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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 application and fee for a review, 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 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, 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, those outside the U.S. might instead provide students with professional affiliations through other organizations.

Schools outside the U.S. are encouraged to request a readiness review in advance of a full review. A readiness review can involve an advance visit by one or two reviewers, or the program's literature can be reviewed off-site. With either approach, the readiness reviewer(s) will provide a written assessment of recommendations to help the school prepare for a full review.

- **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.

STANDARD ONE EVIDENCE

Undergraduate: courses offered; syllabi; number of quarter or semester hours offered and required; adequacy of content in required courses; placement of graduates; comments of employers addressing the level of preparation of students hired for internships or jobs; assessment of alumni on the value of the program in preparing them for the field.

Graduate: courses offered; syllabi; credit hours offered and required; adequacy of content in required courses; placement of graduates; comments of employers addressing the level of preparation of students hired for internships or jobs; assessment of alumni on the value of the program in preparing them for the field.

STANDARD TWO EVIDENCE

Undergraduate and/or Graduate: professional and academic credentials; strength and effectiveness of teaching and mentoring based on student evaluations, student assessments and comments, placement of graduates, and assessment of alumni and professional employers; faculty/student ratio; research and service, including ongoing professional development; quality and equity of workload.

STANDARD THREE EVIDENCE

Undergraduate and/or Graduate: budget in comparison to other similar units; facility visits and lists of library and computer/desktop resources including their availability to students; quality and currency of the technology available to students.

STANDARD FOUR EVIDENCE

Undergraduate and/or Graduate: recruitment efforts; counseling practices and documentation; structure of advisement and assistance in job/internship placement; lists of internship and job placements; assessments by students and alumni of the adequacy of counseling and placement.

STANDARD FIVE EVIDENCE

Undergraduate and/or Graduate: criteria and methods in place to assess whether or not the program is meeting its academic and professional objectives; systematic implementation of assessment in courses and in the program.

THE NINE CEPR STANDARDS are applicable to both undergraduate and graduate levels with sidebar examples of recommended evidence.

Standard One: Public Relations Curriculum

Undergraduate – The public relations curriculum should be sufficient to prepare students adequately for entry-level jobs and career growth in the field. It should generally comply with the curriculum recommendations of the Port of Entry published by the Commission on Public Relations Education in that it is well grounded in liberal arts, communication and business disciplines. Courses available should include public relations principles, writing, research, case studies or campaigns, and experiential learning (such as internship). This standard also addresses the adequacy of counseling students receive professionally and in terms of their academic program. They should be fully aware of requirements, prerequisites and opportunities in electives and/or minors. Students should be able to progress through the program in a timely manner.

Graduate – Regardless of their undergraduate program of study, students should have basic skills and/or knowledge in the following areas prior to beginning 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: (a) public relations theory and research, (b) public relations strategy and tactics, (c) public relations legal and ethical issues, (d) public relations management in global, multi-cultural environments, and (e) business/management and the behavioral sciences.

Master's level students also should complete a thesis and/or capstone project and/or a comprehensive exam.

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 a career in public relations. If they are research faculty, their research should strengthen their ability to teach and mentor students effectively. Part-time faculty should be selected based on experience and ability to teach and mentor, and be well supervised to ensure the consistent quality of public relations courses. Faculty should be actively engaged in the field and with other professionals.

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.

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 counseling, mentoring and job/internship placement assistance.

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.

STANDARD SIX EVIDENCE

Undergraduate and/or Graduate: relationship with local public relations practitioners and with the local PRSA Chapter; use of professional and alumni as speakers, mentors and internship providers; efforts in maintaining strong alumni relations.

STANDARD SEVEN EVIDENCE

Undergraduate and/or Graduate: interviews and group meetings with faculty external to the unit and unit faculty external to the public relations program regarding the perception and reputation of the public relations program, its faculty and students; recognitions and awards received by faculty and students within the unit and within the university.

STANDARD EIGHT EVIDENCE

Undergraduate: phone interviews or meetings with the president or appropriate officer of the sponsoring PRSA Chapter; interviews with the leadership of the PRSA Chapter; examination of programming, community service and the student-run firm (if any); review of past projects, programs and successes; discussions with chapter members and faculty and professional advisors.

Graduate: phone interviews with PRSA, PRSSA or other public relations association leadership and advisors (faculty and professional) regarding graduate student involvement; examination of the programming, community service and student agency (if one exists) opportunities available to graduate students; review of past projects, programs and successes; discussion with graduate students.

STANDARD NINE EVIDENCE

Undergraduate and/or Graduate: diversity efforts in recruitment of students and faculty; discussions, readings and assignments regarding diversity in the syllabi of required communications and public relations courses; diversity in the speakers in classes and other events recommended or required for public relations students.

Standard Six: Relationships with Alumni and Professionals

Alumni are an important resource for a public relations program and its students. Their involvement in helping students understand and transition to the profession is strongly desired. Further, the contact of the program with other local area professionals, where possible, is extremely beneficial. The public relations program should not only provide a solid education in the field, it should help students begin to cultivate the professional connections they will use throughout their lives.

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 across the university who teach general education, liberal arts, business and communications. The perception and reputation of the public relations program, its faculty and students are factors in the quality of teaching and mentoring that will occur external to the program. Receiving the resources necessary for good public relations education is also partly dependent upon these factors.

Standard Eight: PRSSA Chapter/Professional Affiliation

Undergraduate – If the school has a PRSSA chapter on campus, it should play an active role in the preparation of students professionally. The experiences provided by PRSSA should enhance the educational experience and strengthen the relationships with practitioners and alumni.

Graduate – Student involvement in professional activities such as through participation in a professional chapter of the Public Relations Society of America, a student chapter of the Public Relations Student Society of America or another public relations-oriented professional association enhances the graduate educational experience. The opportunity to network with and be mentored by public relations professionals that is possible through such involvement is essential to professional preparation.

Standard Nine: Diversity

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.

THE CEPR REVIEW PROCESS SPANS ABOUT A YEAR FOR EIGHT STEPS

See p. 6 for SAMPLE TIMELINE

See p. 7 for CONTACT INFORMATION

- (1) Letter of Intent
- (2) Application for Review (with fee and enclosures)
- (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

• **LETTER OF INTENT** – The prospective school should e-mail the PRSA [Director of Education \(jeneen.garcia@prsa.org\)](mailto: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 triggers the PRSA Director of Education to send the school an application form and other information.

CHECKLIST FOR APPLICANTS

See p. 2 for
CERTIFICATION STANDARDS

- Submit letter of intent by e-mail – and you'll get the application form in reply.
- Ask questions – and you'll get helpful suggestions and guidance.
- Decide if you want to apply at one or two levels.
- Identify your preferred site visit dates – flexibility is helpful. If you want back-to-back ACEJMC and CEPR reviews, notify CEPR as soon as your ACEJMC dates are set.
- Submit your fee with your application and enclosures bound in triplicate to the PRSA Director of Education – as far in advance of your preferred dates as possible. Enclosures should include evidence of compliance with all nine standards.
- The school can either book travel or reimburse the two reviewers for their travel expenses.
- Arrange for lodging during the site visit.
- Arrange for dedicated workspace and two computers with a printer and Internet access for use during the site visit.
- Make arrangements for all faculty and staff to be on site throughout the days of the site visit. Reviewers will observe all classes and expect to see faculty (not guest lecturers) teaching. Reviewers will also visit faculty and staff offices.
- All personnel should be aware that entertaining and gifts for the reviewers are inappropriate.
- School officials will have an opportunity to suggest any factual revisions to the review team's report before it is submitted to Educational Affairs.
- A review that results in "pending certification" provides recommendations to help the program meet key needs for improvement within the following 18 months. Terms of an abbreviated follow-up review to assess improvements will be determined on a case-by-case basis.
- Reimburse the reviewers for meal receipts.
- Reservations should be made by September 1 for one or two school representatives to attend the Assembly Luncheon during the fall PRSA International Conference.
- Certified programs must apply for recertification review every six years.

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 (see p. 7 for contact information).

• **APPLICATION FOR REVIEW** – The application form and enclosures should be bound in triplicate – one copy for the PRSA office and one copy for each of two reviewers. The three lightweight binders and fee remittance should be sent to the PRSA Director of Education (see p. 7 for contact information). 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 set of binders should be submitted for each level.

Application contents, which should provide evidence of compliance with each of the nine standards, may include but not be limited to the following:

NAME OF UNIVERSITY and the institution's accrediting body.
ACADEMIC UNIT (department, college, school) in which public relations is taught.
HEAD of the academic unit (chair, dean, director) and contact information.
HEAD of the public relations program and contact information.
ACADEMIC CALENDAR (semester, quarter).
DEGREE and minimum hours required in public relations courses, in related courses in the unit, in liberal arts and overall.
LIST OF UNIT COURSES (required and elective) and frequency of offerings.
LIST OF EXPERIENTIAL LEARNING OPPORTUNITIES (internship practicum, cooperative education, student agency).
OTHER SUPPORTING INFORMATION (reciprocity with other disciplines, interaction with practicing public relations professionals).
ADVISORS of the student chapter of PRSA (or other organizational affiliation).
NUMBER OF MAJORS declared in public relations.
PREFERRED DATES for the site visit.
STATEMENT OF EDUCATIONAL PHILOSOPHY AND GOALS with specific details on the inclusion of ethics, diversity and global perspectives.
VITA of each faculty member (full-time and part-time) teaching public relations courses.
SYLLABUS (departmental/generic) and major tests for each public relations course.
ASSESSMENT criteria, methods and results.
SCHOOL CATALOGUE PAGES on the unit with public relations courses checked.
LIST OF FACILITIES dedicated to or shared by the public relations program.
MEMBERSHIP list of the Advisory Council, if any, for the public relations program.
ADDITIONAL EVIDENCE of compliance with each of the nine standards might include related online social media or other Websites.

In addition to the \$300 fee for each level of review, the university is responsible for travel and meal expenses for a two-person site visit team. Typically the site visit team arrives on the first day and departs late on the third day or in the morning of the fourth day. One extra day is 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 with all required materials 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 two months in advance of the preferred dates for schools in the U.S. and at least three months to arrange travel outside the U.S.

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.

CHECKLIST FOR REVIEWERS

See p. 2 for
CERTIFICATION STANDARDS

- Disclose any substantial relationship with the applicant school.
- Decline any gifts and in all ways maintain the integrity of the review process.
- The lead reviewer should manage travel arrangements in consultation with the school and the other reviewer.
- The lead reviewer should manage division of duties in consultation with the other reviewer.
- The lead reviewer may request that the school send additional information in advance of the site visit.
- The lead reviewer should confer with the head of the program about specifics of the site visit schedule.
- In advance of the site visit, reviewers should complete as much research, including interviews, as possible. This helps determine questions to ask and information to seek during the site visit.
- Reviewers should assess the program for compliance with CEPR standards within the parameters of the program's mission and environment.
- The review team should submit at least a preliminary report of findings at the conclusion of the site visit.
- The complete review team report should be submitted to the school within a few weeks of the site visit. Following assessment of the program's compliance with each of the nine standards, the report should offer recommendations for improvement and an opinion about the verdict of the review.
- The review team should consider any requests from the school for factual corrections to the report before it is submitted to Educational Affairs.
- Educational Affairs members may ask the review team questions about the report, and the review team may consider amendments to the report before it advances to the PRSA Board.
- Receipts for meal expenses should be submitted to the school at the conclusion of the site or within a few days thereafter.
- Reviewers are responsible for an abbreviated follow-up review in cases that result in "pending certification."
- Reservations should be made by September 1 for one or both of the reviewers to attend the Assembly Luncheon during the fall PRSA International Conference.

Universities often want to schedule back-to-back ACEJMC and CEPR site visits. A school should notify the PRSA Director of Education and 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 substantial 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 pre-conceived bias, a school typically has different reviewers each time it has a 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 requests for additional information in advance of the site visit.

Typically the university handles lodging arrangements and reimburses the reviewers for meal expense invoices. 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 each of the nine standards for review, and reviewers should complete as much research and preliminary writing of the report in advance of the site visit as possible. For this purpose, the lead reviewer may request that the school provide additional information. For example, the reviewers may want to conduct telephone interviews with alumni, internship providers and/or employers of graduates in advance of the site visit. Writing preliminary assessments of the nine 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 key constituencies as PRSSA officers or other student leaders. Students, faculty or staff may be designated to escort reviewers to various campus sites.

Reviewers should conduct the following before and/or during the site visit:

- Assessment of degree requirements, course offerings and syllabi
- Observations of classes
- Evaluation of the program's assessment program
- Interviews with faculty, administrators and students
- Interviews with advisors and faculty external to the unit
- Interviews with local practicing professionals in public relations

SAMPLE TIMELINE

THE PROCESS CAN BEGIN ON ANY DATE

EARLY IN MONTH-1

LETTER OF INTENT

e-mail to the Director of Education

MIDDLE OF MONTH-1

APPLICATION MATERIALS

the Director of Education transmits information by electronic attachment

EARLY IN MONTH-3

APPLICATION SUBMISSION

mail three hard-copy binders with fee to the Director of Education

MONTH-5

APPOINTMENT OF TEAM

the Director of Education sends a hard-copy binder to each of two reviewers who make travel arrangements

MONTH-7

SITE VISIT

a site visit can be two to four days

MONTH-8

SITE VISIT REPORT

the site visit report is submitted to Educational Affairs

MONTH-9

RECOMMENDATION

the Educational Affairs recommendation is submitted to the PRSA Board

MONTH-10

DECISION

the PRSA Board decision is made

EARLY SEPTEMBER

RESERVATIONS

for the Assembly Luncheon must be made through the Director of Education

MID-FALL

CONFERRING OF CERTIFICATION

at the Assembly Luncheon during the PRSA International Conference

Assessment of faculty vita for a balance between academic and professional credentials

Evaluation of the quality and equity of faculty workload

Evaluation of the quality, equity and currency of resources available for the program

Assessment of graduate placement

Interviews with internship providers and employers of graduates

Assessment of diversity efforts in recruitment of students and faculty, course content and other initiatives of the unit

• **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 nine CEPR standards with 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 nine CEPR 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 and CEPR co-chairs.

• **EDUCATIONAL AFFAIRS RECOMMENDATION** – Educational Affairs and CEPR co-chairs should 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.

CERTIFIED PROGRAMS

(year of initial certification):

1990 Brigham Young University-Utah*
Dr. Brad Rawlins, brawlins@byu.edu
Dr. Laurie Wilson, laurie_wilson@byu.edu

1991 Eastern Kentucky University
Dr. Mike Hesse, mike.hesse@eku.edu

1991 Indiana State University-Terre Haute
Dr. Debra Worley, dworley1@indstate.edu

1993 Ball State University-Indiana*
Dr. Dustin Supa, dwsupa@bsu.edu

1998 University of Maryland-College Park
Dr. Elizabeth Toth, eltoth@umd.edu

1999 Seneca College-Toronto, Canada
Corporate Communications Graduate
Jeff Roach, Jeff.Roach@seneca.on.ca

2001 University of Memphis-Tennessee*
Dr. Rick Fischer, rfischer@memphis.edu

2001 Valdosta State University-Georgia
Dr. Suzannah Patterson,
spatters@valdosta.edu

2002 California State University-Fullerton*
Dr. Gail Love, glove@fullerton.edu
Dr. Diane Witmer, dwitmer@fullerton.edu

2003 University of Alabama-Tuscaloosa*
Dr. Joe Phelps, phelps@apr.ua.edu
Dr. Bruce Berger, berger@apr.ua.edu

2003 Ohio Northern University
Dr. Stephen Iseman, s-iseman@onu.edu

2004 Radford University-Virginia
Dr. Lynn Zoch, lzoch@radford.edu

2004 Rowan University-New Jersey
Dr. Suzanne Sparks Fitzgerald,
sparks@rowan.edu

2004 Western Kentucky University*
Kenneth Payne, ken.payne@wku.edu
Vicki Bagwell, vicki.bagwell@wku.edu

2005 Universidad Argentina de la Empresa
Llc. Claudia Cortez, ccortez@uade.edu.ar
Llc. Marcelo Baro', mbaro@uade.edu.ar

2005 Virginia Commonwealth University*
Dr. Judy VanSlyke Turk, jvturk@vcu.edu

2006 Southeast Missouri State University*
Dr. Susan Gonders, SGonders@charter.net

2007 University of Cincinnati-Ohio
Dr. Meribeth Metzler,
metzlems@ucmail.uc.edu

2007 Utica College-New York
Dr. Patricia Swann, pswann@utica.edu

2008 Indiana University-Bloomington*
Jim Bright, brightj@indiana.edu

2009 University of North Carolina-Charlotte
Dr. Alan Freitag, arfreita@unc.edu
Dr. Dean Kruckeberg,
Dean.Kruckeberg@unc.edu

2009 University of Waikato-New Zealand
Dr. Margalit Toledano,
Toledano@mngt.waikato.ac.nz

* Nine programs hold both CEPR
and ACEJMC credentials.

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Laurie Wilson Ph.D., APR, Fellow PRSA - Brigham Young University-Utah

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EDUCATIONAL AFFAIRS LIAISON TO THE COMMISSION ON PUBLIC RELATIONS EDUCATION

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EDUCATIONAL AFFAIRS LIAISON TO ACEJMC AND THE GLOBAL ALLIANCE

John Paluszek APR, Fellow PRSA - Ketchum Public Relations-New York

EDUCATIONAL AFFAIRS LIAISON TO CHAMPIONS FOR PRSSA

Betsy Plank APR, Fellow PRSA - Chicago

EDUCATIONAL AFFAIRS LIAISON TO THE COLLEGE OF FELLOWS

Mike Herman APR, Fellow PRSA - Communication Services International-Raleigh

EDUCATIONAL AFFAIRS LIAISON TO THE PRSA BOARD

Deborah Silverman Ph.D., APR, Fellow PRSA - Buffalo State College-New York

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Julie Henderson Ph.D., APR, Fellow PRSA - University of Wisconsin-Oshkosh

Sonja Popp-Stahly APR - Eli Lilly-Indianapolis

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