

**UNDERGRADUATE EDUCATION POLICY COMMITTEE**

***Resolution to Recommend Approval of the RME to Rename  
the Department of Speech Communication to the Department of  
Communication Studies, College of Liberal Arts***

**WHEREAS** this name change will bring the department in line with disciplinary trends and more clearly indicate the nature of the program to audiences both on and off campus; and

**WHEREAS** the majority of programs at SIUC's peer universities and other major universities have also replaced the name Speech Communication with Communication Studies; and

**WHEREAS** this change is expected to more accurately reflect graduates' career paths; and

**WHEREAS** this change is expected to have a positive impact on recruitment and retention; and

**WHEREAS** this change does not require new any increase and funding; and

**WHEREAS** the department faculty, having engaged in extensive study, have voted unanimously to change the department name to Communication Studies, the College Council in Liberal Arts (COLA Council) voted unanimously to support the name change to Communication Studies, and the Dean of the College of Liberal Arts supports the name change to Communication Studies; and

**WHEREAS** objections to the name change from the College of Mass Communication and Media Arts have been given a full and fair hearing, and deemed less weighty than the reasons in favor of the change;

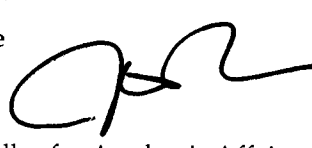
**THEREFORE BE IT RESOLVED** that the Faculty Senate recommends approval of the RME to rename the Department of Speech Communication, College of Liberal Arts, as the Department of Communication Studies, College of Liberal Arts and to rename the current Bachelor of Science in Speech Communication as the Bachelor of Science in Communication Studies.

**FS1312**

**MEMORANDUM**

**DATE:** November 19, 2012

**TO:** Meera Komarraju  
President, Faculty Senate

**FROM:** John W. Nicklow   
Provost and Vice Chancellor for Academic Affairs

**SUBJECT:** RME: Name change from Speech Communication to Communication Studies

The College of Liberal Arts proposed the name change of the Department of Speech Communication to the Department of Communication Studies. I am forwarding the attached Reasonable and Moderate Extension proposal and Form 90A to the Faculty Senate for notice and action. Please contact the program officers with a copy to my office if you have questions.

Thank you.

Attachments

JWN/ro

c: Jim Allen  
Kimberly Leonard  
Rachel Griffin  
Nathan Stucky

**Reasonable and Moderate Extension (RME) Format\*\***

**FORMAT FOR PROPOSED ADDITION/ABOLITION, REALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE**

I. Program inventory

A. Current

<u>CIP</u>	<u>Major</u>	<u>Specialization/ Concentration</u>	<u>Degree</u>	<u>Unit</u>
23.1001	Speech Communication		BS, MA, Ph.D.	College of Liberal Arts

B. Proposed

<u>CIP</u>	<u>Major</u>	<u>Specialization/ Concentration</u>	<u>Degree</u>	<u>Unit</u>
09.999	Communication Studies		BS, MA, Ph.D.	College of Liberal Arts

II. Reason for proposed action

The proposal for changing the name of the Department of Speech Communication to the Department of Communication Studies comes after extensive study by the department faculty over a period of several years. Faculty thoroughly researched peer and aspirational peer institutions as part of this process. The leading rationale has to do with the currency of the label across the discipline and bringing the department up to date to match similar programs in other institutions. Furthermore, as explained later in this RME, our recent research shows that the name change could increase undergraduate enrollment, improve student retention, improve graduates' job prospects, and reduce on and off-campus confusion over the department's identity and mission.

Representatives from the department will be happy to meet with members of the Faculty Senate or Graduate Council, or others, to explain this RME and to answer any questions.

Communication Studies is an understood term in the discipline across other universities; we want to come into alignment with the other programs in our discipline. Communication studies is most often housed in colleges of arts and sciences, not in colleges of mass communication. In most cases, departments of communication studies are clearly distinguished from mass communication, journalism, radio/television, cinema, advertising, or other mass media-focused programs. While in recent decades the line between human and mediated communication has become more complicated and blurred, the forward movement of the communication studies discipline has been to find common ground with such programs as anthropology, sociology, English, women and gender studies, history, Africana studies, music, theatre and other disciplines in the liberal and fine arts.

Furthermore, data collected by the National Communication Association (NCA) (the primary professional association for our field) shows that over 20% of departments in our discipline go by

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Communication Studies. Speech Communication is used by only 2%. [See supporting document]. An even greater percentage of our peer and aspirational peers use the name "communication studies." The peer and aspirational peers identified in *Southern at 150* use the following terms to identify programs similar to ours:

- Communication Studies, 6 departments
- Communication, 4 departments
- Speech Communication, 1 department
- Communication and Society, 1 department

[See attachment: "Communication Studies Departments and Similarly Named Programs with College Locations at Peer and Aspirational Peer Institutions.]

**Names of similar programs, Peers and Aspirational Peers compared to "Speech Communication" at SIUC:**

**SIMILAR PROGRAMS**

The University of Illinois, Urbana-Champaign--Department of Communication Studies  
 Eastern Illinois University--Department of Communication Studies  
 University of North Carolina Chapel Hill--Department of Communication Studies  
 The University of Texas at Austin--Department of Communication Studies  
 University of California, Los Angeles--Department of Communication Studies  
 Temple University--Communication Studies Program  
 University of Minnesota--Department of Communication Studies  
 University of Iowa--Department of Communication Studies  
 University of Kansas--Department of Communication Studies  
 University of North Texas--Department of Communication Studies  
 University of Northern Iowa--Department of Communication Studies  
 University of Denver--Department of Communication Studies  
 Colorado State University--Department of Communication Studies  
 Northeastern University--Department of Communication Studies  
 California State University--Department of Communication Studies  
 San Jose State University--Communication Studies Department

**PEER INSTITUTIONS**

Auburn University--Communication Program  
 Iowa State University--Communication Studies  
 Kansas State University--Communication Studies Department  
 Ohio University--School of Communication Studies  
 Oklahoma State University--Department of Speech Communication  
 Texas Tech University--Department of Communication Studies  
 Washington State University--Communication and Society Major  
 West Virginia University--Department of Communication Studies

**ASPIRATIONAL PEERS**

Louisiana State University--Department of Communication Studies  
 University of Colorado at Boulder--Department of Communication  
 University of Kentucky--Department of Communication  
 University of Missouri Columbia--Department of Communication

The designation "Department of Communication Studies" or "Department of Communication" in the programs identified above typically does not include the kind of programs identified at SIUC

as those in the College of Mass Communications and Media Arts (e.g., journalism, cinema, photography, radio, or television).

Overall, the change of the department's name from the "Department of Speech Communication" to the "Department of Communication Studies" reflects the state of the discipline. The name change responds to ongoing trends of scholarship and should help the department maintain currency with similar programs across the country. The change should help reduce confusion in terms of articulation of courses from other institutions as well as clarification of the program for recruitment of undergraduate majors and applications to our graduate programs. It may also help reduce confusion on the SIUC campus especially with both Communication Disorders and Sciences in the College of Education and Human Services (COEHS) and CMCMA.

In addition to several years of study and discussion of the relevant issues, in fall 2011, our department's Planning & Development Committee collected valuable information about this name change issue and how it has affected peer and aspirational peers across the nation. Responses received through CRTNET, the listserv for the National Communication Association, indicate that the name change has had positive effects for several departments like ours. For example, the case of the Department of Communication at University of Illinois - Urbana-Champaign is illuminative. One member of this department stated: "One way to increase majors is drop the word speech. It was a 6 year battle or so for us to be able to do it, but we've doubled the number of majors since we did." Another response indicated that the move away from "speech" in the name of the department helped reduce the misperception that public speaking is the only thing the department focuses on. This is an issue we currently face as well.

Members of our Planning and Development Committee also met with key advisors across our own campus to get a sense of how our current department name is received by students. SIUC advisors responded that most undergraduate students see the word "speech" as associated with public speaking and fear of speaking in public. While the department does teach public speaking, and even has a course dedicated to helping anxious students overcome their fear, this is only one part of the department's mission. These initial responses prevent some students from exploring the various communication tracks offered through our program (interpersonal communication, organizational communication, intercultural communication, public relations, performance studies and persuasion). This, obviously, has a negative impact on enrollment; it also has a negative impact on placement of graduates from our programs whose training extends beyond only giving speeches.

The Department of Speech Communication has researched the need to change its name to the Department of Communication Studies for several years, and based on the recent data, believes that this time of re-branding at the university level is a good time to actively pursue this goal. As new marketing strategies are put in place, this is an opportune period to revise and update our promotion and recruitment efforts.

**Employment opportunities for graduates** with excellent communication skills remain fairly high with encouraging predictions for future demand. Our research suggests that undergraduate students seeking employment following graduation are likely to fare better in the job market with a degree in "communication studies" than one in "speech communication." Our students enter a variety of fields, especially those requiring excellent interpersonal and other communication skills. Our graduates will benefit from degree termed "communication studies" since the current term "speech communication" may merely imply public speaking rather than the range of skills our

graduates acquire.

**Job Outlook 2010-2020.** Source: U.S. Department of Labor, Bureau of Labor Statistics.  
(<http://www.bls.gov/home.htm>)

Public Relations Managers and Specialists. Percentage change +21%

Market Research Analysts, (communication skills is second job requirement). Percentage change +41%

Wholesale and Manufacturing Sales Representative, (interpersonal skills is second job requirement). Percentage change +16%

Postsecondary, College and University teacher. Percentage change +17%

For M.A. and Ph.D. graduates, most jobs posted are for "communication studies" or "communication" positions rather than for "speech communication." While we have had a near 100% placement success rate for doctoral graduates who seek employment at academic institutions, our students have increasingly had to work at a disadvantage to explain the outdated term. The success of the graduate program, however records placements including: The University of Texas-Austin, Hofstra University, The University of Denver, Central Michigan State University, Bowling Green State University, California State University-Long Beach, University of South Florida, Louisiana State University, and University of Wisconsin-Madison. Many of these placements are in communication studies departments where a degree with that name would be an advantage. We expect that there will continue to be a demand for our masters and doctoral graduates and that they will be better positioned in the academic marketplace with a degree in communication studies.

Following careful deliberation, the department faculty voted unanimously to request changing the department name from the Department of Speech Communication to the Department of Communication Studies and to rename the degrees granted (B.S., M.A., Ph.D. in Communication Studies) accordingly. Subsequently, the College of Liberal Arts Council (CoLA Council) also voted unanimously to support the request.

III. Program delivery mode

(Indicate whether the proposed change defines the program as distance education or off campus. Please check with the Office of Distance Education and Off-Campus Programs for RME requirements: [gstoner@pvc.siu.edu](mailto:gstoner@pvc.siu.edu))

No, the proposed change does not define the program as distance education or as off-campus.

IV. Anticipated budgetary effects

No additional costs for faculty, facilities, or staff. Some (relatively) minor costs for stationary, correcting catalog, and so forth would be expected. Our department brochures and other promotional materials are due to be revised and replaced in the near future, so those expenses would approximately balance out. Web page updates are also due to be done in the near future, so those costs would also be anticipated within current budget constraints.

(Budget neutrality required until further notice)

(Staffing neutrality required. Please include non-staffing costs to be absorbed by the unit and

others, including Morris Library, Enrollment Management, etc.)

No additional staff or staff changes are anticipated due to this change in department name.

V. Arrangements to be made for (a) affected faculty, staff and students; and (b) affected equipment and physical facilities N/A

VI. Will other educational units, curricula, or degrees be affected by this action?

No other units will be affected by this action.

Four units/colleges on campus have been identified as having "communication" in their name or within their curricula. Memos from each of these units and their views on our proposed name change are attached. Three of four offer support, one unit objects.

1. Communication Sciences and Disorders Program

No objection. [See attachment from Carl Flowers, Acting Director, Rehabilitation Institute]

2. Department of Theater (collaborates with us at the Ph.D. level)

No objection. [See attachment from J. Thomas Kidd, Chair, Department of Theater]

3. Department of English (focus on rhetoric and composition shares some overlap with us at the undergraduate level)

No objection. [See attachment from Michael Molino, Chair, Department of English]

4. College of Mass Communication and Media Arts

Objection. [See attachment from Dafna Lemish, Chair of Radio/Television, now Interim Dean, CMCMA.]

Department response to the objection:

We do not agree that CMCMA, their curricula, or degrees will be affected by this action. None of the departments at SIUC in CMCMA use the term "communication" as part of their disciplinary names (journalism, cinema & photography, radio/television, broadcasting); rather, the term "mass communication and media arts" is used as an umbrella term for these units. The name "communication studies" however, is used throughout the discipline itself in ways that distinguish it from mass media programs. CMCMA may actually derive a benefit from the further clarification of our respective programs.

Contrary to the assertion of problems Dr. Lemish attributes to communication studies at the University of Illinois, our own investigation gives a different picture. As noted in section II. above, at U. I., one member of this department stated: "One way to increase majors is drop the word speech. It was a 6 year battle or so for us to be able to do it, but we've doubled the number of majors since we did."

Dr. Lemish reports that some faculty in Radio/Television at SIUC felt that having a "Department of Communication" outside of a college of mass communications was "like having a Department of Engineering outside of the College of Engineering." First, partly in deference to CMCMA, we are **not** proposing to use the name "Department of Communication." We propose the more specific, and generally accepted term "Communication Studies." Second, the analogy misses the point of the disciplinary differences and unit missions as well as the practice by a majority of our peers and aspirational peers, where, in fact, **having communication studies in a college of arts and sciences (or liberal arts), while there is also a separate college or unit for mass communication, is the norm.**

[See attachment: "Communication Studies Departments and Similarly Named Programs with College Locations at Peer and Aspirational Peer Institutions.]

Dr. Lemish argues naming a unit communication studies outside of a college of media would be a step backwards. In fact, the trend of the discipline moving forward is to recognize distinct differences and unique contributions of communication studies (despite the shared term "communication") as can be seen in the shifting of department names in other institutions across the country from speech communication to communication studies. **The majority of communication studies programs (formerly speech communication) are distinct from mass communication departments and are not housed in colleges of mass communication.** SIUC is actually somewhat behind the forward-moving trend.

**The implication that there are redundancies and overlaps between departments is based on speculation not supported by evidence.** The assertion that "all forms of human communication are now integrated theoretically and empirically" is an oversimplification and reduction of substantial scholarship across many disciplines. A look at the curricular areas offered by our department and those offered in the SIUC College of Mass Communication and Media Arts (CMCMA) shows the clear focus on human communication in our curriculum and the focus on mass media in the latter.

**Curricular Areas of Speech Communication (Communication Studies)**

*(Undergraduate Specializations)*

- Intercultural Communication
- Interpersonal Communication
- Organizational Communication
- Performance Studies
- Persuasive Communication Public Relations

*(Graduate Areas)*

- Communication Pedagogy
- Gender, Sexuality & Communication
- Intercultural Communication
- Interpersonal Communication
- Performance Studies
- Rhetoric and Philosophy of Communication

**Curricular Areas in the College of Mass Communication and Media Arts**

- Digital Media Arts & Animation
- Electronic Journalism
- Media Industries
- Radio/Audio Production
- Television/Video Production
- Cinema
- Photography
- Digital Communication
- Advertising
- New Media Producer
- News or Photojournalism

These disciplinary areas have unique scholarly literatures, methodologies, and missions.

At SIUC some of the residual confusion over the place of speech communication has to do



more with the physical location of the department in a building that houses mass communication programs (and also the Department of Theatre and part of the Rehabilitation Institute), and also the history of the dissolution of the former College of Communications and Fine Arts [See attachment: "Historical Context: Closing the College of Communications and Fine Arts."]

- VII. Assessment of Student Learning Outcomes  
See attached.

(Attach the program's updated assessment plan and latest report for the program being modified.)

- VII. Catalog copy to be deleted or added  
SPCM will convert to CMST in new catalog copy. All places where "Speech Communication" appears will change to "Communication Studies." (see attached marked undergraduate and graduate catalog copy)

- VIII. The requested effective date of implementation  
As soon as possible.

(Next published catalog without exception approved by Provost)

**\*\*This request is required to go through the office of the Associate Provost for Academic Programs before approval of the Faculty Senate and/or Graduate Council. Approval status of the RME may be monitored by checking <http://pvcaa.siuc.edu/forms.html#2>**

**COMMUNICATION STUDIES DEPARTMENTS  
AND SIMILARLY NAMED PROGRAMS  
WITH COLLEGE LOCATIONS  
AT PEER AND ASPIRATIONAL PEER INSTITUTIONS**

The department names most similar to the program at SIUC  
currently named "Speech Communication" are identified in bold.

*Southern at 150*

**Peer Institutions**

Auburn University  
Iowa State University  
Kansas State University  
Ohio University  
Oklahoma State University  
Texas Tech University  
Washington State University  
West Virginia University

**Aspirational Peer Institutions**

Louisiana State University  
University of Colorado at Boulder  
University of Kentucky  
University of Missouri Columbia

**PEER INSTITUTIONS**

**Auburn University**

College of Liberal Arts

Department of Communication and Journalism

Programs: Journalism, Public Relations, Radio Television Film, and  
**Communication**

**Iowa State University**

College of Liberal Arts and Sciences

Cross-Disciplinary Program: **Communication Studies**

Separate Unit:

Greenlee School of Journalism and Communication: Journalism and Mass  
Communication Major, Advertising Major

**Kansas State University**

College of Arts and Sciences

**Communication Studies Department**

Separate Unit:

A.Q. Miller School of Journalism and Mass Communications

**Ohio University**

Scripps College of Communication

E.W. Scripps School of Journalism

J. Warren McClure School of Information and Telecommunication Systems

**School of Communication Studies**

School of Media Arts and Studies

School of Visual Communication

WOUB Center for Public Media

Scripps Survey Research Center

**Oklahoma State University**  
College of Arts and Sciences  
Communication Sciences and Disorders  
Media and Strategic Communications  
**Department of Speech Communication**

**Texas Tech University**  
College of Arts and Sciences  
**Department of Communication Studies**  
Separate Unit:  
College of Mass Communications

**Washington State University**  
Edward R. Murrow College of Communication  
**Communication and Society Major**  
Journalism and Media Production Major  
Strategic Communication Major

**West Virginia University**  
Eberly College of Arts and Sciences  
**Department of Communication Studies**  
Separate Unit:  
Perley Isaac Reed School of Journalism

#### **ASPIRATIONAL PEERS**

**Louisiana State University**  
College of Humanities and Social Sciences  
Department of Communication Sciences and Disorders  
**Department of Communication Studies**  
Separate Unit:  
Manship School of Mass Communication

**The University of Colorado, Boulder**  
College of Arts and Sciences  
**Department of Communication**  
Separate Unit:  
Journalism and Mass Communication Program

**University of Kentucky**  
College of Communication and Information  
**Department of Communication**  
Department of Journalism and Telecommunications  
Department of Library and Information Science  
Division of Instructional Communication

**University of Missouri, Columbia**  
College of Arts and Science  
**Department of Communication**  
Separate Unit:  
School of Journalism

The following page is from a recent issue of *NCA C-Briefs*, a publication of the National Communication Association showing that the name "Communication Studies" is the second most-used term to label departments in our field.

Research of the *Southern at 150* peers and aspirational peers shows that "Communication Studies" is the most frequently used term for programs similar to the current "Speech Communication" department at SIUC.



## INSIDE THIS ISSUE

- 1 Analysis of communication department names
- 2 Top 20 communication department names

## UPCOMING ISSUES

- 1 November – Geographical distribution of departments
- 2 December – MA/Ph.D. Programs by state/region
- 3 January – Public vs. private institutions

## Analysis of Communication Department Names

In our analysis of 790 communication departments we found a total of 116 individual department names. Six department names are used by 77% of the departments (see highlighted boxes, below). There are 82 different department names that are used by only 11% of all departments

Some of the individual department names include: Rhetoric and Communication Studies, Communicology, Language and Literature, Arts, Communication, and Design, and Arts and Humanities. Communication is most often partnered with Journalism/Mass Communication (20 Programs) and Theater/Performance Art (24 Programs).

To view department names, click on the following URL and look through the list of communication departments: <http://www.natcom.org/data>

## Top 20 Communication Department Names

Department Name	# of Departments	Percentage of Overall Departments
Communication	342	43.35%
Communication Studies	158	20.03%
Communication Arts	50	6.34%
Communications	31	3.93%
Speech Communication	16	2.03%
Communication and Journalism	10	1.27%
Communication and Theater	9	1.14%
Communication and Theater Arts	9	1.14%
Communication Arts & Sciences	8	1.01%
Communication and Media Studies	7	0.89%
English and Communication	6	0.76%
Communication and Rhetoric Studies	5	0.63%
Mass Communication	5	0.63%
Organizational Communication	4	0.51%
Strategic Communication	4	0.51%
Communication and Culture	3	0.38%
Communication and Performance Studies	3	0.38%
Communication Studies and Theater Arts	3	0.38%
Rhetoric and Media Studies	3	0.38%
School of Communication	3	0.38%



## Assessment Report

Academic Unit: Speech Communication  
Date: January 27, 2012  
Name of person preparing report: Ronald J. Pelias  
Title: Director of Graduate Studies  
Email Address: [rpelias@siu.edu](mailto:rpelias@siu.edu)  
Campus Phone: 453-1877  
Degree Program Reported Here: Doctoral

Below is the assessment report for the 2011 calendar year.

What student learning outcomes have you defined for your program?

1. To engage in a significant research question in the field
2. To demonstrate methodological sophistication
3. To present research results in a form and quality acceptable within the discipline

What instruments are you using to measure them (or to determine their attainment)?

Direct assessment of doctoral students is a quantitative assessment measure based upon our learning objective. Each student's doctoral dissertation is rated. Using a seven point scale with 7 being the highest and 1 being the lowest, the faculty members who served as the chair or committee member of each respective dissertation do the ratings. A score of 4 or above on each item is used as an indicator of success.

Indirect assessment measures include (1) papers and performances at professional conferences and (2) placement in jobs. We expect our students upon graduation to be placed in academic or professional positions and to have a minimum of one conference presentation.

3. What are your results for the past year?

The Graduate Committee of Department of Speech Communication met to assess the doctoral program. The data indicate that the program is doing well. Seven doctoral students completed their work during 2011.

Quantitative support comes from our assessment of our doctoral dissertations. Item one, the assessment of whether our students are engaged in significant research questions in the field, had on our 7 point scale a mean score of 6.7. Item two, the assessment of whether our students demonstrated methodological competence, had a mean score of 6.5. Item three, the assessment of whether our students could present their research in a form and quality acceptable to the field, had a mean score of 6.8. We take these numbers to be a clear indication that our students are producing quality dissertations.

Another indicator that our students are doing well is the fact all seven had at least one conference presentation, all but one had many more, and four had their work published.

Finally, all students found employment at an institution of higher learning:

Esquibel, Elena	California State University, Long Beach
Huber, Jamie L.	Utah State University
Johnson, Lilly	Virginia Polytechnic Institute and State University
MacDonald, Shauna M.	Villanova University
McRae, Christopher	University of South Florida
Parrott, Charlie	Kennesaw State University
Walton, Zachary J.	Blufton University

Of the seven, five were placed in tenure-track positions and two were placed in instructor lines. While it would have been ideal if all had obtained tenure-track positions, we feel the record of placement is excellent considering the current economy.

4. What changes, if any, to your program did your colleagues make (or plan to make) in response to those results?

Based on our assessment, we do not anticipate any changes at this time.

## Assessment Report

Academic Unit: Speech Communication  
Date: January 27, 2012  
Name of person preparing report: Ronald J. Pelias  
Title: Director of Graduate Studies  
Email Address: [rpelias@siu.edu](mailto:rpelias@siu.edu)  
Campus Phone: 453-1877  
Degree Program Reported Here: M.A.

Below is the assessment report for the 2011 calendar year.

What student learning outcomes have you defined for your program?

1. To engage in a significant research question in the field
2. To demonstrate methodological sophistication
3. To present research results in a form and quality acceptable within the discipline

What instruments are you using to measure them (or to determine their attainment)?

Direct assessment of our students is a quantitative assessment measure based upon our learning objective. Each student's thesis or research report is rated. Using a seven point scale with 7 being the highest and 1 being the lowest, the faculty members who served as the chair or committee member of each respective project do the ratings. A score of 4 or above on each item is used as an indicator of success.

Indirect assessment measures include placements in jobs or further academic study. We expect our students upon graduation to be placed in academic or professional positions.

3. What are your results for the past year?

The Graduate Committee of Department of Speech Communication met to assess the M.A. program. The data indicate that the program is doing well. Five students completed their work during 2011.

Quantitative support comes from our assessment of our students' theses and research reports. Item one, the assessment of whether our students are engaged in significant research questions in the field, had on our 7 point scale a mean score of 6.1. Item two, the assessment of whether our students demonstrated methodological competence, had a mean score of 5.5. Item three, the assessment of whether our students could present their research in a form and quality acceptable to the field, had a mean score of 5.8. We take these numbers to be a clear indication that our students are producing quality work.



Another indicator that our students are doing well is the fact all five of our students found employment:

Alexander, Charles P.	Motivational Speaker, Speak Hope, Inc, and Academic Resource Specialist, Saint Xavier University
Bohr, Nicole F.	Instructor, Tidewater Community College, Virginia Beach, VA
Ercin, Eda Nazlihan	Instructor of creative drama and performance Gelisim Koleji (private school) in Eskisehir, TURKEY
McCoy, Jeffery L. Proshutinskaya, Anatasia	Administration, Shawnee Community College "Manager of International Art Projects, Curator of Performing Arts" for Regional Agency for Creative Initiatives, Russia

Surprisingly, none of our students went on to doctoral study. This is atypical for us, but we saw no reason to believe that it was anything more than the desires of this particular group of graduates.

4. What changes, if any, to your program did your colleagues make (or plan to make) in response to those results?

Based on our assessment, we do not anticipate any changes at this time.

**SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE**  
**DEGREE PROGRAM ASSESSMENT REPORT**  
**Semester: Fall 2011**

Degree Program: Bachelor of Science in Speech Communication  
 Reported by: Satoshi Toyosaki, Director of Undergraduate Studies  
 Date: January 25, 2011

For the Assessment Period covering Spring 2011, seniors in Speech Communication in 400-level courses were assessed on their mastery of the department's four student learning objectives, listed below. Each of the four learning objectives is further subdivided into four to six assessment criteria, with ratings to be done on a 1-5 scale with 1 being "quality not demonstrated" and 5 being "quality demonstrated superbly" on each criterion. Seven instructors filled out assessment sheets on 55 students in eight 400-level courses. Student work that was assessed included papers, course projects, public relations campaigns, exams, class presentations, public performances, course participation, portfolio, script-writing, and group discussions & group projects. Mean scores were calculated for each of the criteria on the four Learning Outcomes sheets, and grand means were calculated for each of the four main Program Objectives.

**Program Objective 1: Ability to deliver effective oral public presentations**

Item	Criterion	Mean
1-a	Exhibits effective vocal variety (inflection, tone, emphasis, etc.)	4.40
1-b	Exhibits effective physical delivery (gestures, facial expressions, etc.)	4.27
1-c	Speaks with clarity (audible, clear enunciation, etc.)	4.38
1-d	Organizes content in a manner appropriate for topic & audience	4.25
1-e	Uses language appropriate for topic & audience	4.29
1-f	Uses supporting materials appropriate to purpose & topic	4.12
<b>Grand Mean for Objective 1</b>		<b>4.29</b>
Minimum 4.115—Maximum 4.404: Range .288		

**Program Objective 2: Ability to write clear, correct English prose**

Item	Criterion	Mean
2-a	Provides clear descriptions for concepts discussed	4.07
2-b	Uses appropriate grammar, spelling, & punctuation	3.84
2-c	Structures the text using an appropriate organizational pattern	4.16
2-d	Expresses ideas effectively	4.20
2-e	Provides claims & support relevant to the purpose	3.93
<b>Grand Mean for Objective 2</b>		<b>4.04</b>
Minimum 3.836—Maximum 4.200: Range .364		

**Program Objective 3: Ability to communicate effectively in dyads and/or groups:**

Item	Criterion	Mean
3-a	Able to express ideas clearly to others	4.35
3-b	Organizes thoughts in a logical manner	4.25
3-c	Can listen for & describe another's viewpoint	4.47
3-d	Can describe differences of opinion	4.47
3-e	Answers questions clearly	4.38
3-f	Demonstrates appropriate nonverbal comm. behaviors	4.44
<b>Grand Mean for Objective 3</b>		<b>4.39</b>
Minimum 4.255—Maximum 4.473: Range .218		

**Program Objective 4: Ability to understand and apply communication theory and research**

Item	Criterion	Mean
4-a	Student demonstrates proficiency in research skills by identifying, evaluating, and documenting pertinent sources	3.96
4-b	Student applies appropriate theories and/or research methods to specific texts, data, events, or proposals	4.00
4-c	Student shows evidence of critical thinking in developing original arguments or message strategies making use of communication theories	4.09
4-d	Student synthesizes various published research findings and integrates them with communication theories	3.85
<b>Grand Mean for Objective 4</b>		<b>3.98</b>
Minimum 3.855—Maximum 4.091: Range .236		

**OVERALL MEAN**-----4.17

**COMPARATIVE DATA:**

Program Objective	Fall 2008 Means	Spring 2009 Means	Fall 2009 Means	Spring 2010 Means	Fall 2010 Means	Spring 2011 Means	Fall 2011 Means		
1	3.97	4.26	4.12	4.37	3.98	4.18	4.29		
2	3.72	3.80	3.69	4.19	3.84	3.92	4.04		
3	4.05	4.13	3.99	4.39	4.08	4.10	4.39		
4	3.77	3.84	3.54	3.87	3.64	3.93	3.98		
Overall	3.88	4.00	3.83	4.20	3.88	4.03	4.17		

30 July 2012

Professor Kimberly Leonard, Dean  
College of Liberal Arts  
Southern Illinois University Carbondale

Dear Dean Leonard,

As you know, the Department of Speech Communication proposes to change the name of the department to the Department of Communication Studies. This move comes after extensive study of the relevant issues in the discipline and is designed to bring the department's name up-to-date with other programs around the country. Nearly all of our peer and aspirational peers have similarly dropped "speech communication" from their department names in favor of either "communication studies" or in some cases, just "communication." Both our faculty and CoLA Council voted unanimously in favor of the name change.

I am aware that such a move may require some education or re-education of some of our campus colleagues since, at SIUC, we share the word "communication" with the College of Mass Communication and Media Arts. However, this is not controversial in the discipline where the label "communication studies" is well understood. Our location in the College of Liberal Arts matches that of other major national programs. The majority of communication studies programs (formerly speech communication) are distinct from mass communication departments; they are not housed in colleges of mass communication.

Attached you will find the RME for the name change along with relevant documentation. I would appreciate your support in moving this RME forward. I'm happy to answer any questions you may have.

Sincerely,



Nathan Stucky  
Professor and Chair

3 August 2012

Professor John Nicklow, Provost  
Southern Illinois University  
CAMPUS

Dear Provost Nicklow,

I write to support the attached RME that has been submitted by the Department of Speech Communication to change the unit name to Communication Studies. This proposal was debated and approved by unanimous vote of the CoLA Council last spring. We now request your consideration and support in moving this forward to the Faculty Senate and Graduate Council.

As you'll see in the supporting materials, Speech Communication is an outdated label that is now rarely used in the discipline. This name suggests a narrow focus on speech that negatively affects both the Department's ability to recruit students and their graduates to secure jobs. The key concern is to avoid use of the word "speech" in any title because it fails to capture many of the current areas of emphasis that attract students who consider themselves a "people person" but shy away from "making speeches," areas such as organizational communication, intercultural communication, interpersonal communication, and performance studies. The concern is underscored in a research finding that 80 percent of respondents to a national survey reported that they'd "rather suffer bodily injury than give a speech in public." For this reason in 1989 members of the Speech Communication Association voted to change the name of the organization to the National Communication Association. This perspective is now dominant in the discipline. Only one other university among our peers shares our current name; among nearly 800 departments, 43 percent are called Communication and 20% are called Communication Studies. The new name will help the Department with recruitment, retention, and career services for students.

The word "communication" is the source of concern expressed in a letter by the chair of Radio and Television. This was an issue resolved previously by an agreement between the Faculty of the Department when the College of Mass Communication and Media Arts was formed. Dr. Stucky addresses this issue in the proposal. The norm across most universities is the distinction between units and the names we propose. We will work to develop signage that makes the units clear for all students and prospective students.

We hope we will have the support of your office for this proposal.

Sincerely,



Kimberly Kempf-Leonard  
Dean



Southern  
Illinois University  
Carbondale

Department of Radio-Television  
[www.rtv.siu.edu](http://www.rtv.siu.edu)  
[www.siu.edu](http://www.siu.edu)

To: Dean Gary Kolb

From: Dafna Lemish, Chair of RT

Re: A name change request by the Department of Speech Communication

Date: March 27, 2012

The RT faculty discussed the request made by the Department of Speech Communication in the College of Liberal Arts to change their name to the Department of Communication during our faculty meeting on Thursday, March 22, 2012. The RT faculty members were sympathetic to the request, given that indeed Speech Communication has expanded its curriculum well beyond non-mediated forms of communication. However, the faculty felt that this name change is entirely an unsatisfactory solution that conflicts with the name of the College of Mass Communication and Media Arts, and will cause even greater confusion among students and faculty across campus than already exists. They suggested that it is like having a Department of Engineering outside of the College of Engineering. The RT faculty used this opportunity to point out that there are many similarities and overlaps in academic interests between the Department of Speech Communication and the College in general and our department's scholars more specifically, and they are welcoming talks about possible collaborations between the two.

I would like to add my own personal reflections as Chair of RT: We are well aware that many universities across the country have traditional splits between different communication departments that developed historically in different colleges. These divisions made sense at the time when speech communication and mediated forms of communication could be clearly distinguished. This is not true anymore – all forms of human communication are now integrated theoretically and empirically. University of Illinois Urbana Champagne is a case in point: They have a College of Media but also a Department of Communication in their own College of Liberal Arts & Sciences. However, they are struggling with this structural duplication and many see it as an obstacle for their disciplinary development and a source of great conflict. Naming a department outside of the College of Mass Communication and Media Arts at SIU a Department of Communication would be to go backwards into entrenching these differences rather than going forward in resolving them. Once the new name is in place, it will also mean gradual changes in curriculum which will create even more redundancies and overlaps than we already have. This goes against the university's strategic plan to cut down on overlapping between departments.

## **Historical Context**

### **Closing the College of Communication and Fine Arts**

The history of the closing of the former College of Communications and Fine Arts in 1993, and the events that followed provide a relevant context from which to view the RME involving the proposed new name for Speech Communication--Communication Studies. In brief, President Guyon (same as chancellor today) and Provost Shepard decided to eliminate CCFA purportedly to save the expense of a dean's office & staff. All affected units were told to relocate to other colleges. Dr. Shepard and Dr. Guyon came in person to a faculty meeting in Speech Communication to announce the elimination of CCFA. Our faculty strongly objected to this top-down decree. We were told we had no choice, and that there would be no CCFA. We were also promised explicitly that there would be no college using the name "communication." Along with the other units we then voted to move to the College of Liberal Arts--a logical and appropriate move for us given that we were given no other realistic option. Approximately 60% of CCFA faculty decided the best option was to be housed in the College of Liberal Arts (as opposed, say, to the Colleges of Agriculture, or Engineering). This included the School of Art & Design, the School of Music, The University Museum, the Department of Speech Communication and the Department of Theater.

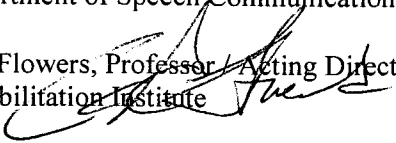
Subsequently, the units of Journalism, Cinema & Photography, and Radio/Television, with substantial activism from alumni, persuaded President Guyon to turn 180 degrees and create a new college. By that time, though, most of the units of the former CCFA had already relocated to Liberal Arts. Having explicitly promised Speech Communication that there would be no college bearing the name "communication," Dr. Guyon and Dr. Shepard now asked Speech Communication to approve a name for the new college. We agreed not to object to the name the College of Mass Communication and Media Arts since it appeared to distinguish the main features of the units it would contain. We did not object to that name at the time in part as an act of collegiality and good will.

It would be most unfortunate if anyone from CMCMA objected to a renaming of Speech Communication to the label Communication Studies now--a move that brings the department into line with current disciplinary norms and is the same name used by many of our peers and aspirational peers. In no way does this infringe on CMCMA territory. Rather, it represents the norm of our discipline and, in fact, is often used to distinguish it from the very sorts of units housed in CMCMA at SIUC. We have worked hard to maintain good relations with our colleagues who share the same building. Hopefully we can take the high road and continue the trend of good and productive personal and professional contacts with our neighbors.

rehab.siu.edu

## MEMO

**TO:** Nilanjana Bardhan, Ph. D.  
Associate Professor/Acting Chair  
Department of Speech Communication

**FROM:** Carl Flowers, Professor / Acting Director  
Rehabilitation Institute 

**RE:** Department of Speech Communication name change

**DATE:** May 2, 2012

Please accept this memo as support for the Department of Speech Communication's request to change its name to Communication Studies. Rehabilitation Institute faculty in our Communication Disorders and Sciences (CDS) program were queried and had no objections to the proposed name change. Their lone request was that inquiries regarding the CDS program (i.e., speech, language and hearing classes) be referred to our program.


Best to you in efforts to change the name of the department to match similar programs at other institutions.



**M E M O**

Date: April, 23, 2012

To: Nilanjana Bardhan, Acting Chair  
Department of Speech Communication

From: J. Thomas Kidd   
Department of Theater

RE: Department Name Change

As per your recent request, I presented to the Theater faculty the proposal for changing the name of the Department of Speech Communications. Our faculty unanimously supports the proposed change to Department of Communication Studies. We believe this name is more easily understood not only in your discipline but ours as well, and since we share a joint PhD degree, this is very important to us. We agree that the proposed new name better reflects the trends in scholarship our graduate and undergraduates involved in your classes and programs will pursue.

The timing for the name change is also convenient, as we are about to re-work recruitment information for our program, and will hopefully be able to incorporate the new name into those materials.

If I can provide you with any further information or assistance in this matter, please let me know.

**DEPARTMENT OF ENGLISH**  
**SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE**

**MEMORANDUM**

**TO:** Kimberly Leonard, CoLA Dean  
**FROM:** Michael R. Molino, Chair  
**SUBJECT:** Proposed Name Change for Speech Communication  
**DATE:** 30 April 2012

---

I was forwarded a copy of the proposal to change the name of the Department of Speech Communication to the Department of Communication Studies. This is a long overdue change in my view. I agree that the name is a key feature in the identity of any Department. We should eliminate any confusion among prospective students seeking the best program to enter. Aligning the name in a manner consistent with current disciplinary practices and with the one used at peer institutions seems to be a step in the proper direction.

Delivered-To: bardhan@siu.edu  
 Authentication-Results: mx.google.com; spf=pass (google.com: domain of LauraD@mediscan.net designates 216.32.181.182 as permitted sender) smtp.mail=LauraD@mediscan.net  
 X-SpamScore: -11  
 X-BigFish: PS-11(zz9371lfadRc85fhzz1202hzz8275ch8275bh8275dhz2fh793h2a8h668h839hd25hf0ah34h)  
 X-Forefront-Antispam-Report: CIP:157.56.240.85;KIP:(null);UIP:(null);IPV:NLI;H:BL2PRD0410HT001.namprd04.prod.outlook.com;RD:none;EFVD:NLI  
 From: Laura Delaney <LauraD@mediscan.net>  
 To: "bardhan@siu.edu" <bardhan@siu.edu>  
 Subject: FW: SLP Job Opportunities  
 Thread-Topic: SLP Job Opportunities  
 Thread-Index: Ac01HyiOmzZalsu7TzeroUEK/e6WfQAAG4XA  
 Date: Fri, 18 May 2012 17:58:48 +0000  
 Accept-Language: en-US  
 X-MS-Has-Attach: yes  
 X-MS-TNEF-Correlator:  
 x-originating-ip: [12.132.79.154]  
 X-OriginatorOrg: mediscan.net

Hi Dr. Bardhan,

I sent the email below to Dr. Stucky, perhaps you can help guide me to someone who would be interested in receiving information about the job opportunities we have available?

Thank you,

Laura

**From:** Laura Delaney  
**Sent:** Friday, May 18, 2012 10:54 AM  
**To:** 'nstucky@siu.edu'  
**Subject:** SLP Job Opportunities

*one example of confusion  
with "speech communication"*

Hi Nathan,

I missed you by phone but wanted to introduce myself and our company, Mediscan Therapy Services. We recruit Speech Pathologists across the country to support school districts. I was hoping you are the appropriate contact to share information about our company and the jobs we have available. I attached a flyer about our company and current job postings. Let me know if this is acceptable to continue to forward when we receive new job opportunities.

Thank you,

Laura

Laura Delaney  
 National Recruiter  
 Mediscan Therapy Services  
 (877) 630 - 2044 x1812  
[laurad@mediscan.net](mailto:laurad@mediscan.net)  
[www.mediscan.net](http://www.mediscan.net)

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This form is used for requesting minor changes in requirements of a degree granting unit, major, minor, concentration, specialization, certification program and miscellaneous changes of any academic program (see instructions). Otherwise, use RME Form. All Course Descriptions (Form 90's) needed to support changes described below are to be included to create a cohesive package.

**THIS CHANGE IS FOR (level):** Undergraduate Catalog

Submit two forms if change relates to both graduate and undergraduate programs.

**PROGRAM (Organizational Structure):**

**Degree granting academic unit** (College or School) College of Liberal Arts  
**Department or Division** Speech Communication (change to Communication Studies)  
**Degree Type** (BS, MS, etc) BS  
**Major** (include subject area code) Speech Communication (change to Communication Studies)  
**Minor** (include subject area code) Speech Communication (change to Communication Studies)  
**Concentration** (Graduate level only) \_\_\_\_\_  
**Specialization** (Undergraduate level only) All specializations: see attached

**BRIEF SUMMARY OF CHANGE** (Use additional page(s) if necessary):

Department name change from Speech Communication to Communication Studies. Replace SPCM replaced with CMST for dept. abbreviation in catalog, schedule of classes, and other relevant places. See attached pages for catalog copy.

**Specific Changes:** *Attach a copy of legible mark-up page along with a clean copy representing those changes.*

The mark-up page is to be a copy of the actual catalog page(s) with **legible** corrections made directly on the copy. In the case of extensive or complex changes, please type a new catalog copy on plain paper, double spaced, representing how you recommend the new program requirements be shown in the catalog.

**Effective term is next published catalog:** **2013-2014** *Early effective date requires Provost approval.*

**APPROVAL:**

**Departmental Executive Officer** Nathan Stucky Digitally signed by Nathan Stucky  
DN: cn=Nathan Stucky, o=Southern Illinois University Carbondale, ou, email=stucky@siu.edu, c=US  
Date: 2012.08.10 12:41:19 -0500 8/13/2012  
Date

**Dean** *Kimberly Leonard* Digitally signed by Kimberly K Leonard  
DN: cn=US, o=State of Illinois, ou=CMS, ou=People, ou=L, serialNumber=70145101, cn=Kimberly K Leonard  
Date: 2012.08.27 08:49:21 -0500 8-27-12  
*By signing I affirm that I have conferred with all programs affected by these changes.* Date

**Dean of the Graduate School** \_\_\_\_\_ Date

**Associate Provost for Academic Programs** \_\_\_\_\_ Date

**Director, Transfer Student Services:** \_\_\_\_\_ Date  
Program changes have been reviewed for application to catalog and degree audit.

**Catalog Formatting:** \_\_\_\_\_ *Initial and date* **Degree Audit:** \_\_\_\_\_ *Initial and date*

This form is used for requesting minor changes in requirements of a degree granting unit, major, minor, concentration, specialization, certification program and miscellaneous changes of any academic program (see instructions). Otherwise, use RME Form. All Course Descriptions (Form 90's) needed to support changes described below are to be included to create a cohesive package.

**THIS CHANGE IS FOR (level):** Graduate Catalog

Submit two forms if change relates to both graduate and undergraduate programs.

**PROGRAM (Organizational Structure):**

**Degree granting academic unit (College or School)** Graduate School  
**Department or Division** Speech Communication (change to Communication Studies)  
**Degree Type (BS, MS, etc)** M.A., Ph.D.  
**Major (include subject area code)** \_\_\_\_\_  
**Minor (include subject area code)** \_\_\_\_\_  
**Concentration (Graduate level only)** Speech Communication (change to Communication Studies)  
**Specialization (Undergraduate level only)** \_\_\_\_\_

**BRIEF SUMMARY OF CHANGE (Use additional page(s) if necessary):**

Department name change from Speech Communication to Communication Studies. Replace SPCM replaced with CMST for dept. abbreviation in catalog, schedule of classes, and other relevant places. See attached pages for catalog copy.

**Specific Changes:** Attach a copy of legible mark-up page along with a clean copy representing those changes.

The mark-up page is to be a copy of the actual catalog page(s) with **legible** corrections made directly on the copy. In the case of extensive or complex changes, please type a new catalog copy on plain paper, double spaced, representing how you recommend the new program requirements be shown in the catalog.

**Effective term is next published catalog:** **2013-2014** *Early effective date requires Provost approval.*

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DN: cn=Nathan Stucky, o=Southern Illinois University Carbondale, ou, email=stucky@siu.edu, c=US  
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Date

**Dean** *Kimberly Leonard* Digitally signed by Kimberly K Leonard  
DN: cn=US, o=State of Illinois, ou=CMS, ou=People, ou=IL, serialNumber=70145101, cn=Kimberly K Leonard  
Date: 2012.08.27 08:45:41 -0500 8-27-12  
*By signing I affirm that I have conferred with all programs affected by these changes.* Date

**Dean of the Graduate School** \_\_\_\_\_ Date

**Associate Provost for Academic Programs** \_\_\_\_\_ Date

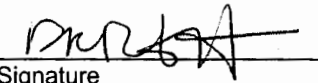
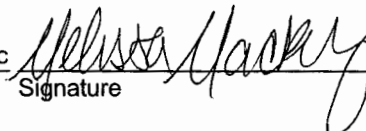
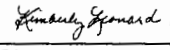
**Director, Transfer Student Services:** \_\_\_\_\_ Date  
Program changes have been reviewed for application to catalog and degree audit.

**Catalog Formatting:** \_\_\_\_\_ *Initial and date* **Degree Audit:** \_\_\_\_\_ *Initial and date*

DISTRIBUTION is made after action recorded by Transfer Student Services. Master file maintained in TSS with copies returned to: APAP, Dean, and Department.

# Approval Form for Curricular Changes

## Southern Illinois University Carbondale

<p>1. Department faculty of the unit originating the request</p> <p><b>Outcome of Formal Vote:</b> Votes For <u>14</u> Against <u>0</u></p>	<p><u>03 Feb 2012</u> Date</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p><u>Nathan Stucky</u> Responsible Official (Print)</p>	<p><u>Nathan Stucky</u> Signature</p>	<p><small>Digitally signed by Nathan Stucky DN: cn=Nathan Stucky, o=Southern Illinois University Carbondale, ou=Southern Illinois University Carbondale Date: 2012.02.10 11:29:31 -0500</small></p>
<p>2. Appropriate body/official representing the department/unit where the request originated</p> <p><b>Outcome of Formal Vote (if required by Dept/Unit):</b> Votes For <u>6</u> Against <u>0</u></p>	<p><u>02 Dec 2012</u> Date</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p><u>Rachel Griffin</u> Responsible Official (Print)</p>	<p><u></u> Signature</p>	
<p>3. College Curriculum Committee or other college-wide faculty bodies where appropriate</p> <p><b>Outcome of Formal Vote (if required by Dept/Unit):</b> Votes For <u>23</u> Against <u>0</u></p>	<p><u>03 Apr 2012</u> Date</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p><u>Melissa Mackey, CoLA Council</u> Responsible Official (Print)</p>	<p><u></u> Signature</p>	
<p>4. Dean of the unit originating the request</p>	<p><u>27 Aug, 2012</u> Date</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p><u>Kimberly Leonard</u> Dean (Print)</p>	<p><u></u> Signature</p>	<p><small>Digitally signed by Kimberly Leonard DN: cn=Kimberly Leonard, o=Southern Illinois University Carbondale, ou=Southern Illinois University Carbondale Date: 2012.08.27 09:28:29 -0500</small></p>
<p>5. Associate Provost for Academic Programs</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Associate Provost (Print)</p>	<p>_____ Signature</p>	
<p>6. Faculty Senate (undergraduate programs)</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Faculty Senate (Print)</p>	<p>_____ Signature</p>	
<p>7. Graduate Council (graduate programs)</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Graduate Council (Print)</p>	<p>_____ Signature</p>	
<p>8. Faculty Association</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Faculty Association (Print)</p>	<p>_____ Signature</p>	
<p>9. Provost and Vice Chancellor</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Provost and VC (Print)</p>	<p>_____ Signature</p>	
<p>10. Chancellor</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Chancellor (Print)</p>	<p>_____ Signature</p>	
<p>11. President</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ President (Print)</p>	<p>_____ Signature</p>	
<p>12. Illinois Board of Higher Education (if necessary)</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ IBHE (Print)</p>	<p>_____ Signature</p>	
<p>13. Higher Learning Commission (if necessary)</p>	<p>_____ Date</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No Approval</p>	<p>_____ Higher Learning Comm (Print)</p>	<p>_____ Signature</p>	