

1990

# Performance Expectation Based Broadcast Education

Mark L. Hamilton

*Eastern Illinois University*

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Performance Expectation Based

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Broadcast Education

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(TITLE)

BY

Mark L. Hamilton  
Department of Speech Communication

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Master of Arts

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1990  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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## ABSTRACT

Parcells (1985; Parcells & Hadwiger, 1984) data from a census survey of every commercial radio station manager in five states (Illinois, Wisconsin, Indiana, Missouri, and Iowa) to ascertain entry-level skills, long-term success characteristics, and advice for success in radio careers indicated that a reorientation of broadcast education was in order. Essentially, it challenged higher educators to respond by revising curriculum, instruction, textbooks, advisement, and overall subject matter to reflect the "new reality" of the communication industry. This study moves beyond the area of curriculum and instruction to discover whether broadcast graduates are being properly prepared for careers in the communication industry. The purpose of this research is to ascertain the current status of the reorientation of broadcast education in representative colleges and universities throughout the five state area of Illinois, Iowa, Wisconsin, Missouri, and Indiana. The study responds to the question "has broadcast education moved toward a performance expectation orientation in curriculum, instruction, textbooks, advisement, and overall subject matter?" The study employed a survey approach and used a descriptive statistical and phenomenological method of analysis.

Broadcast department heads were surveyed to determine the direction of curriculum, instruction, and student advisement in select universities and colleges throughout the five state area. The survey was mailed to 102 universities and colleges described as housing a broadcast department. Following three mailings the overall response rate for this survey was 72.5% with 74 replies. The data were then tabulated and organized as public university results, private university results, and total university results. Results showed that broadcast education has moved toward a performance expectation orientation in curriculum, instruction, and advisement.

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MIDWEST RADIO SURVEY

v

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MIDWEST RADIO SURVEY

viii

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MIDWEST RADIO SURVEY

ix

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## TABLE OF CONTENTS

ABSTRACT . . . . .	.11
ACKNOWLEDGEMENTS . . . . .	.iv
LIST OF TABLES . . . . .	xiv
CHAPTER 1	
I. REVIEW OF LITERATURE . . . . .	1
Organization of the study . . . . .	.21
CHAPTER 2	
II. METHOD . . . . .	23
The Broadcast Curricular Dilemma . . . . .	23
Problem and Purpose . . . . .	.25
Research Question . . . . .	.25
Procedure . . . . .	.26
Search for Relevant Literature . . . . .	26
Subjects . . . . .	28
The Questionnaire . . . . .	.30
CHAPTER 3	
III. RESULTS . . . . .	.33
Public School Results . . . . .	.33
Background Information . . . . .	.33
Preparing Students for the Broadcast Industry . . . . .	.34
Departmental Decision Making . . . . .	.34
Broadcast Faculty . . . . .	35
Student Internships . . . . .	36

MIDWEST RADIO SURVEY

x1

Academic Advisement . . . . .	37
Broadcast Equipment . . . . .	39
Broadcast Education Attitude Scales	39
Private School Results . . . . .	47
Background Information . . . . .	47
Preparing Students for the Broadcast Industry . . . . .	49
Departmental Decision Making . . . .	49
Broadcast Faculty . . . . .	50
Student Internships . . . . .	51
Academic Advisement . . . . .	52
Broadcast Equipment . . . . .	54
Broadcast Education Attitude Scales	54
Comparing Public and Private Institutions . . . . .	62
Background Information . . . . .	62
Preparing Students for the Broadcast Industry . . . . .	63
Departmental Decision Making . . . .	64
Broadcast Faculty . . . . .	64
Student Internships . . . . .	65
Academic Advisement . . . . .	66
Broadcast Equipment . . . . .	67
Broadcast Education Attitude Scales	68
Total Survey Results . . . . .	75

MIDWEST RADIO SURVEY

xii

Background Information . . . . .	75
Preparing Students for the Broadcast	
Industry . . . . .	76
Departmental Decision Making . . . . .	77
Broadcast Faculty . . . . .	77
Student Internships . . . . .	78
Academic Advisement . . . . .	79
Broadcast Equipment . . . . .	80
Broadcast Education Attitude Scales	80
CHAPTER 4	
IV. DISCUSSION . . . . .	87
Typical Department . . . . .	87
Implications of the Study . . . . .	89
Limitations of the Study . . . . .	91
REFERENCES . . . . .	93
APPENDICES . . . . .	130
Appendix A . . . . .	130
Appendix B . . . . .	137
Appendix C . . . . .	146
Appendix D . . . . .	151
Appendix E . . . . .	156
Appendix F . . . . .	159
Appendix G . . . . .	165
Appendix H . . . . .	170
Appendix I . . . . .	179

MIDWEST RADIO SURVEY

xiii

Appendix J . . . . .	.185
Appendix K . . . . .	.200
Appendix L . . . . .	.211
Appendix M . . . . .	.234
Appendix N . . . . .	.248
Appendix O . . . . .	.258
Appendix P . . . . .	.278

MIDWEST RADIO SURVEY

xiv

LIST OF TABLES

	Page
Table 1 Total Public University Departments Housing a Broadcast Program . . . . .	97
Table 2 Total Public University Titles for Academic Majors . . . . .	98
Table 3 Total Public University Departmental Options . . . . .	99
Table 4 Total Public University Approach to Broadcast Education . . . . .	100
Table 5 Total Public Broadcast Faculty Employed on a Tenure-Track . . . . .	101
Table 6 Total Public University Tenure-Track Faculty with Commercial Broadcast Experience . . . . .	102
Table 7 Total Public University - How Internship Programs Aid Students . . . . .	103
Table 8 Total Public University Department Advisement Systems . . . . .	104
Table 9 Total Public University - Preparation of academic Advisors . . . . .	105
Table 10 Total Public University Value of Broadcast Equipment . . . . .	106
Table 11 Total Public University Survey Attitude Scales . . . . .	107



MIDWEST RADIO SURVEY

Table 12	Total Private University Departments Housing a Broadcast Program . . . . .	108
Table 13	Total Private University Titles for Academic Majors . . . . .	109
Table 14	Total Private University Departmental Options . . . . .	110
Table 15	Total Private University Approach to Broadcast Education . . . . .	111
Table 16	Total Private University Broadcast Faculty Employed on a Tenure-Track . . . . .	112
Table 17	Total Private University Tenure-Track Faculty with Commercial Broadcast Experience . . . . .	113
Table 18	Total Private University - How Internship Programs Aid Students . . . . .	114
Table 19	Total Private University Department Advisement Systems . . . . .	115
Table 20	Total Private University - Preparation of Academic Advisors . . . . .	116
Table 21	Total Private University Value of Broadcast Equipment . . . . .	117
Table 22	Total Private University Survey Attitude Scales . . . . .	118
Table 23	Total University Departments Housing a Broadcast Program . . . . .	119

MIDWEST RADIO SURVEY

xvi

Table 24	Total University Department Titles for Academic Majors . . . . .	120
Table 25	Total University Departmental Options . . .	121
Table 26	Total University Approach to Broadcast Education . . . . .	122
Table 27	Total University Broadcast Faculty Employed on a Tenure-Track . . . . .	123
Table 28	Total University Tenure-Track Faculty with Commercial Broadcast Experience . . .	124
Table 29	Total University - How Internship Programs Aid Students . . . . .	125
Table 30	Total University Department Advisement Systems . . . . .	126
Table 31	Total University - Preparation of Academic Advisors . . . . .	127
Table 32	Total University Value of Broadcast Equipment . . . . .	128
Table 33	Total University Survey Attitude Scales . .	129

## CH. #1 LITERATURE REVIEW

Broadcast educators and industry professionals have been at odds for a number of years concerning curriculum in broadcast education (Blanchard, 1988, p. 3).

Broadcasters believe that entry-level employees lack a realistic view of the electronic media industry (Roper Report, 1987, p. 7). On the other hand, educators want the broadcast industry to understand that universities and colleges are not trade schools (Blanchard, 1988, p. 31).

Not all broadcast professionals are asking higher educators to act in a vocational capacity. Streitmatter (1984, p. 40) encourages students seeking an environmental reporting career to delve into a broad, liberal arts curriculum rather than in journalism or natural sciences. Streitmatter bases his statement on a 1984 survey involving environmental reporters from the best known newspapers, television networks, news magazines and wire services. Results reveal that more than two-thirds of those reporters surveyed encourage pursuit of a broad, liberal arts education while developing reporting skills in a small market station (Streitmatter, 1984, p. 40). Gaining practical experience, claims Streitmatter (1984, p. 40), is key to a successful career in journalism.

Parcells (1985, p. 239) reports that preparation for careers in announcing and news requires a well rounded, liberal arts degree. Writing skills, announcing and gathering news rank highest for the entry-level news person, but these qualities must be maintained to assure survival in the field (Parcells, 1985, p. 239).

Further, Parcells (1985, p. 240) claims that employers prefer those entry-level employees in the area of sales equipped with "sound marketing techniques who are aware of competitive media and able to write commercial copy." Highly recommended is a college degree in business or marketing for a would be sales representative (Parcells, 1985, p. 240).

Overall, entry-level employees need to have thorough knowledge of the broadcast industry and a keen sense of reading, writing and speaking (Parcells, 1985, p. 240). Internships, campus radio work, and professional radio work are emphasized. Parcells (1985, p. 240) states that practical experience is clearly the primary ingredient for entry-level success.

Hudson (1986, p. 36) claims, "Experience, journalistic skills, and liberal arts education are the determining factors for securing entry-level positions in broadcast news." These conclusions come from a 1986

survey where "broadcast news employers identified entry-level employment opportunities, broadcast news skills, academic degrees and areas of knowledge preferred for broadcast news graduates" (Hudson, 1986, p. 36).

Hudson (1986, p. 36) notes a trend in broadcaster preference for a liberal arts education, student internships and employment opportunities for broadcast news students.

This study (Hudson, 1986, p. 36) indicates that broadcast professionals desire employees who have a broad educational background, including an understanding of "government, economics, business law, legal processes, and personal health care." This gives further support to the statement that "broadcast news employers prefer employees who have (1) a degree in journalism or broadcast journalism, (2) a liberal arts education and (3) a news internship" (Hudson, 1986, p. 38).

Widely respected Pulitzer Prize winning Editorial Director and Vice President of The News and Observer and The Raleigh Times Claude Sitton suggests that "journalism students need an education grounded in traditional liberal arts, sciences, and social sciences and some education (or training) in the skills of journalism. Generic courses in communication theory

will have little utility for them" (Blanchard, 1988, p. 29).

Former Chairman of Viacom International Ralph M. Baruch vowed to develop a model curriculum that schools could use to prepare future broadcasters (Television/Radio Age, 1987, p. 26). Baruch claims that colleges are offering too many hands-on courses in the areas of production and newscasting. These are areas where there are no entry-level jobs available upon graduation (Television/Radio Age, 1987, p. 26). The area of sales is where Baruch sees the most opportunity for graduates. Baruch's reform plan calls for instruction in the areas of research, marketing, promotion and sales (Television/Radio Age, 1987, p. 26). General manager's agree that schools need to broaden students' horizons by deemphasizing production courses and emphasizing the areas of research, sales, marketing and promotion (Television/Radio Age, 1987, p. 82).

Vice President and General Manager of WGN-TV, Chicago, Dennis J. Fitzsimons, agrees with Baruch noting that "many young graduates who want to break into broadcasting have no understanding of audience research, program research or marketing. This puts them at a great disadvantage" (Television/Radio Age, 1987, p. 82).

Executive Director of the International Radio and

Television Society in New York Stephen B. Labunski emphasizes that "schools should broaden the horizons for students in the communication fields by pointing out the variety of avenues open to them--particularly in such areas as research, sales, marketing and promotion--and to deemphasize the popular 'glamorous' area of production and the like, for which there are few jobs on the outside. Anything the industry can do to acquaint the academic world with these alternatives would be a real contribution" (Television/Radio Age, 1987, p. 82).

WXYZ-TV, Detroit General Manager Tom Griesdorn emphasizes that schools offer courses in marketing, economics and research, but students elect the glamour courses of journalism, production and newscasting (Television/Radio Age, 1987, p. 82).

Vice President and General Manager of WCBS-TV, New York Roger Colloff claims that "schools have to be more realistic about apprising students about the realities of the job market...But a student's interest determines the curriculum. Someone interested in becoming a newswriter may not be interested in sales and marketing and vice versa" (Television/Radio Age, 1987, p. 82).

The Roper Report (1987, p. 4) found that executives believe students lack a realistic understanding of the broadcast industry. Students come to a job with

unrealistic career expectations, and little or no hands-on experience in an actual work environment. Students seem to have a broad overview of the broadcasting industry but lack hands-on experience (Roper Report, 1987, p. 5)

The Roper Report concludes that higher education must expose students to professionals in the broadcast industry (Roper Report, 1987, p. 9). Internships, lectures by people currently in the industry, and return of faculty to the work place are ways executives affirm that educators can help students to be better suited for broadcast employment (Roper Report, 1987, p. 9; Newton, 1986, p. 46).

The Roper Report (1987, p. 6) found that executives are not interested in formal academic credentials, although two-thirds of executives agree that degrees in journalism or communications are important in gaining broadcast employment. Personal qualifications such as general presentation, writing skills and style, experience in the work place ranked higher than a college degree (Roper Report, 1987, p. 6; Parcels, 1985, p. 239; Hudson, 1986, p. 36). These areas are where applicants fail to measure up. Applicants lack effective writing skills, experience in the industry, hands-on experience in actual work



situations, and familiarity with new technologies  
(Roper Report, 1987, p. 7).

The Roper Report (1987, p. 9) suggests that to better prepare students for employment in the broadcast industry colleges should "include more courses taught by people who work or have worked recently in the industry; lectures or other instructional participation by people currently working in the industry; an opportunity for faculty to take leaves of absence to work in the broadcasting and cable industries; or more interships for credit."

The cries for academic reform among professionals in the broadcast industry are loud. However, the debate is just as intense at the academic level. Mass communication educators were not long in responding to the Roper Report!

Trinity University Department of Communication Head Robert Blanchard (1988, p. 3) emphasizes that mass communication educators should be moving to develop a curriculum which is more consistent with the university tradition instead of heeding the advice of broadcasters. Blanchard (1988, p. 4) argues against expanding laboratories, claiming that educators are cheating the students, the discipline and the practice by filling curricula with unnecessary, vocationally-oriented

courses.

Curricula need consolidation and must be focused on production, writing, management, and theory. Such changes and cutting out industry-oriented coursework will help the discipline to join the mainstream of undergraduate education. Blanchard (1988, p. 5) feels that "skills, perspectives and knowledge are needed in the liberal arts curriculum which is in the process of reformulation...This new round of revitalization will undoubtedly include the assimilation of contemporary and applied knowledge and skills of major modern institutional systems, including media."

Blanchard (1988) claims that this agenda "is our passport to meaningful participation in liberal education and leadership in education for the information age" (p. 5). He asks those in industry who doubt this proposal, "How can a liberal education for students, who will live and work most of their adult and professional lives in the 21st century, not include substantial inquiry into the role of communication media systems in the information age? And, who on campus is most qualified to conduct this inquiry?"

In response to the Roper Report, Rubin (1988) reminds practitioners that "the primary goal of university programs is to educate, not to prepare

students for entry-level jobs. The latter is the task of trade schools" (p. 30). Hands-on training in production, management and sales are important features of mass communication education (Rubin, 1988, p. 39), but the task of broadcast education is "to produce students grounded in the liberal arts and social sciences, who can think and express themselves, who understand the role of the media in society, and who are aware of media ethics and not just media profits."

Rubin (1988) wants practitioners to come to understand that communication education "is not to glorify the industry or to teach students that profit drives choice, it is to teach students about thinking, reasoning, and standards for decision making" (p. 39). Rubin feels that if broadcasters want change they should assist in funding academic programs and internships.

At the 1984 convention of the Association for Education in Journalism and Mass Communication (AEJMC) members were split in their views concerning a proposed model curriculum for journalism and mass communications students.

Fitzgerald (1984) believes "the model curriculum and accrediting standards - strongly emphasizing liberal arts courses over specialized professional instruction - were the subject of a heated session.. of the AEJMC"

(p. 15).

AEJMC Public Relations Division Head Norman Nager says that the heavy emphasis on liberal arts courses "...removes the incentive to improve sequences in any area" (Fitzgerald, 1984, p. 15). Nager emphasizes that public relations and journalism are different and shouldn't be stamped in the same mold (Fitzgerald, 1984, p. 15).

Under the AEJMC 1984 Accrediting Standards Proposal professional courses would make up only 25% of students' coursework. Approximately 60% of the coursework would be in "traditional arts, sciences, humanities and social sciences with another 10% to 15% special interest courses" (Fitzgerald, 1984, p. 15). Those in favor of the standards claim that "employers and college administrators are demanding graduates who can think and write clearly. Professional skills are a less important concern" (Fitzgerald, 1984, p. 15).

Association for Education in Journalism and Mass Communications President (ACEJMC) and Milwaukee Journal Managing Editor Joseph W. Shoquist believes everybody, including students, would like more journalism courses, "but educators and the industry say they want a liberal education for mass communications students" (Fitzgerald, 1984, p. 15). The University of Illinois,

College of Communication Dean and Chair of the Accreditation Committee James Carey claims public relations and advertising people forget that they are part of communication schools. They seem to think they are part of business schools, where liberal arts is not emphasized. Students in the field of communications need a liberal arts education (Fitzgerald, 1984, p. 15).

In October 1984 the AEJMC eventually voted "to accredit schools by entire academic 'units' rather than course sequences" (Fitzgerald, 1984, p. 16). "...The council voted to require that only 'approximately 25%' of a journalism student's curriculum should be professional coursework. But it also broadened the definition of what courses can be included in the other 75% of the curriculum. Under the new standards, for example, an advertising major could take courses like marketing, statistics or business law, but they would not be counted as 'professional courses'."

As far back as 1967 Harold L. Nelson, a leader in the development of AEJMC, called for providing students with a broad educational base. Such an education, he claims, allows students to educate themselves throughout their lives (Teeter, 1985, p. 15).

Teeter (1985) contends "the balance and poise, the knowledge needed to defend our liberties can come only

from liberally educated journalists" (p. 44).

Richard Budd called for curriculum reform at the same time Nelson began arguing a broad based education for students. Budd (1985) wrote, "We spend too much time in trying to teach our undergraduates mechanical matters such as spelling and style that might better be handled by self-instructional approaches. We don't have them read or write...nearly enough" (p. 24). Budd (1985) conclude that there is "too much concern for fact storage, too little for learning processes of learning, too little for contemplating purposes, too little for basic philosophical matters, too little for exercising our precious intellects" (p. 24).

Budd (1985, p. 26; Blanchard, 1988, p. 31) suggests that curriculum is not the most significant problem facing the discipline, and claims that we lack a strong identity.

Overenrollment is a chief problem in broadcast education. Budd (1985, p. 26) calls it is a cheap way of extracting more money from the university for the betterment of the program. By actively seeking federal grants and private donations we will get preferential treatment. Budd (1985, p. 26) thinks that until this is done broadcast education will not have the respect of the other disciplines within the university setting.

Budd (1985, p. 27) stresses the importance of looking to the future to design a better curriculum. Using Rutgers University as a model, the communication, library, and information studies, and journalism disciplines were brought together into one school because they share a common future. Budd (1985) believes "in viewing that future, we determined that in an information age, communication is the central function and information is the central ingredient" (p. 27). Budd (1985, p. 27) claims that by combining these programs students will be trained efficiently as information specialists. The broad education background prepares students more effectively for information industry employers.

Welke (1985, p. 21) feels that merging broadcast and journalism departments into "a broader mass media context" may be beneficial in a monetary and a philosophical sense. Curriculum reform is needed, but "one that moves forward, encompassing mass and telecommunication concerns" (Welke, 1985, p. 22). Former ACEJMC President Everette Dennis complains that journalism curricula have not changed in decades. Dennis suggests "that improvement should be in the form of , for example, 'well-integrated histories of communication' or 'generic mass media writing courses'"

(Welke, 1985, p. 21).

Blanchard and Christ (1985, p. 28) note that curriculum reform is of utmost importance to prepare students for the future. Units "with comprehensive attempts to identify commonalities and integrate functions" are the type of curriculum to model (Blanchard & Christ, 1985, p. 31). A curriculum emphasizing "the commonalities of the communication fields - regardless of the diversity of delivery systems and career labels" would serve students best (Blanchard & Christ, 1985, p. 31).

Noble (1987, p. 6) explains that it is logical for liberal arts students to be concerned about their future. It seems that what they are learning will not be beneficial to their career choice. This type of broad-based education is best for a student planning to make a career in the media. A career in the media requires the ability to examine a variety of issues and problems, an ability best learned through a liberal arts education (Noble, 1987, p. 6).

Noble (1987, p. 6) feels a mass media career can best be developed through outside classroom activities including writing for the campus newspaper, working for the campus radio station, or applying for a media-related internship.



McCall (1987, p. 17) acknowledges that there is nearly universal acceptance for providing future mass communicators with broad-based liberal arts education. Seventy-five percent of a mass communication student's ACEJMC accredited coursework comes from general studies in arts and sciences (McCall (1987, p. 17)).

The University of Oregon report, "Future Study," calls for journalism and mass communication education to be linked with the liberal arts and sciences (McCall, 1987, p. 17).

Vernon Stone, author of the book Careers in Broadcast News, stresses that "it's easier to teach skills to an educated person on the job than to educate a skilled practitioner who missed out on a liberal arts education in school" (McCall, 1987, p. 17).

Keith Barze thinks liberally educated mass communication students have an advantage at promotion time because of their liberal arts education. A liberal arts education signals that a person has the capability to learn, perform research, and be a logical decision maker (McCall, 1987, p. 18).

The Oregon study reports that in the midst of a communication revolution mass communications and journalism educators were anything but revolutionary. The study claims that by the 1970s and 1980s many

schools were acting as trade schools to the industry (McCall, 1987, p. 18). McCall explains (1987) that "in the atmosphere of these traditional liberal arts universities, students can study the media in classes small enough to allow interaction and discussion with the professor and fellow students... Students can be required to write papers and conduct group projects that will be evaluated by their professors... Students can have ready access to work in co-curricular media activities, including usually a campus newspaper, radio station and local cable access television" (p. 19).

McCall (1987) professes that like other liberal studies, "media courses must deal more with 'why' than simply 'how to'" (p. 19).

Eubanks (1988, p. 29) supports the liberal arts approach noting that education cannot be aimed at one facet of industry and ignore others. Students need a broad education that develops skills essential to the industry. There is a need for broadcast education to work toward understanding so the discipline establishes itself among its peer liberal arts educators.

Blanchard (1988, p. 28) suggests the potential and role for journalism and mass communication programs in liberal education and media studies is little understood by media professionals.

The role of mass communications needs to be expanded by "offering more courses, new minors or even majors, in media studies (communication and society, or other 'media-literate' or 'media-consumer') curricula. These should be designed for all students, regardless of their career goals, preferably in the core of general education..." (Blanchard, 1988, p. 28).

Sneed (1989) echoes Blanchard's proposal claiming other disciplines may soon look to broadcast education for direction. In our age of information, students need knowledge and understanding of the types of media that bring them news of the world (Sneed, 1989, p. 42). Media studies "help students make connections between their extracurricular culture and their school work while they sharpen reading, writing, speaking, listening, and critical thinking skills" (Sneed, 1989, p. 42). Blanchard (1988, p. 28) suggests that if the discipline is to become a meaningful participant in liberal education educators must make a commitment to developing curricula that develops skills and knowledge in mass communication. The role of trade schools which the broadcast industry and the current accreditation process has assigned must be rejected (Blanchard, 1988, p. 28). Media professionals push curricula that satisfy their needs, and not necessarily

the needs of students (Blanchard, 1988, p. 28).

Blanchard (1988) discredits PRSSA curriculum tinkering insisting "this is a classic case of professionalism in society running amok in the academy. It should be rejected...before it becomes a model for countless other occupational groups" (p. 29).

Educators are far too interested in developing new and exotic subspecialties, rather than helping students attain the skills and knowledge that can make them an integral part of the broadcast industry (Blanchard, 1988, p. 30).

Blanchard (1988, p. 30) claims the greater number of subspecialties leave administrators with no choice but to hire faculty who are specialists. A swing in popularity from one track to another among students can leave administrators scrambling to fill voids. This further isolates us from our peers in undergraduate education.

Preparing students for work in the mass media should remain an objective of the discipline. Since "...it complements and enhances our mission to revitalize the liberal arts...And they keep us current on and alert to developments in the media. Our unique mission is not offering infinite varieties of subspecialties, but linking and integrating the applied

with the conceptual and the contemporary with the traditional in communication and media"

(Blanchard, 1988, p. 30).

University of Colorado Journalism and Mass Communication Dean Willard D. Rowland, Jr., explains that our discipline will no longer act as a farm system (Blanchard, 1988, p. 31). In a speech before an audience of media executives, Rowland assured his audience of the importance of the discipline maintaining its leading role in education. However, he emphasized the "need to integrate the skills training and emphasize the liberal education..." Rowland contends that "...the kinds of disciplines we teach in reporting and editing classes, and the sorts of hard choices about image that we force in audio, video and cinematography labs, were more part of the regular undergraduate curriculum for all students" (Blanchard, 1988, p. 31).

Nielsen (1988, p. 34) states that we are not the only discipline involved in a complex relationship with practitioners. He reports that the business industry would like business school graduates to have a broad educational background.

Nielsen's (1988, p. 34) recommendation for change focuses on communication. He suggests developing a definition for each broadcasting program in the country.

Educators would develop a definition of the department's orientation, list goals that they hope to help students achieve, develop a flow chart highlighting graduates entry-level positions, and the salaries they have commanded. Such information is of value to students in their search for the best education as well as professionals in the industry looking to hire the best graduates for their needs.

Nielsen (1988, p. 34-35) claims that changes in advising broadcast majors are a necessity. Students need more attention from advisors. Advisors, through questioning, need to get an idea of each student's interests, and then guide that student in meeting the needs for that interest. Nielsen (1988, p. 34-35) suggests that administrators have their academic goals so students are aware of the value of the education they are receiving.

Industry professionals and educators continue to strive for perfecting broadcast education. Professionals cite educators for not providing students with an accurate picture of the broadcast industry. Graduates' career expectation and reality are often times distant of each other. Practitioners call on educators to better prepare students in reading and writing. They also cite a lack of hands-on experience

in several studies. Finally, industry executives complain that graduates are not familiar with new technologies.

Educators respond to these allegations asking for program funding from the industry. They want industry to understand that although hands-on experience is important the discipline's role as a trade school is over.

Broadcast educators and professionals seldom agree on how mass communicators should be educated, however, they do agree that curricular reform should revolve around a broad-based liberal arts education. The liberal arts give both practitioners and educators what they need: students who can think, reason and make decisions.

#### Organization of the Study

This study is composed of six major areas including this introductory section dealing with a review of pertinent literature, statement of the problem and purpose, and method. Second, survey results are presented, discussed and summarized from public and private schools. Third, these results are analyzed and interpreted through comparison of data from public and private institutions. Fourth, results from the total survey (all schools combined) are presented, discussed

and summarized. Finally, conclusions are drawn as implications for the curriculum and instruction of broadcast higher education.



## CH. #2 METHOD

## The Broadcast Curricular Dilemma

Parcells (1985; Parcells & Hadwiger, 1984) conducted a census survey of every commercial radio station manager in five states (Illinois, Indiana, Iowa, Missouri, and Wisconsin) to ascertain entry-level skills, long-term success characteristics, and advice for success in radio careers. The study identified, categorized, prioritized, and defined skills and characteristics to enter and succeed in radio announcing, news, and sales careers, and suggested the importance of broadcast performance expectation for higher education. Essentially, the data indicated that a reorientation of broadcast education was in order, and challenged higher educators to respond by revising curriculum, instruction, textbooks, advisement, and overall subject matter to reflect the "new reality" of the communication industry.

While it is generally recognized that performance expectation-based curriculum and instruction is not the only ingredient in an effective broadcast education, it is certainly a significant factor. Thus the question of whether the challenge (Parcells, 1985, p. 240) to broadcast educators has met with any response through revision of curriculum, instruction, textbooks,

advisement, and an overall update of subject matter is merely speculation to date. While the subject of broadcast education is consistently a topic of debate in communication publications (Welke, 1985; Christ, 1986; Funkhouser & Savage, 1987), the question as to whether the revision of broadcast education has occurred to any significant degree remains unsubstantiated in 1988.

The proposed study moves beyond the area of curriculum and instruction to discover whether broadcast graduates are being properly prepared for careers in the communication industry. This is a particularly significant area of research when one considers the extreme information, persuasive, and entertainment impact the electronic media personnel have on our society.

The radio and television marketplace cannot be labeled as depressed, but the U. S. Department of Labor's Bureau of Labor Statistics reports a decline in radio and TV employment for 1986-1987 of just under one percent. This may not appear to be a significant decline. However, it is the first employment decline in broadcast industry history of nearly 60 years (Harwood, 1987). This employment decline occurred during the same time when 205 U. S. colleges and universities are producing more than 8,600 radio and

television graduates a year  
(Busby & Parker, 1983, p. 193).

The importance of this study is heightened still further due to the always increasing enrollments in the major area of broadcasting in institutions of higher learning (Niven, 1986).

The result is the need for highly qualified radio and TV employees for the broadcast industry today. Only the best prepared individuals are likely to be hired; therefore, the increased importance of performance-based broadcast education for job placement. However, one must not overlook the critical emphasis on the broadcaster's role of informer, persuader, and entertainer at a time when the influence and impact of the electronic media has reached its peak in our society.

### Problem and Purpose

#### Research Question

The purpose of this research is to ascertain the current status of the reorientation of broadcast education in representative colleges and universities throughout the five state area of Illinois, Iowa, Wisconsin, Missouri, and Indiana. The study responds to the question "has broadcast education moved toward a performance expectation orientation in curriculum,

instruction, textbooks, advisement, and overall subject matter?"

#### Procedure

The study employs a quantitative method and a descriptive-statistical approach for this survey research. Data are summarized, analyzed and interpreted. A qualitative method and phenomenologically-oriented approach including a three-step procedure of description, reduction definition, and interpretation is employed for the open-ended questions (Patton, 1980; Guba & Lincoln, 1981; Lanigan, 1979, pp. 6-8). The researcher's reflections are instrumental in the interpretation of data. This is justifiable because over a course of time sifting through and developing results I developed my own interpretations of the study. This is a common qualitative research practice (Lanigan, 1979, p. 6-8; Parcells, 1986, p. 60). These open-ended questions are on how the internship program helps to prepare majors for careers in the broadcast industry and how the college or university prepares academic advisors.

#### Search for Relevant Literature

An extensive review of literature revealed that both broadcast industry officials and educators call for

curricular reform in broadcast education. The literature proved the importance of this study as an up-to-date and comprehensive effort to ascertain the current status of the reorientation of broadcast education.

The review proceeded sequentially, beginning with a computer search of the Educational Resources Information Center system (ERIC) which revealed no applicable sources to this study. Additional ERIC computer searches, with slight modifications, verified the first effort and identified no sources of subsequent value.

Second, a letter was sent to the Broadcast Education Association in September of 1988 requesting relevant information concerning broadcast educations move toward a performance based curriculum preparation of broadcast majors for the communication industry. Their response included a copy of the 1987 Roper Organization study, "Electronic Media Career Preparation."

Third, examination of Public Affairs Information Service, Disertation Abstracts, New York Times Index, and a comprehensive computer search of the Illinet System revealed no pertinent information, as did subsequent follow-up searches.

Fourth, a search of the Business Periodicals Index revealed a number of valuable sources

(Television/Radio Age, 1987; Television/Radio Age, 1987; Fitzgerald, 1984; Fitzgerald, 1984).

Fifth, examining recent issues of the journal Feedback proved valuable as the entire Summer 1988 issue was devoted to articles responding to the Roper Report (Blanchard, 1988; Eubanks, 1988; Nielsen, 1988; Rubin, 1988; Welke; 1985).

Sixth, a comprehensive search of the Education Index proved to be of great value (Blanchard & Christ, 1985; Budd, 1985; Hudson, 1986; McCall; 1987; Parcels, 1985; Streitmatter, 1984; Teeter, 1985). Follow-up searches provided pertinent information (Blanchard, 1988; Sneed, 1989). Finally, an inspection of the Central Card Catalog at Booth Library (Eastern Illinois University at Charleston) disclosed no dissertations, theses, research reports, books or other relevant literature.

### Subjects

Broadcast department heads were surveyed to determine both the direction of curriculum and instruction in midwest universities and colleges. This research effort surveyed an entire five-state area including Illinois, Indiana, Iowa, Missouri, and

Wisconsin. This five state area was defined as the midwest for the purposes of this survey.

By consulting the Broadcast Education Association's Sixteenth Report: Broadcast Programs in American Colleges and Universities and The College Blue Book (21st Edition): Degrees Offered by College and Subject broadcast departments were identified (Broadcast Management; Broadcast Communication; Communication & Theatre Arts; Communication Studies; Communication & Arts; Communication Arts & Speech; Communication Arts; Communication; Communications; Communication & Performing Arts; Communication Processes; Communication/Theatre; Communications & Fine Arts; English & Speech; Journalism; Journalism/Mass Communications; Literature & Communications; Mass Communications; Media Communications; Radio-Television; Radio-Television-Film; Speech Communication; Speech Communications; Speech & Performing Arts; Speech, Theatre, Mass Communications; Speech; Speech Communication/Theatre; Speech Communication & Theatre Arts; Speech Communications/Theatre Arts; Telecommunications).

The 102 colleges and universities in the five-state survey population were divided into public and private institutions state-by-state. See Appendix A, p. 118.

There were 38 total public institutions and 64 total private schools polled. Surveys were mailed to 12 Illinois public schools and 18 private. Polled in Indiana were four public schools and 17 private. Surveys were sent to just three public institutions and 12 private in Iowa. Missouri claimed eight public and 13 private schools. Finally, questionnaires were sent to 11 public and only four private schools in Wisconsin.

The overall response rate for this survey was 72.5% with 74 replies from a survey population of 102 broadcast departments. The public institutions had the highest response rate (84.2%), while private institutions posted a 65.6% return. Missouri led all states with an 81% rate of return, while Illinois, Iowa, and Wisconsin followed in a tie with a 73.3% response. Finally, Indiana responded with 61.9%.

#### The Questionnaire

Following an extensive review of literature from 1985 to the present an initial questionnaire was formulated. See Appendix B, p. 125. This instrument was administered to two department chairmen in Illinois and reviewed by broadcast educators. Refinements were based on their responses with the result the midwest radio survey questionnaire. This instrument was mailed to the survey population on October 24, 1988,



accompanied by an introductory and orientation letter and a stamped and addressed return envelope. See Appendix C, p. 134.

The letter explained the purpose of this research study to determine the status of broadcast higher education in midwest colleges and universities. Specifically, to review radio-TV curriculum and instruction, faculty, advisement, and textbooks. The importance of only the department chairperson completing the questionnaire was stressed, since it was imperative that the information all come from the department head. A list of textbooks in current use was requested to get an idea of which texts were most popular. The first mailing provided a return of 40 out of 102.

Those completing the questionnaire but failing to provide a list of textbooks in current use in their broadcast courses on a course-by-course basis were sent a letter asking them to do so and a stamped and addressed return envelope on December 16, 1988. See Appendix C, p. 135.

A second mailing of the questionnaire, a stamped and addressed return envelope, and another introductory and orientation letter was mailed on December 23, 1988 to non-respondents. See Appendix C, p. 136. This letter reiterated the survey's purpose and its

importance to broadcast education. Again we asked for a list of current texts being used by the department on a course-by-course basis. The return for this mailing counted 23 responses of 62 mailed.

A third mailing of the survey, a stamped and addressed return envelope and another introductory and orientation letter was mailed on January 26, 1989 to those not responding to the first two mailings. See Appendix C, p. 137. This letter restated the questionnaire's purpose and importance to the broadcast community. Returns counted 11 out of 39 for this final mailing.

Finally, those responding to the survey but failing to send a list of textbooks in current use were sent a letter March 2, 1989, asking them to do so by returning this information in a stamped and addressed return envelope. See Appendix C, p. 138.

## CH. #3 RESULTS

Public School ResultsBackground Information

The greatest number of department chairs (10 or 33.3%) list Communication(s) as the name of their department. See Table 1. Most of the departments (31

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Insert Table 1 approximately here.

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or 96.9%) offer a bachelor of arts degree; 17 chairmen (53.1%) list bachelor of science; 59.4% (19 chairmen) declare a master of arts; 7 administrators (21.9%) count a master of science; 18.8% (6 leaders) claim a PhD program; and, 1 executive (3.1%) lists associates of arts & science. Speech Communication (9 or 28.1%) is the most often named title for an academic major. See Table 2. Most departments (27 or 84.4%) offer options

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Insert Table 2 approximately here.

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or areas of concentration within these majors. The area of concentration labeled production (5 or 20%) is listed most frequently. See Table 3. Close behind is

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Insert Table 3 approximately here.

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public relations and broadcasting (4 or 16%), followed by Journalism, Mass Communication(s), Theatre/Theatre Arts, and Film (3 or 12%). Finally, officials describe a combination approach (26 or 83.9%) including a practical orientation, a theoretical orientation and a professional skills orientation as their department's approach to broadcast education. See Table 4. A

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Insert Table 4 approximately here.

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practical orientation (4 or 12.9%) and theoretical orientation (1 or 3.2%) were listed separately by executives.

#### Preparing Students for the Broadcast Industry

Department moderators (18 or 56.3%) claim that they strongly agree or agree (13 or 40.6%) that the courses taught in their department prepare graduates for work in the broadcast industry.

#### Departmental Decision Making

Respondents (15 or 46.9%) list all of the above (department chair, faculty as a whole, faculty committees) as those involved in course or curricular

change. Other responses claim that the faculty as a whole (10 or 31.3%), faculty committees (6 or 18.8%), and just the department chair (1 or 3.1%) are involved in course or curricular change.

Faculty as a whole are involved in the curriculum decision making at most institutions (12 or 37.5%). Next, department heads (10 or 31.3%) respond that all of the above (department chair, faculty as a whole, faculty committees) and then faculty committees (4 or 12.5%) comprise those involved in curriculum decision making.

Courses (26 or 81.3%) are sequenced at most institutions and the department chair (23 or 71.9%) most times assigns instructors to teach courses. Faculty committees (2 or 6.3%), Individual faculty members (2 or 6.3%), and Faculty as a Whole (1 or 3.1%) are rarely used to assign instructors to teach courses.

Executives (26 or 81.3%) respond most often that individual faculty committees are used when selecting textbooks for courses; 5 leaders (15.6) list other; and, only 1 chair (3.1%) says that faculty committees are involved in textbook selection for courses in the department.

#### Broadcast Faculty

Department leaders (32) of public institutions report 58 Assistant Professors; 39 Profesors; 38

Associate Professors; 19 Instructors; 17 Lecturers; and 16 Other who are employed on a tenure-track. See Table 5. Of these tenure-track faculty 37 Assistant

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Insert Table 5 approximately here.

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Professors; 29 Professors; 26 Associate Professors; 16 Instructors; 13 Lecturers; and 14 Other have commercial broadcast experience. See Table 6.

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Insert Table 6 approximately here.

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#### Student Internships

Most department officials (31 or 96.9%) responding from public schools have an internship program in the major but participation (31 or 96.9%) is not required. Significantly, most public schools (8 or 25%) allow students to earn 6 hours of internship credit and the same amount, six hours, is often counted toward the students major (20 or 27.1%). Department chairs (21 or 67.7%) strongly agree or agree (10 or 32.3%) that their internship program helps prepare majors for careers in the broadcast industry. The majority of public school moderators (13 or 48.1%) responding to an openended question on how they feel their internship program

prepares majors for careers in the broadcast industry believe the experience provides students practical knowledge, networking, and professional experience; other leaders (8 or 29.6%) feel the internship program gives students industry related experience; some (3 or 11.1%) believe that good placement of interns aids students; several chairs (2 or 7.4%) say the program aids students in getting interviews and good positions; finally, 1 official (3.7%) claims the experience gives students the opportunity to practice skills. See Appendix D, p. 139, for a comprehensive summary of responses. Major themes from department chairs explaining how internship programs help prepare majors for careers in the broadcast industry are summarized in Table 7 on p. 91.

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Insert Table 7 approximately here.

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#### Academic Advisement

The system most used for advising majors (21 or 65.6%) is all faculty members advise majors (see Table 8). Department chairpersons (7 or 21.9%) list single

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Insert Table 8 approximately here.

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faculty advisor for all majors next and Other (4 or 12.5%) as systems used by their departments for advising majors. The number of advisors employed by departments varies from 3 to 29. Three schools (13.6%) list employing 5 advisors and another three schools (13.6%) claim 11 advisors on staff. One department's (4.5%) staff includes 29 advisors. These advisors advise anywhere from 5 to 300 plus students. Administrators (3 or 10.7%) list that most often faculty advise 55 students. Most public school department chairmen (10 or 38.5%) responding to an openended question on how the department prepares academic advisors make use of advisor workshops and training; others (8 or 30.8%) relent to written materials and/or informal training; a number of institutions (6 or 23.1%) give no help to preparing advisors; and, 2 departments (7.7%) rely on the department chair to instruct advisors. See Appendix E, p. 144, for a comprehensive summary of responses. Major themes from officials' responses are summarized in Table 9 on p. 93. When asked to rate the quality of



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Insert Table 9 approximately here.

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their department's academic advisement responses (12 or 52.2%) favored above average; 6 claim excellent (26.1%); 17.4% (4 chairs) said they were average; and, only 1 chairperson (4.4%) responded that the quality of his department's academic advisement is poor.

#### Broadcast Equipment

Many chairs (16 or 50%) from public schools rate the quality of their department's broadcast equipment above average; 10 leaders (31.3%) claim their equipment is excellent; 15.6% (5 officials) rate their equipment average; and, 1 chair (3.1%) said the department's broadcast equipment is below average. Department leaders ranked studio video cameras as the piece of equipment valued most for the instructional laboratory preparation of majors. See Table 10.

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Insert Table 10 approximately here.

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#### Broadcast Education Attitude Scales

##### Accurate Picture of the Industry

Department heads responded to a series of statements projected to find if their major reflects an

accurate picture of the broadcasting industry. See Table 11. Many chairs (18 or 56.3%) agree their program

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Insert Table 11 approximately here.

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reflects an accurate picture of the broadcast industry; 12 executives (37.5%) cite that they strongly agree; and, just 2 leaders (6.3%) responded neutral. Chairs (16 or 50%) strongly agree their program provides students with a general overview of the broadcast industry; 15 officials (48.9%) are in agreement; and, only 1 chair (3.1%) replied neutral. Predominantly, broadcast leaders (15 or 48.4%) agree their major exposes students to individuals with current experience in the electronic media; 13 chairs (41.9%) strongly agree; 6.5% of administrators (2) responded neutral; and, only 1 chair (3.2%) disagreed. Finally, department officials responded that they strongly agree that students have a realistic picture of the broadcast industry (14 or 43.8%); 12 administrators (25%) agree; 15.6% of chairs (5) think neutral; and, only 1 department moderator (3.1%) disagrees his major provides a realistic picture of the broadcast industry. So as a whole public school department chairs (mean = 4.32) agree that their majors reflect an accurate picture of

the broadcasting industry. See Table 11.

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Insert Table 11 approximately here.

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#### Hands-On Experience

Department chairs then clarified their feelings on whether their programs provide students hands-on experience. See Table 11. Officials (26 or 83.9%)

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Insert Table 11 approximately here.

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strongly agree their department's provide hands-on experience situations for their students; and, 5 chairs (16.6%) respond that they agree. Most administrators (20 or 62.5%) strongly agree their major provides students with practical knowledge for broadcast employment; 34.4% of chairs agree with the statement; and, just 1 department leader (3.1%) disagreed. Next, chairs (16 or 51.6%) strongly agree their students spend a sufficient amount of course time with "hands on" experience; 14 department heads (45.2%) agree; and, 3.2% of executives (1) responded neutral. Overall, department moderators (mean = 4.63) strongly agree throughout this series of questions that their major provides "hands-on" experience. See Table 11.

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Insert Table 11 approximately here.

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Liberal Arts Education

Department officials cite their feelings concerning providing students with a well rounded, liberal arts education. See Table 11. Predominately, chairs (21 or

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Insert Table 11 approximately here.

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66.7%) strongly agree their major complements a well rounded, liberal arts education, and 11 administrators (34.4%) agree. Most department heads (18 or 56.3%) strongly agree their major contributes to a well rounded, liberal arts education; 31.3% of executives (10) agree; 3 department leaders responded neutral; and, only 1 chair disagrees. Responding to whether their major stresses basic writing skills many department chairs (16 or 50%) strongly agree; 13 administrators (40.6%) agree; and, 9.4% of leaders (3) replied neutral. Department chairs (18 or 56.3%) agree their students are able to apply knowledge about broadcasting to other areas like economics, politics, medicine, etc.; 21.9% of executives (7) strongly agree; and, 7 department heads (21.9%) replied neutral. Together, department officials

(mean = 4.37) are in agreement that their major provides a well rounded, liberal arts education. See Table 11.

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Insert Table 11 approximately here.

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#### Instructors Seek Professional Experience

Department chairs provide feelings on whether their department encourages instructors to seek professional experience. See Table 11. Leaders (12 or 37.5%) are

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Insert Table 11 approximately here.

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neutral to the statement that instructors are encouraged to seek current professional experience in the broadcast industry; 12 chairs (37.5%) agree; 15.6% of administrators strongly agree; some officials (2 or 6.3%) respond that they strongly disagree; and, only 1 chair (3.1%) disagrees. Department leaders (10 or 31.3%) agree that the department provides opportunities for their faculty to work in broadcasting; 8 chairs (25%) respond neutral; another 25% disagree; 9.4% of executives (3) strongly disagree; and, 3 chairs (9.4%) respond that they strongly agree. Many officials (12 or 38.7%) strongly agree that courses are taught by instructors with professional broadcast experience;

nearly as many (11 or 35.5%) agree; 5 chairs (16.1%) claim neutrality; and, 6.5% of department heads (2) disagree. Department chairs (mean = 3.52) predominately agree their department's encourage instructors to seek professional experience. See Table 11.

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Insert Table 11 approximately here.

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Preparing Students for Entry-Level Positions

Administrators gave responses as to whether their department effectively prepares students for entry level broadcast positions. See Table 11. Many chairs (14 or

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Insert Table 11 approximately here.

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43.8%) are neutral in their response as to whether their department encourages a graduate degree; 12 others (37.5%) agree; 12.5% of leaders (4) strongly agree; 1 chair (3.1) disagrees; and, also 1 leader (3.1%) strongly disagrees. Chairs (17 or 53.1%) predominately agree their department is effectively preparing students for entry-level positions in broadcast news; 9 executives (28.1%) strongly agree; some (3 or 9.4%) strongly disagree; a few (2 or 6.3%) cited neutrality; and, 1 chair (3.1%) disagrees. Most officials (20 or

62.5%) agree their department is effective in the preparation of students for entry-level video production careers; many (10 or 31.3%) strongly agree; and, a few (2 or 6.3%) cite neutrality. Half of executives (16) agree their department is effective in the preparation of students for entry-level audio production careers; half that number (8 or 25%) are neutral in their response; some (5 or 15.6%) strongly agree; several (2 or 6.3%) disagree; and, 1 chair (3.1%) strongly disagrees. Overall, leaders (mean = 3.84) agree that their department effectively prepares students for entry-level broadcast positions. See Table 11.

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Insert Table 11 approximately here.

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#### Advice from Commercial Broadcasters

The chairs surveyed responded to whether their department seeks advice from area commercial broadcasters. See Table 11. Leaders (14 or 43.8%)

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Insert Table 11 approximately here.

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strongly agree their department maintains a close connection with the commercial broadcasters in their area; nearly as many (12 or 37.5%) agree; 5 chairmen

(15.6%) cite neutrality; and, 1 administrator replied in disagreement. Responding to whether their department encourages members of the broadcast industry to participate in the development of their curriculum chairs (9 or 28.1%) disagree; almost as many (8 or 25%) were neutral in their response; 7 officials (21.9%) agree; 15.6% of department moderators strongly disagree; and, a few (3 or 9.4%) strongly agree. Chairs (10 or 31.2%) disagree that local broadcasters serve on an advisory committee for their major; many (9 or 28.1%) claim neutrality; nearly as many (8 or 25%) strongly disagree; some (3 or 9.4%) strongly agree; and, a 2 chairmen (6.3%) agree. As a whole, department administrators (mean = 3.16) respond neutral as to whether their department's seek advice from area commercial broadcasters. See Table 11.

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Insert Table 11 approximately here.

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#### Broadcast Equipment Use

Chairs responded to whether their department stresses basic broadcast equipment use and audience research. See Table 11. Officials (16 or 50%) for the



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Insert Table 11 approximately here.

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most part strongly agree that their major stresses basic broadcast equipment operation; some (12 or 37.5%) agree; 2 chairs (6.3%) replied neutral; and, just as many (2 or 6.3%) disagreed. Most leaders (11 or 35.5%) agree that students are able to use audience research to develop advertising campaigns; 8 chairs (25.8%) replied neutral; some (6 or 19.4%) strongly agree; nearly as many executives (5 or 16.1%) disagree; and, 1 chair (3.2%) strongly disagreed. Together public school department chairs (mean = 3.92) agree their department's stress basic broadcast equipment use and audience research. See Table 11.

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Insert Table 11 approximately here.

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### Private School Results

#### Background Information

Private school administrators (16 or 38.1%) reveal that Communication(s) is the most widely named department. See Table 12. Predominately, schools (39

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Insert Table 12 approximately here.

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or 92.9%) of a bachelor of arts degree; 11 broadcast leaders (26.2%) report offering a bachelor of science degree; 11.9% of chairs (5) cite having a master of arts; and, at least one department (2.4%) claims a PhD, master of science, master of fine arts, and associate of arts and sciences respectively. Communication(s) (11 or 26.8%) is the most frequently cited title for an academic major. See Table 13. Most institutions (29 or

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Insert Table 13 approximately here.

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69%) offer options or areas of concentration within these majors. The option described as Journalism (14 or 46.7%) is listed most frequently by department leaders; many (11 or 36.7%) cited broadcasting; 8 others (26.7%) report public relations; 20% have a Theatre/Theatre Arts option (6); Radio and Television(Film) was listed by several chairs (5 or 16.7%); close behind is Speech Communication (4 or 13.3%), followed by departments (3 or 10%) offering options in Print Journalism, Broadcast Journalism, Advertising/Public Relations, Mass Communication(s). See Table 14. Lastly, administrators

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Insert Table 14 approximately here.

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report a combination approach (33 or 78.6%) comprising of a practical orientation, a theoretical orientation and a professional skills orientation as their institutions approach to broadcast education. See Table 15. A practical orientation (4 or 9.5%) followed by a

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Insert Table 15 approximately here.

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theoretical orientation (3 or 7.1%) were listed by chairs as separate approaches to broadcast education.

#### Preparation of Students for the Broadcast Industry

Department leaders (25 or 59.5%) agree that the courses students undertake in their departments prepare graduates for work in the broadcast industry; 14 chairs (33.3%) strongly agree; several (2 or 4.8%) replied neutral; and, 1 department head disagreed.

#### Departmental Decision Making

Administrators (28 or 66.7%) cite that the faculty as a whole are involved in course or curricular change. Others (8 or 19%) replied all of the above (department chair, faculty as a whole, faculty committees); a few (3 or 7.1%) reported that it was the department chair's

responsibility alone; and 2 leaders (4.8%) claim that faculty committees handle course or curricular change.

The faculty as a whole are predominately involved in the curriculum decision making of most schools (31 or 73.8%); others (12 or 28.6%) cite all of the above (department chair, faculty as a whole, faculty committees); a few leaders (3 or 7.1%) report the department chair; and 1 chair (2.4%) lists faculty committees.

Administrators (29 or 72.5%) reveal that courses are mostly sequenced and the department chairman (30 or 71.4%) predominately assigns instructors to teach courses. Rarely do faculty committees (3 or 7.1%), individual faculty members (3 or 7.1%), or the faculty as a whole (4 or 9.5%) assign instructors to teach courses.

Department heads (36 or 85.7%) claim that generally individual faculty members select textbooks for courses; 4 leaders (9.5%) list Other; and, a couple (2 or 4.8%) cite the department faculty as a whole are involved in textbook selection.

#### Broadcast Faculty

Department officials (41) from private schools disclose 52 Assistant Professors; 25 Associate Professors; 19 Professors; 15 Instructors; 5 Lecturers;

and, 4 significant Others who are employed on a tenure-track. See Table 16. From these tenure-track faculty

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Insert Table 16 approximately here.

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33 Assistant Professors; 15 Associate Professors; 8 Instructors; 7 Professors; 3 Lecturers; and, 2 significant Others have commercial broadcast experience. See Table 17.

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Insert Table 17 approximately here.

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#### Student Internships

All public school department administrators (42 or 100%) report having an internship program in the major but many departments (24 or 57.1%) do not require student participation. Many schools (13 or 31%) declare that students can earn 6 hours of internship credit and the same amount, six hours, was listed most frequently (14 or 33.3%) when leaders pinpointed the number of semester hours that can be counted towards the major. Department heads (26 or 63.4%) strongly agree that their internship program helps prepare majors for careers in the broadcast industry; 13 administrators (31.7%) agree; and, 2 chairs (4.9%) responded neutral. The majority of

department moderators (12 or 33.3%) responding to an openended question concerning their view of how their internship program prepares majors for careers in the broadcast industry believe their program aids students with practical knowledge, networking, and professional experience; 10 chairs (27.8%) say it gives students industry related experience; 16.7% of leaders (6) claim it aids students in getting first interviews and good positions; several officials (4 or 11.1%) say it gives good placement of student interns; and, another 4 officials (11.1%) it gives students opportunities to practice skills. See Appendix F, p. 147, for a comprehensive summary of responses. Major themes from leaders comments on how internship programs help prepare majors for careers in the broadcast industry are summarized in Table 18 on p. 102.

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Insert Table 18 approximately here.

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Academic Advisement

Departments (35 or 83.3%) predominately use all faculty members to advise majors. See Table 19. Other

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Insert Table 19 approximately here.

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systems cited include a single faculty advisor for all majors (4 or 9.5%), 2 respondents (4.8%) list Other; and, 1 chair mentions that majors are advised through an advisement center. The number of advisors employed by departments ranges from 2 to as many as 40 by one institution. However, results specify that a number of schools (7 or 24.1%) have 5 advisors; several institutions (6 or 20.7%) employ 3 advisors; and, 4 administrators (13.8%) claim to employ 4 advisors. These advisors advise anywhere from 3 to 80 students. Mostly leaders report that advisors see between 10 and 20 students (3 or 7.1%). A number of private school administrators (21 or 51.2%) answering an openended question concerning the departments preparation of academic advisors use advisor workshops and training to prepare academic advisors; 8 administrators (19.5%) say they provide no help; and, 7 officials (17.1%) claim their departments use written materials and/or informal training. See Appendix G, p. 153, for a comprehensive summary of responses. Major themes from leaders' comments are summarized in Table 20 on p. 104. Most

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Insert Table 20 approximately here.

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chairs (17 or 50%) rank the quality of academic

advisement above average; 11 leaders (32.4%) claim theirs to be excellent; and a few (5 or 14.7%) express that their advisement quality is average.

#### Broadcast Equipment

Broadcast chairs did not agree on how they view the quality of their broadcast equipment. Ten executives (24.4%) claim that their broadcast equipment is excellent, however, the same amount also describe theirs above average and, ten others say it's just average. Department heads do agree that ENG video cameras are the equipment valued most for instructional laboratory preparation of majors. See Table 21.

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Insert Table 21 approximately here.

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#### Broadcast Education Attitude Scales

##### Accurate Picture of the Industry

Department heads reacted to a series of questions intended to determine if their program reflects an accurate picture of the broadcasting industry. See Table 22. Executives (20 or 47.6%) agree that their

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Insert Table 22 approximately here.

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major reflects an accurate picture of the broadcast



industry; 14 officials (33.3%) disclose that they strongly agree; 14.3% of leaders (6) responded neutral; and, a couple (2 or 4.8%) claim to disagree. Most moderators (24 or 57.1%) agree that their program provides students with a general overview of the broadcast industry; 15 officials (35.7%) strongly agree; and, 7.1% of the population (3) listed neutral. A significant number of executives (25 or 59%) agree that their major exposes students to individuals with current experience in the electronic media; many (12 or 28.6%) strongly agree; several leaders (4 or 9.5%) replied neutral; and, 1 chair disagreed. Lastly, administrators (23 or 54.8%) predominately agree that students have a realistic picture of the broadcast industry; 10 chairs responded neutral; 14.3% of leaders (6) strongly agree; a couple (2 or 4.8%) disagree; and, 1 official (2.4%) strongly disagreed. Collectively private school department heads (mean = 4.07) agree that their majors reflect an accurate picture of the broadcasting industry. See Table 22.

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Insert Table 22 approximately here.

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#### Hands-On Experience

Department officials then aired their sentiments on

whether their program provides students hands-on experience. See Table 22. Administrators (32 or 76.2%)

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Insert Table 22 approximately here.

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strongly agree that their departments provide hands-on experience situations for students; 8 chairs (19%) agree; 1 leader (2.4%) was neutral; and another (1 or 2.4%) disagreed. Most administrators (25 or 61%) strongly agree that their program provides students with practical knowledge for broadcast employment; 11 broadcast leaders (26.8%) agree; 9.8% aired a neutral response (4); and, a lone moderator (1 or 2.4%) disagreed. Many respondents (20 or 47.6%) strongly agree that their students spend a sufficient amount of course time with "hands-on" experience; 15 leaders (35.7%) agree; 9.5% disagree (4); several (2 or 4.8%) responded neutral; and, a single chair (2.4%) strongly disagrees. Department moderators (mean = 4.44) jointly agree that their major provides "hands-on" experience. See Table 22.

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Insert Table 22 approximately here.

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Liberal Arts Education

Administrative officials deliver their feelings respecting furnishing students with a well rounded, liberal arts education. See Table 22. Most chairs (33

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Insert Table 22 approximately here.

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or 78.6%) strongly agree that their major complements a well rounded, liberal arts education and several (8 or 19%) agree. A significant number (26 or 64.3%) strongly agree that their major contributes to a well rounded, liberal arts education and one-third (12) agree. Pointing to whether their major stresses basic writing skills leaders (25 or 59.5%) strongly agree and 40.5% of officials (17) agree. Half of department heads (21 or 50%) agree that their students are able to apply knowledge about broadcasting to other areas like economics, politics, medicine, etc. and many (12 or 28.6%) strongly agree. Altogether, officials (mean = 4.47) agree their major provides a well rounded, liberal arts education. See Table 22.

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Insert Table 22 approximately here.

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Instructors Seek Professional Experience

Chairs aired their thoughts as to whether their department encourages instructors to seek professional experience. See Table 22. Twelve leaders (28.6%)

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Insert Table 22 approximately here.

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respectively replied neutral, agree, and strongly agree to the statement that instructors are encouraged to seek current professional experience in the broadcast industry. Leaders (18 or 42.9%) are neutral to providing opportunities for their faculty to work in broadcasting; nearly as many (11 or 26.2%) disagree; and, 6 chairs (14.3%) strongly agree. Many officials (18 or 43.9%) agree that courses are taught by instructors with professional broadcast experience; nearly as many (16 or 39%) strongly agree; 6 chairs (14.6%) are neutral; and, 4.9% of leaders disagree. Collectively, administrators (mean = 3.64) reveal agreeing that their departments encourage instructors to seek professional experience. See Table 22.

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Insert Table 22 approximately here.

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Preparing Students for Entry-Level Postions

Officials expressed their thoughts as to whether their department effectively prepares students for entry level broadcast positions. See Table 22. Many

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Insert Table 22 approximately here.

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broadcast officials (22 or 52.4%) agree that their department encourages a graduate degree and 15 leaders (38.1%) replied neutral. A significant number of chairs (23 or 54.8%) agree that their department is effectively preparing students for entry-level positions in broadcast news; 8 leaders (19%) strongly agree; 14.3% responded neutral(6); and, 5 department heads (11.9%) disagree. Most leaders (23 or 56.1%) are in agreement that their department is effective in the preparation of students for entry-level video production careers; a number (10 or 24.4%) strongly agree; 5 chairs (12.2%) replied neutral; 4.9% (2) disagree with the statement; and, a single respondent (2.4%) strongly disagrees. More than half of department heads (21 or 51.2%) agree that their department is effective in preparing students for entry-level audio production careers; 7 officials (17.1%) strongly agree; the same number (7 or 17.1%) disagree; and, 6 chairs replied neutral. Unitedly,

officials (mean = 3.76) agree that their departments effectively prepare students for entry-level broadcast positions. See Table 22.

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Insert Table 22 approximately here.

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Advice from Commercial Broadcasters

Chairs surveyed viewed whether their departments seek advice from area commercial broadcasters. See Table 22. Numerous responses (19 or 45.2%) agree that

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Insert Table 22 approximately here.

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departments maintain a close connection with the commercial broadcasters in their area; nearly as many (17 or 40.5%) strongly agree; and, 4 (9.5%) are neutral. Airing their views as to whether their department encourages members of the broadcast industry to participate in the development of their curriculum one-third of chairs (14) claimed neutrality; 9 leaders disagree; 19% of officials (8) agree; 6 members (14.3%) strongly disagree; and, 5 administrators (11.9%) strongly agree. Broadcast leaders (15 or 36.6%) strongly disagree that local broadcasters serve on an advisory committee for their major; many (12 or 29.3%)

disagree; 8 chairs (19.5%) responded neutral; 7.3% (3) agree; and, just as many (3 or 7.3%) strongly agree. Together, department heads (mean = 3.11) are neutral in their response to their department seeking advice from area commercial broadcasters. See Table 22.

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Insert Table 22 approximately here.

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#### Broadcast Equipment Use

Administrators relate their departments attitude about stressing basic broadcast equipment use and audience research. See Table 22. Officials (19 or

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Insert Table 22 approximately here.

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45.2%) agree and most (17 or 40.5%) strongly agree that their major stresses basic broadcast equipment operation; several administrators (4 or 9.5%) disagree; and, a pair (2 or 4.8%) responded neutral. Leaders (15 or 35.7%) unanimously agree that students are able to use audience research to develop advertising campaigns; 9 associates (21.4%) are not as sure responding neutral; 7 chairs (16.7%) strongly agree; nearly as many (6 or 14.3%) disagree; and, 5 chairs (11.9%) strongly disagree. Collectively, chairs (mean = 3.74) agree that their

departments stress basic broadcast equipment use and audience research. See Table 22.

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Insert Table 22 approximately here.

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### Comparing Public and Private Institutions

Before summarizing the results of the total survey and concluding with implications for broadcasting higher education, it seems appropriate to review the data through analysis and interpretation by comparing responses from public and private institutions.

#### Background Information

Responding department heads (public: 10 or 33.3%, and private: 16 or 38.1%) list Communication(s) as the most often used department title. See Tables 1 and 12. Most departments (public: 31 or 96.9% and, private: 39 or 92.9%) offer a bachelor of arts degree; 17 public leaders (53.1%) list bachelor of science while only 26.2% of private administrators (11) cite such a degree; more than half of public institutions (19 or 59.4%) declare a master of arts and, 5 leaders of private schools (11.9%) cite having an MA; 7 public schools (21.9%) and a single private institution offers a master of science degree; 18.8% of public administrators (6) and one private official (2.4%) promote a PhD program



(2.4%). Public officials list Speech Communication (9 or 28.1%) and private leaders mark Communication(s) as the most frequently named title for an academic major. See Tables 2 and 13. The majority of departments (public: 27 or 84.4% and private: 29 or 69%) offer options or areas of concentration within these majors. Public schools (5 or 20%) are more inclined to offer an option labeled production whereas private institutions (14 or 46.7%) are more likely to offer a concentration in journalism. See Tables 3 and 14. The largest number

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Insert Tables 3 & 14 approximately here.

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of administrators (public: 26 or 83.9% and, private: 33 or 78.6%) report that a combination approach comprising a practical orientation, a theoretical orientation and a professional skills orientation as their institutions approach to broadcast education. See Tables 4 and 15.

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Insert Tables 4 & 15 approximately here.

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#### Preparing Students for the Broadcast Industry

Most public administrators (18 or 56.3%) strongly agree and the majority of private officials (28 or

66.7%) agree that the courses in their departments prepare graduates for work in the broadcast industry.

#### Departmental Decision Making

Public school respondents (15 or 46.9%) claim that all of the above (department chair, faculty as a whole, faculty committees) and private officials (28 or 66.7%) cite that the faculty as a whole are involved in course or curricular change.

Administrators (public: 12 or 37.5% and, private: 31 or 73.8%) report the faculty as a whole are involved in the curriculum decision making at most institutions.

Courses (public: 26 or 81.3% and, private: 29 or 72.5%) are predominately sequenced at most institutions and the department chair (public: 23 or 71.9% and, private: 30 or 71.4%) generally assigns instructors to teach courses.

Administrators (public: 26 or 81.3% and, private: 36 or 85.7%) respond most often that individual faculty committees are used when selecting textbooks for courses.

#### Broadcast Faculty

Department officials (public: 32 and, private: 41) reporting faculty employed on a tenure-track claim 58 public Assistant Professors and 52 private; 39 public and 19 private professors; 38 public Associate

Professors and 25 private; 19 public and 15 private instructors; 17 public lecturers and 5 private; 16 public Other and 4 private. See Tables 5 and 16. From

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Insert Tables 5 & 16 approximately here.

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these tenure-track faculty 37 public Assistant Professors and 33 private; 29 public and 7 private Professors; 26 public Associate Professors and 15 private; 16 public and 8 private Instructors; 13 public Lecturers and 3 private; 14 public and 2 private Others have commercial broadcast experience. See Table 6 & 17.

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Insert Tables 6 & 17 approximately here.

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#### Student Internships

School officials (public: 31 or 96.9% and, private: 42 or 100%) report having an internship program in the major but participation (public: 31 or 96.9% and, private: 24 or 57.1%) in most departments is not required. Many schools (public: 8 or 25% and, private: 13 or 31%) declare that students can earn 6 hours of internship credit and the same amount, six hours, can most times be counted toward the students major (public: 20 or 27.1% and, private: 14 or 33.3%).

Broadcast officials (public: 21 or 67.7% and, private: 26 or 63.4%) strongly agree that their internship program helps prepare majors for careers in the broadcast industry. The majority of moderators (public: 13 or 48.1% and, private: 12 or 33.3%) responding to an openended question on how they feel their internship program prepares majors for careers in the broadcast industry believe it gives students practical knowledge, networking and professional experience. See Appendix D & F, p. 139 & 147, for a comprehensive summary of responses. Major themes from department chairs explaining how internship programs help prepare majors for careers in the broadcast industry are summarized in Table 7 and 18, p. 91 & 102.

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Insert Tables 7 & 18 approximately here.

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#### Academic Advisement

Broadcast departments (public: 21 or 65.6% and, 35 or 83.3%) predominately use all faculty members to advise majors. See Tables 8 & 19. Several schools

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Insert Tables 8 & 19 approximately here.

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(public: 3 or 13.6% and, private: 7 or 24.1%) cite

employing 5 advisors. Most often, claim public administrators (3 or 10.7%), advisors advise 55 students and private officials (3 or 7.1%) report that advisors see between 10 and 20 students. Department chairs (public: 10 or 38.5% and, private: 21 or 51.2%) responding to an openended question on how their department prepares academic advisors say they most often make use of advisor workshops and training. See Appendix E & G, p. 144 & 153, for a comprehensive summary of responses. Major themes from officials' responses are summarized in Tables 9 and 20 on p. 93 &

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Insert Tables 9 & 20 approximately here.

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104. Most chairmen (public: 12 or 52.2% and, private: 17 or 50%) rate the quality of their academic advisement above average.

#### Broadcast Equipment

Public chairs (16 or 50%) rate their department's broadcast equipment above average. Private officials couldn't come to any agreement as 10 executives (24.4%) claim their broadcast equipment is excellent, 10 others describe their equipment as above average and, 10 more cite their equipment as average. Public department leaders rank studio video cameras first and private

administrators list ENG video cameras as the equipment valued most for instructional laboratory preparation of majors. See Table 10 & 21.

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Insert Tables 10 & 21 approximately here.

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### Broadcast Education Attitude Scales

#### Accurate Picture of the Industry

Department chairs were asked to react to a series of statements intended to determine their views on their broadcasting program. Several statements were listed in hopes of determining if their program reflects an accurate picture of the broadcasting industry. See Tables 11 & 22. Many administrators (public: 18 or

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Insert Tables 11 & 22 approximately here.

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56.3% and, private: 20 or 47.6%) agree their major reflects an accurate picture of the broadcast industry. Public school officials (16 or 50%) strongly agree while private leaders (24 or 57.1%) agree their program provides students with a general overview of the broadcast industry. Broadcast leaders (public: 15 or 48.4% and, private: 25 or 59%) agree their major exposes students to individuals with current experience in the

electronic media. Public department officials (14 or 43.8%) strongly agree and private leaders (23 or 54.8%) agree that students have a realistic picture of the broadcast industry. Collectively, department chairs (public mean = 4.32 and, private mean = 4.07) agree their major reflects an accurate picture of the broadcasting industry. See Tables 11 & 22.

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Insert Tables 11 & 22 approximately here.

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#### Hands-On Experience

Other questions were developed that sought to determine officials' attitudes as to the degree that their program provides students hands-on experience. See Tables 11 & 22. Administrators (public: 26 or 83.9%

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Insert Tables 11 & 22 approximately here.

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and, private: 32 or 76.2%) strongly agree their department's provide hands-on experience situations for students. Most executives (public: 20 or 62.5% and, private: 25 or 61%) strongly agree that majors are provided with practical knowledge for broadcast employment. Respondents (public: 16 or 50% and, private: 20 or 47.6%) strongly agree their students

spend a sufficient amount of course time with "hands-on" experience. Overall, public department moderators (mean = 4.63) strongly agree and private officials (mean = 4.44) agree their major provides "hands-on" experience. See Tables 11 & 22.

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Insert Tables 11 & 22 approximately here.

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#### Liberal Arts Education

Several statements were aimed at finding whether departments provide students with a well rounded, liberal arts education. See Tables 11 & 22.

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Insert Tables 11 & 22 approximately here.

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Predominately, administrators (public: 21 or 66.7% and, private: 33 or 78.6%) strongly agree their major complements a well rounded education. A large number of chairs (public: 18 or 56.3% and private: 26 or 64.3%) strongly agree their major contributes to a well rounded, liberal arts education. Most schools (public: 16 or 50% and, private: 25 or 59.5%) strongly agree their major stresses basic writing skills. A great proportion of administrators (public: 18 or 56.3% and, private: 21 or 50%) agree their students are able to



apply knowledge about broadcasting to other areas like economics, politics, medicine, etc. Together, department officials (public mean = 4.37 and, private mean = 4.47) agree their major provides a well rounded, liberal arts education. See Tables 11 & 22.

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Insert Tables 11 & 22 approximately here.

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#### Instructors Seek Professional Experience

Several other statements were developed to determine if departments encourage instructors to seek professional experience. See Table 11 & 22. Public

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Insert Table 11 & 22 approximately here.

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schools (12 or 37.5%) replied neutral to the statement that instructors are encouraged to seek current professional experience in the broadcast industry. Private officials couldn't decide their feeling on the subject as they responded to the statement neutral (12 or 28.6%), agree (12 or 28.6%), and strongly agree (12 or 28.6%). Public officials (10 or 31.3%) agree and private executives (18 or 42.9%) are neutral to their department providing opportunities for their faculty to work in broadcasting. A majority of public

administrators (12 or 38.7%) strongly agree that courses are taught by instructors with professional broadcast experience, however, private officials (18 or 43.9%) agree. Collectively, administrators (public mean = 3.52 & private mean = 3.64) agree their department's encourage instructors to seek professional experience. See Table 11 & 22.

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Insert Tables 11 & 22 approximately here.

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Preparing Students for Entry-Level Positions

Other statements were aimed at getting officials attitudes toward departments effectively preparing students for entry level broadcast positions. See Tables 11 & 22. Many public departments (14 or 43.8%)

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Insert Tables 11 & 22 approximately here.

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are neutral and a number of private institutions (22 or 52.4%) agree to encouraging a graduate degree. Significant numbers of administrators (public: 17 or 53.1% and, private: 23 or 54.8%) agree their department is effectively preparing students for entry-level positions in broadcast news. The greatest number of chairs (public: 20 or 62.5% and, private: 23 or 56.1%)

agree their department is effective in the preparation of students for entry-level video production careers. Most officials (public: 16 or 50% and, private: 21 or 51.2%) agree their department is effective in the preparation of students for entry-level audio production. Public (mean = 3.84) and private officials (mean = 3.76) agree their department effectively prepares students for entry-level broadcast positions. See Tables 11 & 22.

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Insert Tables 11 & 22 approximately here.

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#### Advice from Commercial Broadcasters

A series of statements reflected on whether departments seek advice from area commercial broadcasters. See Tables 11 & 22. Public

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Insert Tables 11 & 22 approximately here.

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administrators (14 or 43.8%) strongly agree and private leaders (19 or 45.2%) agree their broadcast department maintains a close connection with the commercial broadcasters in their area. Public officials (9 or 28.1%) disagree their programs encourage members of the broadcast industry to participate in the development of

their curriculum. Respondents from the private sector (14 or 33.3%) were neutral to the statement. The largest amount of public administrators (10 or 31.2%) disagree and private leaders (15 or 36.6%) strongly disagree that local broadcasters serve on an advisory committee for their major. Combined, broadcast heads (public mean = 3.16 and, private mean = 3.11) are neutral in feeling their departments seek advice from area commercial broadcasters. See Table 11 & 22.

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Insert Tables 11 & 22 approximately here.

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#### Broadcast Equipment Use

Finally, broadcast leaders gave their feelings to statements trying to determine if departments stress basic broadcast equipment use and audience research. See Table 11 & 22. Most public officials (16 or 50%)

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Insert Tables 11 & 22 approximately here.

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strongly agree while the majority of private leaders (19 or 45.2%) agree their major stresses basic broadcast equipment operation. Leaders (public: 11 or 34.4% and, private: 15 or 35.7%) unanimously agree students are able to use audience research to develop advertising

campaigns. Collectively, chairs (public mean = 3.92 and, private mean = 3.74) agree their departments stress basic broadcast equipment use and audience research. See Tables 11 & 22.

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Insert Tables 11 & 22 approximately here.

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### Total Survey Results

#### Background Information

A majority of departments (26 or 35.1%) are housed under the title Communication(s). See Table 23. Most

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Insert Table 23 approximately here.

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respondents (70 or 94.6%) offer a bachelor of arts degree; 28 departments (37.8%) propose a bachelor of science degree; 32.4% of institutions (24) suggest a master of arts degree; a number of institutions (8 or 10.8%) profit from a master of science degree; nearly as many schools (7 or 9.5%) offer a PhD program; and, administrators list 4 Other degrees. Communication(s) is the academic major title listed most often by administrators (16 or 21.9%); Mass Communication(s) (13 or 17.8%) and Radio & Television (Film) (13 or 17.8%) were cited a number of times; 12 departments (16.4%)

house a Speech Communication major; and, 15.1% of schools (11) house a journalism major. See Table 24. A

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Insert Table 24 approximately here.

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large proportion of institutions (56 or 75.7%) offer options or areas of concentration within these majors. The area of concentration titled Journalism (17 or 30.9%) is cited most; many administrators (15 or 27.3%) admit a Broadcasting option; and, a number of administrations (12 or 21.8%) offer public relations as an area of concentration. See Table 25. Overall,

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Insert Table 25 approximately here.

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officials (59 or 80.8%) describe their departments' approach to broadcast education as a combination approach. See Table 26. A combination approach

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Insert Table 26 approximately here.

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includes a practical, theoretical, and professional skills orientation.

Preparing Students for the Broadcast Industry

Responding executives (38 or 51.4%) agree the

courses taught in their department prepare graduates for work in the broadcast industry.

#### Departmental Decision Making

The faculty as a whole are involved in course or curricular change in most schools (38 or 51.3%). Department heads (43 or 58.1%) concede that the faculty as a whole are involved in curriculum decision making. The largest number of schools (55 or 76.4%) claim courses are sequenced and most often the department chairman (53 or 71.6%) assigns instructors to teach courses. Overwhelmingly, administrators (62 or 83.8%) cite individual faculty committees as those involved in textbook selection for courses in the department.

#### Broadcast Faculty

Broadcast officials (73) report employing on a tenure-track 110 Assistant Professors; 63 Associate Professors; 58 Professors; 34 Instructors; 22 Lecturers; and, 20 Other. See Table 27. From these tenure-track

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Insert Table 27 approximately here.

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faculty broadcast officials claim 70 Assistant Professors; 41 Associate Professors; 36 Professors; 24 Instructors; 16 Lecturers; and, 14 Others have

commercial broadcast experience. See Table 28.

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Insert Table 28 approximately here.

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### Student Internships

A significant number of departments (73 or 98.6%) include an internship program within the broadcast major, however, most departments (55 or 74.3%) do not require students to participate. The largest number of schools (21 or 29.2%) allow students to earn 6 hours of internship credit and this same amount, six hours, is many times the number of hours a student can count toward the major (20 or 28.2%). Chairs (47 or 65.3%) are clear in that they strongly agree their internship program helps prepare majors for careers in the broadcast industry. The majority of administrators (25 or 39.7%) responding to an open-ended question on how they feel their internship program prepares majors for careers in the broadcast industry believe students gain practical knowledge, networking, and professional experience. See Appendix H, p. 158, for a comprehensive summary of responses. Major themes from department chairmen explaining how internship programs help prepare majors for careers in the broadcast industry are summarized in Table 29 on p. 113.



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Insert Table 29 approximately here.

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Academic Advisement

Predominately, chairs (56 or 75.7%) make use of all faculty members to advise majors. See Table 30.

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Insert Table 30 approximately here.

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Departments employ anywhere from 2 to 40 advisors in any one department. The largest number of respondents (10 or 19.6%) list employing 5 advisors. These advisors, according to officials (6 or 8.6%), advise 20 students each. Most administrators (26 or 41.9%) responding to an open-ended question on how the department prepares academic advisors claim using advisor workshops and training. See Appendix I, p. 167, for a comprehensive summary of responses. Major themes from officials responses are summarized in Table 31 on p. 115.

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Insert Table 31 approximately here.

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Finally, executives (29 or 50.9) rate the quality of their academic advisement above average.

Broadcast Equipment

Most administrators (26 or 35.6%) believe the quality of their department's broadcast equipment is above average; 20 officials (27.4%) claim theirs to be excellent; a number of leaders (15 or 20.5) feel their equipment is average; 9 leaders (12.3%) claim below average standards; and, several officials (3 or 4.1%) rate their broadcast equipment poor. Overall, department heads (mean = 2.98) rank ENG video cameras as the piece of broadcast equipment valued most for the instructional laboratory preparation of majors. See Table 32.

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Insert Table 32 approximately here.

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Broadcast Education Attitude ScalesAccurate Picture of the Industry

Department heads responded to a series of statements projected to find if their major reflects an accurate picture of the broadcasting industry. See Table 33. Most chairs (38 or 51.4%) agree their major

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Insert Table 33 approximately here.

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reflects an accurate picture of the broadcast industry.

Many administrators (39 or 52.7%) agree to providing students with a general overview of the broadcast industry. A number of officials (40 or 54.8%) agree their major exposes students to individuals with current experience in the electronic media. Responding executives (35 or 47.3) agree their students have a realistic picture of the broadcast industry. Overall, department leaders (mean = 4.18) agree their majors reflect an accurate picture of the broadcasting industry. See Table 33.

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Insert Table 33 approximately here.

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#### Hands-On Experience

Officials gave their feelings to statements designed to find if programs provide students hands-on experience. Officials (58 or 79.4%) overwhelmingly strongly agree their departments provide hand-on experience situations for their students. Most administrators (45 or 61.6%) strongly agree providing students with practical knowledge for broadcast employment. Over half of those responding (16 or 51.6%) strongly agree students spend a sufficient amount of course time with "hands on" experience. Together, department moderators (mean =4.52) strongly agree

students are provided sufficient hands-on experience.  
See Table 33.

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Insert Table 33 approximately here.

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#### Liberal Arts Education

Another series of statements were aimed at getting officials feelings to providing students with a well rounded, liberal arts education. See Table 33. A large

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Insert Table 33 approximately here.

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proportion of moderators (54 or 73%) strongly agree their major complements a well rounded, liberal arts education. A significant number of administrators (44 or 59.5%) strongly agree their major contributes to a well rounded, liberal arts education. Responding chairs (41 or 55.4%) strongly agree their major stresses basic writing skills. Many officials (39 or 52.7%) agree students are able to apply knowledge about broadcasting to other areas like economics, politics, medicine, etc. Altogether, executives (mean = 4.41) agree their major provides a well rounded, liberal arts education. See Table 33.

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Insert Table 33 approximately here.

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Instructors Seek Professional Experience

Some statements were related to finding executives feelings concerning their department encouraging instructors to seek professional broadcast experience. See Table 33. Leaders reply they are both neutral (24 or 32.4%) and agree (24 or 32.4%) to encouraging instructors to seek current professional experience in the broadcast industry. Administrators (26 or 35.1%) are neutral to providing opportunities for their faculty to work in broadcasting. Most officials agree (29 or 40.3%) and nearly as many (28 or 38.9%) strongly agree that courses are taught by instructors with professional broadcast experience. Overall, department heads (mean = 31.59) agree that departments encourage instructors to seek professional experience. See Table 33.

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Insert Table 33 approximately here.

---

Preparing Students for Entry-Level Positions

Executives responded to statements designed to determine if their departments effectively prepare students for entry-level broadcast positions. See Table

33. Chairs (34 or 45.9%) agree their departments

---

Insert Table 33 approximately here.

---

encourage a graduate degree. A significant number of leaders (40 or 54.1%) agree their program is effectively preparing students for entry-level positions in broadcast news. Many officials (43 or 58.9) are satisfied to agree their curriculum is effective in the preparation of students for entry-level video production careers. Again, leaders (37 or 50.7%) cite agreeing their department is effective in the preparation of students for entry-level audio production careers. Together, department chairs (mean = 3.79) agree their department effectively prepares students for entry-level broadcast positions. See Table 33.

---

Insert Table 33 approximately here.

---

#### Advice from Commercial Broadcasters

A number of statements chairmen took into account were meant to determine if broadcast programs seek advice from area commercial broadcasters (see Table 33).

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Insert Table 33 approximately here.

---

The same number of department heads (31 or 41.9%) cite agreeing and strongly agreeing their department maintains a close connection with the commercial broadcaster in their area. Responding officials (22 or 29.7%) are neutral in their belief that their department encourages members of the broadcast industry to participate in the development of their curriculum. Most administrators (23 or 31.5%) strongly disagree that local broadcasters serve on an advisory committee for their major. Nearly as many chairs (22 or 30.1%) disagree with the statement. Overall, department executives (mean = 3.13) are neutral to believing their department seeks advice from area commercial broadcasters. See Table 33.

---

Insert Table 33 approximately here.

---

#### Broadcast Equipment Use

Finally, several statements put before chairs sought to find if their department stresses basic broadcast equipment use and audience research. See Table 33. Responding officials (33 or 44.5%) strongly

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Insert Table 33 approximately here.

---

agree their major stresses basic broadcast equipment operation and many administrators (31 or 41.9) cite agreeing with the statement. A greater proportion of chairs (26 or 35.6%) agree students are able to use audience research to develop advertising campaigns. As a whole, department heads (mean = 3.82) agree their departments stress basic broadcast equipment use and audience research. See table 33.

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Insert Table 33 approximately here.

---



## CH. 4 DISCUSSION

This investigation points to the current status of the reorientation of broadcast education in representative colleges and universities throughout the five state area of Illinois, Iowa, Wisconsin, Missouri, and Indiana. The study responds to the primary research question: has broadcast education moved toward a performance expectation orientation in curriculum, instruction, textbooks, advisement, and overall subject matter?

Conclusions recognize consistent patterns from the results of this study. State-by-state results provide a reliability check supporting the trustworthiness of the data. This is clearly valid since there is consistency between all areas of the survey. The researcher's reflections are also included to provide further understanding of the conclusions derived from this study.

Typical Department

The typical institution is consistent throughout this study with public, private, and total survey results. A typical institution from the total survey results involved in broadcast education, according to the majority of responding department chairmen, could most times be found under the department title

Communication(s). The program would most likely offer a bachelor of arts degree and in some cases offer a bachelor of science or master of arts degree. Students could select majors in Communication(s), Mass Communication(s), Radio & Television, Speech Communication, and Journalism. Within these majors the majority of schools offer options or areas of concentration. Department heads principally describe concentrations in Journalism, Broadcasting, and Public Relations. Students could expect a curriculum with a combination approach to broadcast education, including a practical, theoretical, and professional skills orientation.

The majority of schools responding claim the faculty as a whole is involved in course or curricular change and curriculum decision making. Courses are generally sequenced and the department chairman assigns instructors to teach courses. Textbook selection for courses in the department is left to faculty committees.

An average department includes an internship program within the broadcast major; however, participation is not required. Students could earn up to 6 semester hours of internship credit, and 6 hours is counted toward the major.

Academic advisement at such an institution is

accomplished through the use of all faculty members to advise majors. The department likely employs at least 5 advisors advising 20 students each.

Most broadcast programs seem to offer students the kind of education necessary to prepare them as qualified employees for a broadcast industry career today. This is not to say that all broadcast curriculums do that. It means that the majority of schools responding are preparing students to gain entry-level broadcast positions.

#### Implications of the Study

The following suggestions summarize the implications of this study.

1. Broadcast education has moved toward a performance expectation orientation in curriculum. This is shown in the responses provided by broadcast officials. Chairs believe the courses prepare graduates for work in the broadcast industry. Students are provided sufficient hands-on experience. Institutions provide broadcast majors a well-rounded, liberal arts education. Most schools provide an internship program which helps prepare

majors for careers in the broadcast industry. Internships help students gain practical knowledge, networking, and professional experience.

2. Broadcast education has moved toward a performance expectation orientation in instruction. Educators claim that the quality of instructional broadcast equipment is above average. Broadcast students are given an accurate picture of the broadcasting industry. Department heads report that broadcast instructors are encouraged to seek professional broadcast experience on a continuing basis. Educators are effective in preparing students for entry-level broadcast positions. Departments stress basic broadcast equipment use and audience research.
3. Broadcast education has moved toward a performance expectation orientation in advisement. Response patterns indicate that advisors are trained in that capacity, and the quality of academic advisement is rated above

average.

4. Educators admit that they do not seek advice from area commercial broadcasters.

#### Limitations of the Study

This study represents an effort to ascertain the current status of the reorientation of broadcast education. However, the scope of this study is limited due to a) selecting only five midwestern states for the survey instead of attempting a national survey, and b) confining the study to radio and television departments when there are so many other broadcast related careers.

The opportunity to extend this study of broadcast education reorientation to untapped areas includes the following possibilities.

1. Records of graduate placement could be compared and judgements made as to curricular effectiveness.
2. A comparison of this study's typical curriculum to a similar curriculum of ten years ago could be made.
3. A study demonstrating the effects of student participation in an internship

program versus those who do not attempt  
such an experience and their first  
entry-level job placement.

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Tables

Table 1

Total Public University Departments Housing a Broadcast Program


---

<u>N = 32</u>	<u>Rank</u>	<u>Name of Department</u>	<u>Responses</u>	<u>Percent</u>
	1	Communication(s)	10	31.3%
	2	Communication or Speech	8	25.0%
		Communication & Theatre		
		Arts or Theatre		
	3	Communication Studies	3	9.4%
	3	Mass Communication(s)	3	9.4%
	5	Telecommunications	2	6.3%
	5	Speech Communication	2	6.3%
	7	Other	4	12.5%

---

Table 2

Total Public University Titles for Academic Majors


---

<u>N = 32</u>	<u>Rank</u>	<u>Major</u>	<u>Responses</u>	<u>Percent</u>
	1	Speech Communication	9	28.1%
	2	Journalism	6	18.8%
	2	Mass Communication(s)	6	18.8%
	4	Communication(s)	5	15.6%
	4	Radio & TV (Film)	5	15.6%
	6	Organization	4	12.5%
		Communication		
	7	Broadcast Journalism	3	9.4%
	7	Media Studies	3	9.4%
	7	Speech	3	9.4%
	7	Public Relations	3	9.4%
	7	Telecommunications	3	9.4%

---

Table 3

Total Public University Departmental Options

---

<u>N = 25</u>	<u>Rank</u>	<u>Options</u>	<u>Responses</u>	<u>Percent</u>
	1	Production	5	20.0%
	2	Public Relations	4	16.0%
	2	Broadcasting	4	16.0%
	4	Journalism	3	12.0%
	4	Mass Communication(s)	3	12.0%
	4	Theatre/Theatre Arts	3	12.0%
	4	Film	3	12.0%

---

Table 4

Total Public University Approach to Broadcast Education

<u>N = 31</u>	<u>Rank</u>	<u>Orientation</u>	<u>Responses</u>	<u>Percent</u>
	1	Combination	26	83.9%
	2	Practical	4	12.9%
	3	Theoretical	1	3.2%

---

Table 5

Total Public University Broadcast Faculty Employed on a  
Tenure-Track

---

<u>N = 32</u>	<u>Professorial Rank</u>	<u>Responses</u>
1	Assistant Professor	58
2	Professor	39
3	Associate Professor	38
4	Instructor	19
5	Lecturer	17
6	Other	16

---

Table 6

Total Public University Tenure-Track Faculty with  
Commercial Broadcast Experience

---

<u>N = 31</u>	<u>Professorial Rank</u>	<u>Responses</u>
1	Assistant Professor	37
2	Professor	29
3	Associate Professor	26
4	Instructor	16
5	Other	14
6	Lecturer	13

---



Table 7

Total Public University - How Internship Programs Aid  
Students

---

<u>N = 27</u>	<u>Rank</u>	<u>Aid</u>	<u>Responses Percent</u>	
	1	Practical knowledge, networking & professional experience	13	48.1%
	2	Industry related experience	8	29.6%
	3	Good placement of student interns	3	11.1%
	4	Gets first interviews and good positions	2	7.4%
	5	Opportunities to practice skills	1	3.7%

---

Table 8

Total Public University Department Advisement Systems

---

<u>N = 32</u>	<u>Rank</u>	<u>Type of System</u>	<u>Responses</u>	<u>Percent</u>
	1	All faculty members advise	21	65.6%
	2	Single faculty advisor for all majors	7	21.9%
	3	Others	4	12.5%

---

Table 9

Total Public University - Preparation of  
Academic Advisors

---

<u>N = 26</u>	<u>Rank</u>	<u>Advisors' Preparation</u>	<u>Responses</u>	<u>Percent</u>
	1	Advisor workshops and training	10	38.5%
	2	Written materials and/or informal training	8	30.8%
	3	No help	6	23.1%
	4	Department chair instructs advisors.	2	7.7%

---

Table 10

Total Public University Value of Broadcast Equipment

---

<u>N = 14</u>	<u>Rank</u>	<u>Equipment</u>	<u>Mean</u>
	1	Studio Video Cameras	2.93
	2	Video Editing Stations	3.20
	3	ENG Video Cameras	3.40
	4	Video Switcher	5.47
	5	Character Generators	5.53
	6	Microphones	6.33
	7	Audio Consoles	6.60
	8	Video Cassette Recorder	7.00
	9	Audio Dubbing Equipment	7.27
	10	Video Dubbing Equipment	8.07
	11	Audio Cartridge Machines	8.60
	12	Turntable	9.07
	13	Audio Tape Recorders	9.40
	14	Audio Cassette Recorders	9.87

---

Table 11

Total Public University Survey Attitude Scales

---

<u>Rank</u>	<u>Statement</u>	<u>Mean</u>
1	Students provided hands-on experience	4.63
2	Major provides a well rounded, liberal arts education	4.37
3	Major reflects accurate picture of the broadcast industry	4.32
4	Department stresses basic broadcast equipment use & audience research	3.92
5	Department effectively prepares students for entry-level broadcast positions	3.84
6	Department encourages instructors to seek professional experience	3.52
7	Department seeks advice from area commercial broadcasting	3.16

---

Table 12

Total Private University Departments Housing a Broadcast Program

---

<u>N = 42</u>	<u>Rank</u>	<u>Name of Department</u>	<u>Responses</u>	<u>Percent</u>
	1	Communication(s)	16	38.1%
	2	Communication or Speech	7	16.7%
		Communication or Theatre		
		Arts or Theatre		
	3	Speech Communication	3	7.1%
	4	Radio & Television (Film)	2	4.8%
	4	Communication Arts	2	4.8%
	6	Other	12	28.8%

---

Table 13

Total Private University Titles for Academic Majors

<u>N = 41</u>	<u>Rank</u>	<u>Major</u>	<u>Responses</u>	<u>Percent</u>
	1	Communication(s)	11	26.8%
	2	Radio & TV (Film)	8	19.5%
	3	Theatre/Theatre Arts	7	17.1%
	3	Mass Communication(s)	7	17.1%
	5	Journalism	5	12.2%
	6	Speech	4	9.8%
	6	Public Relations	4	9.8%
	8	Speech Communication	3	7.3%
	8	Speech Education	3	7.3%
	8	Dance	3	7.3%
	8	Media Studies	3	7.3%

Table 14

Total Private University Departmental Options


---

N = 30	Rank	Options	Responses	Percent
	1	Journalism	14	46.7%
	2	Broadcasting	11	36.7%
	3	Public Relations	8	26.7%
	4	Theatre/Theatre Arts	6	20.0%
	5	Radio & TV (Film)	5	16.7%
	6	Speech Communication	4	13.3%
	7	Print Journalism	3	10.0%
	7	Broadcast Journalism	3	10.0%
	7	Advertising/Public Relations	3	10.0%
	7	Mass Communication(s)	3	10.0%

---



Table 15

Total Private University Approach to Broadcast Education

<u>N = 42</u>	<u>Rank</u>	<u>Orientation</u>	<u>Responses</u>	<u>Percent</u>
	1	Combination	33	78.6%
	2	Practical	4	9.5%
	3	Theoretical	3	7.1%
	4	Practical & Theoretical	1	2.4%
	5	Other	1	2.4%

---

Table 16

Total Private University Broadcast Faculty Employed on a  
Tenure-Track

---

<u>N = 41</u>	<u>Professorial Rank</u>	<u>Responses</u>
1	Assistant Professor	52
2	Associate Professor	25
3	Professor	19
4	Instructor	15
5	Lecturer	5
6	Other	4

---

Table 17

Total Private University Tenure-Track Faculty with  
Commercial Broadcast Experience

---

<u>N = 38</u>	<u>Professorial Rank</u>	<u>Responses</u>
1	Assistant Professor	33
2	Associate professor	15
3	Instructor	8
4	Professor	7
5	Lecturer	3
6	Other	2

---

Table 18

Total Private University - How Internship Programs Aid  
Students

---

<u>N = 36</u>	<u>Rank</u>	<u>Aid</u>	<u>Responses</u>	<u>Percent</u>
	1	Practical knowledge, networking & professional experience	12	33.3%
	2	Industry related experience	10	27.8%
	3	Gets first interviews and good positions	6	11.1%
	4	Good placement of student interns	4	11.1%
	4	Opportunities to practice skills	4	11.1%

---

Table 19

Total Private University Department Advisement Systems

---

<u>N = 42</u>	<u>Rank</u>	<u>Type of System</u>	<u>Responses</u>	<u>Percent</u>
	1	All faculty members advise	35	83.3%
	2	Single faculty advisor for all majors	4	9.5%
	3	Others	3	7.1%

---

Table 20

Total Private University - Preparation of  
Academic Advisors

---

<u>N = 41</u>	<u>Rank</u>	<u>Advisors' Preparation</u>	<u>Responses</u>	<u>Percent</u>
	1	Advisor workshops and training	10	38.5%
	2	No help	8	19.5%
	3	Written materials and/or informal training	7	17.1%
	4	Freshman advising training, others informal	2	4.9%
	4	Department chair instructs advisors	2	4.9%
	6	Orientation by dean	1	2.4%

---

Table 21

Total Private University Value of Broadcast Equipment

---

<u>N = 29</u>	<u>Rank</u>	<u>Equipment</u>	<u>Mean</u>
	1	ENG Video Cameras	2.74
	2	Video Editing Stations	3.00
	3	Studio Video Cameras	3.33
	4	Video Switcher	4.26
	5	Video Cassette Recorder	5.07
	6	Audio Consoles	5.11
	7	Character Generator	6.11
	8	Microphones	6.81
	9	Audio Cartridge Machines	6.89
	10	Audio Tape Recorder	7.37
	11	Turntable	7.52
	12	Video Dubbing Equipment	7.59
	13	Audio Dubbing Equipment	7.63
	14	Audio Cassette Recorders	8.33

---

Table 22

Total Private University Survey Attitude Scales

---

<u>Rank</u>	<u>Statement</u>	<u>Mean</u>
1	Major provides a well rounded, liberal arts education	4.47
2	Students provided hands-on experience	4.44
3	Major reflects accurate picture of the broadcast industry	4.07
4	Department effectively prepares students for entry-level broadcast positions	3.76
5	Department stresses basic broadcast equipment use and audience research	3.74
6	Department encourages instructors to seek professional experience	3.64
7	Department seeks advice from area commercial broadcasting	3.11

---



Table 23

Total Departments University Housing a Broadcast Program


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<u>N = 74</u>	<u>Rank</u>	<u>Name of Department</u>	<u>Responses</u>	<u>Percent</u>
	1	Communication(s)	26	35.1%
	2	Communication or Speech Communication & Theatre Arts or Theatre	15	20.3%
	3	Speech Communication	5	6.8%
	4	Communication Studies	4	5.4%
	4	Mass Communication(s)	4	5.4%
	6	Radio & Television (Film)	3	4.1%
	6	Communication(s) Arts	3	4.1%
	8	Other	14	18.9%

---

Table 24

Total Department University Titles for Academic Majors


---

N = 73	Rank	Major	Responses	Percent
	1	Communication(s)	16	21.9%
	2	Mass Communication(s)	13	17.8%
	2	Radio & TV (Film)	13	17.8%
	4	Speech Communication	12	16.4%
	5	Journalism	11	15.9%
	6	Theatre/Theatre Arts	9	12.3%
	7	Speech	7	9.6%
	7	Public Relations	7	9.6%
	9	Media Studies	6	8.2%
	10	Organizational Communication	5	6.8%
	11	Broadcast Journalism	4	5.5%

---

Table 25

Total Departmental University Options

<u>N = 55</u>	<u>Rank</u>	<u>Options</u>	<u>Responses</u>	<u>Percent</u>
	1	Journalism	17	30.9%
	2	Broadcasting	15	27.3%
	3	Public Relations	12	21.8%
	4	Theatre/Theatre Arts	9	16.4%
	5	Mass Communication(s)	6	10.9%
	5	Radio & TV (Film)	6	10.9%
	7	Production	5	9.1%
	7	Speech Communication	5	9.1%
	7	Broadcast Journalism	5	9.1%
	7	Print Journalism	5	9.1%
	7	Film	5	9.1%
	12	Radio	3	5.5%
	12	Rhetoric & Public Address	3	5.5%

Table 26

Total University Approach to Broadcast Education

---

<u>N = 73</u>	<u>Rank</u>	<u>Orientation</u>	<u>Responses</u>	<u>Percent</u>
	1	Combination	59	80.8%
	2	Practical	8	11.0%
	3	Theoretical	4	5.5%
	4	Practical & Theoretical	1	1.4%
	4	Other	1	1.4%

---

Table 27

Total University Broadcast Faculty Employed on a Tenure-Track

---

<u>N = 73</u>	<u>Professorial Rank</u>	<u>Responses</u>
1	Assistant Professor	110
2	Associate Professor	63
3	Professor	58
4	Instructor	34
5	Lecturer	22
6	Other	20

---

Table 28

Total University Tenure-Track Faculty with Commercial  
Broadcast Experience

---

<u>N = 69</u>	<u>Professorial Rank</u>	<u>Responses</u>
1	Assistant Professor	70
2	Associate Professor	41
3	Professor	36
4	Instructor	24
5	Lecturer	16
6	Other	14

---

Table 29

Total University - How Internship Programs Aid Students


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<u>N = 63</u>	<u>Rank</u>	<u>Aid</u>	<u>Responses</u>	<u>Percent</u>
	1	Practical knowledge, networking & professional experience	25	39.7%
	2	Industry related experience	18	28.6%
	3	Good placement of student interns	7	11.1%
	3	Gets first interviews and good positions	7	11.1%
	5	Opportunities to practice skills	6	9.5%

---

Table 30

Total University Department Advisement Systems

---

<u>N = 74</u>	<u>Rank</u>	<u>Type of System</u>	<u>Responses</u>	<u>Percent</u>
	1	All faculty members advise	56	75.7%
	2	Single faculty advisor for all majors	11	14.9%
	3	Others	7	9.5%

---



Table 31

Total University - Preparation of  
Academic Advisors

---

<u>N = 62</u>	<u>Rank</u>	<u>Advisors' Preparation</u>	<u>Responses</u>	<u>Percent</u>
	1	Advisor workshops and training	26	41.9%
	2	Written materials and/or informal training	15	24.2%
	3	No help	14	22.6%
	4	Department chair instructs advisors	4	6.5%
	5	Freshman advising training	2	3.2%
	6	Orientation by dean	1	1.6%

---

Table 32

Total University Value of Broadcast Equipment

---

<u>N = 42</u>	<u>Rank</u>	<u>Equipment</u>	<u>Mean</u>
	1	ENG Video Cameras	2.98
	2	Video Editing Stations	3.07
	3	Studio Video Cameras	3.19
	4	Video Switcher	4.69
	5	Audio Consoles	5.64
	6	Video Cassette Recorder	5.76
	7	Character Generator	5.90
	8	Microphones	6.64
	9	Audio Dubbing Equipment	7.50
	9	Audio Cartridge Machines	7.50
	11	Video Dubbing Equipment	7.76
	12	Turntable	8.07
	13	Audio Tape Recorders	8.10
	14	Audio Cassette Recorders	8.88

---

Table 33

Total University Survey Attitude Scales

---

<u>Rank</u>	<u>Statement</u>	<u>Mean</u>
1	Students provided hands-on experience	4.52
2	Major provides a well rounded, liberal arts education	4.41
3	Major reflects accurate picture of the broadcast industry	4.18
4	Department stresses basic broadcast equipment use & audience research	3.82
5	Department effectively prepares students for entry-level broadcast positions	3.79
6	Department encourages instructors to seek professional experience.	3.59
7	Department seeks advice from area commercial broadcasting.	3.13

---

APPENDIX A

UNIVERSITIES MAILED SURVEYS

Total Public Universities Mailed SurveysILLINOIS

- 1 Chicago State University
- 2 Eastern Illinois University
- 3 Governors State University
- 4 Northern Illinois University
- 5 Sangamon State University
- 6 Southern Illinois University-Carbondale
- 7 Southern Illinois University-Edwardsville
- 8 University of Illinois
- 9 Western Illinois University
- 10 Illinois State University
- 11 Northeastern Illinois University
- 12 University of Illinois-Chicago

INDIANA

- 1 Ball State University
- 2 Indiana University
- 3 Indiana State University
- 4 University of Southern Indiana

IOWA

- 1 Iowa State University
- 2 University of Iowa
- 3 University of Northern Iowa

MISSOURI

- 1 Central Missouri State University
- 2 Missouri Southern State College
- 3 Northwest Missouri State University
- 4 Southwest Missouri State University
- 5 University of Missouri
- 6 University of Missouri-St. Louis
- 7 Northeast Missouri State University
- 8 University of Missouri-Kansas City

WISCONSIN

- 1 University of Wisconsin-Eau Claire
- 2 University of Wisconsin-LaCrosse
- 3 University of Wisconsin-Madison
- 4 University of Wisconsin-Milwaukee
- 5 University of Wisconsin-Oskosh
- 6 University of Wisconsin-Platteville
- 7 University of Wisconsin-Stevens Point
- 8 University of Wisconsin-Whitewater
- 9 University of Wisconsin-Superior
- 10 University of Wisconsin-Greenbay
- 11 University of Wisconsin-River Falls

Total Private Universities Mailed SurveysILLINOIS

- 1 Loyola University
- 2 North Central University
- 3 Northwestern University
- 4 Saint Xavier College
- 5 Wheaton College
- 6 Bradley University
- 7 Illinois Central College
- 8 Principia College
- 9 Quincy College
- 10 Augustana College
- 11 Greenville College
- 12 Olivet Nazarene University
- 13 Roosevelt University
- 14 Lewis University
- 15 Depaul University
- 16 Eureka College
- 17 Illinois College
- 18 Illinois Benedictine College

INDIANA

- 1 Anderson College
- 2 Butler University
- 3 Depauw University
- 4 Indiana Central University
- 5 University of Evansville
- 6 Purdue University
- 7 Purdue University-Calumet
- 8 Calumet College
- 9 Saint Joseph's College
- 10 University of Indianapolis
- 11 Goshen College
- 12 Huntington College
- 13 Saint Mary's College
- 14 Taylor University
- 15 Valparaiso University
- 16 Hanover College
- 17 Grace College

IOWA

- 1 Buena Vista College
- 2 Drake University
- 3 Saint Ambrose College
- 4 Grand View College
- 5 Loras College
- 6 Clarke College
- 7 Marycrest College
- 8 Northwestern College
- 9 Dordt College
- 10 Venard College
- 11 Briar Cliff College
- 12 Westmar College

MISSOURI

- 1 Evangel College
- 2 Lindenwood College
- 3 Park College
- 4 St. Louis University
- 5 Stephens College
- 6 William Jewell College
- 7 Drury College
- 8 Fontbonne College
- 9 William Woods College
- 10 Missouri Valley College
- 11 Rockhurst College
- 12 Webster University
- 13 Avila College

WISCONSIN

- 1 Beloit College
- 2 Marquette University
- 3 Carroll College
- 4 Mount Mary College



Total Public Universities Returning SurveysILLINOIS

- 1 Chicago State University
- 2 Eastern Illinois University
- 3 Governors State University
- 4 Northern Illinois University
- 5 Southern Illinois University-Carbondale
- 6 University of Illinois
- 7 Illinois State University
- 8 Northeastern Illinois University

INDIANA

- 1 Ball State University
- 2 Indiana University-Bloomington
- 3 Indiana State University
- 4 University of Southern Indiana

IOWA

- 1 Iowa State University
- 2 University of Iowa
- 3 University of Northern Iowa

MISSOURI

- 1 Central Missouri State University
- 2 Missouri Southern State College
- 3 Northwest Missouri State University
- 4 Southwest Missouri State University
- 5 University of Missouri
- 6 University of Missouri-St. Louis
- 7 Northeast Missouri State University
- 8 University of Missouri-Kansas City

WISCONSIN

- 1 University of Wisconsin-Eau Claire
- 2 University of Wisconsin-LaCrosse
- 3 University of Wisconsin-Madison
- 4 University of Wisconsin-Milwaukee
- 5 University of Wisconsin-Oskosh
- 6 University of Wisconsin-Whitewater
- 7 University of Wisconsin-Superior
- 8 University of Wisconsin-River Falls

Total Private Universities Returning SurveysILLINOIS

- 1 Northwestern University
- 2 Wheaton College
- 3 Bradley University
- 4 Illinois Central College
- 5 Principia College
- 6 Quincy College
- 7 Augustana College
- 8 Greenville College
- 9 Olivet Nazarene University
- 10 Depaul University
- 11 Eureka College
- 12 Illinois College
- 13 Illinois Benedictine College

INDIANA

- 1 Anderson College
- 2 Butler University
- 3 Depauw University
- 4 Purdue University-Calumet
- 5 Saint Joseph's College
- 6 Goshen College
- 7 Saint Mary's College
- 8 Taylor University
- 9 Valparaiso University

IOWA

- 1 Buena Vista College
- 2 Drake University
- 3 St. Ambrose College
- 4 Grand View College
- 5 Loras College
- 6 Northwestern College
- 7 Briar Cliff College
- 8 Westmar College

MISSOURI

- 1 Evangel College
- 2 Lindenwood College
- 3 St. Louis University
- 4 Stephens College
- 5 William Jewell College
- 6 Drury College
- 7 William Woods College
- 8 Rockhurst College
- 9 Avila College

WISCONSIN

- 1 Beloit College
- 2 Marquette University
- 3 Carroll College

APPENDIX B

MIDWEST RADIO SURVEY

MIDWEST RADIO SURVEY

137

MIDWEST RADIO SURVEY

Instructions: This questionnaire should be completed by the administrator of the department charged with the instruction of radio, tv, and/or electronic mass communication at your university.

Please respond to the following items as requested on the following sheets.

1. What is the name of your department?

\_\_\_\_\_

2. What is your name?

\_\_\_\_\_

3. What is your title?

\_\_\_\_\_

4. What degrees are offered by your department? (Circle all that apply.)

A. Bachelor of Arts

B. Bachelor of Science

C. Master of Arts

D. Master of Science

E. Doctor of Philosophy

F. Other(s), please specify \_\_\_\_\_

5. Which of the following responses best describes your department's approach to broadcast education? (Circle only one response.)

A. a practical orientation

B. a theoretical orientation

C. a professional skills orientation

D. a combination of the above

E. Other, please specify \_\_\_\_\_

6. Please list below the titles of the different academic majors offered by your department.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

MIDWEST RADIO SURVEY

138

7. Does your department offer any options (or areas of concentration) within these majors? (Circle the most appropriate response.)
- A. Yes.      B. No
- If you responded "yes" to item 7, then please list the options (or areas of concentration) offered by your department as part of your major(s) below by title. If you responded "no" to item 7, then go right on to item 8.
8. Do you believe that the courses taught in your department prepare graduates for work in the broadcast industry? (Circle the most appropriate response.)
- A. strongly agree  
B. agree  
C. neutral  
D. disagree  
E. strongly disagree
9. Who in your department is involved in proposing course or curriculum change? (Circle only one response.)
- A. Department chair  
B. faculty as a whole  
C. faculty committees  
D. all of the above  
E. Other(s), Please specify \_\_\_\_\_
10. Who in your department is involved in curriculum decision making? (Circle one.)
- A. Department chair  
B. faculty as a whole  
C. faculty committees  
D. all of the above  
E. Other(s), please specify \_\_\_\_\_
11. Are the courses in your major sequenced? (Circle the most appropriate response.)
- A. Yes      B. No

MIDWEST RADIO SURVEY

139

12. Who assigns instructors to teach specific courses in your department (faculty teaching assignments)? (Circle only one response.)
- A. Department chair
  - B. faculty as a whole
  - C. individual faculty members
  - D. faculty as a whole
  - E. Other(s), please specify \_\_\_\_\_
13. How many broadcast faculty members does your department employ on a tenure-track or tenured basis in each of the professional ranks? (Please indicate the number of faculty members in each rank below.)
- A. Professor \_\_\_\_\_
  - B. Associate Professor \_\_\_\_\_
  - C. Assistant Professor \_\_\_\_\_
  - D. Instructor \_\_\_\_\_
  - E. Lecturer \_\_\_\_\_
  - F. Other, please specify \_\_\_\_\_
14. How many of the broadcast faculty members you identified in each rank in item 13 have some sort of commercial broadcast experience? (Please indicate the number of faculty members with commercial broadcast experience in each rank below.)
- A. Professor \_\_\_\_\_
  - B. Associate Professor \_\_\_\_\_
  - C. Assistant Professor \_\_\_\_\_
  - D. Instructor \_\_\_\_\_
  - E. Lecturer \_\_\_\_\_
  - F. Other, please specify \_\_\_\_\_
15. Does your major include an internship program (or component) required for students in your major? (Circle the most appropriate response.)
- A. Yes
  - B. No

MIDWEST RADIO SURVEY

16. Is participation in the internship program (or component) required for students in your major? (Circle the most appropriate response.)

A. Yes      B. No

17. What is the maximum number of semester hours that a student can earn through your internship program (or component)? (List the maximum number of hours.)

A. \_\_\_\_\_

18. What is the maximum number of semester hours of internship a student can count toward your major? (List the maximum number of semester hours.)

A. \_\_\_\_\_

19. Who supervises the internship program (or component) in your department?

Internship Supervisor's Name: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

20. Our internship program (or component) helps to prepare our majors for careers in the broadcast industry. (Circle the most appropriate response.)

- A. strongly agree
- B. agree
- C. neutral
- D. disagree
- E. strongly disagree

If you agree or strongly agree with item 20, then please explain how you feel your internship program (or component) helps to prepare your majors for careers in the broadcast industry. (Please respond briefly in the space provided below.)

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MIDWEST RADIO SURVEY

141

21. What system does your department use for advising majors?  
(Circle the most appropriate response or writ in an appropriate response.)
- A. single faculty advisor for all majors
  - B. single nonfaculty advisor for all majors
  - C. All faculty members advise majors
  - D. Our majors are advised through a university/college advisement center
  - E. Other, please specify \_\_\_\_\_
22. If your department employs more than one advisor, please list the number of advisors employed below.
- A. \_\_\_\_\_
23. How many students does each advisor advise?
- A. \_\_\_\_\_
24. How does your college/university prepare academic advisors?  
(Please respond briefly in the space provided below.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
25. Rate the quality of your department's academic advisement.  
(Please circle the most appropriate response.)
- A. excellent
  - B. above average
  - C. average
  - D. below average
  - E. poor
26. Rate the quality of your department's instructional-laboratory broadcast equipment.
- A. excellent
  - B. above average
  - C. average
  - D. below average
  - E. poor

MIDWEST RADIO SURVEY

142

27. Rank in order the broadcast equipment you value the most to least for the instructional laboratory preparation of your majors?

_____studio video cameras	_____video editing stations
_____character generator	_____audio tape recorders
_____ENG video cameras	_____audio cassette recorders
_____turntables	_____audio consoles
_____audio cartridge machines	_____audio dubbing equipment
_____video switcher	_____video dubbing equipment
_____VCRs	_____microphones

Others, please specify and rank \_\_\_\_\_

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28. Who is involved in textbook selection for courses in your department? (Circle all that apply.)

A. department chair  
B. faculty committes  
C. individual faculty members  
D. department faculty as a whole  
E. Other, please specify \_\_\_\_\_

MIDWEST RADIO SURVEY

143

Please react by circling the most appropriate response to each of the following statements.

		Strongly agree	agree	neutral	disagree	strongly disagree
29.	Our department encourage a graduate degree.	5	4	3	2	1
30.	Our department provides "hands on" experience situations for our students.	5	4	3	2	1
31.	Our major provides students with practical knowledge for broadcast employment.	5	4	3	2	1
32.	Our major reflects an accurate picture of the broadcast industry.	5	4	3	2	1
33.	Our instructors are encouraged to seek current professional experience in the broadcast industry.	5	4	3	2	1
34.	Our major provides students with a general overview of the broadcast industry.	5	4	3	2	1
35.	Our major complements a well rounded, liberal arts education.	5	4	3	2	1
36.	Our major contributes to a well rounded, liberal arts education.	5	4	3	2	1
37.	Our major stresses basic writing skills.	5	4	3	2	1
38.	Our major stresses basic broadcast equipment.	5	4	3	2	1

## MIDWEST RADIO SURVEY

144

		strongly agree	agree	neutral	disagree	strongly disagree
39.	Our department maintains a close connection with the commercial broadcasters in our area.	5	4	3	2	1
40.	Our major exposes students to individuals with current experience in the electronic media.	5	4	3	2	1
41.	Our department provides opportunities for our faculty to work in broadcasting.	5	4	3	2	1
42.	Our courses are taught by instructors with professional broadcast experience.	5	4	3	2	1
43.	Our department encourages members of the broadcast industry to participate in the development of our curriculum.	5	4	3	2	1
44.	Local broadcasters serve on an advisory committee for our major.	5	4	3	2	1
45.	Our department is effectively preparing students for entry-level positions in broadcast news.	5	4	3	2	1
46.	Our department is effective in the preparation of students for entry-level video production careers.	5	4	3	2	1

## MIDWEST RADIO SURVEY

145

	strongly agree	agree	neutral	disagree	strongly disagree
47. Our department is effective in the preparation of students for entry-level audio production careers.	5	4	3	2	1
48. Our students are able to apply knowledge about broadcasting to other areas like economics, politics, medicine, etc.	5	4	3	2	1
49. Our students have a realistic picture of the broadcast industry.	5	4	3	2	1
50. Our students spend a sufficient amount of our course time with "hands on" experience.	5	4	3	2	1
51. Our students are able to use audience research to develop advertising campaigns.	5	4	3	2	1

APPENDIX C

LETTERS MAILED TO UNIVERSITIES

Midwest Curriculum Survey

October 24, 1988

Dear Department chair:

Will you please assist us?

We are conducting a survey to determine the status of broadcast higher education in midwest colleges and universities. Specifically our task is to review radio-tv curriculum and instruction, faculty, advisement, and textbooks.

We are asking you to complete the enclosed questionnaire, and request that you supply a list of the textbooks in current use in your broadcast courses on a course by course basis.

It is important that only you, the department chairperson, complete this questionnaire, since all of the information is being gathered from a department chairperson perspective.

We will appreciate your returning both the completed questionnaire and list of textbooks at your earliest possible convenience. Thank you for your assistance.

Sincerely,

Frank E. Parcels  
Associate Professor  
Speech Communication

MIDWEST RADIO SURVEY

147

October 1, 1988

To: Admissions Office

From: Frank Parcells, Associate Professor, Project Director  
Mark Hamilton, Research Graduate Assistant

RE: Request for Copy of Most Current Undergraduate Catalog

We are conducting research to determine the status of broadcast higher education in midwest colleges and universities. Specifically our task is to review radio-tv curriculum and instruction, faculty, advisement, and textbooks.

I am writing to request a copy of your most recent college or university undergraduate catalog which will help us to accomplish our task.

Your cooperation in this matter is appreciated. Please send your catalog to:

MIDWEST CURRICULUM STUDY  
FRANK E. PARCELLS  
Department of Speech Communication  
EASTERN ILLINOIS UNIVERSITY  
Charleston, IL 61920



MIDWEST RADIO SURVEY

148

Midwest Curriculum Survey

December 16, 1988

Dear Department chair:

Recently we sent your a questionnaire asking your opinion of your broadcast curriculum. Thank you for your response. We also asked you to supply a list of textbooks in current use in your broadcast courses on a course-by-course basis. This information was not included in your response. However, it is important that we receive a list of these textbooks to aid our study.

Please use the self-addressed envelope included with this mailing to return your list of current textbooks. Thank your for your assistance.

Sincerely,

Frank E. Parcels,  
Associate Professor  
Speech Communication

MIDWEST RADIO SURVEY

149

Midwest Curriculum Survey

January 26, 1989

Dear Department chair:

Recently we sent you a questionnaire asking your opinion of your broadcast curriculum. As of yet we have not received your completed questionnaire. Your response is of great value to our study! Would you please take a few minutes to complete the survey included in this letter, and supply a list of textbooks in current use in your broadcast courses on a course-by-course basis.

The purpose of this research is to determine the status of broadcast higher education in midwest colleges and universities. Specifically, our task is to review radio-tv curriculum and instruction, faculty, advisement, and textbooks. It is important that we receive your response from a department chairperson's perspective.

Please use the self-addressed envelope included with this mailing to return your completed questionnaire. Thank you for your assistance.

Sincerely,

Frank E. Parcels,  
Associate Professor  
Speech Communication

MIDWEST RADIO SURVEY

150

Midwest Curriculum Survey

March 2, 1989

Dear Department chairperson:

Recently we sent you a questionnaire asking your opinion of your broadcast curriculum. Thank you for your response. We also asked you to supply a list of textbooks in current use in your broadcast courses on a course-by-course basis. This information was not included in your response. However, it is important that we receive a list of these textbooks to aid our study.

Please use the self-addressed envelope included with this mailing to return your list of current textbooks. Thank you for your assistance.

Sincerely,

Frank E. Parcels,  
Associate Professor  
Speech Communication

APPENDIX D

TOTAL PUBLIC UNIVERSITY - HOW INTERNSHIP PROGRAMS AID STUDENTS

INDUSTRY RELATED EXPERIENCE

102 - EASTERN ILLINOIS UNIVERSITY

Usually, the experience is in an industry related position.

103 - GOVERNORS STATE UNIVERSITY

Students do in-house production work. On teleclasses and telecourse, satellite and other projects, doing various jobs from camera work to character generation; outside internships involve work with cable and other production houses.

202 - BALL STATE UNIVERSITY

Gives them additional dimensions, especially in sales. Our biggest single emphasis is in sales.

206 - INDIANA UNIVERSITY - BLOOMINGTON

A good transition experience. They realize that they have something to contribute, and so face job-hunt with confidence. Few internships teach very much.

305 - UNIVERSITY OF IOWA

Gives them the chance to try out different kinds of jobs in broadcasting and makes them more familiar with the industry and what it takes to "make it" in broadcasting.

419 - UNIVERSITY OF MISSOURI - KANSAS CITY

Provides a stepping stone from school work to life work- from theory and practice to the reality of the job market.

503 - UNIVERSITY OF WISCONSIN - EAU CLAIRE

Similar to on the job training.

504 - UNIVERSITY OF WISCONSIN - LA CROSSE

It gives them practical experience beyond what can be provided within the department.

GOOD STUDENT PLACEMENT OF INTERNS

101 - CHICAGO STATE UNIVERSITY

With the Chicago market to choose a station. Most students can intern at the station they select as their first choice.

106 - NORTHERN ILLINOIS UNIVERSITY

Virtually everyone is offered a position. In addition to regular intern program, department cooperates with IBA in a state-wide minority intern program.

411 - UNIVERSITY OF MISSOURI - ST. LOUIS

We give students a good theoretical, academic background. Then they are required to take supervised practicum on campus. Finally they are allowed to complete supervised internships off campus. Since St. Louis is the media center of the state, they have excellent oppurtunities.

OPPORTUNITIES TO PRACTICE SKILLS

417 - NORTHEAST MISSOURI STATE UNIVERSITY

Through the internship and working with campus media that the theory becomes practical.

GETS INTERVIEWS AND GOOD POSITIONS

301 - BUENA VISTA

Allows resum'e building experience, plus potential employment with intern granter.

511 - UNIVERSITY OF WISCONSIN - SUPERIOR

Work with professionals in a broadcast station for those seeking broadcast employment. In many cases this has led to a "first job" in the industry.

PRACTICAL KNOWLEDGE, NETWORKING & PROFESSIONAL EXPERIENCE

113 - WESTERN ILLINOIS UNIVERSITY

They are placed in settings where they get the whole range of experiences - not just one or two. They have more easily secured jobs in the industry following an internship.

122 - NORTHEASTERN ILLINOIS UNIVERSITY

Retention rate of about 35% in jobs. Advancement of our graduates when in place.  
Practical knowledge. Networking. Professional experience.

207 - INDIANA STATE UNIVERSITY

Highly supervised/structured work experience in one of several areas within the industry.

210 - UNIVERSITY OF SOUTHERN INDIANA

Provides students the opportunity to work in a professional setting, on a daily basis. It allows them to develop professional contacts and a portfolio which is useful for future employment.

303 - IOWA STATE UNIVERSITY

Provide students with practical experience and exposure to the job environment. Some of our interns had been hired by the institutions in which they held their internships.

306 - UNIVERSITY OF NORTHERN IOWA

To acquaint the student with the working conditions and stress that exists in the real world. We monitor our placements and require written evaluations from their supervisors to give us a good idea of what kind of experience they are getting.  
Leads to job offers.

401 - CENTRAL MISSOURI STATE UNIVERSITY

Application focus, professional contacts, and employee expectations (of experience) are fulfilled.

MIDWEST RADIO SURVEY

154

404 - MISSOURI SOUTHERN STATE COLLEGE

Interns are carefully monitored to assure that students receive "across the board" training, i.e., training in total operations. All students who have interned in broadcasting and have graduated are currently working in broadcasting.

408 - SOUTHWEST MISSOURI STATE UNIVERSITY

Gives them practical field experience. Helps them establish contacts. Helps them develop portfolio.

506 - UNIVERSITY OF WISCONSIN - MILWAUKEE

Hands on experience, professional setting. Knowledge of intern by supervisor. Addition to dossier.

507 - UNIVERSITY OF WISCONSIN - OSH KOSH

They find themselves confronting reality. Frequently they are responsible for professional activities. They learn by doing.

510 - UNIVERSITY OF WISCONSIN - WHITEWATER

Practical experience in varied work situation. Connection with professionals.

515 - UNIVERSITY OF WISCONSIN - RIVER FALLS

By providing practical exposure to equipment and procedures. By providing opportunities for networking with others in the industry (leading to references, etc.). By demonstrating what a student can expect in the professional world, making them better prepared to decide on career options.

NO RESPONSE

110 - SOUTHERN ILLINOIS UNIVERSITY - CARBONDALE

No response to the question, but they do have a program.

405 - NORTHWEST MISSOURI STATE UNIVERSITY

No response, but they do have a program.



410 - UNIVERSITY OF MISSOURI - COLUMBIA

No response, but they do have a program.

505 - UNIVERSITY OF WISCONSIN - MADISON

No response, but they do have a program.

512 - CARROLL COLLEGE

No response due to being neutral.

NO PROGRAM

112 - UNIVERSITY OF ILLINOIS

No intern program.

APPENDIX E

TOTAL PUBLIC UNIVERSITY - PREPARATION OF  
ACADEMIC ADVISORS

NO HELP

101 - CHICAGO STATE UNIVERSITY

It does not help the advisor.

120 - ILLINOIS STATE UNIVERSITY

No special preparation provided.

206 - INDIANA UNIVERSITY - BLOOMINGTON

Hires them with experience. No general training.

306 - UNIVERSITY OF NORTHERN IOWA

Unfortunately, no specific preparation.

503 - U OF W - EAU CLAIRE

No preparation.

504 - U OF W - LACROSSE

No special training.

WRITTEN MATERIALS AND/OR INFORMAL TRAINING

102 - EASTERN ILLINOIS UNIVERSITY

We provide a handbook and checklist.

103 - GOVERNORS STATE UNIVERSITY

Written materials.

202 - BALL STATE UNIVERSITY

Sends written material, holds occasional workshops.

305 - UNIVERSITY OF IOWA

College distributes materials and holds meetings to discuss-

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401 - CENTRAL MISSOURI STATE UNIVERSITY

Department responsibility to train.

404 - MISSOURI SOUTHERN STATE COLLEGE

Department briefings and information exchange.

410 - UNIVERSITY OF MISSOURI - COLUMBIA

Poorly, written directions from the dean's office.

511 - U OF W - SUPERIOR

Some seminars, but most prep. has been informal.

ADVISOR WORKSHOPS AND TRAINING

106 - NORTHERN ILLINOIS UNIVERSITY

Department trains TA'S and faculty coordinator runs advising workshops.

122 - NORTHEASTERN ILLINOIS UNIVERSITY

Departmentally. All advisors given extensive training and updating on progress and procedures.

207 - INDIANA STATE UNIVERSITY

Training sessions.

303 - IOWA STATE UNIVERSITY

There are advising workshops and there is an advising handbook. The department also has an advising coordinator.

408 - SOUTHWEST MISSOURI STATE UNIVERSITY

Workshops and seminars.

411 - UNIVERSITY OF MISSOURI - ST. LOUIS

The department donducts advising workshops. The department coordinator of advising works closely with the college dean of advising.

417 - NORTHEAST MISSOURI STATE UNIVERSITY

Workshops.

507 - U OF W - OSH KOSH

Special workshops in the area for new faculty.

510 - U OF W - WHITEWATER

Handbook, memos and workshops within the department for news advisors.

515 - U OF W - RIVER FALLS

Brief training session given at time of employment.

DEPARTMENT CHAIR INSTRUCTS ADVISORS

210 - UNIVERSITY OF SOUTHERN INDIANA

Department chair instructs individual advisors; the university provides an "advisors handbook."

506 - U OF W - MILWAUKEE

Advising coordinator and chair prepare new faculty/staff.

APPENDIX F

TOTAL PRIVATE UNIVERSITY - HOW INTERSHIP PROGRAMS AID STUDENTS

GOOD PLACEMENT OF STUDENT INTERNS

117 - PRINCIPIA COLLEGE

Because of our success rate in placement. Principia is a liberal arts college and our college graduates/interns have been able to compete head-to-head with broadcast majors and technical school graduates.

203 - BUTLER UNIVERSITY

Length of internship - minimum, 9 weeks full time 360 hrs.  
Quality of placements - major market stations, public relations firms, advertising agencies, corporate tv divisions.

413 - DRURY COLLEGE

Students work directly in the industry. We attempt to place them in types of jobs in keeping of their career goals. Further, internships enable students to make contacts and collect resum'e listings.

415 - WILLIAM WOODS COLLEGE

Professional training program/Internship at major market stations.

INDUSTRY RELATED EXPERIENCE

211 - PURDUE UNIVERSITY - CALUMET

Internship are the best "reality check" we can offer.

213 - SAINT JOSEPH'S COLLEGE

Gives students experience.

218 - TAYLOR UNIVERSITY

It gives them experience in "real" broadcast or production situations where the demands for professionalism are high. The most useful such experiences are small-market or non-union facilities where student-level professional skills can be put to work. The experience always goes on a written resum'e as an employment experience and often provides completed production projects that the student can use on a video or audio resum'e.

308 LORAS COLLEGE

By offering students experience in a professional setting.

311 - NORTHWESTERN COLLEGE

Gives them a better sense of how the professional world of broadcasting operates. In some instances it introduces them to expensive, specialized equipment which we do not have.

315 - WESTMAR COLLEGE

Students spend three hours a week working in a variety of jobs for local AM or FM stations, or at Sioux City TV stations.

402 - EVANGEL COLLEGE

They gain experience and confidence that help them in job interviews.

409 - STEPHENS COLLEGE

Gives the student confidence in knowing that what they are learning is contemporary to the field and/or that they are prepared for a career.

421 - AVILA COLLEGE

Gives the practical experience to add to the theoretical component.

501 - BELOIT COLLEGE

Realistic experience.



GETS FIRST INTERVIEWS AND GOOD POSITIONS

126 - DEPAUL UNIVERSITY

Helps them get their first interviews.

130 - ILLINOIS BENEDICTINE

Has led directly to positions in advertising, broadcast management and production, publishing and public relations.

204 - DEPAUW UNIVERSITY

Exploration of possible careers. Most of our students get their practical experience through our one-month winter term each year - a one month session at the university for independent study professional exploration.

301 - BUENA VISTA

Allows resum'e building experience, plus potential employment with intern granter.

304 - ST. AMBROSE COLLEGE

Provides students with "a foot in the door" at various professional outlets, additional experience and resum'e information.

418 - ROCKHURST COLLEGE

Interships are only approved at locations where students may do work related to the field. Every intern we have had has been able to enter the broadcast industry and some have done so beyond the entry level openings based on the total program here, which includes the internship for the best students.

OPPORTUNITIES TO PRACTICE SKILLS

107 - NORTHWESTERN UNIVERSITY

Supervised practical experience with academic feedback.

314 - BRIAR CLIFF COLLEGE

They are a vital, working member, not an observer. They carry a considerable amount of responsibility at the stations.

407 - ST. LOUIS UNIVERSITY

Provides the major opportunity for students to gain pragmatic training in broadcasting.

412 - WILLIAM JEWELL COLLEGE

Provides practical experience.

PRACTICAL KNOWLEDGE, NETWORKING & PROFESSIONAL EXPERIENCE114 - WHEATON COLLEGE

The workplace culture and hands-on experience and training and networking are so obviously helpful that it seems a ----  
--- almost -----, to so indicate it here.

118 - QUINCY COLLEGE

They work at a commercial radio or tv station doing the same things full-time employees do.

119 - AUGUSTANA COLLEGE

Provides work experience with broadcast facilities, a number of whom have hired our graduates.

121 - GREENVILLE COLLEGE

Gives them practical experience in a commercial station. Provides opportunities for future jobs.

123 - OLIVET NAZARENE

Makes contacts, teaches additional skills, helps student know more completely if this job is what is wanted (this leads toward more serious pursuit in some cases).

128 - EUREKA COLLEGE

Experience/job contacts.

MIDWEST RADIO SURVEY

163

201 - ANDERSON COLLEGE

Provides experiences which cannot be provided in the university environment.

215 - GOSHEN COLLEGE

Interns learn through observation and participation. They make contacts. They build their resume's.

217 - SAINT MARY'S COLLEGE

It has three goals: 1) To extend the students' liberal arts education into areas other than the classroom; 2) To serve as a bridge or transition between academic life and the working world; 3) To expose them to career opportunities and expectations in communications industries.

307 - GRAND VIEW COLLEGE

Gives them real world experience to build on. Provides contacts in broadcast community. Enhances professional demeanor.

403 - LINDENWOOD COLLEGE

Students build on practical experience earned in the classroom and campus media activities. This is an advanced learning experience in preparation for the professional world. Students also develop networking opportunities to establish potential employment contacts.

502 - MARQUETTE UNIVERSITY

Professional contacts and "reality-based" experience/exposure.

NO RESPONSE

115 - BRADLEY UNIVERSITY

No response, but they do have a program.

116 - ILLINOIS CENTRAL COLLEGE

No response, but they do have a program.

129 - ILLINOIS COLLEGE

No response due to replying neutral.

219 - VALPARAISO UNIVERSITY

No response, but they do have a program.

302 - DRAKE UNIVERSITY

No response, but they do have a program.

512 - CARROLL COLLEGE

No response due to being neutral.

APPENDIX G

TOTAL PRIVATE UNIVERSITY - PREPARATION OF  
ACADEMIC ADVISORS

NO HELP

115 - BRADLEY UNIVERSITY

It doesn't.

118 - QUINCY COLLEGE

They don't have any special methods or classes.

123 - OLIVET NAZARENE

None.

217 - SAINT MARY'S COLLEGE

No formal preparation. It is part of faculty responsibility and we "learn on the job."

301 - BUENA VISTA

It doesn't.

308 - LORAS COLLEGE

No formal training for department advisors.

311 - NORTHWESTERN COLLEGE

It provides them with a copy of the college catalogue.

402 - EVANGEL COLLEGE

No real preparation. We do have an advising manual that is very general in nature.

WRITTEN MATERIALS AND/OR INFORMAL TRAINING

107 - NORTHWESTERN

Orientation and handbook.

114 - WHEATON COLLEGE

Only internally, by osmosis, the true apprenticeship system.

116 - ILLINOIS CENTRAL COLLEGE

Orientation.

117 - PRINCIPIA COLLEGE

Informal mentoring.

213 - SAINT JOSEPH'S COLLEGE

Informal training.

421 - AVILA COLLEGE

Through memos and policy statements.

502 - MARQUETTE UNIVERSITY

Experience/consultation over time.

ADVISOR WORKSHOPS AND TRAINING

121 - GREENVILLE COLLEGE

Training sessions.

126 - DEPAUL UNIVERSITY

Workshops.

128 - EUREKA COLLEGE

Workshops.

201 - ANDERSON COLLEGE

Guidelines and seminars.

203 - BUTLER UNIVERSITY

Manual, advisor meetings.

204 - DEPAUW UNIVERSITY

University wide workshops for new faculty.

MIDWEST RADIO SURVEY

167

211 - PURDUE UNIVERSITY - CALUMET

Quarterly training sessions; periodic flyers/worksheets.

215 - GOSHEN COLLEGE

Orientation prior to each advising period -- catalogues and handbooks.

218 - TAYLOR UNIVERSITY

The records office holds seminars for new faculty and sends up-dated materials to all faculty who have experience in the task.

219 - VALPARAISO UNIVERSITY

College of Arts and Sciences - Advisors meetings.

304 - ST. AMBROSE COLLEGE

Workshops, audit materials, handbooks, telephone assistance.

307 - GRAND VIEW COLLEGE

Brief orientation as new faculty.

314 - BRIAR CLIFF COLLEGE

Yearly workshop with advising and retention office.

315 - WESTMAR COLLEGE

Three day workshops annually.

403 - LINDENWOOD COLLEGE

Advising workshops and an advising handbook are provided by the advising center. In addition, the advising center handles all freshman and sophomores.

409 - STEPHENS COLLEGE

Training for all new faculty. Semester briefings for all faculty. Advising workshops annually.



412 - WILLIAM JEWELL COLLEGE

Workshops and manuals.

413 - DRURY COLLEGE

Seminars.

415 - WILLIAM WOODS COLLEGE

Workshops.

501 - BELOIT COLLEGE

Training sessions in the fall.

512 - CARROLL COLLEGE

Brief training period.

FRESHMAN ADVISING TRAINING, OTHERS INFORMAL

119 - AUGUSTANA COLLEGE

Freshman advisers go through an orientation program. Others read their faculty and departmental handbooks.

130 - ILLINOIS BENEDICTINE

Some go through extensive training in freshman advising program others - just read advising manual.

ORIENTATION BY DEAN

302 - DRAKE UNIVERSITY

Orientation by dean.

DEPARTMENT CHAIR INSTRUCTS ADVISORS

407 - ST. LOUIS UNIVERSITY

Orientation by chairperson.

418 - ROCKHURST COLLEGE

Indexed faculty advising handbook updated each year. Department chairs give basic advice to new advisors. A workshop has been offered in the past, though is not done currently.

APPENDIX H

TOTAL UNIVERSITY - HOW INTERSHIP PROGRAMS AID STUDENTS

GOOD PLACEMENT OF STUDENT INTERNS

101 - CHICAGO STATE UNIVERSITY

With the Chicago market to choose a station. Most students can intern at the station they select as their first choice.

106 - NORTHERN ILLINOIS UNIVERSITY

Virtually everyone is offered a position. In addition to regular intern program, department cooperates with IBA in a state-wide minority intern program.

117 - PRINCIPIA COLLEGE

Because of our success rate in placement. Principia is a liberal arts college and our college graduates/interns have been able to compete head-to-head with broadcast majors and technical school graduates.

203 - BUTLER UNIVERSITY

Length of internship - minimum, 9 weeks full time 360 hrs. Quality of placements - major market stations, public relations firms, advertising agencies, corporate tv divisions.

411 UNIVERSITY OF MISSOURI - ST. LOUIS

We give students a good theoretical, academic background. Then they are required to take supervised practicum on campus. Finally they are allowed to complete supervised internships off campus. Since St. Louis is the media center of the state, they have excellent opportunities.

413 - DRURY COLLEGE

Students work directly in the industry. We attempt to place them in types of jobs in keeping of their career goals. Further, internships enable students to make contacts and collect resum'e listings.

415 - WILLIAM WOODS COLLEGE

Professional training program/Internship at major market stations.

INDUSTRY RELATED EXPERIENCE

102 - EASTERN ILLINOIS UNIVERSITY

Usually, the experience is in an industry related position.

103 - GOVERNORS STATE UNIVERSITY

Students do in-house production work. On teleclasses and telecourse, satellite and other projects, doing various jobs from camera work to character generation; outside internships involve work with cable and other production houses.

202 - BALL STATE UNIVERSITY

Gives them additional dimensions, especially in sales. Our biggest single emphasis is in sales.

206 - INDIANA UNIVERSITY - BLOOMINGTON

A good transition experience. They realize that they have something to contribute, and so face job-hunt with confidence. Few internships teach very much.

211 - PURDUE UNIVERSITY - CALUMET

Internship are the best "reality check" we can offer.

213 - SAINT JOSEPH'S COLLEGE

Gives students experience.

218 - TAYLOR UNIVERSITY

It gives them experience in "real" broadcast or production situations where the demands for professionalism are high. The most useful such experiences are small-market or non-union facilities where student-level professional skills can be put to work. The experience always goes on a written resum'e as an employment experience and often provides completed production projects that the student can use on a video or audio resum'e.

305 - UNIVERSITY OF IOWA

Gives them the chance to try out different kinds of jobs in broadcasting and makes them more familiar with the industry and what it takes to "make it" in broadcasting.

MIDWEST RADIO SURVEY

172

308 LORAS COLLEGE

By offering students experience in a professional setting.

311 - NORTHWESTERN COLLEGE

Gives them a better sense of how the professional world of broadcasting operates. In some instances it introduces them to expensive, specialized equipment which we do not have.

315 - WESTMAR COLLEGE

Students spend three hours a week working in a variety of jobs for local AM or FM stations, or at Sioux City TV stations.

402 - EVANGEL COLLEGE

They gain experience and confidence that help them in job interviews.

409 - STEPHENS COLLEGE

Gives the student confidence in knowing that what they are learning is contemporary to the field and/or that they are prepared for a career.

419 - UNIVERSITY OF MISSOURI - KANSAS CITY

Provides a stepping stone from school work to life work- from theory and practice to the reality of the job market.

421 - AVILA COLLEGE

Gives the practical experience to add to the theoretical component.

501 - BELOIT COLLEGE

Realistic experience.

503 - UNIVERSITY OF WISCONSIN - EAU CLAIRE

Similar to on the job training.

504 - UNIVERSITY OF WISCONSIN - LA CROSSE

It gives them practical experience beyond what can be provided within the department.

GETS FIRST INTERVIEWS AND GOOD POSITIONS

126 - DEPAUL UNIVERSITY

Helps them get their first interviews.

130 - ILLINOIS BENEDICTINE

Has led directly to positions in advertising, broadcast management and production, publishing and public relations.

204 - DEPAUW UNIVERSITY

Exploration of possible careers. Most of our students get their practical experience through our one-month winter term each year - a one month session at the university for independent study professional exploration.

301 - BUENA VISTA

Allows resum'e building experience, plus potential employment with intern granter.

304 - ST. AMBROSE COLLEGE

Provides students with "a foot in the door" at various professional outlets, additional experience and resum'e information.

418 - ROCKHURST COLLEGE

Interships are only approved at locations where students may do work related to the field. Every intern we have had has been able to enter the broadcast industry and some have done so beyond the entry level openings based on the total program here, which includes the internship for the best students.

511 - UNIVERSITY OF WISCONSIN - SUPERIOR

Work with professionals in a broadcast station for those seeking broadcast employment. In many cases this has led to a "first job" in the industry.

OPPORTUNITIES TO PRACTICE SKILLS

107 - NORTHWESTERN UNIVERSITY

Supervised practical experience with academic feedback.

120 - ILLINOIS STATE UNIVERSITY

It provides oppurtunities to practice skills developed in classroom and on campus activities.

314 - BRIAR CLIFF COLLEGE

They are a vital, working member, not an observer. They carry a considerable amount of responsibility at the stations.

407 - ST. LOUIS UNIVERSITY

Provides the major oppurtunity for students to gain pragmatic training in broadcasting.

412 - WILLIAM JEWELL COLLEGE

Provides practical experience.

417 - NORTHEAST MISSOURI STATE UNIVERSITY

Through the internship and working with campus media that the theory becomes practical.

PRACTICAL KNOWLEDGE, NETWORKING & PROFESSIONAL EXPERIENCE

113 - WESTERN ILLINOIS UNIVERSITY

They are placed in settings where they get the whole range of experiences - not just one or two. They have more easily secured jobs in the industry following an internship.

114 - WHEATON COLLEGE

The workplace culture and hands-on experience and training and networking are so obviously helpful that it seems a ----  
--- almost -----, to so indicate it here.

118 - QUINCY COLLEGE

They work at a commercial radio or tv station doing the same things full-time employees do.



MIDWEST RADIO SURVEY

175

119 - AUGUSTANA COLLEGE

Provides work experience with broadcast facilities, a number of whom have hired our graduates.

121 - GREENVILLE COLLEGE

Gives them practical experience in a commercial station. Provides oppurtunities for future jobs.

122 - NORTHEASTERN ILLINOIS UNIVERSITY

Retention rate of about 35% in jobs. Advancement of our graduates when in place. Practical knowledge. Networking. Professional experience.

123 - OLIVET NAZARENE

Makes contacts, teaches additional skills, helps student know more completely if this job is what is wanted (this leads toward more serious pursuit in some cases).

128 - EUREKA COLLEGE

Experience/job contacts.

201 - ANDERSON COLLEGE

Provides experiences which cannot be provided in the university environment.

207 - INDIANA STATE UNIVERSITY

Highly supervised/structured work experience in one of several areas within the industry.

210 - UNIVERSITY OF SOUTHERN INDIANA

Provides students the oppurtunity to work in a professional setting, on a daily basis. It allows them to develop professional contacts and a portfolio which is useful for future employment.

215 - GOSHEN COLLEGE

Interns learn through observation and participation. They make contacts. They build their resume's.

MIDWEST RADIO SURVEY

176

217 - SAINT MARY'S COLLEGE

It has three goals: 1) To extend the students' liberal arts education into areas other than the classroom; 2) To serve as a bridge or transition between academic life and the working world; 3) To expose them to career opportunities and expectations in communications industries.

303 - IOWA STATE UNIVERSITY

Provide students with practical experience and exposure to the job environment. Some of our interns had been hired by the institutions in which they held their interships.

306 - UNIVERSITY OF NORTHERN IOWA

To acquaint the student with the working conditions and stress that exists in the real world. We monitor our placements and require written evaluations from their supervisors to give us a good idea of what kind of experience they are getting. Leads to job offers.

307 - GRAND VIEW COLLEGE

Gives them real world experience to build on. Provides contacts in broadcast community. Enhances professional demeanor.

401 - CENTRAL MISSOURI STATE UNIVERSITY

Application focus, professional contacts, and employee expectations (of experience) are fulfilled.

403 - LINDENWOOD COLLEGE

Students build on practical experience earned in the classroom and campus media activities. This is an advanced learning experience in preparation for the professional world. Students also develop networking opportunities to establish potential employment contacts.

404 - MISSOURI SOUTHERN STATE COLLEGE

Interns are carefully monitored to assure that students receive "across the board" training, i.e., training in total operations. All students who have interned in broadcasting and have graduated are currently working in broadcasting.

MIDWEST RADIO SURVEY

177

408 - SOUTHWEST MISSOURI STATE UNIVERSITY

Gives them practical field experience. Helps them establish contacts. Helps them develop portfolio.

502 - MARQUETTE UNIVERSITY

Professional contacts and "reality-based" experience/exposure.

506 - UNIVERSITY OF WISCONSIN - MILWAUKEE

Hands on experience, professional setting. Knowledge of intern by supervisor. Addition to dossier.

507 - UNIVERSITY OF WISCONSIN - OSH KOSH

They find themselves confronting reality. Frequently they are responsible for professional activities. They learn by doing.

510 - UNIVERSITY OF WISCONSIN - WHITEWATER

Practical experience in varied work situation. Connection with professionals.

515 - UNIVERSITY OF WISCONSIN - RIVER FALLS

By providing practical exposure to equipment and procedures. By providing opportunities for networking with others in the industry (leading to references, etc.). By demonstrating what a student can expect in the professional world, making them better prepared to decide on career options.

NO RESPONSE

110 - SOUTHERN ILLINOIS UNIVERSITY - CARBONDALE

No response to the question, but they do have a program.

115 - BRADLEY UNIVERSITY

No response, but they do have a program.

116 - ILLINOIS CENTRAL COLLEGE

No response, but they do have a program.

MIDWEST RADIO SURVEY

178

129 - ILLINOIS COLLEGE

No response due to replying neutral.

219 - VALPARAISO UNIVERSITY

No response, but they do have a program.

302 - DRAKE UNIVERSITY

No response, but they do have a program.

405 - NORTHWEST MISSOURI STATE UNIVERSITY

No response, but they do have a program.

410 - UNIVERSITY OF MISSOURI - COLUMBIA

No response, but they do have a program.

505 - UNIVERSITY OF WISCONSIN - MADISON

No response, but they do have a program.

512 - CARROLL COLLEGE

No response due to being neutral.

NO PROGRAM

112 - UNIVERSITY OF ILLINOIS

No intern program.

APPENDIX I

TOTAL UNIVERSITY - PREPARATION OF ACADEMIC ADVISORS

NO HELP

101 - CHICAGO STATE UNIVERSITY

It does not help the advisor.

115 - BRADLEY UNIVERSITY

It doesn't.

118 - QUINCY COLLEGE

They don't have any special methods or classes.

120 - ILLINOIS STATE UNIVERSITY

No special preparation provided.

123 - OLIVET NAZARENE

None.

206 - INDIANA UNIVERSITY - BLOOMINGTON

Hires them with experience. No general training.

217 - SAINT MARY'S COLLEGE

No formal preparation. It is part of faculty responsibility and we "learn on the job."

301 - BUENA VISTA

It doesn't.

306 - UNIVERSITY OF NORTHERN IOWA

Unfortunately, no specific preparation.

308 - LORAS COLLEGE

No formal training for department advisors.

311 - NORTHWESTERN COLLEGE

It provides them with a copy of the college catalogue.

402 - EVANGEL COLLEGE

No real preparation. We do have an advising manual that is very general in nature.

503 - U OF W - EAU CLAIRE

No preparation.

504 - U OF W - LACROSSE

No special training.

WRITTEN MATERIALS AND/OR INFORMAL TRAINING

102 - EASTERN ILLINOIS UNIVERSITY

We provide a handbook and checklist.

103 - GOVERNORS STATE UNIVERSITY

Written materials.

107 - NORTHWESTERN

Orientation and handbook.

114 - WHEATON COLLEGE

Only internally, by osmosis, the true apprenticeship system.

116 - ILLINOIS CENTRAL COLLEGE

Orientation.

117 - PRINCIPIA COLLEGE

Informal mentoring.

202 - BALL STATE UNIVERSITY

Sends written material, holds occasional workshops.

213 - SAINT JOSEPH'S COLLEGE

Informal training.

305 - UNIVERSITY OF IOWA

College distributes materials and holds meetings to discuss-  
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401 - CENTRAL MISSOURI STATE UNIVERSITY

Department responsibility to train.

404 - MISSOURI SOUTHERN STATE COLLEGE

Department briefings and information exchange.

410 - UNIVERSITY OF MISSOURI - COLUMBIA

Poorly, written directions from the dean's office.

421 - AVILA COLLEGE

Through memos and policy statements.

502 - MARQUETTE UNIVERSITY

Experience/consultation over time.

511 - U OF W - SUPERIOR

Some seminars, but most prep. has been informal.

ADVISOR WORKSHOPS AND TRAINING

106 - NORTHERN ILLINOIS UNIVERSITY

Department trains TA'S and faculty coordinator runs advising workshops.

121 - GREENVILLE COLLEGE

Training sessions.

122 - NORTHEASTERN ILLINOIS UNIVERSITY

Departmentally. All advisors given extensive training and updating on progress and procedures.

126 - DEPAUL UNIVERSITY

Workshops.



128 - EUREKA COLLEGE

Workshops.

201 - ANDERSON COLLEGE

Guidelines and seminars.

203 - BUTLER UNIVERSITY

Manual, advisor meetings.

204 - DEPAUW UNIVERSITY

207 - INDIANA STATE UNIVERSITY

Training sessions.

303 - IOWA STATE UNIVERSITY

There are advising workshops and there is an advising handbook. The department also has an advising coordinator.

307 - GRAND VIEW COLLEGE

Brief orientation as new faculty.

314 - BRIAR CLIFF COLLEGE

Yearly workshop with advising and retention office.

315 - WESTMAR COLLEGE

Three day workshops annually.

403 - LINDENWOOD COLLEGE

Advising workshops and an advising handbook are provided by the advising center. In addition, the advising center handles all freshman and sophomores.

408 - SOUTHWEST MISSOURI STATE UNIVERSITY

Workshops and seminars.

409 - STEPHENS COLLEGE

Training for all new faculty. Semester briefings for all faculty. Advising workshops annually.

411 - UNIVERSITY OF MISSOURI - ST. LOUIS

The department conducts advising workshops. The department coordinator of advising works closely with the college dean of advising.

412 - WILLIAM JEWELL COLLEGE

Workshops and manuals.

413 - DRURY COLLEGE

Seminars.

415 - WILLIAM WOODS COLLEGE

Workshops.

417 - NORTHEAST MISSOURI STATE UNIVERSITY

Workshops.

501 - BELOIT COLLEGE

Training sessions in the fall.

507 - U OF W - OSH KOSH

Special workshops in the area for new faculty.

510 - U OF W - WHITEWATER

Handbook, memos and workshops within the department for news advisors.

512 - CARROLL COLLEGE

Brief training period.

515 - U OF W - RIVER FALLS

Brief training session given at time of employment.

DEPARTMENT CHAIR INSTRUCTS ADVISORS

210 - UNIVERSITY OF SOUTHERN INDIANA

Department chair instructs individual advisors; the university provides an "advisors handbook."

407 - ST. LOUIS UNIVERSITY

Orientation by chairperson.

418 - ROCKHURST COLLEGE

Indexed faculty advising handbook updated each year. Department chairs give basic advice to new advisors. A workshop has been offered in the past, though is not done currently.

506 - U OF W - MILWAUKEE

Advising coordinator and chair prepare new faculty/staff.

FRESHMAN ADVISING TRAINING, OTHERS INFORMAL

119 - AUGUSTANA COLLEGE

Freshman advisers go through an orientation program. Others read their faculty and departmental handbooks.

130 - ILLINOIS BENEDICTINE

Some go through extensive training in freshman advising program others - just read advising manual.

ORIENTATION BY DEAN

302 - DRAKE UNIVERSITY

Orientation by dean.

APPENDIX J

TOTAL PUBLIC UNIVERSITY CATEGORIES FOR TEXTS & COURSES

ADVERTISING

Bovee, C. L. & Arens, W. F. (1989). Contemporary advertising (3rd ed.). Homewood, Illinois: Irwin.  
#206 INDIANA UNIV. RADIO & TELEVISION ADVERTISING

Russell, T. & Verrill, G. (1986). Otto Kleppner's advertising procedure. Englewood Cliffs, New Jersey: Prentice-Hall.  
#401 CMSU MASS MEDIA ADVERTISING

Russell, J. T., Verrill, G. & Lane, W. R. (1986?). Kleppner's advertising procedure. Englewood Cliffs, New Jersey: Prentice Hall.

ANNOUNCING - BROADCAST

Hyde, S. W. (1983). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
#503 U OF W - EAU CLAIRE BROADCAST ANNOUNCING

Hyde, S. W. (1987?). Television and radio announcing. Boston: Houghton Mifflin Co.  
#110 SIU-C RADIO-TELEVISION PERFORMANCES  
#113 WIU BROADCAST PERFORMANCE  
#401 CMSU "NO CLASS LISTED FOR MCOM 2111."  
#504 U OF W - LACROSSE "NO CLASSES LISTED."  
#507 U OF W - OSH KOSH RADIO - TV ANNOUNCING  
#515 U OF W - RIVER FALLS BROADCAST PERFORMANCE I

Hyde, S. W. (1987). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
#202 BALL STATE RADIO & TELEVISION ANNOUNCING  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."

O'Donnell, L. B., Hausman, C. & Benoit, P. (1987). Announcing: broadcast communicating today. Belmont, California: Wadsworth Pub. Co.  
#511 U OF W - SUPERIOR RADIO ANNOUNCING

BROADCASTING & THE FUTURE

Brand, S. (1987). The media lab: inventing the future at MIT. New York: Viking.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

Clarke, A. C. (1984). Profiles of the future: an inquiry into the limits of the possible. New York: warner Books.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

MIDWEST RADIO SURVEY

186

Williams, F. (1983). The communications revolution. New York:  
New American Library.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

CABLE TELEVISION

Baldwin, T. F. & McVoy, D. S. (1988). Cable communication (2nd  
ed.). Englewood Cliffs, New Jersey: Prentice Hall.  
#110 SIU-C CABLE TELEVISION  
#206 INDIANA UNIV. CABLE/BROADBAND COMMUNICATIONS

Channels of Communication. (1988). 1988 field guide to the  
electronic media.  
#110 SIU-C CABLE TELEVISION  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION

COMPARATIVE MEDIA SYSTEMS

Head, S. W. (1985?). World broadcasting systems: a comparative  
analysis. Belmont, California: Wadsworth Pub. Co.  
#113 WIU COMPARATIVE BROADCASTING SYSTEMS

Martin, J. & Chaundhary, A. J. (1983). comparative mass media  
systems. New York: Longman.  
#401 CMSU COMPARATIVE MEDIA SYSTEMS

CONTINUITY - RADIO & TELEVISION

Messke, M. D. & Norris, R. C. (1987). Copywriting for the  
electronic media: a practical guide. Belmont, California:  
Wadsworth Pub. Co.  
#113 WIU BROADCAST CONTINUITY  
#401 CMSU CONTINUITY WRITING

COPYEDITING & LAYOUT

Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986?). New  
York: Macmillan.  
#401 CMSU COPYEDITING AND LAYOUT

CRITICISM - TELEVISION

Newcomb, H. (1987). Television: the critical view.  
 #507 U OF W - OSH KOSH TELEVISION CRITICISM  
 #206 INDIANA UNIV. THE BROADCAST PROGRAM

Marc, D. (1984). Demographic vistas: television in American culture. Philadelphia: University of Pennsylvania Press.  
 #110 SIU-C TELEVISION CRITICISM

DOCUMENTARY

Fiske, J. (1987). Television culture. New York: Methuen.  
 #206 INDIANA UNIV. THE BROADCAST DOCUMENTARY

Hartley, J. (1982). Understanding news. New York: Methuen.  
 #206 INDIANA UNIV. THE BROADCAST DOCUMENTARY

Rapping, E. (1987). The looking glass world of nonfiction tv.  
 Boston: South End Press.  
 #206 INDIANA UNIV. THE BROADCAST DOCUMENTARY

Snyder, R. L. (1968). Pare Lorentz and the documentary film  
 (1st ed.). Norman: University of Oklahoma Press.  
 #507 U OF W - OSH KOSH DOCUMENTARY FILM

Wolverton, M. (1983). How to make documentaries for video/radio/film: reality on reels. Houston: Gulf Pub. Co.  
 #507 U OF W - OSH KOSH DOCUMENTARY FILM

FILM - EDITING

Rosenblum, R. & Karen, R. (1979). When the shooting stops, the cutting begins: a film editor's story. New York: Da Capo Press.  
 #507 U OF W - OSH KOSH ADVANCED FILM EDITING WORKSHOP

FILM - HISTORY & ART OF

Andrew, J. D. (1976). The major film theories: an introduction. New York: Oxford University Press.  
 #202 BALL STATE SEMINAR IN FILM AND CULTURE

Giannetti, L. (1982). Understanding movies (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."

MIDWEST RADIO SURVEY

188

Ellis, J. C. (1979). A history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."

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INTRODUCTION TO MASS COMMUNICATION

- Agee, W. K., Ault, P. H. & Emery, E. (1988). Introduction to mass communications (9th ed.). New York: Harper & Row.  
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- Hiebert, R. E., Ungarait, D. F. & Bohn, T. W. (1987). Mass media V: an introduction to modern communication. New York: Longman.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION

JOURNALISM - BROADCAST

- Hall, M. W. (1983). Broadcast journalism: an introduction to news writing (2nd ed.). New York: Hastings House Pub.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Hulteng, J. L. (1985). The messenger's motives: ethical problems of the news media (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
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- Small, W. J. (1979). To kill a messenger: television news and the real world. New York: Hastings House.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Stephens, M. (1986). Broadcast news (2nd ed.). New York: Holt, Rinehart and Winston.  
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#511 U OF W - SUPERIOR BROADCAST JOURNALISM
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#507 U OF W - OSH KOSH BROADCAST LAW
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#506 U OF W - MILWAUKEE ELECTRONIC MEDIA POLICY
- Pember, D. R. (1987). Mass media law (4th ed.). Dubuque: Wm. C. Brown.  
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- Sherman, B. L. (1987?). Telecommunications management: the broadcast & cable industries. New York: McGraw-Hill.  
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- Stevens, J. D. (1982). Shaping the First Amendment: the development of free expression. Beverly Hills: Sage Publications.  
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- Tedford, T. L. (1985). Freedom of speech in the United States (1st ed.). Carbondale: Southern Illinois University Press.  
#506 U OF W -MILWAUKEE BROADCAST REGULATION & THE PUBLIC INTEREST
- U. S. Federal Communication Commission. (1984). The communication act of 1984.  
#110 SIU-C TELECOMMUNICATION POLICY

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Brilhart, J. K. (1986). Effective group discussion (5th ed.).  
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Sproule, J. M. (1980). Argument: language and its influence. New York: McGraw-Hill.  
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DuBois, J. (1985). Lighting for television: notes and practical applications on the art of television lighting (1st ed.). San Juan Capistrano, California: CDT Publications.  
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Schaefer, D. & Salvato, L. (1984). Masters of light: conversations with contemporary cinematographers. Berkeley: University of California Press.  
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Dessart, G. (1978). Television in the real world: a case study course in broadcast management. New York: Hastings House.  
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Goldhaber, G. M. (1983). Organizational communication (3rd ed.). Dubuque: W.C. Brown.  
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#401 CMSU MEDIA MANAGEMENT
- McCavitt, W. E. & Pringle, P. K. (1986). Electronic media management. Boston: Focal Press.  
#202 BALL STATE MANAGEMENT OF TELECOMMUNICATIONS  
#503 U OF W - EAU CLAIRE BROADCAST STATION MANAGEMENT  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- McCavitt, W. E. & Pringle, P. K. (1986?). Electronic media management. Boston: Focal press.  
#110 SIU-C RADIO-TV MANAGEMENT PRINCIPLES
- Sherman, B. L. (1987). Telecommunications management: the broadcast & cable industries. New York: McGraw-Hill.  
#206 INDIANA UNIV. BROADCAST STATION MANAGEMENT  
#507 U OF W - OSH KOSH RADIO - TV STATION MANAGEMENT
- Warner, C. (1986). Broadcast and cable selling. Belmont, California: Wadsworth Pub. Co.  
#110 SIU-C RADIO-TV SALES & SALES MANAGEMENT  
#506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES  
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MASS MEDIA & SOCIETY

- Dominick J. R. (1983). The dynamics of mass communication. Reading, Massachusetts: Addison-Wesley.  
#103 GOVERNOR'S STATE MEDIA & SOCIETY
- Garber, A. D. (1986). Media power in politics. Washington, D.C.: CQ Press Congressional Quarterly, Inc.  
#103 GOVERNOR'S STATE MASS MEDIA & POLITICS
- Janowitz, M. & Hirsh, P. (1981). Reader in public opinion & mass communication. New York: The Free Press.  
#103 GOVERNOR'S STATE MASS MEDIA & POLITICS
- Whetmore, E. J. (1987). Mediamerica: form, content, and consequence of mass communication (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
#103 GOVERNOR'S STATE MEDIA & SOCIETY

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- Berner, B. T. (1984). Language skills for journalists (2nd ed.). Boston: Houghton Mifflin.  
#206 INDIANA UNIV. BROADCAST WRITING
- Block, M. (1987). Writing broadcast news--shorter, sharper, stronger: a professional handbook. Chicago: Bonus Books.  
#506 U OF W - MILWAUKEE RADIO NEWS PREPARATION  
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#410 U OF M - COLUMBIA BROADCAST NEWS REPORTING
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#507 U OF W - OSH KOSH TELEVISION WRITING
- Blum, R. A. (1984). Television writing: from concept to contract. Boston: Focal Press.  
#507 U OF W - OSH KOSH TELEVISION WRITING
- Brady, B. & Lee, L. (1988). The understructure of writing for film & television. Austin: University of Texas Press.  
#113 WIU BROADCAST WRITING
- Cohler, D. K. (1985). Broadcast journalism: a guide for the presentation of radio and television news. Englewood Cliffs, New Jersey: Prentice-Hall.  
#206 INDIANA UNIV. BROADCAST WRITING
- Epstein, E. J. (1974). News from nowhere: television and the news. New York: Vintage Books.  
#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING
- Fink, C. C. (1988). Media ethics: in the newsroom and beyond. New York: McGraw-Hill Book Co.  
#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING
- French, C. W. (1988?). The associated press stylebook and libel manual: with appenidixes on photo captions, filing the wire. New York: Associated Press.  
#401 CMSU ELEMENTS OF NEWS REPORTING
- Garvey, D. E. & Rivers, W. L. (1982). Broadcast writing workbook. New York: Longman.  
#110 SIU-C WRITING FOR RADIO-TELEVISION

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 Mountain View, California: Mayfield Pub. Co.  
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 Allyn and Bacon.  
 #110 SIU-C WRITING PERFORMANC PRODUCTION  
 #503 U OF W - EAU CLAIRE BROADCAST WRITING - R & TV
- Mencher, M. (1987?). News reporting and writing. Dubuque:  
 W.C. Brown Co.  
 #103 GOVERNOR'S STATE NEWSWRITING AND REPORTING
- Orlick, P. B. (1986). Broadcast copywriting (3rd ed.). Boston:  
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- Orlick, P. B. (1986?). Broadcast copywriting. Boston: Allyn  
 and Bacon.  
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- Rystrom, K. (1983). The why, who, and how of the editorial page  
 (1st ed.). New York: Random House.  
 #401 CMSU EDITORIAL AND INTERPRETIVE WRITING
- Stephens, M. (1986?). Broadcast news. New York: Holt,  
 Rinehart and Winston.  
 #110 SIU-C RADIO NEWS  
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- Strunk, W., Jr. & White, E. B. (1979?). The elements of style.  
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 #110 SIU-C RADIO-TELEVISION NEWS WRITING  
 #410 U OF M - COLUMBIA BROADCAST NEWS REPORTING  
 #401 CMSU ELEMENTS OF NEWS REPORTING
- Strunk, W., Jr. (1979). The elements of style (3rd ed.). New  
 York: Macmillan.  
 #206 INDIANA UNIV. BROADCAST WRITING
- Ullmann, J. & Honeyman, S. (1983). The reporter's handbook: an  
investigator's guide to documents and techniques. New York:  
 St. Martin's Press.  
 #110 SIU-C TELEVISION NEWS FIELD PRODUCTION

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White, T., Meppen, A. J. & Young, S. (1984). Broadcast news writing, reporting, and production.

#202 BALL STATE WRITING FOR TELECOMMUNICATIONS

#202 BALL STATE ELECTRONIC NEWS GATHERING

Willis, E. E. (1981). Writing scripts for television, radio, and film. New York: Holt, Rinehart and Winston.

#103 GOVERNOR'S STATE WRITING FOR RADIO & TV

Yoakam, R. D. & Cremer, C. F. (1985?). ENG, television news and the new technology. New York: Random House.

#110 SIU-C TELEVISION NEWS

Yoakam, R. D. & Cremer, C. F. (1985). ENG, television news and the new technology (1st ed.). Carbondale: Southern Illinois University Press.

#410 U O M - COLUMBIA BROADCAST NEWS REPORTING

Zinsser, W. (1985?). On writing well: an informal guide to writing nonfiction. New York: Harper & Row.

#202 BALL STATE WRITING FOR TELECOMMUNICATIONS

NON-BROADCAST MEDIA OPERATIONS

Dravon, P., Moore, L. & Hickey, A. (1980). Video in the '80s: emerging uses for television in business, education, medicine, and government. New York: Knowledge Industry Pub. Inc.

#103 GOVERNOR'S STATE NON-BROADCAST MEDIA OPERATIONS

Gayeski, D. M. (1983?). Corporate and instructional video: design and prodction. Englewood Cliffs, N.J.: Prentice-Hall.

#110 SIU-C NON-BROADCAST TELEVISION

Gayeski, D. M. (1983). Corporate and instructional video: design and production. Englewood Cliffs, New Jersey: Prentice-Hall.

#202 BALL STATE NON-BROADCAST TELEVISION PRODUCTION

#401 CMSU INSTRUCTIONAL AND INDUSTRIAL TELEVISION

Marlow, E. (1982). Video & the corporation. New York: Knowledge Industry Pub., Inc.

#103 GOVERNOR'S STATE NON-BROADCAST MEDIA OPERATIONS

Matrazzo, D. (1985). The corporate scriptwriting book: a step-by-step guide to writing busines films, videotapes & slide shows. Portland: Communicom.

#110 SIU-C NON-BROADCAST TELEVISION

MIDWEST RADIO SURVEY

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Witherspoon, J. & Kovitz, R. (1987). The history of public broadcasting. Washington, D.C.: Current Newspaper.  
#507 U OF W - OSH KOSH EDUCATIONAL TELECOMMUNICATIONS

PERFORMANCE

Hindman, J., Kirkman, L. & Monk, E. (1979). TV acting: a manual for camera performance. Boston: Houghton Mifflin Co.  
#515 U OF W - RIVER FALLS BROADCAST PERFORMANCE II

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#202 BALL STATE AUDIO PRODUCTION  
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Alten, S. R. (1986?). Audio in media. Belmont, California: Wadsworth Pub. Co.  
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#507 U OF W - OSH KOSH AUDIO PRODUCTION

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Garvy, H. (1988). Before you shoot: a guide to low budget film production. Santa Cruz, California: Shire Press.  
#507 U OF W - OSH KOSH CINEMA PRODUCTION

Glenn, G. D. & Scholz, C. B. (1980). Super 8 handbook (2nd ed.). Indianapolis: H.W. Sams.  
#202 BALL STATE FILM PRODUCTION

PRODUCTION - RADIO

Busby, L. J. & Parker, D. (1984). The art and science of radio. Boston: Allyn and Bacon.  
#503 U OF W - EAU CLAIRE RADIO PRODUCTION  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."

O'Donnell, L. B., Bencit, P. & Hausman, C. (1986?). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
#113 WIU RADIO BROADCAST PRODUCTION  
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- O'Donnell, L. B., Benoit, P. & Hausman, C. (1986). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
#206 INDIANA UNIV. AUDIO PRODUCTION
- Pincus, E. (1972). Guide to filmmaking. New York: American Library.  
#202 BALL STATE FILM PRODUCTION
- Pincus, E. & Ascher, S. (1984). The filmmaker's handbook. New York: New American Library.  
#507 U OF W - OSH KOSH CINEMA TECHNIQUES
- Thom, R. (1982). Audio craft: an introduction to the tools and techniques of audio production. Washington, D.C.: National Federation of Community Broadcasters.  
#110 SIU-C PRODUCING FOR RADIO  
#401 CMSU "NO CLASS LISTED FOR MCOM 21D-B."

PRODUCTION - TELEVISION

- Armer, A. A. (1988). Writing the screenplay: tv and film. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU ADVANCED TELEVISION PRODUCTION  
#401 CMSU WRITING DRAMATIC AND DOCUMENTARY PROGRAMS
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986?). Television production: disciplines and techniques. Dubuque: W.C. Brown.  
#113 WIU TELEVISION PRODUCTION  
#401 CMSU VIDEO PRODUCTION AND PERFORMANCE  
#506 U OF W - MILWAUKEE TELEVISION PRODUCTION & DIRECTION  
#507 U OF W - OSH KOSH BASIC TELEVISION PRODUCTION  
#507 U OF W - OSH KOSH INTERMEDIATE TELEVISION PRODUCTION  
#507 U OF W - OSH KOSH TELEVISION PRODUCTION
- Burrows, T. D. & Wood, D. N. (1986). Television production: disciplines and techniques (3rd ed.). Dubuque: W.C. Brown.  
#202 BALL STATE VIDEO PRODUCTION
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1989). Television production: disciplines and techniques (4th ed.). Dubuque: W.C. Brown.  
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#510 U OF W - WHITEWATER "NO CLASSES LISTED."  
#511 U OF W - SUPERIOR PRINCIPLES OF TELEVISION PRODUCTION

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- Compesi, R. J. & Sherriffs, R. E. (1983). Small format television field production. Boston: Allyn and Bacon.  
#103 GOVERNOR'S STATE TELEVISION: REMOTE COLOR TECHNIQUES
- Compesi, R. J. & Sherriffs, R. E. (1985). Small format television production: the technique of single-camera television field production. Boston: Allyn and Bacon.  
#401 CMSU TELEVISION PRODUCTION
- Kindem, G. (1987). The moving image. Glenview, Illinois: Scott, Foresman.  
#511 U OF W - SUPERIOR DIRECTING FOR THE VISUAL MEDIA
- Lewis, C. (1968). The tv director/interpreter. New York: Hastings House.  
#202 BALL STATE ADVANCED AUDIO-VIDEO PRODUCTION
- Shook, F. (1988). Television field production and reporting. White Plains, New York: Longman.  
#410 U OF M - COLUMBIA ADVANCED TELEVISION PHOTOGRAPHY
- Zettl, H. (1973). Sight, sound, motion; applied media aesthetics. Belmont, California: Wadsworth Pub. Co.  
#507 U OF W - OSH KOSH ADVANCED TELEVISION PRODUCTION
- Zettl, H. (1984). Television production handbook (4th ed.). Belmont, California: Wadsworth Pub. Co.  
#103 GOVERNOR'S STATE TELEVISION PRODUCTION  
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- Zettl, H. (1984?). Television production handbook. Belmont California: Wadsworth Pub. Co.  
#504 U OF W - LACROSSE "NO CLASSES LISTED."

PROMOTION & PROGRAMMING - BROADCAST

- Eastman, S. T., Head, S. W. & Klein, L. (1981). Broadcast programming, strategies for winning television and radio audiences. Belmont, California: Wadsworth Pub. Co.  
#511 U OF W - SUPERIOR BROADCAST PROGRAMMING & MARKETING  
#515 U OF W - RIVER FALLS BROADCAST PROGRAMMING & CRIT
- Eastman, S. T., Head, S. W. & Klein, L. (1985). Broadcast/cable programming: strategies and practices (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
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Eastman, S. T., Head, S. W. & Lewis, K. (1985?). Broadcast/cable programming: strategies and practices. Belmont, California: Wadsworth Pub. Co.  
#110 SIU-C BROADCAST PROGRAMMING  
#401 CMSU BROADCAST PROGRAMMING AND OPERATIONS  
#506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES

Eastman, S. T., Head, S. W. & Klein, L. (1989). Broadcast/cable programming: strategies and practices (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
#202 BALL STATE ANALYSIS OF PROGRAMS & AUDIENCES

MacDonald, J. F. (1979). Don't touch that dial!: Radio programming in America. Chicago: Nelson-Hall.  
#515 U OF W - RIVER FALLS PROGRAMMING & CRIT. FOR RADIO

PUBLIC RELATIONS

Bivins, T. (1988). Handbook for public relations writing.

Lincolnwood, Illinois: NTC Business Books.  
#401 CMSU PUBLICITY

Hendrix, J. A. (1988). Public relations cases. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU CASE STUDIES IN PUBLIC RELATIONS

Newsom, D. & Carrell, B. (1986). Public relations writing: form & style (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
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THEORIES OF MASS COMMUNICATION

Lowery, S. & DeFleur, M. L. (1983). Milestones in mass communication research: media effects. New York: Longman.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."  
#401 CMSU THE EFFECTS OF MASS COMMUNICATION

Severin, W. J. & Tankard, J. W., Jr. (1979). Communication theories: origins, methods, uses. New York: Hastings House.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."

APPENDIX K

TOTAL PRIVATE UNIVERSITY CATEGORIES FOR TEXTS & COURSES

ADVERTISING

- Patti, C. H. & Frazer, C. F. (1987). Advertising: a decision-making approach. Chicago: Dryden Press.  
#301 BUENA VISTA COLLEGE          ADVERTISING

COMPARATIVE MEDIA SYSTEMS

- Head, S. W. (1985). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
#211 PURDUE-CALUMET          COMPARATIVE TCOM SYSTEMS
- Samovar, L. A. & Porter, R. E. (1985?). Intercultural communication: a reader. Belmont, California: Wadsworth Pub. Co.  
#201 ANDERSON          INTERCULTURAL/INTERNATION COMMUNICATION

COPYEDITING & LAYOUT

- Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986). The art of editing (4th ed.). New York: Macmillan.  
#115 BRADLEY UNIV.          COPYREADING & NEWS EDITING

COPYWRITING

- Meeske, M. D. & Norris, R. C. (1987). Copywriting for the electronic media: a practical guide. Belmont, California: Wadsworth Pub. Co.  
#409 STEPHENS COLLEGE          BROADCAST WRITING
- Orlick, P. B. (1986?). Broadcast copywriting. Boston: Allyn and Bacon.  
#211 PURDUE-CALUMET          RADIO & TELEVISION WRITING  
#402 EVANGEL COLLEGE          BROADCAST COPYWRITING
- Orlik, P. (1986). Broadcast copywriting (3rd ed.). Boston: Allyn and Bacon.  
#126 DEPAUL          BROADCAST COPYWRITING
- Weaver, J. C. (1984). Broadcast copywriting as process: a practical approach to copywriting for radio and television. New York: Longman.  
#114 WHEATON          RADIO PRODUCING

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CRITICISM - MASS MEDIA

Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987). Media ethics: cases and moral reasoning (2nd ed.). New York: Longman.  
#204 DEPAUW UNIV      MEDIA CRITICISM

Newcomb, H. (1987?). Television: the critical view. New York: Oxford University Press.  
#204 DEPAUW UNIV      MEDIA CRITICISM

FILM - HISTORY & ART OF

Giannetti, L. & Eyman, S. (1986). Flashback: a brief history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#409 STEPHENS COLLEGE      FILM LITERACY

INTRODUCTION TO MASS COMMUNICATION & FOUNDATIONS OF BROADCASTING

Bittner, J. R. (1985). Broadcasting and telecommunication (2nd ed.). Englewood Cliffs, New Jersey.  
#115 BRADLEY UNIV.      INTRO TO RADIO - TELEVISION

Gross, L. S. (1986?). Telecommunications: an introduction to electronic media. Dubuque: W.C. Brown.  
#501 BELOIT COLLEGE      "NO CLASSES LISTED."

Head, S. W. & Sterling C. H. (1987). Broadcasting in America: a survey of electronic media (5th ed.). Boston: Houghton Mifflin.  
#215 GOSHEN COLLEGE      INTRO TO TELECOMMUNICATIONS  
#413 DRURY COLLEGE      BROADCAST AS COMMUNICATION

Head, S. W. & Sterling, C. H. (1987?). Broadcasting in America: a survey of electronic media. Boston: Houghton Mifflin.  
#204 DEPAUW UNIV      MEDIA & SOCIETY  
#402 EVANGEL COLLEGE      INTRO TO BROADCASTING

Hiebert, R. E., Ungarait, D. F. & Bohn, T. W. (1987). Mass media V: an introduction to modern communication. New York: Longman.  
#115 BRADLEY UNIV.      THE MASS MEDIA

Whetmore, E. J. (1987?). Mediamerica: form, content, and consequence of mass communication. Belmont, California: Wadsworth Pub. Co.  
#118 QUINCY COLLEGE      INTRO TO MASS COMMUNICATION

MIDWEST RADIO SURVEY

205

- Greene, B. (1983). American beat. New York: Penguin Books.  
#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Hanson, N. E. (1987). How you can make \$\$25,000 a year writing  
(2nd ed.). Cincinnati, Ohio: Writer's Digest Books.  
#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Hewitt, J. (1988). Air words: writing for broadcast news.  
Mountain View, California: Mayfield Pub. Co.  
#211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
#402 EVANGEL COLLEGE BROADCAST JOURNALISM
- Itule, B. D. & Anderson, D. A. (1987). News writing and  
reporting for today's media (1st ed.). New York: Random  
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#201 ANDERSON NEWSWRITING  
#201 ANDERSON ADVANCED NEWSWRITING
- Kessler, L. & McDonald, D. (1985?). When words collide: a  
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#301 BUENA VISTA COLLEGE ADVANCED REPORTING  
#301 BUENA VISTA COLLEGE PUB. EDIT.  
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- Kessler, L. & McDonald, D. (1989). Mastering the message:  
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#301 BUENA VISTA COLLEGE PUB. EDIT.  
#301 BUENA VISTA COLLEGE MASS COMM IN SOCIETY
- King, S. (1987). Misery. New York: Viking.  
#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Land, M. E. (1987). Writing for magazines. Englewood Cliffs,  
New Jersey: Prentice-Hall.  
#211 PURDUE-CALUMET MAGAZINE JOURNALISM  
#301 BUENA VISTA COLLEGE ADVANCED REPORTING
- MacDonald, R. H. (1987). A broadcast news manual of style.  
White Plains, New York: Longman.  
#211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
#402 EVANGEL COLLEGE BROADCAST JOURNALISM

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- Mencher, M. (1987). Basic news writing: workbook (4th ed.).  
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 #301 BUENA VISTA COLLEGE REPORTING MASS COMM IN SOCIETY
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 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
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- Stephens, M. (1986?). Broadcast news. New York: Holt,  
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 #118 QUINCY COLLEGE TELEVISION NEWS  
 #409 STEPHENS COLLEGE BROADCAST NEWS WRITING & REPORTING
- Stephens, M. (1986). Broadcast news (2nd ed.). New York:  
 Holt, Rinehart and Winston.  
 #204 DEPAUW UNIV BROADCAST JOURNALISM  
 #211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
 #302 DRAKE UNIV. "NO CLASS LISTED."
- Stovall, J. G. (1985). Writing for the mass media. Englewood  
 Cliffs, New Jersey: Prentice Hall.  
 #115 BRADLEY UNIV. COMMUNICATION WRITING
- Strunk, W., Jr. & White, E. B. (1979?). The elements of style.  
 New York: Macmillan.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING  
 #409 STEPHENS COLLEGE PR WRITING: FORM & STYLE
- Ullman, J. & Honeyman, S. (1983). The reporter's handbook: an  
 investigator's guide to documents and techniques. New York:  
 St. Martin's Press.  
 #302 DRAKE UNIV. "NO CLASS LISTED"
- Waugh, E. (1977). Scoop. Boston: Little, Brown.  
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Walters, R. L. (1988). Broadcast writing: principles and practice. New York: Random House.

#201 ANDERSON BROADCAST COPYWRITING  
#302 DRAKE UNIV. "NO CLASS LISTED"  
#413 DRURY COLLEGE BROADCAST WRITING

White, T., Meppen, A. J. & Young, S. (1984). Broadcast news writing, reporting, and production.

#409 STEPHENS COLLEGE BROADCAST NEWS PRODUCTION

Yoakam, R. D. & Cremer, C. F. (1989?). ENG, television news and the new technology. New York: Random House.

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Ziegler, I. G. (1975). The creative writer's handbook: what to write, how to write it, where to sell it (2nd ed.). New York: Barnes & Noble Books.

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Zinsser, W. K. (1985). On writing well: an informal guide to writing nonfiction (3rd ed.). New York: Harper & Row.

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NON-BROADCAST MEDIA OPERATIONS

Gayeski, D. M. (1983). Corporate and instructional video: design and production. Englewood Cliffs, New Jersey: Prentice-Hall.

#211 PURDUE-CALUMET EDUCATIONAL/INSTITUTIONAL TV

PERFORMANCE

Hyde, S. W. (1987?). Television and radio announcing. Boston: Houghton Mifflin.

#114 WHEATON RADIO & TELEVISION ANNOUNCING  
#211 PURDUE-CALUMET RADIO & TV PERFORMANCE  
#402 EVANGEL COLLEGE TV THEORY PRODUCTION & SKILLS

Hyde, S. W. (1987). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.

#418 ROCKHURST COLLEGE MEDIA PERFORMANCE

PHOTOGRAPHY

Eastman Kodak Company (1983). Kodak pocket guide to 35 mm photography. New York: Simon and Schuster.  
 #302 DRAKE UNIV. "NO CLASS LISTED"

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Alten, S. R. (1986?). Audio in media. Belmont, California: Wadsworth Pub. Co.  
 #115 BRADLEY UNIV. RADIO PRODUCTION & DIRECTING  
 #201 ANDERSON ELECTRONIC MEDIA PRODUCTION

Alten, S. R. (1986). Audio in media (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
 #215 GOSHEN COLLEGE AUDIO PRODUCTION

Busby, L. J. & Parker, D. (1984). The art and science of radio. Boston: Allyn and Bacon.  
 #211 PURDUE-CALUMET RADIO PRODUCTION

Keith, M. C. (1987). Radio programming: consultancy and formatics. Boston: Focal Press.  
 #301 BUENA VISTA COLLEGE RADIO PRODUCTION

Lee, R. & Misiorowski, R. (1978). Script models: a handbook for the media writer. New York: Hastings House.  
 #114 WHEATON RADIO PRODUCING

O'Donnell, L. B., Benoit, P. & Hausman, C. (1986?). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
 #114 WHEATON RADIO PRODUCING  
 #402 EVANGEL COLLEGE RADIO PRODUCTION  
 #409 STEPHENS COLLEGE RADIO PRODUCING/DIRECTING  
 #418 ROCKHURST COLLEGE RADIO PROGRAMMING & PRODUCTION

O'Donnell, L. B., Benoit, P. & Hausman, C. (1986). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
 #211 PURDUE-CALUMET RADIO PRODUCTION  
 #302 DRAKE UNIV. "NO CLASS LISTED."  
 #413 DRURY COLLEGE FUNDAMENTALS OF RADIO PRODUCTION

PRODUCTION - TELEVISION

- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986). Television production: disciplines and techniques (4th ed.). Dubuque: W.C. Brown.  
 #114 WHEATON INTRODUCTION TO RADIO & TELEVISION  
 #413 DRURY COLLEGE LAB IN TELEVISION PRODUCTION
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986?). Television production: disciplines and techniques. Dubuque: W.C. Brown.  
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- Compsi, R. J. & Sherriffs, R. E. (1985). Small format television production: the technique of single-camera television field production. Boston: Allyn and Bacon.  
 #204 DEPAUW UNIV EFP(?)
- Kindem, G. A. (1987). The moving image: production principles and practices. Glenview, Illinois: Scott, Foresman.  
 #126 DEPAUL VIDEO PRODUCTION
- Mathias, H. & Patterson, R. (1985). Electronic cinematography: achieving photographic control over the video image. Belmon, California: Wadsworth Pub. Co.  
 #402 EVANGEL COLLEGE TELEVISION FIELD PRODUCTION
- Utz, P. (1987). Today's video: equipment, setup, and production. Englewood Cliffs, New Jersey: Prentice-Hall.  
 #409 STEPHENS COLLEGE INTRO TO BROADCAST PRODUCTION  
 #409 STEPHENS COLLEGE TELEVISION PRODUCING/DIRECTING  
 #501 BELLOIT COLLEGE "NO CLASSES LISTED."
- Zettl, H. (1984?). Television production handbook. Belmont, California: Wadsworth Pub. Co.  
 #118 QUINCY COLLEGE ADVANCED TELEVISION PRODUCTION  
 #201 ANDERSON ELECTRONIC MEDIA PRODUCTION  
 #201 ANDERSON TELEVISION PRODUCTION COMMUNICATION  
 #211 PURDUE-CALUMET TELEVISION PRODUCTION  
 #301 BUENA VISTA COLLEGE TELEVISION PRODUCTION  
 #301 BUENA VISTA COLLEGE ELECTRONIC FIELD PRODUCTION
- Zettl, H. (1984). Television production handbook (4th ed.). Belmont, California: Wadsworth Pub. Co.  
 #115 BRADLEY UNIV. TELEVISION PRODUCTION & DIRECTING  
 #215 GOSHEN COLLEGE VIDEO PRODUCTION  
 #402 EVANGEL COLLEGE TELEVISION PRODUCTION  
 #418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION

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Belmont, California: Wadsworth Pub. Co.  
#402 EVANGEL COLLEGE TELEVISION PRODUCTION  
#418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION

PRODUCTION - RADIO & TELEVISION

Howard, H. H. & Kievman, M. S. (1986). Radio and tv  
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#418 ROCKHURST COLLEGE RADIO PROGRAMMING & PROD.  
#418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PROD.

PUBLIC RELATIONS

Newsom, D. (1985). This is P R (3rd ed.). Belmont, California:  
Wadsworth Pub. Co.  
#115 BRADLEY UNIV. PUBLIC RELATIONS  
#301 BUENA VISTA COLLEGE PUBLIC RELATIONS

Newsom, D. & Carrell, B. (1986?). Public relations writing:  
form & style. Belmont, California: Wadsworth Pub. Co.  
#409 STEPHENS COLLEGE PR WRITING: FORM & STYLE

Newsom, D. & Carrell, B. (1986). Public relations writing:  
form & style (2nd ed.). Belmont, California: Wadsworth  
Pub. Co.  
#115 BRADLEY UNIV. PUBLIC RELATIONS WRITING

THEORIES OF MASS COMMUNICATION

Severin, W. & Tankard, J. (1988). Communication theories. New  
York: Longman.  
#115 BRADLEY UNIV. COMMUNICATION THEORY  
#301 BUENA VISTA COLLEGE THEORY OF COMMUNICATION

APPENDIX L

TOTAL UNIVERSITY CATEGORIES FOR TEXTS & COURSES

ADVERTISING

- Bovee, C. L. & Arens, W. F. (1989). Contemporary advertising (3rd ed.). Homewood, Illinois: Irwin.  
#206 INDIANA UNIV. RADIO & TELEVISION ADVERTISING
- Patti, C. H. & Frazer, C. F. (1987). Advertising: a decision-making approach. Chicago: Dryden Press.  
#301 BUENA VISTA COLLEGE ADVERTISING
- Russell, T. & Verrill, G. (1986). Otto Kleppner's advertising procedure. Englewood Cliffs, New Jersey: Prentice-Hall.  
#401 CMSU MASS MEDIA ADVERTISING  
#115 BRADLEY UNIV. ADVERTISING AS COMMUNICATION

ANNOUNCING - BROADCAST

- Hyde, S. W. (1983). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
#503 U OF W - EAU CLAIRE BROADCAST ANNOUNCING
- Hyde, S. W. (1987?). Television and radio announcing. Boston: Houghton Mifflin Co.  
#110 SIU-C RADIO-TELEVISION PERFORMANCES  
#113 WIU BROADCAST PERFORMANCE  
#401 CMSU "NO CLASS LISTED FOR MCOM 2111."  
#504 U OF W - LACROSSE "NO CLASSES LISTED."  
#507 U OF W - OSH KOSH RADIO - TV ANNOUNCING  
#515 U OF W - RIVER FALLS BROADCAST PERFORMANCE I
- Hyde, S. W. (1987). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
#202 BALL STATE RADIO & TELEVISION ANNOUNCING  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- O'Donnell, L. B., Hausman, C. & Benoit, P. (1987). Announcing: broadcast communicating today. Belmont, California: Wadsworth Pub. Co.  
#511 U OF W - SUPERIOR RADIO ANNOUNCING

BROADCASTING & THE FUTURE

- Brand, S. (1987). The media lab: inventing the future at MIT. New York: Viking.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

Clarke, A. C. (1984). Profiles of the future: an inquiry into the limits of the possible. New York: warner Books.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

Williams, F. (1983). The communications revolution. New York: New American Library.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

#### CABLE TELEVISION

Baldwin, T. F. & McVoy, D. S. (1988). Cable communication (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall.  
#110 SIU-C CABLE TELEVISION  
#206 INDIANA UNIV. CABLE/BROADBAND COMMUNICATIONS

Channels of Communication. (1988). 1988 field guide to the electronic media.  
#110 SIU-C CABLE TELEVISION  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION

#### COMPARATIVE MEDIA SYSTEMS

Head, S. W. (1985?). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
#113 WIU COMPARATIVE BROADCASTING SYSTEMS

Head, S. W. (1985). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
#211 PURDUE-CALUMET COMPARATIVE TCOM SYSTMES

Martin, J. & Chaundhary, A. J. (1983). Comparative mass media systems. New York: Longman.  
#401 CMSU COMPARATIVE MEDIA SYSTEMS

Samovar, L. A. & Porter, R. E. (1985?). Intercultural communcation: a reader. Belmont, California: Wadsworth Pub. Co.  
#201 ANDERSON INTERCULTURAL/INTERNATION COMMUNICATION

#### CONTINUITY - RADIO & TELEVISION

Messeke, M. D. & Norris, R. C. (1987). Copywriting for the electronic media: a practical guide. Belmont, California: Wadsworth Pub. Co.  
#113 WIU BROADCAST CONTINUITY  
#401 CMSU CONTINUITY WRITING

COPYEDITING & LAYOUT

Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986?). New York: Macmillan.  
#401 CMSU COPYEDITING AND LAYOUT

Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986). The art of editing (4th ed.). New York: Macmillan.  
#115 BRADLEY UNIV. COPYREADING & NEWS EDITING

COPYWRITING

Meeske, M. D. & Norris, R. C. (1987). Copywriting for the electronic media: a practical guide. Belmont, California: Wadsworth Pub. Co.  
#409 STEPHENS COLLEGE BROADCAST WRITING

Orlick, P. B. (1986?). Broadcast copywriting. Boston: Allyn and Bacon.  
#211 PURDUE-CALUMET RADIO & TELEVISION WRITING  
#402 EVANGEL COLLEGE BROADCAST COPYWRITING

Orlik, P. (1986). Broadcast copywriting (3rd ed.). Boston: Allyn and Bacon.  
#126 DEPAUL BROADCAST COPYWRITING

Weaver, J. C. (1984). Broadcast copywriting as process: a practical approach to copywriting for radio and television. New York: Longman.  
#114 WHEATON RADIO PRODUCING

CRITICISM - TELEVISION

Newcomb, H. (1987?). Television: the critical view.  
#507 U OF W - OSH KOSH TELEVISION CRITICISM

Newcomb, H. (1987). Television: the critical view (4th ed.). New York: Oxford University Press.  
#206 INDIANA UNIV. THE BROADCAST PROGRAM

Marc, D. (1984). Demographic vistas: television in American culture. Philadelphia: University of Pennsylvania Press.  
#110 SIU-C TELEVISION CRITICISM



CRITICISM - MASS MEDIA

- Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987). Media ethics: cases and moral reasoning (2nd ed.). New York: Longman.  
#204 DEPAUW UNIV      MEDIA CRITICISM
- Newcomb, H. (1987?). Television: the critical view. New York: Oxford University Press.  
#204 DEPAUW UNIV      MEDIA CRITICISM

DOCUMENTARY

- Fiske, J. (1987). Television culture. New York: Methuen.  
#206 INDIANA UNIV.      THE BROADCAST DOCUMENTARY
- Hartley, J. (1982). Understanding news. New York: Methuen.  
#206 INDIANA UNIV.      THE BROADCAST DOCUMENTARY
- Rapping, E. (1987). The looking glass world of nonfiction tv. Boston: South End Press.  
#206 INDIANA UNIV.      THE BROADCAST DOCUMENTARY
- Snyder, R. L. (1968). Pare Lorentz and the documentary film (1st ed.). Norman: University of Oklahoma Press.  
#507 U OF W - OSH KOSH      DOCUMENTARY FILM
- Wolverton, M. (1983). How to make documentaries for video/radio/film: reality on reels. Houston: Gulf Pub. Co.  
#507 U OF W - OSH KOSH      DOCUMENTARY FILM

FILM - EDITING

- Rosenblum, R. & Karen, R. (1979). When the shooting stops, the cutting begins: a film editor's story. New York: Da Capo Press.  
#507 U OF W - OSH KOSH      ADVANCED FILM EDITING WORKSHOP

FILM - HISTORY & ART OF

- Andrew, J. D. (1976). The major film theories: an introduction. New York: Oxford University Press.  
#202 BALL STATE      SEMINAR IN FILM AND CULTURE

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- Ellis, J. C. (1979). A history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Giannetti, L. & Eyman, S. (1986). Flashback: a brief history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#409 STEPHENS COLLEGE FILM LITERACY
- Giannetti, L. (1982). Understanding movies (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Schatz, T. (1981). Hollywood genres: formulas, filmmaking, and the studio system (1st ed.). New York: Random House.  
#202 BALL STATE FILM GENRES

FOUNDATIONS OF BROADCASTING

- Barnouw, E. (1979). The sponsor: notes on a modern potentate. New York: Oxford University Press.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION
- Gross, L. S. (1986?). Telecommunications: an introduction to radio, television, and other electronic media. Dubuque: W.C. Brown.  
#113 WESTERN IL. FUNDAMENTALS OF BROADCASTING
- Head, S. W. & Sterling, C. H. (1987?). Broadcasting in America. Boston: Houghton Mifflin.  
#401 CMSU FOUNDATIONS OF BROADCASTING  
#506 U OF W - MILWAUKEE INTRO TO BROADCASTING
- Head, S. W. & Sterling, C. H. (1987). Broadcasting in America: a survey of electronic media (5th ed.). Boston: Houghton Mifflin.  
#103 GOVERNOR'S STATE BROADCASTING IN AMERICA  
#202 BALL STATE DEVELOPMENTS IN TELECOMMUNICATIONS  
#206 INDIANA UNIV. FOUNDATIONS OF TELECOMMUNICATIONS
- Jewett, J., Shrago, J. & Yomtov, B. (1980). Designing optimal voice networks for businesses, government, and telephone companies. Chicago: Telephony Pub. Corp.  
#206 INDIANA UNIV. TOPICAL SEMINAR IN TELECOMMUNICATIONS
- Paper, L. J. (1987). William S. Paley and the making of CBS.  
#110 SIU-C RADIO-TV HISTORY & FOUNDATION

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Whitehouse, G. E. (1986). Understanding the new technologies of the mass media. Englewood Cliffs, New Jersey: Prentice-Hall.

#206 INDIANA UNIV. FOUNDATIONS OF TELECOMMUNICATIONS

INTRODUCTION TO MASS COMMUNICATION & FOUNDATIONS OF BROADCASTING

Agee, W. K., Ault, P. H. & Emery, E. (1988). Introduction to mass communications (9th ed.). New York: Harper & Row.

#206 INDIANA UNIV. INTRO TO MASS COMMUNICATIONS

Bittner, J. R. (1985). Broadcasting and telecommunication (2nd ed.). Englewood Cliffs, New Jersey.

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Gross, L. S. (1986?). Telecommunications: an introduction to electronic media. Dubuque: W.C. Brown.

#501 BELOIT COLLEGE "NO CLASSES LISTED."

Head, S. W. & Sterling C. H. (1987). Broadcasting in America: a survey of electronic media (5th ed.). Boston: Houghton Mifflin.

#215 GOSHEN COLLEGE INTRO TO TELECOMMUNICATIONS

#413 DRURY COLLEGE BROADCAST AS COMMUNICATION

Head, S. W. & Sterling, C. H. (1987?). Broadcasting in America: a survey of electronic media. Boston: Houghton Mifflin.

#204 DEPAUW UNIV MEDIA & SOCIETY

#402 EVANGEL COLLEGE INTRO TO BROADCASTING

Hiebert, R. E., Ungarait, D. F. & Bohn, T. W. (1987). Mass media V: an introduction to modern communication. New York: Longman.

#110 SIU-C UNDERSTANDING RADIO-TELEVISION

#115 BRADLEY UNIV. THE MASS MEDIA

Whetmore, E. J. (1987?). Mediamerica: form, content, and consequence of mass communication. Belmont, California: Wadsworth Pub. Co.

#118 QUINCY COLLEGE INTRO TO MASS COMMUNICATION

JOURNALISM - BROADCAST

Biagi, S. (1987). Newstalk II: state-of-the-art conversations with today's broadcast journalists. Belmont, California: Wadsworth Pub. Co.

#301 BUENA VISTA COLLEGE

BROADCAST JOURNALISM

- Cohler, D. K. (1985). Broadcast journalism: a guide for the presentation of radio and television news. Englewood Cliffs, New Jersey: Prentice-Hall.  
#402 EVANGEL COLLEGE BROADCAST JOURNALISM
- Hall, M. W. (1983). Broadcast journalism: an introduction to news writing (2nd ed.). New York: Hastings House Pub.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Hulteng, J. L. (1985). The messenger's motives: ethical problems of the news media (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
#410 U OF M - COLUMBIA INTRO TO BROADCAST JOURNALISM
- Small, W. J. (1979). To kill a messenger: television news and the real world. New York: Hastings House.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Stephens, M. (1986). Broadcast news (2nd ed.). New York: Holt, Rinehart and Winston.  
#410 U OF M - COLUMBIA INTRO TO BROADCAST JOURNALISM  
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- Stephens, M. (1986?). Broadcast news. New York: Holt, Rinehart and Winston.  
#401 CMSU BROADCAST JOURNALISM

LAW - BROADCAST

- Bittner, J. R. (1982). Broadcast law and regulation. Englewood Cliffs, New Jersey: Prentice-Hall.  
#503 U OF W - EAU CLAIRE LAW OF BROADCASTING  
#507 U OF W - OSH KOSH BROADCAST LAW
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1988). 1988 supplement to first amendment & fifth estate. Mineola, New York: Foundation Press.  
#206 INDIANA UNIV. CONTENT REGULATION OF TELECOMMUNICATIONS
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1986). The first amendment and the fifth estate: regulation of electronic mass media. Mineola, New York: Foundation Press.  
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- Carter, T. B., Franklin, M. A. & Wright, J. B. (1986?). The First Amendment and the fifth estate: regulation of electronic mass media. Westbury, New York: Foundation Press.  
#110 SIU-C TELECOMMUNICATIONS MANAGEMENT

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- Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987?). Media ethics: cases and moral reasoning. New York: Longman.  
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#409 STEPHENS COLLEGE MEDIA ETHICS
- Ginsburg, D. H. (1983). 1983 supplement to regulation of broadcasting: law and policy towards radio, television, and cable communications. St. Paul: West Pub. Co.  
#110 SIU-C TELECOMMUNICATION POLICY
- Ginsburg, D. H. (1983?). Regulation of broadcasting: law and policy towards radio, television and cable communications. St. Paul: West Pub. Co.  
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- Holsinger, R. L. (1987). Media law. New York: Random House.  
#115 BRADLEY UNIV. COMMUNICATION LAW  
#409 STEPHENS COLLEGE COMMUNICATIONS LAW
- Le Duc, D. R. (1987). Beyond broadcasting: patterns in policy and law. White Plains, New York: Longman.  
#506 U OF W - MILWAUKEE ELECTRONIC MEDIA POLICY
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- Kindem, G. A. (1987). The moving image: production principles and practices. Glenview, Illinois: Scott, Foresman.  
 #126 DEPAUL VIDEO PRODUCTION  
 #511 U OF W - SUPERIOR DIRECTING FOR THE VISUAL MEDIA
- Lewis, C. (1968). The tv director/interpreter. New York: Hastings House.  
 #202 BALL STATE ADVANCED AUDIO-VIDEO PRODUCTION
- Mathias, H. & Patterson, R. (1985). Electronic cinematography: achieving photographic control over the video image. Belmon, California: Wadsworth Pub. Co.  
 #402 EVANGEL COLLEGE TELEVISION FIELD PRODUCTION
- Shook, F. (1988). Television field production and reporting. White Plains, New York: Longman.  
 #410 U OF M - COLUMBIA ADVANCED TELEVISION PHOTOGRAPHY
- Utz, P. (1987). Today's video: equipment, setup, and production. Englewood Cliffs, New Jersey: Prentice-Hall.  
 #409 STEPHENS COLLEGE INTRO TO BROADCAST PRODUCTION  
 #409 STEPHENS COLLEGE TELEVISION PRODUCING/DIRECTING  
 #501 BELOIT COLLEGE "NO CLASSES LISTED."
- Zettl, H. (1973). Sight, sound, motion; applied media aesthetics. Belmont, California: Wadsworth Pub. Co.  
 #507 U OF W - OSH KOSH ADVANCED TELEVISION PRODUCTION
- Zettl, H. (1984?). Television production handbook. Belmont, California: Wadsworth Pub. Co.  
 #118 QUINCY COLLEGE ADVANCED TELEVISION PRODUCTION  
 #201 ANDERSON ELECTRONIC MEDIA PRODUCTION  
 #201 ANDERSON TELEVISION PRODUCTION COMMUNICATION  
 #211 PURDUE-CALUMET TELEVISION PRODUCTION  
 #301 BUENA VISTA COLLEGE TELEVISION PRODUCTION  
 #301 BUENA VISTA COLLEGE ELECTRONIC FIELD PRODUCTION  
 #504 U OF W - LACROSSE "NO CLASSES LISTED."  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."

Zettl, H. (1984). Television production handbook (4th ed.).  
 Belmont, California: Wadsworth Pub. Co.  
 #103 GOVERNOR'S STATE TELEVISION PRODUCTION  
 #103 GOVERNOR'S STATE ADVANCED COLOR TV PRODUCTION  
 #115 BRADLEY UNIV. TELEVISION PRODUCTION & DIRECTING  
 #215 GOSHEN COLLEGE VIDEO PRODUCTION  
 #402 EVANGEL COLLEGE TELEVISION PRODUCTION  
 #418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION

Zettl, H. (1985). Television production workbook (4th ed.).  
 Belmont, California: Wadsworth Pub. Co.  
 #402 EVANGEL COLLEGE TELEVISION PRODUCTION  
 #418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION

PRODUCTION - RADIO & TELEVISION

Howard, H. H. & Kievman, M. S. (1986). Radio and tv  
 programming. Ames, Iowa: Iowa State University Press.  
 #418 ROCKHURST COLLEGE RADIO PROGRAMMING & PROD.  
 #418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PROD.

PROMOTION & PROGRAMMING - BROADCAST

Eastman, S. T., Head, S. W. & Klein, L. (1981). Broadcast  
 programming, strategies for winning television and radio  
 audiences. Belmont, California: Wadsworth Pub. Co.  
 #511 U OF W - SUPERIOR BROADCAST PROGRAMMING & MARKETING  
 #515 U OF W - RIVER FALLS BROADCAST PROGRAMMING & CRIT

Eastman, S. T., Head, S. W. & Klein, L. (1985). Broadcast/cable  
 programming: strategies and practices (2nd ed.). Belmont,  
 California: Wadsworth Pub. Co.  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."

Eastman, S. T., Head, S. W. & Lewis, K. (1989?).  
Broadcast/cable programming: strategies and practices.  
 Belmont, California: Wadsworth Pub. Co.  
 #110 SIU-C BROADCAST PROGRAMMING  
 #401 CMSU BROADCAST PROGRAMMING AND OPERATIONS  
 #506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES

Eastman, S. T., Head, S. W. & Klein, L. (1989). Broadcast/cable  
 programming: strategies and practices (3rd ed.). Belmont,  
 California: Wadsworth Pub. Co.  
 #202 BALL STATE ANALYSIS OF PROGRAMS & AUDIENCES

MacDonald, J. F. (1979). Don't touch that dial!: Radio programming in America. Chicago: Nelson-Hall.  
#515 U OF W - RIVER FALLS      PROGRAMMING & CRIT. FOR RADIO

### PUBLIC RELATIONS

Bivins, T. (1988). Handbook for public relations writing. Lincolnwood, Illinois: NTC Business Books.  
#401 CMSU      PUBLICITY

Hendrix, J. A. (1988). Public relations cases. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU      CASE STUDIES IN PUBLIC RELATIONS

Newsom, D. (1985). This is P R (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
#115 BRADLEY UNIV.      PUBLIC RELATIONS

Newsom, D. & Carrell, B. (1986?). Public relations writing: form & style. Belmont, California: Wadsworth Pub. Co.  
#409 STEPHENS COLLEGE      PR WRITING: FORM & STYLE

Newsom, D. & Carrell, B. (1986). Public relations writing: form & style (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
#115 BRADLEY UNIV.      PUBLIC RELATIONS WRITING  
#510 U OF W - WHITEWATER      "NO CLASSES LISTED."

### THEORIES OF MASS COMMUNICATION

Lowery, S. & DeFleur, M. L. (1983). Milestones in mass communication research: media effects. New York: Longman.  
#510 U OF W - WHITEWATER      "NO CLASSES LISTED."

Lowery, S. & DeFleur, M. L. (1983?). Milestones in mass communication research: media effects. White Plains, New York: Longman.  
#401 CMSU      THE EFFECTS OF MASS COMMUNICATION

Severin, W. & Tankard, J. (1988). Communication theories. New York: Longman.  
#115 BRADLEY UNIV.      COMMUNICATION THEORY  
#301 BUENA VISTA COLLEGE      THEORY OF COMMUNICATION

Severin, W. J. & Tankard, J. W., Jr. (1979). Communication theories: origins, methods, uses. New York: Hastings House.  
#510 U OF W - WHITEWATER      "NO CLASSES LISTED."

APPENDIX M

TOTAL PUBLIC UNIVERSITY COURSES & TEXTS

## MIDWEST RADIO SURVEY

234

- Agee, W. K., Ault, P. H. & Emery, E. (1988). Introduction to mass communications (9th ed.). New York: Harper & Row.  
#206 INDIANA UNIV. INTRO TO MASS COMMUNICATIONS
- Alten, S. R. (1986). Audio in media (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
#202 BALL STATE AUDIO PRODUCTION  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Alten, S. R. (1986?). Audio in media. Belmont, California: Wadsworth Pub. Co.  
#504 U OF W - LACROSSE "NO CLASS LISTED."  
#507 U OF W - OSH KOSH AUDIO PRODUCTION
- Andrew, J. D. (1976). The major film theories: an introduction. New York: Oxford University Press.  
#202 BALL STATE SEMINAR IN FILM AND CULTURE
- Armer, A. A. (1988). Writing the screenplay: tv and film. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU ADVANCED TELEVISION PRODUCTION  
#401 CMSU WRITING DRAMATIC AND DOCUMENTARY PROGRAMS
- Baldwin, T. F. & McVoy, D. S. (1988). Cable communication (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall.  
#110 SIU-C CABLE TELEVISION  
#206 INDIANA UNIV. CABLE/BROADBAND COMMUNICATIONS
- Barnouw, E. (1979). The sponsor: notes on a modern potentate. New York: Oxford University Press.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION
- Berner, B. T. (1984). Language skills for journalists (2nd ed.). Boston: Houghton Mifflin.  
#206 INDIANA UNIV. BROADCAST WRITING
- Bittner, J. R. (1982). Broadcast law and regulation. Englewood Cliffs, New Jersey: Prentice-Hall.  
#503 U OF W - EAU CLAIRE LAW OF BROADCASTING  
#507 U OF W - OSH KOSH BROADCAST LAW
- Bivins, T. (1988). Handbook for public relations writing. Lincolnwood, Illinois: NTC Business Books.  
#401 CMSU PUBLICITY
- Block, M. (1987). Writing broadcast news--shorter, sharper, stronger: a professional handbook. Chicago: Bonus Books.  
#506 U OF W - MILWAUKEE RADIO NEWS PREPARATION  
#506 U OF W - MILWAUKEE TELEVISION NEWS PREPARATION

- Block, M. (1985). Writing broadcast news--shorter, sharper, stronger: a professional handbook. Chicago: Bonus Books.  
#410 U OF M - COLUMBIA BROADCAST NEWS REPORTING
- Blum, R. A. & Lindheim, R. D. (1987). Primetime: network television programming. Boston: Focal Press.  
#507 U OF W - OSH KOSH TELEVISION WRITING
- Blum, R. A. (1984). Television writing: from concept to contract. Boston: Focal Press.  
#507 U OF W - OSH KOSH TELEVISION WRITING
- Bovee, C. L. & Arens, W. F. (1989). Contemporary advertising (3rd ed.). Homewood, Illinois: Irwin.  
#206 INDIANA UNIV. RADIO & TELEVISION ADVERTISING
- Brady, B. & Lee, L. (1988). The understructure of writing for film & television. Austin: University of Texas Press.  
#113 WIU BROADCAST WRITING
- Brand, S. (1987). The media lab: inventing the future at MIT. New York: Viking.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE
- Brilhart, J. K. (1986). Effective group discussion (5th ed.). Dubuque: W.C. Brown.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986?). Television production: disciplines and techniques. Dubuque: W.C. Brown.  
#113 WIU TELEVISION PRODUCTION  
#401 CMSU VIDEO PRODUCTION AND PERFORMANCE  
#506 U OF W - MILWAUKEE TELEVISION PRODUCTION & DIRECTION  
#507 U OF W - OSH KOSH BASIC TELEVISION PRODUCTION  
#507 U OF W - OSH KOSH INTERMEDIATE TELEVISION PRODUCTION  
#507 U OF W - OSH KOSH TELEVISION PRODUCTION
- Burrows, T. D. & Wood, D. N. (1986). Television production: disciplines and techniques (3rd ed.). Dubuque: W.C. Brown.  
#202 BALL STATE VIDEO PRODUCTION
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1989). Television production: disciplines and techniques (4th ed.). Dubuque: W.C. Brown.  
#206 INDIANA UNIV. TELEVISION PRODUCTION

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- Burrows, T. D. & Wood, D. N. (1982). Television production: disciplines and techniques. Dubuque: W.C. Brown.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."  
#511 U OF W - SUPERIOR PRINCIPLES OF TELEVISION PRODUCTION
- Busby, L. J. & Parker, D. (1984). The art and science of radio. Boston: Allyn and Bacon.  
#503 U OF W - EAU CLAIRE RADIO PRODUCTION  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1988). 1988 supplement to first amendment & fifth estate. Mineola, New York: Foundation Press.  
#206 INDIANA UNIV. CONTENT REGULATION OF TELECOMMUNICATIONS
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1986). The first amendment and the fifth estate: regulation of electronic mass media. Mineola, New York: Foundation Press.  
#206 INDIANA UNIV. CONTENT REGULATION OF TELECOMMUNICATIONS
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1986?). The First Amendment and the fifth estate: regulation of electronic mass media. Westbury, New York: Foundation Press.  
#110 SIU-C TELECOMMUNICATIONS MANAGEMENT
- Clarke, A. C. (1984). Profiles of the future: an inquiry into the limits of the possible. New York: warner Books.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE
- Cohen, E. (1977). Oral interpretation: the communication of literature. Chicago: Science Research Associates.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Cohler, D. K. (1985). Broadcast journalism: a guide for the presentation of radio and television news. Englewood Cliffs, New Jersey: Prentice-Hall.  
#206 INDIANA UNIV. BROADCAST WRITING
- Compesi, R. J. & Sherriffs, R. E. (1983). Small format television field production. Boston: Allyn and Bacon.  
#103 GOVERNOR'S STATE TELEVISION: REMOTE COLOR TECHNIQUES
- Compesi, R. J. & Sherriffs, R. E. (1985). Small format television production: the technique of single-camera television field production. Boston: Allyn and Bacon.  
#401 CMSU TELEVISION PRODUCTION



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- Dessart, G. (1978). Television in the real world: a case study course in broadcast management. New York: Hastings House.  
#504 U OF W - LACROSSE "NO CLASS LISTED."
- Dominick J. R. (1983). The dynamics of mass communication. Reading, Massachusetts: Addison-Wesley.  
#103 GOVERNOR'S STATE MEDIA & SOCIETY
- Dravon, P., Moore, L. & Hickey, A. (1980). Video in the '80s: emerging uses for television in business, education, medicine, and government. New York: Knowledge Industry Pub. Inc.  
#103 GOVERNOR'S STATE NON-BROADCAST MEDIA OPERATIONS
- DuBois, J. (1985). Lighting for television: notes and practical applications on the art of television lighting (1st ed.). San Juan Capistrano, California: CDT Publications.  
#507 U OF W - OSH KOSH FILM & TV LIGHTING
- Eastman, S. T., Head, S. W. & Klein, L. (1981). Broadcast programming, strategies for winning television and radio audiences. Belmont, California: Wadsworth Pub. Co.  
#511 U OF W - SUPERIOR BROADCAST PROGRAMMING & MARKETING  
#515 U OF W - RIVER FALLS BROADCAST PROGRAMMING & CRIT
- Eastman, S. T., Head, S. W. & Klein, L. (1985). Broadcast/cable programming: strategies and practices (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Eastman, S. T., Head, S. W. & Lewis, K. (1985?). Broadcast/cable programming: strategies and practices. Belmont, California: Wadsworth Pub. Co.  
#110 SIU-C BROADCAST PROGRAMMING  
#401 CMSU BROADCAST PROGRAMMING AND OPERATIONS  
#506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES
- Eastman, S. T., Head, S. W. & Klein, L. (1989). Broadcast/cable programming: strategies and practices (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
#202 BALL STATE ANALYSIS OF PROGRAMS & AUDIENCES
- Ellis, J. C. (1979). A history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Epstein, E. J. (1974). News from nowhere: television and the news. New York: Vintage Books.  
#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING

- Fink, C. C. (1988). Media ethics: in the newsroom and beyond.  
New York: McGraw-Hill Book Co.  
#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING
- Fiske, J. (1987). Television culture. New York: Methuen.  
#206 INDIANA UNIV. THE BROADCAST DOCUMENTARY
- French, C. W. & Goldstein, N. (1988?). The associated press stylebook and libel manual: with appenidixes on photo captions, filing the wire. New York: Associated Press.  
#401 CMSU ELEMENTS OF NEWS REPORTING
- Garber, A. D. (1986). Media power in politics. Washington, D.C.: CQ Press Congressional Quarterly, Inc.  
#103 GOVERNOR'S STATE MASS MEDIA & POLITICS
- Garvey, D. E. & Rivers, W. L. (1982). Broadcast writing workbook. New York: Longman.  
#110 SIU-C WRITING FOR RADIO-TELEVISION
- Garvy, H. (1988). Before you shoot: a guide to low budget film production. Santa Cruz, California: Shire Press.  
#507 U OF W - OSH KOSH CINEMA PRODUCTION
- Gayeski, D. M. (1983?). Corporate and instructional video: design and prodction. Englewood Cliffs, N.J.: Prentice-Hall.  
#110 SIU-C NON-BROADCAST TELEVISION
- Gayeski, D. M. (1983). Corporate and instructional video: design and production. englewood Cliffs, New Jersey: Prentice-Hall.  
#202 BALL STATE NON-BROADCAST TELEVISION PRODUCTION  
#401 CMSU INSTRUCTIONAL AND INDUSTRIAL TELEVISION
- Giannetti, L. (1982). Understanding movies (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Ginsburg, D. H. (1983). 1983 supplement to regulation of broadcasting: law and policy towards radio, television, and cable communications. St. Paul: West Pub. Co.  
#110 SIU-C TELECOMMUNICATION POLICY
- Ginsburg, D. H. (1983?). Regulation of broadcasting: law and policy towards radio, television and cable communications. St. Paul: West Pub. Co.  
#110 SIU-C TELECOMMUNICATION POLICY

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- Glenn, G. D. & Scholz, C. B. (1980). Super 8 handbook (2nd ed.). Indianapolis: H.W. Sams.  
#202 BALL STATE FILM PRODUCTION
- Goldhaber, G. M. (1983). Organizational communication (3rd ed.). Dubuque: W.C. Brown.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Gross, L. S. (1986?). Telecommunications: an introduction to radio, television, and other electronic media. Dubuque: W.C. Brown.  
#113 WESTERN IL. FUNDAMENTALS OF BROADCASTING
- Hall, M. W. (1983). Broadcast journalism: an introduction to news writing (2nd ed.). New York: Hastings House Pub.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Hartley, J. (1982). Understanding news. New York: Methuen.  
#206 INDIANA UNIV. THE BROADCAST DOCUMENTARY
- Head, S. W. (1985?). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
#113 WIU COMPARATIVE BROADCASTING SYSTEMS
- Head, S. W. & Sterling, C. H. (1987?). Broadcasting in America. Boston: Houghton Mifflin.  
#401 CMSU FOUNDATIONS OF BROADCASTING  
#506 U OF W - MILWAUKEE INTRO TO BROADCASTING
- Head, S. W. & Sterling, C. H. (1987). Broadcasting in America: a survey of electronic media (5th ed.). Boston: Houghton Mifflin.  
#103 GOVERNOR'S STATE BROADCASTING IN AMERICA  
#202 BALL STATE DEVELOPMENTS IN TELECOMMUNICATIONS  
#206 INDIANA UNIV. FOUNDATIONS OF TELECOMMUNICATIONS
- Hendrix, J. A. (1988). Public relations cases. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU CASE STUDIES IN PUBLIC RELATIONS
- Hewitt, J. (1988). Air words: writing for broadcast news. Mountain View, California: Mayfield Pub. Co.  
#506 U OF W - MILWAUKEE RADIO NEWS PREPARATION
- Hiebert, R. E., Ungarait, D. F. & Bohn, T. W. (1987). Mass media V: an introduction to modern communication. New York: Longman.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION

MIDWEST RADIO SURVEY

240

- Hindman, J., Kirkman, L. & Monk, E. (1979). TV acting: a manual for camera performance. Boston: Houghton Mifflin Co.  
 #515 U OF W - RIVER FALLS BROADCAST PERFORMANCE II
- Hulteng, J. L. (1985). The messenger's motives: ethical problems of the news media (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
 #410 U OF M - COLUMBIA INTRO TO BROADCAST JOURNALISM
- Hyde, S. W. (1983). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
 #503 U OF W - EAU CLAIRE BROADCAST ANNOUNCING
- Hyde, S. W. (1987?). Television and radio announcing. Boston: Houghton Mifflin Co.  
 #110 SIU-C RADIO-TELEVISION PERFORMANCES  
 #113 WIU BROADCAST PERFORMANCE  
 #401 CMSU "NO CLASS LISTED FOR MCOM 2111."  
 #504 U OF W - LACROSSE "NO CLASSES LISTED."  
 #507 U OF W - OSH KOSH RADIO - TV ANNOUNCING  
 #515 U OF W - RIVER FALLS BROADCAST PERFORMANCE I
- Hyde, S. W. (1987). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
 #202 BALL STATE RADIO & TELEVISION ANNOUNCING  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Janowitz, M. & Hirsh, P. (1981). Reader in public opinion & mass communication. New York: The Free Press.  
 #103 GOVERNOR'S STATE MASS MEDIA & POLITICS
- Jewett, J., Shrago, J. & Yomtov, B. (1980). Designing optimal voice networks for businesses, government, and telephone companies. Chicago: Telephony Pub. Corp.  
 #206 INDIANA UNIV. TOPICAL SEMINAR IN TELECOMMUNICATIONS
- Kindem, G. (1987). The moving image. Glenview, Illinois: Scott, Foresman.  
 #511 U OF W - SUPERIOR DIRECTING FOR THE VISUAL MEDIA
- Klopf, D. W. & Cambra, R. E. (1979). Academic debate: practicing argumentative theory (2nd ed.). Denver: Morton Pub. Co.  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Lavine, J. M. & Wackman, D. B. (1988). Managing media organizations: effective leadership of the media. White Plains, New York: Longman.  
 #401 CMSU MEDIA MANAGEMENT

## MIDWEST RADIO SURVEY

241

- Le Duc, D. R. (1987). Beyond broadcasting: patterns in policy and law. White Plains, New York: Longman.  
#506 U OF W - MILWAUKEE ELECTRONIC MEDIA POLICY
- Lewis, C. (1968). The tv director/interpreter. New York: Hastings House.  
#202 BALL STATE ADVANCED AUDIO-VIDEO PRODUCTION
- Lowery, S. & DeFleur, M. L. (1983). Milestones in mass communication research: media effects. New York: Longman.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Lowery, S. & DeFleur, M. L. (1983?). Milestones in mass communication research: media effects. White Plains, New York: Longman.  
#401 CMSU THE EFFECTS OF MASS COMMUNICATION
- Lucas, S. E. (1986). The art of public speaking (2nd ed.). New York: Random House.  
#510 U OF W - WHITEWATER "NO CLASS LISTED."
- MacDonald, J. F. (1979). Don't touch that dial!: Radio programming in America. Chicago: Nelson-Hall.  
#515 U OF W - RIVER FALLS PROGRAMMING & CRIT. FOR RADIO
- Malandro, L. & Barker, L. (1982). Nonverbal communication. Reading, Massachusetts: Addison-Wesley Pub. Co.  
#510 U OF W - WHITEWATER "NO CLASSES LISTE."
- Marc, D. (1984). Demographic vistas: television in American culture. Philadelphia: University of Pennsylvania Press.  
#110 SIU-C TELEVISION CRITICISM
- Marcus, N. Broadcast & Cable Management. Englewood Cliffs, N.J.: Prentice-Hall.  
#103 GOVERNOR'S STATE TELECOMMUNICATIONS MANAGEMENT
- Marlow, E. (1982). Video & the corporation. New York: Knowledge Industry Pub., Inc.  
#103 GOVERNOR'S STATE NON-BROADCAST MEDIA OPERATIONS
- Martin, J. & Chaundhary, A. J. (1983). comparative mass media systems. New York: Longman.  
#401 CMSU COMPARATIVE MEDIA SYSTEMS
- Matrazzo, D. (1985). The corporate scriptwriting book: a step-by-step guide to writing busines films, videotapes & slide shows. Portland: Communicom.  
#110 SIU-C NON-BROADCAST TELEVISION

MIDWEST RADIO SURVEY

242

- Mayeux, P. E. (1985). Writing for the broadcast media. Boston: Allyn and Bacon.  
#110 SIU-C WRITING PERFORMANC PRODUCTION  
#503 U OF W - EAU CLAIRE BROADCAST WRITING - R & TV
- McCavitt, W. E. & Pringle, P. K. (1986). Electronic media management. Boston: Focal Press.  
#202 BALL STATE MANAGEMENT OF TELECOMMUNICATIONS  
#503 U OF W - EAU CLAIRE BROADCAST STATION MANAGEMENT  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- McCavitt, W. E. & Pringle, P. K. (1986?). Electronic media management. Boston: Focal press.  
#110 SIU-C RADIO-TV MANAGEMENT PRINCIPLES
- Mencher, M. (1987?). News reporting and writing. Dubuque: W. C. Brown Co.  
#103 GOVERNOR'S STATE NEWSWRITING AND REPORTING
- Messke, M. D. & Norris, R. C. (1987). Copywriting for the electronic media: a practical guide. Belmont, California: Wadsworth Pub. Co.  
#113 WIU BROADCAST CONTINUITY  
#401 CMSU CONTINUITY WRITING
- Newcomb, H. (1987). Television: the critical view (4th ed.). New York: Oxford University Press.  
#206 INDIANA UNIV. THE BROADCAST PROGRAM
- Newsom, D. & Carrell, B. (1986). Public relations writing: form & style (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- O'Donnell, L. B., Benoit, P. & Hausman, C. (1986?). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
#113 WIU RADIO BROADCAST PRODUCTION  
#511 U OF W - SUPERIOR RADIO PRODUCTION
- O'Donnell, L. B., Hausman, C. & Benoit, P. (1987). Announcing: broadcast communicating today. Belmont, California: Wadsworth Pub. Co.  
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- O'Donnell, L. B., Benoit, P. & Hausman, C. (1986). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
#206 INDIANA UNIV. AUDIO PRODUCTION

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243

- Oliver, R. T. (1977). History of public speaking in America.  
Westport, Connecticut: Greenwood Press.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Orlick, P. B. (1986). Broadcast copywriting (3rd ed.). Boston:  
Allyn and Bacon.  
#206 INDIANA UNIV. BROADCAST WRITING
- Orlick, P. B. (1986?). Broadcast copywriting. Boston: Allyn  
and Bacon.  
#506 U OF W - MILWAUKEE WRITING FOR BROADCASTING  
#511 U OF W - SUPERIOR BROADCAST COPYWRITING
- Pember, D. R. (1987). Mass media law (4th ed.). Dubuque: Wm.  
C. Brown.  
#202 BALL STATE LAW OF TELECOMMUNICATIONS
- Pincus, E. (1972). Guide to filmmaking. New York: American  
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- Pincus, E. & Ascher, S. (1984). The filmmaker's handbook. New  
York: New American Library.  
#507 U OF W - OSH KOSH CINEMA TECHNIQUES
- Rapping, E. (1987). The looking glass world of nonfiction tv.  
Boston: South End Press.  
#206 INDIANA UNIV. THE BROADCAST DOCUMENTARY
- Robert, S. C. (1981). Robert's rules of order newly revised.  
Glenview, Illinois: Scott, Foresman.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Rosenblum, R. & Karen, R. (1979). When the shooting stops, the  
cutting begins: a film editor's story. New York: Da Capo  
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#507 U OF W - OSH KOSH ADVANCED FILM EDITING WORKSHOP
- Russell, T. & Verrill, G. (1986). Otto Kleppner's advertising  
procedure. Englewood Cliffs, New Jersey: Prentice-Hall.  
#401 CMSU MASS MEDIA ADVERTISING
- Russell, J. T., Verrill, G. & Lane, W. R. (?). Kleppner's  
advertising procedure. Englewood Cliffs, New Jersey:  
Prentice Hall.
- Rystrom, K. (1983). The why, who, and how of the editorial page  
(1st ed.). New York: Random House.  
#401 CMSU EDITORIAL AND INTERPRETIVE WRITING

## MIDWEST RADIO SURVEY

244

- Samovar, L. A. (1985). Intercultural communication.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Schaefer, D. & Salvato, L. (1984). Masters of light: conversations with contemporary cinematographers. Berkeley: University of California Press.  
#507 U OF W - OSH KOSH FILM & TV LIGHTING
- Schatz, T. (1981). Hollywood genres: formulas, filmmaking, and the studio system (1st ed.). New York: Random House.  
#202 BALL STATE FILM GENRES
- Severin, W. J. & Tankard, J. W., Jr. (1979). Communication theories: origins, methods, uses. New York: Hastings House.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Sherman, B. L. (1987). Telecommunications management: the broadcast & cable industries. New York: McGraw-Hill.  
#206 INDIANA UNIV. BROADCAST STATION MANAGEMENT  
#507 U OF W - OSH KOSH RADIO - TV STATION MANAGEMENT
- Sherman, B. L. (1987?). Telecommunications management: the broadcast & cable industries. New York: McGraw-Hill.  
#110 SIU-C RADIO-TV LAWS & POLICIES
- Shook, F. (1988). Television field production and reporting. White Plains, New York: Longman.  
#410 U OF M - COLUMBIA ADVANCED TELEVISION PHOTOGRAPHY
- Simons, H. W. (1986). Persuasion: understanding, practice, and analysis (2nd ed.). New York: Random House.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Small, W. J. (1979). To kill a messenger: television news and the real world. New York: Hastings House.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Snyder, R. L. (1968). Pare Lorentz and the documentary film (1st ed.). Norman: University of Oklahoma Press.  
#507 U OF W - OSH KOSH DOCUMENTARY FILM
- Sprague, J. & Stuart, D. (1984). The speaker's handbook. San Diego: Harcourt Brace Jovanovich.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Sproule, J. M. (1980). Argument: language and its influence. New York: McGraw-Hill.  
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- Stephens, M. (1986?). Broadcast news. New York: Holt, Rinehart and Winston.  
#110 SIU-C RADIO NEWS  
#110 SIU-C RADIO-TELEVISION NEWS WRITING
- Stephens, M. (1986). Broadcast news (2nd ed.). New York: Holt, Rinehart and Winston.  
#410 U OF M - COLUMBIA INTRO TO BROADCAST JOURNALISM  
#511 U OF W - SUPERIOR BROADCAST JOURNALISM  
#401 CMSU BROADCAST JOURNALISM
- Stevens, J. D. (1982). Shaping the First Amendment: the development of free expression. Beverly Hills: Sage Publications.  
#401 CMSU MASS COMMUNICATION LAW
- Strunk, W., Jr. & White, E. B. (1979?). The elements of style. New York: Macmillan.  
#110 SIU-C RADIO-TELEVISION NEWS WRITING  
#410 U OF M - COLUMBIA BROADCAST NEWS REPORTING  
#401 CMSU ELEMENTS OF NEWS REPORTING
- Strunk, W., Jr. (1979). The elements of style (3rd ed.). New York: Macmillan.  
#206 INDIANA UNIV. BROADCAST WRITING
- Tedford, T. L. (1985). Freedom of speech in the United States (1st ed.). Carbondale: Southern Illinois University Press.  
#506 U OF W -MILWAUKEE BROADCAST REGULATION & THE PUBLIC INTEREST
- Thom, R. (1982). Audio craft: an introduction to the tools and techniques of audio production. Washington, D.C.: National Federation of Community Broadcasters.  
#110 SIU-C PRODUCING FOR RADIO  
#401 CMSU "NO CLASS LISTED FOR MCOM 21D-B."
- U. S. Federal Communication Commission. (1984). The communication act of 1984.  
#110 SIU-C TELECOMMUNICATION POLICY
- Ullmann, J. & Honeyman, S. (1983). The reporter's handbook: an investigator's guide to documents and techniques. New York: St. Martin's Press.  
#110 SIU-C TELEVISION NEWS FIELD PRODUCTION

MIDWEST RADIO SURVEY

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- Warner, C. (1986). Broadcast and cable selling. Belmont, California: Wadsworth Pub. Co.  
#110 SIU-C RADIO-TV SALES & SALES MANAGEMENT  
#506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES  
#507 U OF W - OSH KOSH BROADCAST SALES
- When  
tmore, E. J. (1987). Mediamerica: form, content, and consequence of mass communicatin (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
#103 GOVERNOR'S STATE MEDIA & SOCIETY
- White, T., Meppen, A. J. & Young, S. (1984). Broadcast news writing, reporting, and production.  
#202 BALL STATE WRITING FOR TELECOMMUNICATIONS  
#202 BALL STATE ELECTRONIC NEWS GATHERING
- Whitehouse, G. E. (1986). Understanding the new technologies of the mass media. Englewood Cliffs, New Jersey: Prentice-Hall.  
#206 INDIANA UNIV. FOUNDATIONS OF TELECOMMUNICATIONS
- Williams, F. (1983). The communications revolution. New York: New American Library.  
#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE
- Willis, E. E. (1981). Writing scripts for television, radio, and film. New York: Holt, Rinehart and Winston.  
#103 GOVERNOR'S STATE WRITING FOR RADIO & TV
- Witherspoon, J. & Kovitz, R. (1987). The history of public broadcasting. Washington, D.C.: Current Newspaper.  
#507 U OF W - OSH KOSH EDUCATIONAL TELECOMMUNICATIONS
- Wolverton, M. (1983). How to make documentaries for video/radio/film: reality on reels. Houston: Gulf Pub. Co.  
#507 U OF W - OSH KOSH DOCUMENTARY FILM
- Yoakam, R. D. & Cremer, C. F. (1985?). ENG, television news and the new technology. New York: Random House.  
#110 SIU-C TELEVISION NEWS
- Yoakam, R. D. & Cremer, C. F. (1985). ENG, television news and the new technology (1st ed.). Carbondale: Southern Illinois University Press.  
#410 U O M - COLUMBIA BROADCAST NEWS REPORTING

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- Zettl, H. (1984). Television production handbook (4th ed.). Belmont, California: Wadsworth Pub. Co.  
#103 GOVERNOR'S STATE TELEVISION PRODUCTION  
#103 GOVERNOR'S STATE ADVANCED COLOR TV PRODUCTION  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Zettl, H. (1973). Sight, sound, motion; applied media aesthetics. Belmont, California: Wadsworth Pub. Co.  
#507 U OF W - OSH KOSH ADVANCED TELEVISION PRODUCTION
- Zettl, H. (1984?). Television production handbook. Belmont California: Wadsworth Pub. Co.  
#504 U OF W - LACROSSE "NO CLASSES LISTED."

APPENDIX N

TOTAL PRIVATE UNIVERSITY COURSES & TEXTS

## MIDWEST RADIO SURVEY

248

- Alten, S. R. (1986?). Audio in media. Belmont, California:  
Wadsworth Pub. Co.  
#115 BRADLEY UNIV. RADIO PRODUCTION & DIRECTING  
#201 ANDERSON ELECTRONIC MEDIA PRODUCTION
- Alten, S. R. (1986). Audio in media (2nd ed.). Belmont,  
California: Wadsworth Pub. Co.  
#215 GOSHEN COLLEGE AUDIO PRODUCTION
- Barnard, C. I. (1966). The functions of the executive.  
Cambridge, Massachusetts: Harvard University Press.  
#301 BUENA VISTA COLLEGE ORGANIZATIONAL COMMUNICATION
- Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986). The art  
of editing (4th ed.). New York: Macmillan.  
#115 BRADLEY UNIV. COPYREADING & NEWS EDITING
- Biagi, S. (1987). Newstalk II: state-of-the-art conversations  
with today's broadcast journalists. Belmont, California:  
Wadsworth Pub. Co.  
#301 BUENA VISTA COLLEGE BROADCAST JOURNALISM
- Bittner, J. R. (1985). Broadcasting and telecommunication (2nd  
ed.). Englewood Cliffs, New Jersey.  
#115 BRADLEY UNIV. INTRO TO RADIO - TELEVISION
- Bliss, E., Jr. & Patterson, J. M. (1978). Writing news for  
broadcast (2nd ed.). New York: Columbia University Press.  
#418 ROCKHURST COLLEGE BROADCAST JOURNALISM
- Block, M. (1987). Writing broadcast news - shorter, sharper,  
stronger: a professional handbook. Chicago: Bonus Books,  
Inc.  
#115 BRADLEY UNIV. BROADCAST NEWSWRITING
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986?). Television  
production: disciplines and techniques. Dubuque: W. C.  
Brown.  
#211 PURDUE-CALUMET TELEVISION PRODUCTION  
#302 DRAKE UNIV. "NO CLASS LISTED"
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986). Television  
production: disciplines and techniques (4th ed.).  
Dubuque: W.C. Brown.  
#114 WHEATON INTRODUCTION TO RADIO & TELEVISION  
#413 DRURY COLLEGE LAB IN TELEVISION PRODUCTION
- Busby, L. & Parker, D. (1984). The art and science of radio.  
Boston: Allyn and Bacon.  
#211 PURDUE-CALUMET RADIO PRODUCTION

MIDWEST RADIO SURVEY

249

Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987?). Media ethics: cases and moral reasoning. New York: Longman.  
#301 BUENA VISTA COLLEGE LEGAL & SOCIAL ISSUES IN MASS COMM  
#409 STEPHENS COLLEGE MEDIA ETHICS

Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987). Media ethics: cases and moral reasoning (2nd ed.). New York: Longman.  
#204 DEPAUW UNIV MEDIA CRITICISM

Cohler, D. K. (1985). Broadcast journalism: a guide for the presentation of radio and television news. Englewood Cliffs, New Jersey: Prentice-Hall.  
#402 EVANGEL COLLEGE BROADCAST JOURNALISM

Compesi, R. J. & Sherriffs, R. E. (1985). Small format television production: the technique of single-camera television field production. Boston: Allyn and Bacon.  
#204 DEPAUW UNIV EFP(?)

Daniels, T. D. & Spiker, B. K. (1987). Perspectives on organizational communication. Dubuque: W.C. Brown.  
#301 BUENA VISTA COLLEGE ORGANIZATIONAL COMMUNICATION

Dominick, J. R. (1983?). The dynamics of mass communication. New York: McGraw-Hill.  
#301 BUENA VISTA COLLEGE REPORTING MASS COMM IN SOCIETY

Eastman Kodak Company (1983). Kodak pocket guide to 35 mm photography. New York: Simon and Schuster.  
#302 DRAKE UNIV. "NO CLASS LISTED"

Eastman, S. T., Head, S. W. & Klein, L. (1985?). Broadcast/cable programming: strategies and practices. Belmont, California: Wadsworth Pub. Co.  
#301 BUENA VISTA COLLEGE BROADCAST MANAGEMENT  
#409 STEPHENS COLLEGE BROADCAST PROGRAMMING/MANAGEMENT

Field, S. (1984). The screenwriter's workbook. New York: Dell Pub. Co.  
#409 STEPHENS COLLEGE WRITING FOR MASS MEDIA

## MIDWEST RADIO SURVEY

250

- French, C. W. & Goldstein, N. (1988). The associated press stylebook and libel manual: with appendixes on photo caption, filing the wire. New York: Associated Press.  
 #211 PURDUE-CALUMET INTRO TO NEWS EDITING & WRITING  
 #211 PURDUE-CALUMET PUBLICATIONS EDITING  
 #301 BUENA VISTA COLLEGE PUB. EDIT.  
 #115 BRADLEY UNIV. COMMUNICATION WRITING  
 #115 BRADLEY UNIV. BASIC REPORTING  
 #115 BRADLEY UNIV. PUBLIC RELATIONS WRITING  
 #409 STEPHENS COLLEGE NEWSPAPER WRITING & REPORTING  
 #409 STEPHENS COLLEGE PR WRITING: FORM & STYLE
- Hiebert, R. E., Ungarait, D. F. & Bohn, T. W. (1987). Mass media V: an introduction to modern communication. New York: Longman.  
 #115 BRADLEY UNIV. THE MASS MEDIA
- Garvey, D. L. & Rivers, W. L. (1982). Broadcast writing workbook. New York: Longman.  
 #413 DRURY COLLEGE BROADCAST WRITING
- Gayeski, D. M. (1983). Corporate and instructional video: design and production. Englewood Cliffs, New Jersey: Prentice-Hall.  
 #211 PURDUE-CALUMET EDUCATIONAL/INSTITUTIONAL TV
- Giannetti, L. & Eyman, S. (1986). Flashback: a brief history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
 #409 STEPHENS COLLEGE FILM LITERACY
- Greene, B. (1983). American beat. New York: Penguin Books.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Gross, L. S. (1986). Telecommunications: an introduction to radio, television, and other electronic media (2nd ed.). Dubuque: W.C. Brown.  
 #211 PURDUE-CALUMET INTRO TO ELECTRONIC MEDIA
- Gross, L. S. (1986?). Telecommunications: an introduction to electronic media. Dubuque: W.C. Brown.  
 #501 BELOIT COLLEGE "NO CLASSES LISTED."
- Hanson, N. E. (1987). How you can make \$25,000 a year writing (2nd ed.). Cincinnati, Ohio: Writer's Digest Books.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING

MIDWEST RADIO SURVEY

251

- Head, S. W. & Sterling C. H. (1987). Broadcasting in America: a survey of electronic media (5th ed.). Boston: Houghton Mifflin.  
 #215 GOSHEN COLLEGE INTRO TO TELECOMMUNICATIONS  
 #413 DRURY COLLEGE BROADCAST AS COMMUNICATION
- Head, S. W. & Sterling, C. H. (1987?). Broadcasting in America: a survey of electronic media. Boston: Houghton Mifflin.  
 #204 DEPAUW UNIV MEDIA & SOCIETY  
 #402 EVANGEL COLLEGE INTRO TO BROADCASTING
- Head, S. W. (1985). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
 #211 PURDUE-CALUMET COMPARATIVE TCOM SYSTEMS
- Hewitt, J. (1988). Air words: writing for broadcast news. Mountain View, California: Mayfield Pub. Co.  
 #211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
 #402 EVANGEL COLLEGE BROADCAST JOURNALISM
- Holsinger, R. L. (1987). Media law. New York: Random House.  
 #115 BRADLEY UNIV. COMMUNICATION LAW  
 #409 STEPHENS COLLEGE COMMUNICATIONS LAW
- Howard, H. H. & Kievman, M. S. (1986). Radio and tv programming. Ames, Iowa: Iowa State University Press.  
 #418 ROCKHURST COLLEGE RADIO PROGRAMMING & PROD.  
 #418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PROD.
- Hyde, S. W. (1987?). Television and radio announcing. Boston: Houghton Mifflin.  
 #114 WHEATON RADIO & TELEVISION ANNOUNCING  
 #211 PURDUE-CALUMET RADIO & TV PERFORMANCE  
 #402 EVANGEL COLLEGE TV THEORY PRODUCTION & SKILLS
- Hyde, S. W. (1987). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
 #418 ROCKHURST COLLEGE MEDIA PERFORMANCE
- Itule, B. D. & Anderson, D. A. (1987). News writing and reporting for today's media (1st ed.). New York: Random House.  
 #201 ANDERSON NEWSWRITING  
 #201 ANDERSON ADVANCED NEWSWRITING
- Keir, G., McCombs, M. & Shaw, D. L. (1986). Advanced reporting: beyond news events. New York: Longman.  
 #115 BRADLEY UNIV. PUBLIC AFFAIRS REPORTING



## MIDWEST RADIO SURVEY

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- Keith, M. C. (1987). Radio programming: consultancy and formatics. Boston: Focal Press.  
#301 BUENA VISTA COLLEGE RADIO PRODUCTION
- Kessler, L. & McDonald, D. (1985?). When words collide: a journalist's guide to grammar and style. Belmont, California: Wadsworth Pub. Co.  
#301 BUENA VISTA COLLEGE ADVANCED REPORTING  
#301 BUENA VISTA COLLEGE PUB. EDIT.  
#301 BUENA VISTA COLLEGE REPORTING
- Kessler, L. & McDonald, D. (1989). Mastering the message: media writing with substance and style. Belmont, California: Wadsworth Pub. Co.  
#301 BUENA VISTA COLLEGE REPORTING
- Kessler, L. & McDonald, D. (1985). Exercises for when words collide: a journalist's guide to grammar and style. Belmont, California: Wadsworth Pub. Co.  
#301 BUENA VISTA COLLEGE PUB. EDIT.  
#301 BUENA VISTA COLLEGE MASS COMM IN SOCIETY
- Kindem, G. A. (1987). The moving image: production principles and practices. Glenview, Illinois: Scott, Foresman.  
#126 DEPAUL VIDEO PRODUCTION
- King, S. (1987). Misery. New York: Viking.  
#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Land, M. E. (1987). Writing for magazines. Englewood Cliffs, New Jersey: Prentice-Hall.  
#211 PURDUE-CALUMET MAGAZINE JOURNALISM  
#301 BUENA VISTA COLLEGE ADVANCED REPORTING
- Lavine, J. M. & Wackman, D. B. (1988). Managing media organizations: effective leadership of the media. White Plains, New York: Longman.  
#413 DRURY COLLEGE BROADCAST ADMINISTRATION
- Lee, R. & Misiorowski, R. (1978). Script models: a handbook for the media writer. New York: Hastings House.  
#114 WHEATON RADIO PRODUCING
- Lovell, R. P. (1983). Reporting public affairs: problems and solutions. Belmont, California: Wadsworth Pub. Co.  
#302 DRAKE UNIV. "NO CLASS LISTED"
- Lucas, S. E. (1986?). The art of public speaking. New York: Random House.  
#409 STEPHENS COLLEGE BASIC SPEECH

## MIDWEST RADIO SURVEY

253

- MacDonald, R. H. (1987). A broadcast news manual of style.  
White Plains, New York: Longman.  
#211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
#402 EVANGEL COLLEGE BROADCAST JOURNALISM
- Marcus, N. (1986). Broadcasst and cable management. Englewood  
Cliffs, New Jersey: Prentice-Hall.  
#211 PURDUE-CALUMET TELECOMMUNICATION SYSTEMS MGT.  
#409 STEPHENS COLLEGE BROADCAST PROGRAMMING/MANAGEMENT
- Mathias, H. & Patterson, R. (1985). Electronic cinematography:  
achieving photographic control over the video image.  
Belmon, California: Wadsworth Pub. Co.  
#402 EVANGEL COLLEGE TELEVISION FIELD PRODUCTION
- Matlon, R. J. (1988). Communication in the legal process. New  
York: Holt, Rinehart, and Winston.  
#115 BRADLEY UNIV. LEGAL ADVOCACY
- McCavitt, W. E. & Pringle, P. K. (1986). Electronic media  
management. Boston: Focal Press.  
#201 ANDERSON BROADCAST MANAGEMENT  
#204 DEPAUW UNIV MEDIA MANAGEMENT
- Meeske, M. D. & Norris, R. C. (1987). Copywriting for the  
electronic media: a practical guide. Belmont, California:  
Wadsworth Pub. Co.  
#409 STEPHENS COLLEGE BROADCAST WRITING
- Mencher, M. (1987). Basic news writing: workbook (4th ed.).  
Dubuque: W.C. Brown.  
#115 BRADLEY UNIV. BASIC REPORTING
- Mencher, M. (1987?). Basic news writing. Dubuque: Wm. C.  
Brown.  
#301 BUENA VISTA COLLEGE REPORTING MASS COMM IN SOCIETY
- Murray, D. (1983). Writing for your readers: notes on the  
writer's craft from the Boston globe (2nd ed.). Chester,  
Connecticut: Globe Pequot Press.  
#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Newcomb, H. (1987?). Television: the critical view. New York:  
Oxford University Press.  
#204 DEPAUW UNIV MEDIA CRITICISM
- Newsom, D. (1986). Public relations writing (2nd ed.).  
Belmont, California: Wadsworth Pub. Co.  
#115 BRADLEY UNIV. PUBLIC RELATIONS WRITING

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- Newsom, D. (1985). This is P R (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
 #115 BRADLEY UNIV. PUBLIC RELATIONS
- Newsom, D. & Carrell, B. (1986?). Public relations writing: form & style. Belmont, California: Wadsworth Pub. Co.  
 #409 STEPHENS COLLEGE PR WRITING: FORM & STYLE
- O'Donnell, L. B., Benoit, P. & Hausman, C. (1986?). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
 #114 WHEATON RADIO PRODUCING  
 #402 EVANGEL COLLEGE RADIO PRODUCTION  
 #409 STEPHENS COLLEGE RADIO PRODUCING/DIRECTING  
 #418 ROCKHURST COLLEGE RADIO PROGRAMMING & PRODUCTION
- O'Donnell, L. B., Benoit, P. & Hausman, C. (1986). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
 #211 PURDUE-CALUMET RADIO PRODUCTION  
 #302 DRAKE UNIV. "NO CLASS LISTED."  
 #413 DRURY COLLEGE FUNDAMENTALS OF RADIO PRODUCTION
- Orlick, P. B. (1986?). Broadcast copywriting. Boston: Allyn and Bacon.  
 #211 PURDUE-CALUMET RADIO & TELEVISION WRITING  
 #402 EVANGEL COLLEGE BROADCAST COPYWRITING
- Orlik, P. (1986). Broadcast copywriting (3rd ed.). Boston: Allyn and Bacon.  
 #126 DEPAUL BROADCAST COPYWRITING
- Patti, C. H. & Frazer, C. F. (1987). Advertising: a decision-making approach. Chicago: Dryden Press.  
 #301 BUENA VISTA COLLEGE ADVERTISING
- Pember, D. R. (1987?). Mass media law. Dubuque: Wm. C. Brown.  
 #118 QUINCY COLLEGE LAW & THE MEDIA  
 #204 DEPAUW UNIV MASS COMMUNICATION LAW
- Root, W. (1979). Writing the script: a practical guide for films and television (1st ed.). New York: Holt, Rinehart and Winston.  
 #409 STEPHENS COLLEGE WRITING FOR MASS MEDIA
- Samovar, L. A. & Porter, R. E. (1985?). Intercultural communication: a reader. Belmont, California: Wadsworth Pub. Co.  
 #201 ANDERSON INTERCULTURAL/INTERNATION COMMUNICATION

## MIDWEST RADIO SURVEY

255

- Severin, W. & Tankard, J. (1988). Communication theories. New York: Longman.  
 #115 BRADLEY UNIV. COMMUNICATION THEORY  
 #301 BUENA VISTA COLLEGE THEORY OF COMMUNICATION
- Sherman, B. L. (1987). Telecommunications management: the broadcast & cable industries. New York: McGraw-Hill.  
 #215 GOSHEN COLLEGE TELECOMMUNICATIONS MGT.
- Shilts, R. (1987). And the band played on: politics, people, and the aids epidemic. New York: St. Martin's Press.  
 #301 BUENA VISTA COLLEGE LEGAL & SOCIAL ISSUES IN MASS COMM
- Skopec, E. W. (1986). Situational interviewing. New York: Harper & Row.  
 #301 BUENA VISTA COLLEGE INTERVIEWING
- Stephens, M. (1986). Broadcast news (2nd ed.). New York: Holt, Rinehart and Winston.  
 #204 DEPAUW UNIV BROADCAST JOURNALISM  
 #211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
 #302 DRAKE UNIV. "NO CLASS LISTED."
- Stephens, M. (1986?). Broadcast news. New York: Holt, Rinehart and Winston.  
 #118 QUINCY COLLEGE TELEVISION NEWS  
 #409 STEPHENS COLLEGE BROADCAST NEWS WRITING & REPORTING
- Stovall, J. G. (1985). Writing for the mass media. Englewood Cliffs, New Jersey: Prentice Hall.  
 #115 BRADLEY UNIV. COMMUNICATION WRITING
- Strunk, W., Jr. (1979?). The elements of style. New York: Macmillan.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING  
 #409 STEPHENS COLLEGE PR WRITING: FORM & STYLE
- Ullman, J. & Honeyman, S. (1983). The reporter's handbook: an investigator's guide to documents and techniques. New York: St. Martin's Press.  
 #302 DRAKE UNIV. "NO CLASS LISTED"
- Waugh, E. (1977). Scoop. Boston: Little, Brown.  
 #115 BRADLEY UNIV. ADVANCED REPORTING
- Utz, P. (1987). Today's video: equipment, setup, and production. Englewood Cliffs, New Jersey: Prentice-Hall.  
 #409 STEPHENS COLLEGE INTRO TO BROADCAST PRODUCTION  
 #409 STEPHENS COLLEGE TELEVISION PRODUCING/DIRECTING

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- Walters, R. L. (1988). Broadcast writing: principles and practice. New York: Random House.  
 #201 ANDERSON BROADCAST COPYWRITING  
 #302 DRAKE UNIV. "NO CLASS LISTED"  
 #413 DRURY COLLEGE BROADCAST WRITING
- Warner, C. (1986). Broadcast and cable selling. Belmont, California: Wadsworth Pub. Co.  
 #211 PURDUE-CALUMET BROADCAST SALES
- Weaver, J. C. (1984). Broadcast copywriting as process: a practical approach to copywriting for radio and television. New York: Longman.  
 #114 WHEATON RADIO PRODUCING
- Whetmore, E. J. (1985). Mediamerica: form, content, and consequence of mass communication (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
 #409 STEPHENS COLLEGE SURVEY OF MASS COMMUNICATIONS
- Whetmore, E. J. (1985?). Mediamerica: form, content, and consequence of mass communication. Belmont, California: Wadsworth Pub. Co.  
 #118 QUINCY COLLEGE INTRO TO MASS COMMUNICATION
- White, T., Meppen, A. J. & Young, S. (1984). Broadcast new writing, reporting, and production. New York: Macmillan.  
 #409 STEPHENS COLLEGE BROADCAST NEWS PRODUCTION
- Wright, C. R. (1986). Mass communication: a sociological perspective (3rd ed.). New York: Random House.  
 #418 ROCKHURST COLLEGE SEMINAR IN MASS MEDIA
- Yoakam, R. D. & Cremer, C. F. (1989). ENG, television news and the new technology (2nd ed.). Carbondale: Southern Illinois University Press.  
 #302 DRAKE UNIV. "NO CLASS LISTED"
- Yoakam, R. D. & Cremer, C. F. (1989?). ENG, television news and the new technology. New York: Random House.  
 #409 STEPHENS COLLEGE BROADCAST NEWS PRODUCTION
- Zettl, H. (1984?). Television production handbook. Belmont, California: Wadsworth Pub. Co.  
 #118 QUINCY COLLEGE ADVANCED TELEVISION PRODUCTION  
 #201 ANDERSON ELECTRONIC MEDIA PRODUCTION  
 #201 ANDERSON TELEVISION PRODUCTION COMMUNICATION  
 #211 PURDUE-CALUMET TELEVISION PRODUCTION  
 #301 BUENA VISTA COLLEGE TELEVISION PRODUCTION  
 #301 BUENA VISTA COLLEGE ELECTRONIC FIELD PRODUCTION

MIDWEST RADIO SURVEY

257

Zettl, H. (1984). Television production handbook (4th ed.).

Belmont, California: Wadsworth Pub. Co.

#115 BRADLEY UNIV. TELEVISION PRODUCTION & DIRECTING

#215 GOSHEN COLLEGE VIDEO PRODUCTION

#402 EVANGEL COLLEGE TELEVISION PRODUCTION

#418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION

Zettl, H. (1985). Television production workbook (4th ed.).

Belmont, California: Wadsworth Pub. Co.

#402 EVANGEL COLLEGE TELEVISION PRODUCTION

#418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION

Ziegler, I. G. (1975). The creative writer's handbook: what to write, how to write it, where to sell it (2nd ed.). New

York: Barnes & Noble Books.

#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING

Zinsser, W. K. (1985). On writing well: an informal guide to

writing nonfiction (3rd ed.). New York: Harper & Row.

#115 BRADLEY UNIV. ADVANCED REPORTING

APPENDIX O

TOTAL UNIVERSITY COURSES & TEXTS

## MIDWEST RADIO SURVEY

258

- Agee, W. K., Ault, P. H. & Emery, E. (1988). Introduction to mass communications (9th ed.). New York: Harper & Row.  
#206 INDIANA UNIV. INTRO TO MASS COMMUNICATIONS
- Alten, S. R. (1986). Audio in media (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
#202 BALL STATE AUDIO PRODUCTION  
#215 GOSHEN COLLEGE AUDIO PRODUCTION  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Alten, S. R. (1986?). Audio in media. Belmont, California: Wadsworth Pub. Co.  
#115 BRADLEY UNIV. RADIO PRODUCTION & DIRECTING  
#201 ANDERSON ELECTRONIC MEDIA PRODUCTION  
#504 U OF W - LACROSSE "NO CLASS LISTED."  
#507 U OF W - OSH KOSH AUDIO PRODUCTION
- Andrew, J. D. (1976). The major film theories: an introduction. New York: Oxford University Press.  
#202 BALL STATE SEMINAR IN FILM AND CULTURE
- Armer, A. A. (1988). Writing the screenplay: tv and film. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU ADVANCED TELEVISION PRODUCTION  
#401 CMSU WRITING DRAMATIC AND DOCUMENTARY PROGRAMS
- Baldwin, T. F. & McVoy, D. S. (1988). Cable communication (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall.  
#110 SIU-C CABLE TELEVISION  
#206 INDIANA UNIV. CABLE/BROADBAND COMMUNICATIONS
- Barnard, C. I. (1966). The functions of the executive. Cambridge, Massachusetts: Harvard University Press.  
#301 BUENA VISTA COLLEGE ORGANIZATIONAL COMMUNICATION
- Barnouw, E. (1979). The sponsor: notes on a modern potentate. New York: Oxford University Press.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION
- Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986). The art of editing (4th ed.). New York: Macmillan.  
#115 BRADLEY UNIV. COPYREADING & NEWS EDITING
- Baskette, F. K., Sissors, J. Z. & Brooks, B. S. (1986?). The art of editing. New York: Macmillan.  
#401 CMSU COPYEDITING AND LAYOUT
- Berner, B. T. (1984). Language skills for journalists (2nd ed.). Boston: Houghton Mifflin.  
#206 INDIANA UNIV. BROADCAST WRITING



MIDWEST RADIO SURVEY

259

- Biagi, S. (1987). Newstalk II: state-of-the-art conversations with today's broadcast journalists. Belmont, California: Wadsworth Pub. Co.  
#301 BUENA VISTA COLLEGE            BROADCAST JOURNALISM
- Bittner, J. R. (1985). Broadcasting and telecommunication (2nd ed.). Englewood Cliffs, New Jersey.  
#115 BRADLEY UNIV.            INTRO TO RADIO - TELEVISION
- Bittner, J. R. (1982). Broadcast law and regulation. Englewood Cliffs, New Jersey: Prentice-Hall.  
#503 U OF W - EAU CLAIRE            LAW OF BROADCASTING  
#507 U OF W - OSH KOSH            BROADCAST LAW
- Bivins, T. (1988). Handbook for public relations writing. Lincolnwood, Illinois: NTC Business Books.  
#401 CMSU            PUBLICITY
- Bliss, E., Jr. & Patterson, J. M. (1978). Writing news for broadcast (2nd ed.). New York: Columbia University Press.  
#418 ROCKHURST COLLEGE            BROADCAST JOURNALISM
- Block, M. (1987). Writing broadcast news - shorter, sharper, stronger: a professional handbook. Chicago: Bonus Books, Inc.  
#115 BRADLEY UNIV.            BROADCAST NEWSWRITING  
#506 U OF W - MILWAUKEE            RADIO NEWS PREPARATION  
#506 U OF W - MILWAUKEE            TELEVISION NEWS PREPARATION
- Block, M. (1985). (1987). Writing broadcast news--shorter, sharper, stronger: a professional handbook. Chicago: Bonus Books.  
#410 U OF M - COLUMBIA            BROADCAST NEWS REPORTING
- Blum, R. A. & Lindheim, R. D. (1987). Primetime: network television programming. Boston: Focal Press.  
#507 U OF W - OSH KOSH            TELEVISION WRITING
- Blum, R. A. (1984). Television writing: from concept to contract. Boston: Focal Press.  
#507 U OF W - OSH KOSH            TELEVISION WRITING
- Bovee, C. L. & Arens, W. F. (1989). Contemporary advertising (3rd ed.). Homewood, Illinois: Irwin.  
#206 INDIANA UNIV.            RADIO & TELEVISION ADVERTISING
- Brady, B. & Lee, L. (1988). The understructure of writing for film & television. Austin: University of Texas Press.  
#113 WIU            BROADCAST WRITING

MIDWEST RADIO SURVEY

260

- Brand, S. (1987). The media lab: inventing the future at MIT.  
 New York: Viking.  
 #507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE
- Brilhart, J. K. (1986). Effective group discussion (5th ed.).  
 Dubuque: W.C. Brown.  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986). Television production: disciplines and techniques (4th ed.).  
 Dubuque: W.C. Brown.  
 #114 WHEATON INTRODUCTION TO RADIO & TELEVISION  
 #202 BALL STATE VIDEO PRODUCTION  
 #413 DRURY COLLEGE LAB IN TELEVISION PRODUCTION
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1989). Television production: disciplines and techniques (4th ed.). Dubuque: W.C. Brown.  
 #206 INDIANA UNIV. TELEVISION PRODUCTION
- Burrows, T. D., Wood, D. N. & Gross, L. S. (1986?). Television production: disciplines and techniques. Dubuque: W.C. Brown.  
 #113 WIU TELEVISION PRODUCTION  
 #211 PURDUE-CALUMET TELEVISION PRODUCTION  
 #302 DRAKE UNIV. "NO CLASS LISTED"  
 #401 CMSU VIDEO PRODUCTION AND PERFORMANCE  
 #506 U OF W - MILWAUKEE TELEVISION PRODUCTION & DIRECTION  
 #507 U OF W - OSH KOSH BASIC TELEVISION PRODUCTION  
 #507 U OF W - OSH KOSH INTERMEDIATE TELEVISION PRODUCTION  
 #507 U OF W - OSH KOSH TELEVISION PRODUCTION
- Burrows, T. D. & Wood, D. N. (1982). Television production: disciplines and techniques. Dubuque: W.C. Brown.  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."  
 #511 U OF W - SUPERIOR PRINCIPLES OF TELEVISION PRODUCTION
- Busby, L. & Parker, D. (1984). The art and science of radio.  
 Boston: Allyn and Bacon.  
 #211 PURDUE-CALUMET RADIO PRODUCTION  
 #503 U OF W - EAU CLAIRE RADIO PRODUCTION  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1988). 1988 supplement to first amendment & fifth estate. Mineola, New York: Foundation Press.  
 #206 INDIANA UNIV. CONTENT REGULATION OF TELECOMMUNICATIONS

MIDWEST RADIO SURVEY

261

Carter, T. B., Franklin, M. A. & Wright, J. B. (1988?). The First Amendment and the fifth estate: regulation of electronic mass media. Westbury, New York: Foundation Press.

#110 SIU-C TELECOMMUNICATIONS MANAGEMENT

Carter, T. B., Franklin, M. A. & Wright, J. B. (1986). The first amendment and the fifth estate: regulation of electronic mass media. Mineola, New York: Foundation Press.

#206 INDIANA UNIV. CONTENT REGULATION OF TELECOMMUNICATIONS

Channels of Communication. (1988). 1988 field guide to the electronic media.

#110 SIU-C CABLE TELEVISION

#110 SIU-C UNDERSTANDING RADIO-TELEVISION

Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987?). Media ethics: cases and moral reasoning. New York: Longman.

#301 BUENA VISTA COLLEGE LEGAL & SOCIAL ISSUES IN MASS COMM

#409 STEPHENS COLLEGE MEDIA ETHICS

Christians, C. G., Rotzoll, K. B. & Fackler, M. (1987). Media ethics: cases and moral reasoning (2nd ed.). New York: Longman.

#204 DEPAUW UNIV MEDIA CRITICISM

Clarke, A. C. (1984). Profiles of the future: an inquiry into the limits of the possible. New York: warner Books.

#507 U OF W - OSH KOSH TELECOMMUNICATIONS & THE FUTURE

Cohen, E. (1977). Oral interpretation: the communication of literature. Chicago: Science Research Associates.

#510 U OF W - WHITEWATER "NO CLASSES LISTED."

Cohler, D. K. (1985). Broadcast journalism: a guide for the presentation of radio and television news. Englewood Cliffs, New Jersey: Prentice-Hall.

#206 INDIANA UNIV. BROADCAST WRITING

#402 EVANGEL COLLEGE BROADCAST JOURNALISM

Compesi, R. J. & Sherriffs, R. E. (1985). Small format television production: the technique of single-camera television field production. Boston: Allyn and Bacon.

#401 CMSU TELEVISION PRODUCTION

#204 DEPAUW UNIV EFP(?)

Compesi, R. J. & Sherriffs, R. E. (1983). Small format television field production. Boston: Allyn and Bacon.

#103 GOVERNOR'S STATE TELEVISION: REMOTE COLOR TECHNIQUES

MIDWEST RADIO SURVEY

262

- Daniels, T. D. & Spiker, B. K. (1987). Perspectives on organizational communication. Dubuque: W.C. Brown.  
#301 BUENA VISTA COLLEGE ORGANIZATIONAL COMMUNICATION
- Dessart, G. (1978). Television in the real world: a case study course in broadcast management. New York: Hastings House.  
#504 U OF W - LACROSSE "NO CLASS LISTED."
- Dominick J. R. (1983). The dynamics of mass communication.  
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- Dominick, J. R. (1983?). The dynamics of mass communication.  
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#301 BUENA VISTA COLLEGE REPORTING MASS COMM IN SOCIETY
- Dravon, P., Moore, L. & Hickey, A. (1980). Video in the '80s: emerging uses for television in business, education, medicine, and government. New York: Knowledge Industry Pub. Inc.  
#103 GOVERNOR'S STATE NON-BROADCAST MEDIA OPERATIONS
- DuBois, J. (1985). Lighting for television: notes and practical applications on the art of television lighting (1st ed.). San Juan Capistrano, California: CDT Publications.  
#507 U OF W - OSH KOSH FILM & TV LIGHTING
- Eastman, S. T., Head, S. W. & Klein, L. (1985). Broadcast/cable programming: strategies and practices (2nd ed.). Belmont, California: Wadsworth Pub. Co.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Eastman, S. T., Head, S. W. & Lewis, K. (1985?). Broadcast/cable programming: strategies and practices.  
Belmont, California: Wadsworth Pub. Co.  
#110 SIU-C BROADCAST PROGRAMMING  
#301 BUENA VISTA COLLEGE BROADCAST MANAGEMENT  
#401 CMSU BROADCAST PROGRAMMING AND OPERATIONS  
#409 STEPHENS COLLEGE BROADCAST PROGRAMMING/MANAGEMENT  
#506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES
- Eastman, S. T., Head, S. W. & Klein, L. (1981). Broadcast programming, strategies for winning television and radio audiences. Belmont, California: Wadsworth Pub. Co.  
#511 U OF W - SUPERIOR BROADCAST PROGRAMMING & MARKETING  
#515 U OF W - RIVER FALLS BROADCAST PROGRAMMING & CRIT

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- Eastman, S. T., Head, S. W. & Klein, L. (1989). Broadcast/cable programming: strategies and practices (3rd ed.). Belmont, California: Wadsworth Pub. Co.  
#202 BALL STATE ANALYSIS OF PROGRAMS & AUDIENCES
- Eastman Kodak Company (1983). Kodak pocket guide to 35 mm photography. New York: Simon and Schuster.  
#302 DRAKE UNIV. "NO CLASS LISTED"
- Ellis, J. C. (1979). A history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Emery, D. W., Kierzek, J. M. & Lindblom, P. (?). English fundamentals. New York: Macmillan.  
#401 CMSU CONTINUITY WRITING
- Epstein, E. J. (1974). News from nowhere: television and the news. New York: Vintage Books.  
#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING
- Field, S. (1984). The screenwriter's workbook. New York: Dell Pub. Co.  
#409 STEPHENS COLLEGE WRITING FOR MASS MEDIA
- Fink, C. C. (1988). Media ethics: in the newsroom and beyond. New York: McGraw-Hill Book Co.  
#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING
- Fiske, J. (1987). Television culture. New York: Methuen.  
#206 INDIANA UNIV. THE BROADCAST DOCUMENTARY
- French, C. W. & Goldstein, N. (1988?). The Associated Press stylebook and libel manual: with appendixes on photo captions, filing the wire. New York: Associated Press.  
#115 BRADLEY UNIV. COMMUNICATION WRITING  
#115 BRADLEY UNIV. BASIC REPORTING  
#115 BRADLEY UNIV. PUBLIC RELATIONS WRITING  
#401 CMSU ELEMENTS OF NEWS REPORTING  
#409 STEPHENS COLLEGE NEWSPAPER WRITING & REPORTING  
#409 STEPHENS COLLEGE PR WRITING: FORM & STYLE
- French, C. W. & Goldstein, N. (1988). The associated press stylebook and libel manual: with appendixes on photo caption, filing the wire. New York: Associated Press.  
#211 PURDUE-CALUMET INTRO TO NEWS EDITING & WRITING  
#211 PURDUE-CALUMET PUBLICATIONS EDITING  
#301 BUENA VISTA COLLEGE PUB. EDIT.

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264

- Garber, A. D. (1986). Media power in politics. Washington, D.C.: CQ Press Congressional Quarterly, Inc.  
#103 GOVERNOR'S STATE MASS MEDIA & POLITICS
- Garvey, D. E. & Rivers, W. L. (1982). Broadcast writing workbook. New York: Longman.  
#110 SIU-C WRITING FOR RADIO-TELEVISION  
#413 DRURY COLLEGE BROADCAST WRITING
- Garvy, H. (1988). Before you shoot: a guide to low budget film production. Santa Cruz, California: Shire Press.  
#507 U OF W - OSH KOSH CINEMA PRODUCTION
- Gayeski, D. M. (1983?). Corporate and instructional video: design and prodction. Englewood Cliffs, N.J.: Prentice-Hall.  
#110 SIU-C NON-BROADCAST TELEVISION
- Gayeski, D. M. (1983). Corporate and instructional video: design and production. englewood Cliffs, New Jersey: Prentice-Hall.  
#202 BALL STATE NON-BROADCAST TELEVISION PRODUCTION  
#211 PURDUE-CALUMET EDUCATIONAL/INSTITUTIONAL TV  
#401 CMSU INSTRUCTIONAL AND INDUSTRIAL TELEVISION
- Giannetti, L. & Eyman, S. (1986). Flashback: a brief history of film. Englewood Cliffs, New Jersey: Prentice-Hall.  
#409 STEPHENS COLLEGE FILM LITERACY
- Giannetti, L. (1982). Understanding movies (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Ginsburg, D. H. (1983). 1983 supplement to regulation of broadcasting: law and policy towards radio, television, and cable communications. St. Paul: West Pub. Co.  
#110 SIU-C TELECOMMUNICATION POLICY
- Ginsburg, D. H. (1983?). Regulation of broadcasting: law and policy towards radio, television and cable communications. St. Paul: West Pub. Co.  
#110 SIU-C TELECOMMUNICATION POLICY
- Glenn, G. D. & Scholz, C. B. (1980). Super 8 handbook (2nd ed.). Indianapolis: H.W. Sams.  
#202 BALL STATE FILM PRODUCTION
- Goldhaber, G. M. (1983). Organizational communication (3rd ed.). Dubuque: W.C. Brown.  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."

MIDWEST RADIO SURVEY

265

- Greene, B. (1983). American beat. New York: Penguin Books.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Gross, L. S. (1986?). Telecommunications: an introduction to radio, television, and other electronic media. Dubuque: W.C. Brown.  
 #113 WESTERN IL. FUNDAMENTALS OF BROADCASTING  
 #501 BELOIT COLLEGE "NO CLASSES LISTED."
- Gross, L. S. (1986). Telecommunications: an introduction to radio, television, and other electronic media (2nd ed.). Dubuque: W.C. Brown.  
 #211 PURDUE-CALUMET INTRO TO ELECTRONIC MEDIA
- Hall, M. W. (1983). Broadcast journalism: an introduction to news writing (2nd ed.). New York: Hastings House Pub.  
 #103 GOVERNOR'S STATE BROADCAST JOURNALISM
- Hanson, N. E. (1987). How you can make \$25,000 a year writing (2nd ed.). Cincinnati, Ohio: Writer's Digest Books.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Hartley, J. (1982). Understanding news. New York: Methuen.  
 #206 INDIANA UNIV. THE BROADCAST DOCUMENTARY
- Head, S. W. (1985?). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
 #113 WIU COMPARATIVE BROADCASTING SYSTEMS
- Head, S. W. (1985). World broadcasting systems: a comparative analysis. Belmont, California: Wadsworth Pub. Co.  
 #211 PURDUE-CALUMET COMPARATIVE TCOM SYSTEMS
- Head, S. W. & Sterling, C. H. (1987?). Broadcasting in America: a survey of electronic media. Boston: Houghton Mifflin.  
 #204 DEPAUW UNIV MEDIA & SOCIETY  
 #401 CMSU FOUNDATIONS OF BROADCASTING  
 #402 EVANGEL COLLEGE INTRO TO BROADCASTING  
 #506 U OF W - MILWAUKEE INTRO TO BROADCASTING
- Head, S. W. & Sterling C. H. (1987). Broadcasting in America: a survey of electronic media (5th ed.). Boston: Houghton Mifflin.  
 #103 GOVERNOR'S STATE BROADCASTING IN AMERICA  
 #202 BALL STATE DEVELOPMENTS IN TELECOMMUNICATIONS  
 #206 INDIANA UNIV. FOUNDATIONS OF TELECOMMUNICATIONS  
 #215 GOSHEN COLLEGE INTRO TO TELECOMMUNICATIONS  
 #413 DRURY COLLEGE BROADCAST AS COMMUNICATION

MIDWEST RADIO SURVEY

266

- Hendrix, J. A. (1988). Public relations cases. Belmont, California: Wadsworth Pub. Co.  
#401 CMSU CASE STUDIES IN PUBLIC RELATIONS
- Hewitt, J. (1988). Air words: writing for broadcast news. Mountain View, California: Mayfield Pub. Co.  
#211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
#402 EVANGEL COLLEGE BROADCAST JOURNALISM  
#506 U OF W - MILWAUKEE RADIO NEWS PREPARATION
- Hiebert, R. E., Ungarait, D. F. & Bohn, T. W. (1987). Mass media V: an introduction to modern communication. New York: Longman.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION  
#115 BRADLEY UNIV. THE MASS MEDIA
- Hindman, J., Kirkman, L. & Monk, E. (1979). TV acting: a manual for camera performance. Boston: Houghton Mifflin Co.  
#515 U OF W - RIVER FALLS BROADCAST PERFORMANCE II
- Hyde, S. W. (1987). Television and radio announcing (5th ed.). Boston: Houghton Mifflin Co.  
#202 BALL STATE RADIO & TELEVISION ANNOUNCING
- Itule, B. D. & Anderson, D. A. (1987). News writing and reporting for today's media (1st ed.). New York: Random House.  
#201 ANDERSON NEWSWRITING  
#201 ANDERSON ADVANCED NEWSWRITING
- Janowitz, M. & Hirsh, P. (1981). Reader in public opinion & mass communication. New York: The Free Press.  
#103 GOVERNOR'S STATE MASS MEDIA & POLITICS
- Jewett, J., Shrago, J. & Yomtov, B. (1980). Designing optimal voice networks for businesses, government, and telephone companies. Chicago: Telephony Pub. Corp.  
#206 INDIANA UNIV. TOPICAL SEMINAR IN TELECOMMUNICATIONS
- Keir, G., McCombs, M. & Shaw, D. L. (1986). Advanced reporting: beyond news events. New York: Longman.  
#115 BRADLEY UNIV. PUBLIC AFFAIRS REPORTING
- Keith, M. C. (1987). Radio programming: consultancy and formatics. Boston: Focal Press.  
#301 BUENA VISTA COLLEGE RADIO PRODUCTION



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- Kessler, L. & McDonald, D. (1985?). When words collide: a journalist's guide to grammar and style. Belmont, California: Wadsworth Pub. Co.  
 #301 BUENA VISTA COLLEGE ADVANCED REPORTING  
 #301 BUENA VISTA COLLEGE PUB. EDIT.  
 #301 BUENA VISTA COLLEGE REPORTING
- Kessler, L. & McDonald, D. (1985). Exercises for when words collide: a journalist's guide to grammar and style. Belmont, California: Wadsworth Pub. Co.  
 #301 BUENA VISTA COLLEGE PUB. EDIT.  
 #301 BUENA VISTA COLLEGE MASS COMM IN SOCIETY
- Kessler, L. & McDonald, D. (1989). Mastering the message: media writing with substance and style. Belmont, California: Wadsworth Pub. Co.  
 #301 BUENA VISTA COLLEGE REPORTING
- Kindem, G. A. (1987). The moving image: production principles and practices. Glenview, Illinois: Scott, Foresman.  
 #126 DEPAUL VIDEO PRODUCTION  
 #511 U OF W - SUPERIOR DIRECTING FOR THE VISUAL MEDIA
- King, S. (1987). Misery. New York: Viking.  
 #301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
- Klopf, D. W. & Cambra, R. E. (1979). Academic debate: practicing argumentative theory (2nd ed.). Denver: Morton Pub. Co.  
 #510 U OF W - WHITEWATER "NO CLASSES LISTED."
- Land, M. E. (1987). Writing for magazines. Englewood Cliffs, New Jersey: Prentice-Hall.  
 #211 PURDUE-CALUMET MAGAZINE JOURNALISM  
 #301 BUENA VISTA COLLEGE ADVANCED REPORTING
- Lavine, J. M. & Wackman, D. B. (1988). Managing media organizations: effective leadership of the media. White  
 #401 CMSU MEDIA MANAGEMENT  
 #413 DRURY COLLEGE BROADCAST ADMINISTRATION
- Le Duc, D. R. (1987). Beyond broadcasting: patterns in policy and law. White Plains, New York: Longman.  
 #506 U OF W - MILWAUKEE ELECTRONIC MEDIA POLICY
- Lee, R. & Misiorowski, R. (1978). Script models: a handbook for the media writer. New York: Hastings House.  
 #114 WHEATON RADIO PRODUCING

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268

- Lewis, C. (1968). The tv director/interpreter. New York:  
Hastings House.  
#202 BALL STATE           ADVANCED AUDIO-VIDEO PRODUCTION  
#401 CMSU                 ADVANCED TELEVISION PRODUCTION
- Lovell, R. P. (1983). Reporting public affairs: problems and solutions. Belmont, California: Wadsworth Pub. Co.  
#302 DRAKE UNIV.                 "NO CLASS LISTED"
- Lowery, S. & DeFleur, M. L. (1983?). Milestones in mass communication research: media effects. White Plains, New York: Longman.  
#401 CMSU                 THE EFFECTS OF MASS COMMUNICATION
- Lowery, S. & DeFleur, M. L. (1983). Milestones in mass communication research: media effects. New York: Longman.  
#510 U OF W - WHITEWATER           "NO CLASSES LISTED."
- Lucas, S. E. (1986?). The art of public speaking. New York:  
Random House.  
#409 STEPHENS COLLEGE           BASIC SPEECH
- Lucas, S. E. (1986). The art of public speaking (2nd ed.). New York: Random House.  
#510 U OF W - WHITEWATER           "NO CLASS LISTED."
- MacDonald, R. H. (1987). A broadcast news manual of style. White Plains, New York: Longman.  
#211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
#402 EVANGEL COLLEGE           BROADCAST JOURNALISM
- MacDonald, J. F. (1979). Don't touch that dial!: Radio programming in America. Chicago: Nelson-Hall.  
#515 U OF W - RIVER FALLS           PROGRAMMING & CRIT. FOR RADIO
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#409 STEPHENS COLLEGE           BROADCAST PROGRAMMING/MANAGEMENT

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 #503 U OF W - EAU CLAIRE BROADCAST WRITING - R & TV
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 #202 BALL STATE MANAGEMENT OF TELECOMMUNICATIONS  
 #204 DEPAUW UNIV MEDIA MANAGEMENT  
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#401 CMSU CONTINUITY WRITING  
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#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
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#211 PURDUE-CALUMET RADIO PRODUCTION  
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 #402 EVANGEL COLLEGE RADIO PRODUCTION  
 #409 STEPHENS COLLEGE RADIO PRODUCING/DIRECTING  
 #418 ROCKHURST COLLEGE RADIO PROGRAMMING & PRODUCTION  
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- O'Donnell, L. B., Hausman, C. & Benoit, P. (1987). Announcing: broadcast communicating today. Belmont, California: Wadsworth Pub. Co.  
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 #402 EVANGEL COLLEGE BROADCAST COPYWRITING  
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#401 CMSU BROADCAST JOURNALISM  
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#211 PURDUE-CALUMET JOURNALISM FOR THE ELECTRONIC MEDIA  
#302 DRAKE UNIV. "NO CLASS LISTED."  
#511 U OF W - SUPERIOR BROADCAST JOURNALISM
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- Stovall, J. G. (1985). Writing for the mass media. Englewood  
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#409 STEPHENS COLLEGE PR WRITING: FORM & STYLE  
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#409 STEPHENS COLLEGE INTRO TO BROADCAST PRODUCTION  
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#302 DRAKE UNIV. "NO CLASS LISTED"  
#413 DRURY COLLEGE BROADCAST WRITING
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#211 PURDUE-CALUMET BROADCAST SALES  
#506 U OF W - MILWAUKEE BROADCAST PROGRAM PLANNING & SALES  
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#507 U OF W - OSH KOSH EDUCATIONAL TELECOMMUNICATIONS
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- Wright, C. R. (1986). Mass communication: a sociological perspective (3rd ed.). New York: Random House.  
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#103 GOVERNOR'S STATE TELEVISION PRODUCTION  
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#115 BRADLEY UNIV. TELEVISION PRODUCTION & DIRECTING  
#215 GOSHEN COLLEGE VIDEO PRODUCTION  
#402 EVANGEL COLLEGE TELEVISION PRODUCTION  
#418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION  
  
#510 U OF W - WHITEWATER "NO CLASSES LISTED."
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#418 ROCKHURST COLLEGE VIDEO PROGRAMMING & PRODUCTION
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#118 QUINCY COLLEGE ADVANCED TELEVISION PRODUCTION  
#201 ANDERSON ELECTRONIC MEDIA PRODUCTION  
#201 ANDERSON TELEVISION PRODUCTION COMMUNICATION  
#211 PURDUE-CALUMET TELEVISION PRODUCTION  
#301 BUENA VISTA COLLEGE TELEVISION PRODUCTION  
#301 BUENA VISTA COLLEGE ELECTRONIC FIELD PRODUCTION  
#504 U OF W - LACROSSE "NO CLASSES LISTED."
- Ziegler, I. G. (1975). The creative writer's handbook: what to write, how to write it, where to sell it (2nd ed.). New York: Barnes & Noble Books.  
#301 BUENA VISTA COLLEGE INTRO TO PROFESSIONAL WRITING
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- Zinsser, W. (1985). On writing well: an informal guide to writing nonfiction (3rd ed.). New York: Harper & Row.  
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APPENDIX P

STATE-BY-STATE PUBLIC & PRIVATE TEXTS & COURSES

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278

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- Baldwin, T. F. & McVoy, D. S. (1988). Cable communication.  
Englewood Cliffs, New Jersey: Prentice Hall.  
#110 SIU-C CABLE TELEVISION
- Barnouw, E. (1979). The sponsor: notes on a modern potentate.  
New York: Oxford University Press.  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION
- Brady, B. & Lee, L. (1988). The understructure of writing for  
film & television. Austin: University of Texas Press.  
#113 WIU BROADCAST WRITING
- Burrrows, T. D., Wood, D. N. & Gross, L. S. (1986?). Television  
production: disciplines and techniques. Dubuque: W.C.  
Brown.  
#113 WIU TELEVISION PRODUCTION
- Carter, T. B., Franklin, M. A. & Wright, J. B. (1988?). The  
First Amendment and the fifth estate: regulation of  
electronic mass media. Westbury, New York: Foundation  
Press.  
#110 SIU-C TELECOMMUNICATIONS MANAGEMENT
- Channels of Communication. (1988). 1988 field guide to the  
electronic media.  
#110 SIU-C CABLE TELEVISION  
#110 SIU-C UNDERSTANDING RADIO-TELEVISION
- Compesi, R. J. & Sherriffs, R. E. (1983). Small format  
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#103 GOVERNOR'S STATE TELEVISION: REMOTE COLOR TECHNIQUES
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- Dravon, P., Moore, L. & Hickey, A. (1980). Video in the '80s:  
emerging uses for television in business, education,  
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#103 GOVERNOR'S STATE NON-BROADCAST MEDIA OPERATIONS
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#110 SIU-C NEWS & PUBLIC AFFAIRS PROGRAMMING
- Fink, C. C. (1988). Media ethics: in the newsroom and beyond. New York: McGraw-Hill Book Co.  
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- Garber, A. D. (1986). Media power in politics. Washington, D.C.: CQ Press Congressional Quarterly, Inc.  
#103 GOVERNOR'S STATE MASS MEDIA & POLITICS
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#110 SIU-C WRITING FOR RADIO-TELEVISION
- Gayeski, D. M. (1983?). Corporate and instructional video: design and prodction. Englewood Cliffs, N.J.: Prentice-Hall.  
#110 SIU-C NON-BROADCAST TELEVISION
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- Ginsburg, D. H. (1983?). Regulation of broadcasting: law and policy towards radio, television and cable communications. St. Paul: West Pub. Co.  
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- Gross, L. S. (1986?). Telecommunications: an introduction to radio, television, and other electronic media. Dubuque: W.C. Brown.  
#113 WESTERN IL. FUNDAMENTALS OF BROADCASTING
- Hall, M. W. (1983). Broadcast journalism: an introduction to news writing (2nd ed.). New York: Hastings House Pub.  
#103 GOVERNOR'S STATE BROADCAST JOURNALISM
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#113 WIU COMPARATIVE BROADCASTING SYSTEMS
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- Marlow, E. (1982). Video & the corporation. New York: Knowledge Industry Pub., Inc.  
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#110 SIU-C WRITING PERFORMANC PRODUCTION
- McCavitt, W. E. & Pringle, P. K. (1986?). Electronic media management. Boston: Focal press.  
#110 SIU-C RADIO-TV MANAGEMENT PRINCIPLES
- Mencher, M. (1987?). News reporting and writing. Dubuque: W.C. Brown Co.  
#103 GOVERNOR'S STATE NEWSWRITING AND REPORTING
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#113 WIU BROADCAST CONTINUITY
- O'Donnell, L. B., Benoit P. & Hausman, C. (1986?). Modern radio production. Belmont, California: Wadsworth Pub. Co.  
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282

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