
GUIDELINES

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CEPR

Certification in
Education for
Public Relations

CERTIFICATION IN EDUCATION FOR PUBLIC RELATIONS (CEPR) is a voluntary program of quality-assurance endorsement for studies in public relations at colleges and universities worldwide. Established by the Public Relations Society of America (PRSA) in 1989, CEPR is a program with standards based on recommendations of the Commission on Public Relations Education (www.commpred.org). The review process is administered by PRSA Educational Affairs, which is a standing committee to the PRSA Board.

After a school submits the complete application and fee for a review, a minimum of three months in advance of preferred site visit dates, Educational Affairs appoints a review team for the site visit. Based on consideration of the site visit team's report, Educational Affairs submits a recommendation to the PRSA Board, which then makes the final decision. Certifications are conferred at the PRSA Assembly Luncheon during the fall International Conference. A certified program must complete a recertification review every six years to assure continued compliance with CEPR standards.

CEPR is applicable to academic programs of public relations studies at the undergraduate and master's levels, to colleges and universities both internal and external to the U.S., and to programs housed in various types of academic units.

• **LEVEL OF STUDY** – CEPR was limited to the undergraduate level for the first two decades, but standards were revised in 2008 and again in 2010 to better accommodate both master's level studies and academic programs of study outside the U.S. A school may apply for a review of undergraduate and/or master's level studies. A separate fee and a separate application are required for each level, but concurrent review of both levels can reduce expense to the program seeking certification. A review of one level typically requires two or three days on site; a dual review typically requires three or four days on site. Travel time is in addition to on-site time.

• **GLOBAL SCOPE** – Programs with CEPR credentials are located in the U.S., Canada, Europe, South America and New Zealand, and more than 30 additional programs on four continents are in various stages of the review process. Each school is assessed according to indigenously appropriate application of standards.

Although active participation in PRSA and PRSSA is encouraged for all schools, master's degree programs and those outside the U.S. might instead provide students with professional affiliations through other organizations. It is strongly recommended that the school applying for certification be affiliated with either PRSA or a member association of the Global Alliance for Public Relations and Communication Management.

• **TYPE OF ACADEMIC UNIT** – Programs of public relations studies in larger mass communication departments that are accredited by the Accrediting Council for Education in Journalism & Mass Communications (ACEJMC) usually meet CEPR standards; about half of the programs with certification in public relations are also accredited in mass communication. Programs housed in other structures (such as schools of business or speech) that do not qualify for accreditation in mass communication also may meet CEPR standards. A public relations program that provides the five courses required for a PRSSA chapter charter is likely to qualify for CEPR credentials. Schools outside the U.S. may have affiliations other than PRSA and PRSSA and still offer coursework appropriate for the public relations profession in their countries, although general standards of best practices will still apply.

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Standard One: Public Relations Curriculum

Undergraduate – The public relations curriculum should be sufficient to prepare students adequately for career growth in the field. In accord with *The Professional Bond*, the 2006 report of the Commission on Public Relations Education, it should be well grounded in liberal arts, communication and business disciplines. Available courses specific to public relations should include principles, writing, research, campaigns/case studies, and experiential learning. Through academic advising, students should be fully aware of requirements, prerequisites and opportunities in electives and/or minors. Students should be able to progress through the program in a timely manner.

Evidence required in application sections:

- B-01. Statement of educational philosophy and goals of the program in public relations education, including ethics, diversity and global perspectives.
- E-01. Minimum credits required by the institution for this degree.
- E-02. Requirements and electives in the public relations program, including credits per course, frequency of offerings and measures of assessment for each course.
- E-03. Curricular and extracurricular experiential learning opportunities for students (internship, practicum, cooperative education, service learning, student agency).
- E-04. Statement of the inclusion of ethics, diversity and global perspectives in the course content.
- E-05. Faculty-student ratio for survey and skills classes during each of the last three years.
- E-06. Alumni – a sample of 20 graduates (e-mail and telephone).
- E-07. Internship providers – a sample of 10 (e-mail and telephone).
- E-08. Employers of graduates – a sample of 10 (e-mail and telephone).

Additional evidence to be gathered by reviewers:

- A review of syllabi for appropriate content.
- Interviews with current students to assess their perceptions about the adequacy of the curriculum in preparing them for career growth in public relations.
- Interviews with alumni to assess their perceptions about the adequacy of the curriculum in preparing them for career growth in public relations.
- Interviews with internship providers and/or employers of graduates about the adequacy of the curriculum in preparing students for career growth in public relations.
- Observations of classes.
- Review of course evaluations.

Graduate – Students should have basic skills and/or knowledge in the following areas prerequisite or corequisite to master’s level study: (a) public relations principles and practices across a variety of institutional settings (e.g. corporate, nonprofit, government) and (b) strategic public relations writing for a variety of publics. This may require additional undergraduate coursework. This basic competence could also be demonstrated through a portfolio of professional work. Master’s level students should be able to research, critically analyze, synthesize and apply the body of knowledge in the following areas: (1) public relations theory and research, (2) public relations strategy and tactics, (3) public relations legal and ethical issues, (4) public relations management in global, multicultural environments, and (5) business/management and the behavioral sciences. Master’s level students also should complete a capstone experience, which could be a thesis/dissertation and/or project and/or a comprehensive exam.

Evidence required in application sections:

- B-01. Statement of educational philosophy and goals of the program in public relations education, including ethics, diversity and global perspectives.
- E-01. Minimum credits required by the institution for this degree.
- E-02. Requirements and electives in the public relations program, including credits per course, frequency of offerings and measures of assessment for each course.
- E-03. Curricular and extracurricular experiential learning opportunities for students (internship, practicum, cooperative education, service learning, student agency).
- E-04. Statement of the inclusion of ethics, diversity and global perspectives in the course content.
- E-05. Faculty-student ratio for survey and skills classes during each of the last three years.
- E-06. Alumni – a sample of 20 graduates (e-mail and telephone).
- E-07. Internship providers – a sample of 10 (e-mail and telephone).
- E-08. Employers of graduates – a sample of 10 (e-mail and telephone).
- E-10. Titles of a sample of 10 recent student theses/dissertations.
- E-11. Citations for any recently published student works.
- E-12. Statement about the capstone experience, which could be a thesis/dissertation and/or project and/or comprehensive exam.

Additional evidence to be gathered by reviewers:

- A review of syllabi for appropriate content.
- Interviews with current students to assess their perceptions about the adequacy of the curriculum in preparing them for career growth in public relations.
- Interviews with alumni to assess their perceptions about the adequacy of the curriculum in preparing them for career growth in public relations.
- Interviews with internship providers and/or employers of graduates about the adequacy of the curriculum in preparing students for career growth in public relations.
- Observations of classes.
- Review of course evaluations.

Standard Two: Public Relations Faculty (full-time and part-time)

Faculty dedicated partially or fully to the public relations program and classes should have appropriate experience and/or credentials. They should be effective mentors and prepare their students well for careers in public relations. If they are research faculty, their research should strengthen their ability to teach and mentor students effectively. Part-time faculty should be selected based on experience and ability to teach and mentor, and be well supervised to ensure the consistent quality of public relations courses. Faculty should be actively engaged in the field and with other professionals.

Evidence required in application sections:

- F-01. Full-time and part-time faculty credentials and responsibilities, including
- list of faculty by name, rank, tenure/nontenure status, gender, ethnicity and/or national origin;
 - degrees earned (year, title, field, institution);
 - professional experience in the field (years, position, description);
 - service (years and nature of service);
 - scholarship (full citations of presentations and publications);
 - awards received (year, title, organization);
 - professional affiliations (years, organization, leadership positions);
 - workload (courses taught each academic year compared to similar units).

Additional evidence to be gathered by reviewers:

- Interviews with current students to assess their perceptions about the faculty.
- Interviews with alumni to assess their perceptions about the faculty.
- Interviews with the faculty to assess their perceptions of the strengths and weaknesses of the program.
- Observations of classes.
- Review of course evaluations.

Standard Three: Resources, Equipment and Facilities

The public relations program should have equitable access to unit budgetary and other resources, facilities, library resources, computer and desktop publishing facilities. Technology should be current and comparable to that used in the field.

Evidence required in application sections:

- C-01. Library holdings and other learning resource tools.
C-02. Technological currency of classroom and learning facilities compared to similar academic units.
C-03. Budget allocations compared to similar academic units.
C-04. Scholarships, grants and gifts to the program.

Additional evidence to be gathered by reviewers:

- Inspection of equipment and facilities.
- Interviews with current students to assess their perceptions about the adequacy of the resources, equipment and facilities.

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Standard Four: Public Relations Students

The quality of the students in the program and the recruitment efforts to draw outstanding students into public relations is at the foundation of a successful educational program. Students should also receive adequate career counseling.

Evidence required in application sections:

- B-02. Assessment criteria, methods and results, including summative findings (achievement of goals) and formative findings (application to improvement of the program).
- B-03. Admissions and retention criteria for the university and for the program.
- B-04. Admissions data for at least each of the last three years – number of applicants and acceptance percentage by gender, ethnicity and/or national origin.
- B-05. Matriculation data for at least each of the last three years – number of students and graduation rate by gender, ethnicity and/or national origin.
- C-05. Awards received by students (year, title, organization).
- E-10. For the master's level, titles of a sample of 10 recent student theses/dissertations.
- E-11. For the master's level, citations for any recently published student works.
- F-02. Academic advising and career counseling, including methods and recordkeeping.

Additional evidence to be gathered by reviewers:

- Interviews with faculty about recruitment and retention efforts.
- Interviews with current students about why they chose this program, adequacy of advising and counseling, and if they are glad they chose this program.
- Interviews with alumni about why they chose this program and if they are satisfied with the program.

Standard Five: Assessment

Quality academic programs should have routine and systematic assessment built into the curriculum and the program. Assessment should determine whether or not the program is meeting its academic and professional objectives.

Evidence required in application sections:

- A-02. Credentials held by the institution.
- A-04. Credentials held by the unit(s).
- B-02. Assessment criteria, methods and results, including summative findings (achievement of goals) and formative findings (application to improvement of the program).
- E-07. Internship providers – a sample of 10 providers with e-mail addresses and telephone numbers.
- E-13. Methods of measuring the achievement of program objectives (exit interviews, alumni surveys).

Additional evidence to be gathered by reviewers:

- Interviews with current students about achievement of course objectives.
- Interviews with faculty about formative application of course evaluations (how findings are used to improve the program).
- Interviews with internship providers about their involvement in evaluating the performance of interns.
- Review the findings of measurements of the achievement of program objectives.
- Interview faculty and/or administrators about the formative application of measures of program objectives (how findings are used to improve the program).

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Standard Six: Professional Affiliations

The involvement of alumni and other practicing professionals in mentoring students into the profession is strongly desired. The program should help students begin to cultivate the professional relationships they will need throughout their careers. The opportunity to network through the Public Relations Student Society of America and/or other professional organizations is essential to preparation for the professional practice of public relations. Strongly recommended are organizations affiliated with the Global Alliance for Public Relations and Communication Management.

Evidence required in application sections:

D-01. Organizations public relations students may join and types of activities available for students.

D-02. Opportunities for public relations students to interact with practicing professionals – including types of activities.

D-03. Professional contacts – a sample of 10 practicing professionals (other than alumni) engaged with the public relations program with e-mail addresses and telephone numbers.

E-06. Alumni – a sample of 20 graduates with e-mail addresses and telephone numbers.

F-02. Academic advising and career counseling – methods and recordkeeping.

Additional evidence to be gathered by reviewers:

- Interviews with current students about the adequacy of career counseling.
- Interviews with alumni about their involvement with the program.
- Interviews with practicing professionals about their involvement with the program.
- Consideration of awards received by the program, faculty and students from sources external to the university.
- Consideration of student and faculty service internal and external to the university.

Standard Seven: Relationships with Total Unit and University

To provide adequate public relations education, the program must depend upon other programs and faculty within their unit and throughout the university who teach general education, liberal arts, business and/or communications. The perception and reputation of the public relations program, its faculty and students are factors in the quality of teaching and mentoring that will occur external to the program. Receiving the resources necessary for good public relations education is also partly dependent upon these factors.

Evidence required in application section:

A-03. Contact information for administrators in the academic unit(s) in which public relations is located.

Additional evidence to be gathered by reviewers:

- Interviews with administrators to assess the reputation of the public relations program and its level of support.
- Interviews with faculty external to the program to assess the reputation of the public relations program.
- Consideration of university-wide awards received by the program, faculty and students.

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Standard Eight: Diversity and Global Perspectives

It is important that public relations education prepare students to serve and work in a diverse society. Educators must emphasize the importance of diversity and the roles of minority groups in teaching students to understand, communicate with and relate to a multicultural/global society.

Evidence required in application sections:

- A-03. Contact information for administrators in the academic unit(s) in which public relations is located.
- B-01. Statement of educational philosophy and goals of the program in public relations education (should include ethics, diversity and global perspectives).
- B-04. Admissions data for at least each of the last three years – number of applicants and acceptance percentage by gender, ethnicity and/or national origin.
- B-05. Matriculation data for at least each of the last three years – number of students and graduation rate by gender, ethnicity and/or national origin.
- E-04. Statement of the inclusion of ethics, diversity and global perspectives in course content.

Additional evidence to be gathered by reviewers:

- Interviews with current students to assess their appreciation for ethics, diversity and global perspectives.
- Consideration of gender, ethnic diversity, multi-national representation and/or multi-lingual representation in the program.

THE CEPR REVIEW PROCESS SPANS ABOUT A YEAR FOR EIGHT STEPS

• **LETTER OF INTENT** – The prospective school should e-mail the PRSA Director of Education (jeneen.garcia@prsa.org) with notification of intent to seek certification. This in no way obligates the school to move any further in the process. It just alerts the PRSA Director of Education to send the school an application form and other information.

Educational Affairs and CEPR co-chairs will be notified of the school's interest, and the co-chairs will be available to answer any questions the school may have as consideration is given to moving forward with the process.

• **APPLICATION FOR REVIEW** – The application should be submitted to jeneen.garcia@prsa.org as a Word attachment. Application may be made for review at the undergraduate and/or master's degree level. If application is made for concurrent review of both levels, a separate fee and Word application should be submitted for each level.

In addition to the \$300 fee for each level of review, the university is responsible for travel, lodging and meal expenses for a two-person site visit team. Typically the site visit team arrives early on the first day and departs late on the third day or in the morning of the fourth day. An extra day or two will be required if two levels are reviewed during a single site visit.

Because requests are addressed in the order received, it is important to apply as far in advance of the preferred site visit dates as possible. Completed applications and fees must be received in the office of the PRSA Director of Education before the process of appointing a site visit team can begin – at least three months in advance of the preferred dates.

Preferred dates are most often during the spring semester in advance of the fall PRSA International Conference (www.prsa.org). Schools with site visits completed prior to September 1 are eligible for conferring of certification at that year's International Conference; schools with site visits any later are eligible for conferring of certification at the following year's International Conference.

- (1) Letter of Intent (followed by question-and-answer consultation)
- (2) Application for Review (with fee)
- (3) Preparation for Site Visit
- (4) Site Visit
- (5) Report and Site Visit Recommendation
- (6) Educational Affairs Recommendation
- (7) PRSA Board Decision
- (8) Conferring of Certification

Universities often want to schedule back-to-back ACEJMC and CEPR site visits. A school should notify the PRSA Director of Education and the Educational Affairs co-chairs as early as possible (such as when the ACEJMC site visit dates are confirmed) that a CEPR site visit is requested in conjunction with a scheduled ACEJMC site visit. The CEPR site visit will be scheduled as soon following the ACEJMC site visit as possible. If contacted far enough in advance, the public relations representative on the ACEJMC team can sometimes extend time on campus for the CEPR review, thus saving on travel expenses. The closer the preferred dates are to the PRSA International Conference in the fall, the more difficult it is to coordinate back-to-back reviews. The easiest site visit dates to arrange for back-to-back ACEJMC and CEPR reviews are usually in January or February.

- **PREPARATION FOR SITE VISIT** – A fair assessment is the goal in selecting reviewers for a site visit. Reviewers should disclose any significant relationship with the program that could be perceived as a conflict of interest. A reviewer may or may not be a stakeholder in the outcome of the review if he/she has been a member of the student body or faculty at the requesting university, or if he/she has provided advising or financial support to the university.

The PRSA Director of Education and the Educational Affairs co-chairs will appoint two reviewers for each site visit. One should be a full-time educator, with preference given to educator reviewers from certified schools. The other should be an APR-credentialed practicing professional. To avoid any preconceived bias, a school typically has different reviewers each time it has a recertification site visit. The more experienced of the two reviewers will be designated “lead reviewer.” The lead reviewer will manage travel arrangements, division of duties, and any requests for additional information in advance of the site visit.

Typically the university arranges lodging and reimburses the reviewers for meal expense invoices. Contingent upon mutual agreement, the university can either book travel or reimburse the reviewers for their travel expenses at the lowest appropriate rates.

The lead reviewer will confer with his/her partner about primary responsibilities for review of each of the standards, and reviewers should complete as much research and preliminary writing of the report in advance of the site visit as possible. For example, telephone and/or e-mail interviews with alumni, internship providers and/or employers of graduates can be conducted in advance of the site visit. Writing preliminary assessments of the standards can help the reviewers determine questions to ask during the site visit.

The lead reviewer will also confer with the head of the program under review about specifics of the site visit schedule.

- **SITE VISIT** – The university should provide dedicated workspace for the exclusive use of the reviewers. The workspace should include a printer and two computers with Internet access.

The university should not offer gifts or entertain the reviewers. Snacks and working lunches are typical, but the reviewers may suggest meals with such constituents as students or practicing professionals affiliated with the program. Students, faculty or staff may be designated to escort reviewers to various campus sites.

- **REPORT AND SITE VISIT RECOMMENDATION** – Recognizing that history and environment are unique to each school, a program will be assessed for compliance with CEPR standards within the parameters of its own mission.

The site visit team’s report should address each of the standards with a mix of quantitative and qualitative data based on the evidence provided by the university and observed during the site visit.

Following assessment of the program's compliance with each of the standards, the report should offer recommendations for improvement of the program. These advisory recommendations should be specific to the CEPR standards (not to standards applicable to general mass communication or any other type of academic structure). The site visit team can conclude with one of three opinions about the decision:

- (1) certification (or recertification if a program was previously certified),
- (2) pending certification if deficiencies are present and a program needs only brief time (within 18 months) to come into compliance, or
- (3) denial of certification (or recertification).

The review team should present either a comprehensive report or a preliminary report to the head of the public relations program, the unit head and key administrators at the conclusion of the site visit. If a comprehensive report is not ready by the end of the site visit, it should be sent within a few weeks to the university, which can request corrections of factual data (not for reconsideration of judgments). After any revisions in response to comments from the university, the report should be submitted to the Educational Affairs co-chairs.

• **EDUCATIONAL AFFAIRS RECOMMENDATION** – Educational Affairs and CEPR co-chairs will review the site visit report and submit it with any recommendations for revision to the whole of the Educational Affairs Committee. After the site visit team makes any revisions in response to comments from Educational Affairs, the report is submitted to the PRSA Board.

• **PRSA BOARD DECISION** – After consideration of the report and the recommendation of Educational Affairs, the PRSA Board makes the final decision on the application for certification. A review that results in “pending certification” provides written recommendations to help the program to meet key needs for improvement within 18 months. Terms of an abbreviated follow-up review to assess improvements will be determined on a case-by-case basis.

• **CONFERRING OF CERTIFICATION** – A program that has been granted certification by the PRSA Board will be invited to send one or two representatives to be recognized during the Assembly Luncheon in conjunction with the PRSA International Conference.

CEPR credentials distinguish those programs that provide the faculty, curriculum and resources needed to prepare students for professional public relations positions and career growth. Certified programs are listed in the annual PRSA Member Services Directory, and they are highlighted in information provided by PRSA regarding schools where public relations is taught.

APPLICATION FOR REVIEW

Submit a Word document to jeneen.garcia@prsa.org
a minimum of three months in advance of preferred site visit dates



SECTION A. INFORMATION ABOUT THE SCHOOL

- A-01. **Name of institution and location**
Example: University of the Arctic - North Pole, Arctic Zone
- A-02. **Credentials held by the institution**
Example: Accredited by the Far North Accrediting Council
- A-03. **Contact information for administrators in the academic unit(s) in which public relations is housed**
Example: **Chris Jones**, dean of the College of Business, 555-123-4567, jones@arctic.edu
Fran Johnson, chair of the Department of Communication, 555-123-4567, johnson@arctic.edu
Terry Smith, head of the Public Relations Program, 555-123-4567, smith@arctic.edu
- A-04. **Credentials held by the unit(s)**
Example: College is accredited by the Association to Advance Collegiate Schools of Business International
Department is accredited by the Accrediting Council for Education in Journalism & Mass Communications
- A-05. **Academic degree(s) under CEPR review**
Example: Bachelor of Science in Communication - Public Relations

SECTION B. INFORMATION ABOUT THE PROGRAM

- B-01. **Statement of educational philosophy and goals of the program in public relations education, including ethics, diversity and global perspectives.**
- B-02. **Assessment criteria, methods and results, including summative findings (achievement of goals) and formative findings (application to improvement of the program).**
Methods could be exit interviews with graduating seniors, focus groups with alumni and surveys of graduates' employers. How did findings indicate achievement of the program's goals?
How were findings applied to improving the program?
- B-03. **Admissions and retention criteria for the university and for the program.**
Example: Admission to the university is moderately selective with a minimum 20 ACT score, a 3.0 high school GPA or matriculation in the top 10 percent of the high school class.
Students must maintain a minimum 2.0 GPA for retention in the university.
Completion of 45 hours with a minimum 2.5 GPA is required for admission to the program.
A minimum "C" in each course in the major with a cumulative 2.5 GPA is required for retention.
- B-04. **Admissions data for at least each of the last three years – number of applicants and acceptance percentage by gender, ethnicity and/or national origin.**
- B-05. **Matriculation data for at least each of the last three years – number of students and graduation rate by gender, ethnicity and/or national origin.**

SECTION C. INFORMATION ABOUT THE RESOURCES OF THE PROGRAM

- C-01. **Library holdings and other learning resource tools.**
- C-02. **Technological currency of classroom and learning facilities compared to similar academic units.**
- C-03. **Budget allocations compared to similar academic units.**
- C-04. **Scholarships, grants and gifts to the program.**
- C-05. **Awards received by students (year, title, organization).**

SECTION D. INFORMATION ABOUT PROFESSIONAL AFFILIATIONS

- D-01. **Organizations public relations students may join and types of activities available for students.**
- D-02. **Opportunities for public relations students to interact with practicing professionals – including types of activities.**
- D-03. **Professional contacts – a sample of 10 practicing professionals (other than alumni) engaged with the public relations program with e-mail addresses and telephone numbers.**

SECTION E. INFORMATION ABOUT THE CURRICULUM

- E-01. **Minimum credits required by the institution for this degree.**
- E-02. **Requirements and electives in the public relations program, including credits per course, frequency of offerings and measures of assessment for each course.**

Example: 36 hours (15 department, 15 public relations, 6 elective)

15 hours department:

3 credits - CM 101 Intro to Communication	3 times/year	2 exams
3 credits - CM 201 Writing for Mass Media	3 times/year	writing projects
3 credits - CM 301 Communication Theories	3 times/year	2 exams
3 credits - CM 401 Communication Law & Ethics	3 times/year	2 exams
3 credits - CM 486 Internship	3 times/year	portfolio

15 hours public relations:

3 credits - PR 330 Public Relations Principles	2 times/year	3 exams
3 credits - PR 340 Public Relations Research	1 time/year	research projects
3 credits - PR 350 Public Relations Writing	1 time/year	writing projects
3 credits - PR 360 Public Relations Strategy	1 time/year	design projects
3 credits - PR 470 Public Relations Campaigns	1 time/year	campaign project

6 hours electives:

3 credits - JO 330 Reporting	1 time/year	writing projects
3 credits - AD 330 Advertising Principles	1 time/year	3 exams
3 credits - TV 330 Basic Video Production	1 time/year	video projects
3 credits - CM 330 Diversity in Media	2 times/year	2 exams

- E-03. **Curricular and extracurricular experiential learning opportunities for students** (internship, practicum, cooperative education, service learning, student agency).

- E-04. **Statement of the inclusion of ethics, diversity and global perspectives in the course content.**
Example: CM 201 includes a unit of study on minority media, PR 360 includes a unit of study on global communications, and CM 330 focuses on the strength of ethnic diversity in communications professions.
- E-05. **Faculty-student ratio for survey and skills classes during each of the last three years.**
- E-06. **Alumni – a sample of 20 graduates with e-mail addresses and telephone numbers.**
- E-07. **Internship providers – a sample of 10 providers with e-mail addresses and telephone numbers.**
- E-08. **Employers of graduates – a sample of 10 employers with e-mail addresses and telephone numbers.**
- E-09. **Faculty in other programs – a sample of 10 colleagues familiar with the public relations program with e-mail addresses and telephone numbers.**
- E-10. **For the master’s level, titles of a sample of 10 recent student theses/dissertations.**
- E-11. **For the master’s level, citations for any recently published student works.**
- E-12. **For the master’s level, a statement about the capstone experience, which could be a thesis/dissertation and/or project and/or comprehensive exam.**
- E-13. **Methods of measuring the achievements of program objectives**
(exit interviews, alumni surveys).
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SECTION F. INFORMATION ABOUT THE FACULTY

- F-01. **Full-time and part-time faculty credentials and responsibilities.**
Name, gender, rank, tenure/nontenure status, ethnicity and/or national origin
Degrees earned (year, title, field, institution)
Experience in the professional practice of public relations (years, position, description)
Service (years and nature of service)
Scholarship (full citations of presentations and publications)
Awards received (year, title, organization)
Professional affiliations (years, organization, leadership positions)
Workload (courses taught each academic year compared to similar units)
- F-02. **Academic advising and career counseling – methods and recordkeeping.**
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SECTION G. PREFERRED SITE VISIT DATES

- G-01. **First choice of preferred dates.**
Example: Immediately following the ACEJMC site visit scheduled for Feb. 1-4.
- G-02. **Second choice of preferred dates.**
Example: Late March or early April.