHECKLIST		Name	ID#
		Adviser	Date
CORE REQUIREMENTS (12 units) (All Communications courses are 3 units, except some tutorials and independent studies)		Completed	Current
COMM Take all three of these courses (9 units)			To Take
233 Mass Communications in Modern Society (GE IV.A.2) (CAN JOUR 4)			
407 Communications Law (233)			
425 History & Philosophy of American Mass Communications (233) (GE IV.A.2)			
Choose any one of these electives (3 units)			
300 Visual Communications (233) (GE IV.A.1)			
410 Principles of Communications Research (233)			
422 Communications Technologies (233)			
426 World Communications Systems (233)			
427 Current Issues in Mass Communications (233, 407, 425)			
428 Communications & Social Change (233)			
430 Persuasive Communications (233)			
482 Media Economics & Policy (233)			
SEQUENCE REQUIREMENTS (24 units)		Completed	Current
COMM Take all five of these courses (15 units)			To Take
101 Writing for Mass Media (ENGL 101) (CAN JOUR 2)			
361 Principles of Public Relations			
362 Public Relations Writing (101, ENGL 101) (UDW)			
464 Public Relations Management (101, 361, 362)			
465 Mass Media Internship (101, 361, 362, senior)			
Choose any one of these electives (3 units)			
391 Writing for Broadcasting & Film (ENGL 101) (UDW)			
334 Feature Article Writing (101, ENGL 101) (UDW)			
338 Newspaper Production (101, consent, ENGL 101) (UDW)			
Choose any two of these electives (6 units)			
217 Introduction to Black & White Photography			
350 Principles of Advertising			
358 Graphics Communications			
363 Desktop Publishing (361, six units of Communications writing or consent)			
410 Principles of Communications Research (233)			
467 Public Relations Agency Seminar (101, 361) (Fall only)			
468 Seminar in Corporate & Nonprofit Public Relations (101, 361) (Spring only)			
467 Seminar in Public Communications Practices (101, 361, 362, 464) (Spring only)			
TOTAL EACH COLUMN (total should be 36 units)			

(Prerequisites) Courses in parentheses are prerequisites.

(CAN) indicates the course satisfies the California articulation number listed.

(UDW) indicates the course satisfies the university's upper division writing requirement.

(GE) indicates a general education course and may not be used by Communications majors to fulfill a GE requirement.

THE NOTATION (ENGL 101) INDICATES THAT THIS COURSE REQUIRES A GRADE OF "C" OR BETTER IN ENGLISH 101 OR ITS EQUIVALENT. PLEASE SUBMIT VERIFICATION OF THIS TO THE DEPARTMENT OF COMMUNICATIONS, H-230, PRIOR TO ENROLLMENT.

THE B.A. DEGREE IN COMMUNICATIONS REQUIRES 124 UNITS: 84 OUTSIDE COMM + 36 IN COMM + 4 OPTIONAL.

ALL COMMUNICATIONS MAJORS MUST TAKE AT LEAST 84 UNITS OUTSIDE OF COMM. OF THE 84, AT LEAST 65 MUST BE LIBERAL ARTS & SCIENCES COURSES. CONSULT YOUR ADVISER OR THE SCHOOL OF COMMUNICATIONS ADVISING CENTER, H-225A, FOR DETAILS.

GRAD CHECK: (1) APPLY AT GRAD UNIT TWO SEMESTERS PRIOR TO GRADUATION; (2) TAKE GRAD CHECK TO SCHOOL OF COMMUNICATIONS ADVISING CENTER, H-225A; (3) TAKE FORM, WITH STUDENT FILE, TO SEQUENCE ADVISER; (4) RETURN FORM TO GRAD UNIT.

Rev 10/94

NOTE: COMM 410, Principles of Communications Research, may count only once - either in the core or in the sequence.

The fifth quarter

After three quarters of intense classroom training and 11 weeks of hands-on work in the residency program, you may spend a quarter focused on specialized courses of study. During the fifth quarter, you will be encouraged to dig deeper, probe new areas, search for answers.

The fifth quarter gives you a chance to satisfy your curiosity while setting new directions for your career. It offers you the opportunity to investigate subjects that many professionals should learn about but just don't have enough time to pursue. It can help you develop an expertise that will be useful the rest of your career.

Medill offers concentrated practice in each specialty, with courses like Advanced Seminar in Advertising and Sales Promotion, Public Affairs/Issues Management, and Direct Marketing Consumer Acceptance.

In the fifth quarter you may also have the opportunity to take courses in other graduate divisions at Northwestern. Graduate courses in communications, management, theater, political science, sociology, and other related areas of study are open to qualified students.

Curriculum quarter by quarter

First quarter (4 units)

Core courses:

- D03 Financial and Market Research Methods
- D05 Marketing Management
- D08 Consumer Insight

Students also choose one of the following:

- D11 Advertising/Sales Promotion Strategies and Tactics
- D21 Public Relations Strategies and Tactics
- D31 Direct Marketing Strategies and Tactics

Second quarter (4 units)

Core courses:

- D01 Strategic Integrated Marketing Communications
- D04 Financial and Marketing Communication Research

Students also choose two of the following:

- D12 Sales Promotion Management
- D14 New Media Message Delivery
- D22 Employee Communications/Media Relations
- D24 Investor Relations Management
- D32 Direct Marketing Relationship Management
- D34 Direct Marketing Database Management

Lisa Fortini-Campbell
Associate professor



All candidates for internships with credit must have junior standing. All broadcast journalism internship candidates must have junior standing, be enrolled in or have completed COM JO 351, and have a 3.0 grade point average in their COM courses.

George H. Beebe Communication Reference Library

The School of Journalism has a library of newspaper clippings dating back to the nineteenth century. The library, consisting of 180,000 envelopes and countless photographs, was donated to the University by the Hearst Corporation. It is a priceless historical and educational resource. In addition, the library subscribes to many major newspapers, magazines, and professional journals of interest to students and faculty. It is also linked to database information retrieval systems, including NEXIS, which are available for student and faculty research projects. The library is used frequently in classroom assignments.

Professional Requirements

Students must be able to type at least 35 words per minute. Journalism students are also required to practice reporting skills and to demonstrate competence as reporters. Advance knowledge of computer word-processing is valuable; students with no previous experience are expected to learn word processing promptly on arrival.

Curriculum

The following courses are required of all journalism majors and are taken concurrently with those in one of the sequences.

COM JO 307 Newswriting and Reporting I
COM JO 308 Newswriting and Reporting II
COM JO 357 History and Principles of Journalism

Sequence Requirements

In addition to the courses listed above, all journalism students complete the courses indicated for one of the following sequences:

Magazine

COM JO 301 Production and Design or
COM JO 403 Magazine Writing and Editing
COM JO 408 Magazine Workshop
COM JO 525 Media Law and Ethics

News-Editorial

COM JO 525 Media Law and Ethics

Two electives from the following:
COM JO 309 Feature Writing

COM JO 415 Advanced Reporting and Research Methods

COM JO 444 Seminar in Advanced Newswriting

COM JO 501 Business and Economic Reporting

COM JO 502 Special Studies: Reporting and

Writing About Issues that Matter or Special

Studies: Introduction to Science Journalism

COM JO 506 Columns and Editorials

COM JO 514 Sports Reporting

COM JO 516 Foreign Reporting

COM JO 577 Diplomatic Reporting

Photojournalism

COM JO 305 Basic Photography

COM JO 312 Photojournalism I

COM JO 513 Advanced Photojournalism

COM JO 515 Photo Editing

COM JO 525 Media Law and Ethics

Broadcast Journalism

Required:

COM JO 351 Writing and Reporting for

Broadcast News (in lieu of COM JO 308)

COM JO 451 Television Newsroom

COM JO 556 Law and Ethics of Broadcast News

One elective from the following:

COM JO 401 Television Documentary

Production

COM JO 431 Enterprise Reporting

Three other Journalism electives.

Liberal Arts Concentration All journalism students complete five upper-division CAS courses, three of which must be in one department of the following areas: humanities, science, and/or social science. Other courses may be substituted with approval of the advisor and chairman.

SCHOOL OF MASS COMMUNICATION AND PUBLIC RELATIONS

The School of Mass Communication and Public Relations offers a Bachelor of Science degree in Communication. Within that degree program, students can select a concentration in advertising, public relations, or communication studies. The curricula in advertising and in public relations prepare students for careers in those fields, and the communication studies option provides a foundation for roles as professional communicators in other fields or for further education at a more advanced level.

Graduates of the School have gone on to careers in a variety of occupational fields, including advertising, public relations, marketing, health communication, employee relations, media research, and sales promotion. Typically, graduates work in such settings as corporations, nonprofit agencies, government, educational institutions, or other

organizations within the labor force, have started their own businesses or

The School's required and elective include a foundation in communication and research plus practical skills relevant not only for entry-level job more important, for continuing professional development. They prepare students clearly, speak effectively, and think critically—all of which are essential for thriving career success.

The combination of required and courses in the curriculum is designed to produce generalists who can design effective communication content and apply a range of problem-solving techniques to a broad range of real-world goals. By standing basic communication concepts, principles, and theories, students learn to design, implement, and evaluate the content needed in various professional settings. They also learn to select and convey information to designated audiences for a variety of practical purposes.

Classroom work is supplemented by internships and participation in Ad Planners, or Multimedia Development, which are student-run communication agencies. These activities provide a job experience for academic credit. Internships place students in for-profit or nonprofit agencies and other settings where they gain practical experience in handling professional communication problems, and where they can develop important personal connections.

Curriculum

To receive the BS degree from Boston College, students must complete a total of 18 courses. Of these, 17 must be in the arts. Of the remaining 15 courses, a minimum of 12 but not more than 14 must be taken in the College of Communication.

To satisfy the requirements of any of the three 16-course concentrations offered by the School of Mass Communication and Public Relations, students take a selection of two courses required of all students and two selected from a list of options, selected from liberal arts and five from the three major areas of concentration of which has its own pattern of requirements. The remaining three or four (depending on the concentration) are electives. These configurations of courses are explained as follows:

From section one below, both are required of all students. From section

EMPHASIS IN PUBLIC RELATIONS
B.A. Degree in Liberal Arts and Sciences
(Major Code: 05992)

Impacted Program. The media management emphasis is designated as an impacted program and specific regulation related to admissions are imposed. Contact the School of Communication for admission criteria and procedures. This advising sheet does not include your general education requirements. For general education requirements (49 units) consult your general catalog. Students selecting this emphasis are **NOT** required to complete a minor.

PREPARATION FOR THE MAJOR: (18 units)

_____ Comm 100	Survey of Telecommunications	(3)
or _____ Comm 200	Introduction to Mass Communication	
_____ Jour 220	Writing for the Mass Media	(3)
or _____ TFM 110	Telecommunications and Film Writing	
_____ Econ 101	Principles of Economics	3
_____ Poli Sci 101	Intro to Politics & the American Political System	3
_____ Poli Sci 102	Intro to American & California Gov't & Politics	3

3 units selected from:

_____ Poli Sci 201	Elementary Statistics for Political Science	(3)
✓ or _____ Psych 270	Statistical Methods in Psychology	
✓ or _____ Soc 201	Elementary Social Statistics	

Some of these courses also may be used to fulfill lower division general education requirements.

Foreign Language Requirement. Competency in one foreign language, equivalent to that which is normally attained through three consecutive courses of university study, must be satisfied as described in the section of the catalog on "Graduation Requirements."

Upper Division Writing Requirement. Passing the University Writing Examination, or Communication 310W, or Journalism 310W or Rhetoric and Writing Studies 305W with a grade of C (2.0) or better.

MAJOR: A minimum of 45 upper division units to include:

_____ Comm 300	Integrating Communication: Theories & Principles	3
_____ Comm 310W	Gathering & Reporting Information	3
_____ Comm 350	Communication Methodologies	3
_____ Comm 440	Principles of Media Management	3
_____ Comm 460	Principles of Advertising	3
✓ _____ Comm 480	Principles of Public Relations	3
✓ _____ Comm 481	Public Relations Media and Methods	3
_____ Comm 489	Research Methods in Mass Communication	3
✓ _____ Comm 581	Public Relations Research	3
✓ _____ Comm 585	Professional Practices in Public Relations	3

*Courses
specifically
classified
as PR
courses.*

9 units selected from:

_____ Comm 406	Organizational Communication	(3)
✓ _____ Comm 490A	Internship (Cr/Nc)	(3)
_____ Comm 500	Current Problems in Mass Communication	(3)
_____ OR	any other upper division Communication courses	

In addition, majors in the public relations emphasis are required to take an additional six units in an allied area of study to include one course selected from:

_____ Mgmt 350	Management and Organizational Behavior	(3)
_____ Mktg 370	Marketing	

and one course selected from:

_____ Poli Sci 334	Politics of the Environment	(3)
_____ Poli Sci 335	Public Policy	
_____ Poli Sci 338	The Legislative Process	
_____ Poli Sci 425	Political Behavior	
_____ Poli Sci 426	Political Communication	
_____ Poli Sci 531	Interest Groups and Political Movements	

Please note: The total number of units necessary for a bachelors degree are 124. The requirements as outlined above total 112 units. It will be necessary for the student to have a total of 124 units on their transcript in order to be eligible for graduation.

SAN JOSE STATE UNIVERSITY
School of Journalism and Mass Communications

PROGRAM FOR THE B.S. DEGREE IN PUBLIC RELATIONS

Course Requirements in the Major

JOUR 61A	(Beginning News Writing)	3	_____
MCOM 100W	(Writing Workshop: Mass Communications)	3	_____
MCOM 102	(Mass Communications and Society)	3	_____
✓ MCOM 111	(Public Relations Internship)	3	_____
✓ PR 130A	(Media Publicity)	3	_____
✓ PR 130B	(Writing for Public Relations)	3	_____
✓ PR 190A	(Principles of Public Relations)	3	_____
✓ PR 190B	(Case Studies in Public Relations)	3	_____
✓ PR 192	(Seminar in Public Relations)	3	_____
ADV 91 (Intro to Advertising); MCOM 50 (Press and Public); MCOM 101 (Laws and Ethics of the Media); MCOM 103 (History of American Media); MCOM 104 (Intro to Mass Communications Research); MCOM 105 (Lifestyles in Mass Communications); MCOM 106 (Global Mass Communication)		9	_____
JOUR/ADV/PR/MCOM Electives		6	_____
		42	

Support Course Requirements

Econ 1A (Principles of Economics) or Econ 109 (Current Economic Problems)*	3	_____
Psych 1 (General Psychology)*	3	_____
Geo 101 (Worlds Nations)*	3	_____
Bus 130 (Marketing)	3	_____
Literature Elective*	3	_____
Comm 155A (Theory and Research I); Socio 104 (Analysis of Social Research); Stat 95 (Elementary Statistics); Pol Sci 107 (Politics and Public Opinion)**	3	_____
Approved Minor	15-18	_____
	33-36	

* May be applied to University GE requirements

** Requirement waived for students who take MCOM 104 (Intro to Mass Communications Research) in the major.

Ohio University
E. W. Scripps School of Journalism
Checksheet P
Effective Fall 1994

Adviser _____

Name _____

Sequence _____

Year of graduation _____

GENERAL REQUIREMENTS

(These courses may not be counted elsewhere on this sheet, but may be used to fulfill university requirements as set forth in the university bulletin.)

Course	Qtr.	Grade
<u>Political Science</u> (2 qtrs.)	_____	_____
<u>Sociology and/or Anthropology</u> (2 qtrs.)	_____	_____
<u>Economics</u> (2 qtrs.)	_____	_____
<u>Psychology</u> (1 qtr.) (except PSY 120)	_____	_____
<u>History</u> (2 qtrs.)	_____	_____
<u>English</u> (2 qtrs.) (one from ENG 305J, 306J, 308J, 361, 362, 363)	_____	_____
<u>Statistics</u> (1 qtr.) (one from PSY 120, INCO 301, MATH 250E, QH 201, or POLS 482)	_____	_____
<u>Philosophy</u> (2 qtrs.) (one must be PHIL 120 or 320)	_____	_____
<u>Foreign Language</u> (3 qtrs. basic sequence or 1 qtr. advanced) OR <u>Science</u> (3 qtrs.) (approved by adviser)	_____	_____
<u>Comparative Arts/Fine Arts</u> (2 qtrs.) (appreciation/history, NOT practice/performance) OR <u>Afro-American and/or Women's Studies</u> (2 qtrs.)	_____	_____

SPECIALIZATION REQUIREMENTS

(These courses may not be counted elsewhere on this sheet, but may be used to fulfill university requirements as set forth in the university bulletin.)

One of three options should be chosen:

1) a minimum of 36 hours in a single department within the College of Arts and Sciences

OR

2) a minimum of 18 approved hours in each of two departments in the College of Arts and Sciences

OR

3) a minimum of 18 approved hours in one Arts and Sciences department and 18 adviser-approved hours in any other series of related courses.

Course	Hrs.	Qtr.	Grade
FIRST area selected:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Course	Hrs.	Qtr.	Grade
SECOND area selected: (or continuation of FIRST area)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Every student who receives an Ohio University degree must meet the University's requirements, including Tier 1, Tier 2 and Tier 3 as well as total hours. Completing all the courses on this checksheet may not meet all these requirements. It is the student's responsibility to be certain that he or she meets all of Ohio University's requirements for graduation.

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