

Detailed Assessment Report

As of: 9/16/2013 10:14 AM CENTRAL

FY 2012 Speech 1018, AA

Goals without Outcome/Objective Relationships Specified

G 1: Provide quality instruction in Speech courses

Provide quality instruction in all sections of Speech 101: Principles of Speech Communication Provide quality instruction in all sections of Speech 114: Interpersonal Communication Provide quality instruction in all section of Speech 175: Intercultural Communication.

G 2: Maintain the demand for Speech courses

Maintain IAI code for Speech 101. Stay in contact with Career and Technical programs that utilize our speech courses for their degrees and certificates. Be sure our syllabi learning objectives are meeting the needs of the General Education and the Career Technical student.

Analysis Questions and Analysis Answers

(PR) STUDENT/MARKET NEED: (Discipline) Are the course offerings appropriate to meet the needs of students who will transfer and/or support general education requirements?

Speech course offerings are appropriate to meet the needs of students who will transfer and support general education requirements. Speech 101: Principles of Speech Communication This is one of three required courses to meet the Communications sequence for Associate in Arts/Associate in Science Degree. Speech 101 at Black Hawk College is an IAI C2900 approved course. It has been reviewed by the IAI General Education Communication Core Panel in 2008 and has retained its approved status. Speech 101 at Black Hawk College transfers to Western Illinois University as Comm 241. Speech 114: Interpersonal Communication This course is listed as one of the suggested courses to take to meet the Humanities requirement for the Associate in Applied Science degree. It is listed as one of the suggested courses to take to meet the Spoken Communication Skills for the Associate in Liberal Studies degree. Career programs that suggest this course include Administrative Assisting, Business Information Technology, Legal Office Professional, Visual Communication, Physical Therapist Assistant and Radiologic Technology. This course transfers to at least the following institutions as is listed on the ICCB Master Syllabus:

Course Prefix	Course #	Course Title	Institution
CMN	2630	Introduction to Interpersonal Communication	Eastern Illinois University
COM	123	Interpersonal Communication	Illinois State University
COMS	203	Interpersonal Communication Skills	Northern Illinois University

Speech 114 at Black Hawk College transfers to Western Illinois University as Comm EI This course has been updated and acknowledged by the Curriculum Committee in 2010. Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing syllabi. Speech 175: Intercultural Communication This course is listed as one of the suggested courses to take to meet the Non-Western Studies requirement for the Associate in Arts/Associate in Science degree and the Associate in Applied Science degree. It is listed as one of the suggested courses to take to meet the Non-Western Studies for the Associate in Liberal Studies degree. Career programs that suggest this course include Administrative Assisting, Business Information Technology, International Trade, Legal Office Professional, Nursing Associate Degree, Physical Therapist Assistant, Radiologic Technology and Child Development. This course transfers to at least the following institutions as listed on the ICCB Master Syllabus:

Course Prefix	Course #	Course Title	Institution
CMN	3710LD	Intercultural Communication	Eastern Illinois University
SPCM	301i	LD Communication Across Cultures	Southern Illinois

U. at Carbondale CMN 100 Level No name U. Illinois @ Urbana-Champaign This course has been updated and acknowledged by the Curriculum Committee in 2010. Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing Syllabi. Speech 111: Business and Professional Communication This course is listed as one of the suggested courses to take to meet the Communications requirement for the Associate in Applied Science degree. It is listed as one of the suggested courses to take to meet the Spoken Communication Skills for the Associate in Liberal Studies degree. Career programs that suggest this course include Administrative Virtual Assistant Certificate, Business Management and Marketing, Financial Services Management, Banking and Finance Certificate, Lead Employee, Team Leader, Computer Specialist Tracks, Child Development, Law Enforcement Technology and Logistics and Warehousing. This course will be reviewed by the Curriculum Committee on December 9, 2011. If Acknowledged, this course will transfer to at least the following institutions as listed on the ICCB Master Syllabus: Course Prefix Course # Course Title Institution CMN Elective University of Illinois, Urbana, Champaign SPCM 101 Introduction to Oral Comm Speech, Self, Society Southern Illinois University (Carbondale) Comm Elective Western Illinois Note: The IAI Speech Major Panel has disbanded. It is not currently reviewing syllabi.

(PR) HUMAN RESOURCE REVIEW: Describe the Programs/Discipline capacity and capability needs including skills, competencies and faculty staffing levels to meet student needs and/or employer's needs.

Our full time and adjunct faculty are skilled, competent and capable for meeting the staffing needs of the speech courses we offer. The number of sections of speech courses offered during Summer 2011 semester: Speech 101: 2 at East Campus; 7 at Quad Cities Campus Speech 111: 0 sections offered Speech 114: 0 sections offered Speech 175: 2 sections offered at QC campus. The number of sections of speech courses offered during the Fall 2011 semester: Speech 101: 4 at EC; 18 at QC Campus, 3 Dual Credit Speech 111: 0 sections offered Speech 114: 1 section at EC; 1 section at QC Speech 175: 2 sections at EC; 7 at QC The number of sections of speech courses anticipated for the Spring 2012 semester: Speech 101: 4 sections at EC; 13 at QC Speech 111: 0 sections Speech 114: 1 at EC; 3 at QC Speech 175: 1 at EC; 6 at QC We have one full time faculty member and one adjunct faculty member at East Campus. We have 4 full time faculty members at the Quad Cities. We rely on services of up to 6 adjunct faculty members at the QC campus. According to "Minimum Competency Levels for Full-Time Faculty Speech positions in District #503, a "Master's Degree in speech communication, speech studies, or related field is required." All full time faculty members meet this minimum competency. All but two adjunct faculty members meet this minimum competency.

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: What measures of student learning and development does the Program/Discipline collect and analyze regularly? What are the findings from this analysis? What improvements have been made as a result of these findings?

Speech 101: We have developed and are now implementing a Public Speaking Assessment rubric that is used by faculty to rank students on their performance in an early speech and a speech developed later in the semester. The results of this assessment are attached: (Jim) Speech 175: One faculty member has regularly assessed and compared test questions to learning objectives to determine how well students are mastering the learning objectives of the course. Results show that the majority of students are mastering the learning objectives set out in the syllabus. The instructor recognizes that there is always room for improvement and has set the action plan to revise lectures in Unit 1. The speech faculty are developing a Professional Intercultural Communication assessment that would administered in all of the Speech 175 sections at the end of the semester. The tool is intended to measure the student's ability to apply concepts from the course to a "Case Study" that simulates the intercultural communication challenges that are typical in the Medical, Business, Education, Social Work and Tourism professions. Faculty continually discuss strategies to improve their

instruction in formal and informal settings. Speech grade distributions reveals a fairly consistent trend of Enrollee success and Completer success. We do see a decline in the year 2011. This may be due to the number of developmental education students that are enrolled in each of our sections. We do not have prerequisites on any of our speech courses, this allows a developmental education student to enroll in these 100 level classes during the same semester as they are enrolled in their developmental reading and writing courses. Faculty are no longer allowed to drop students that are not persisting in the course. In our past two years of Unit Planning, the Communication and Fine Arts department has recognized that this is a problem. We have explored and encouraged the use of the Early Alert System. We have also explored the idea of adding a prerequisite of a Compass Reading score for our general education courses. We have made some recommendations to the Developmental Education Committee. In the upcoming year, our department will continue to find ways to address the issues of developmental student success in general education courses.

Connected Document

- *Speech-Grade Distribution Data*

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT AND FOLLOW-UP: Describe the evidence that the students completing programs/degrees/certificates/courses have acquired the knowledge and skills required by employers or transfer institutions?

The number of students enrolled in the Speech Associate of Arts Program in 2011 total at 5 according to the Demographic data provided earlier in this report. A majority of Black Hawk students are taking Speech courses in order to fulfill their transfer degree general education requirements or their career program requirements. Speech 101: As stated earlier, this course is currently approved by the IAI: General Education Communication Panel. According to the Speech Grade Distribution data, 89.94% of completers are mastering the learning objectives of the syllabus and are therefore able to transfer to any IAI participating institution. Speech 111: This course has been revised and will be reviewed by the Curriculum Committee on December 9, 2011. Extensive discussions with program heads for Business and Computer Specialist Tracks yielded important feedback that were critical in the revisions made to this syllabus. Speech faculty will continue to elicit feedback annually from faculty in these program areas to ensure that students are mastering the concepts and skills necessary to succeed in these fields. Speech 114: This has been a long standing elective course for the General Education program areas and in several career programs listed earlier. According to the Speech Grade Distribution data, 75.76%% of completers are mastering the learning objectives of the syllabus. In the future we hope to implement a plan to annually elicit feedback from faculty in program areas to ensure that students are mastering the concepts and skills necessary to succeed in these fields. Speech 175: This course is a requirement of several career programs including Nursing and Physical Therapist Assistant. These program areas are accredited by . . . Through work on the Student Learning Committee the Speech faculty have been made aware of how Speech 175 fits into the curricular expectations set by these accrediting agencies. This is one reason why we are pursuing a Professional Intercultural Communication assessment tool. According to the Speech Grade Distribution data, 78.05% of completers are mastering the learning objectives of the syllabus. Speech faculty will work to elicit feedback annually from faculty in these program areas to ensure that students are mastering the concepts and skills necessary to succeed in these fields.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: Of the _____ ICCB Generic course syllabi in this program area, ____ meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. List those Generic course syllabi and describe the approach the department will use to ensure those not meeting all the Generic Course syllabi

elements will be updated within the coming academic year. Faculty course level and Distance Learning Course Syllabus review is not included in this process.

Of the 4 ICCB Generic course syllabi in this program area, 4 meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. Speech 101: Principles of Speech Communication. This course syllabus was updated and acknowledged by the Curriculum Committee in 2008. It was approved by the IAI General Education Communication Core Panel in 2008. The syllabus is due to be updated again by 2013. Speech faculty will meet to discuss revisions to Learning Objectives, Methods of Assessment, Textbooks and Course Outline. Revisions will be made and submitted for acknowledgement by the Curriculum Committee. Once changes have been acknowledged, full time and adjunct faculty will be advised to update class syllabi in order to align with the new Speech 101 ICCB Syllabus. Speech 111: Business and Professional Communication This course will be reviewed by the Curriculum Committee on December 9, 2011. If acknowledged, the class syllabus will be revised to align with the Speech 111 ICCB syllabus prior to the course being offered in Fall 2012. Speech 114: Interpersonal Communication This course syllabus was updated and acknowledged by the Curriculum Committee in 2010. Full time and adjunct faculty are provided with the Speech 114 ICCB syllabus and will continue to ensure that their class syllabus aligns with the ICCB syllabus. Speech 175: Intercultural Communication This course syllabus was updated and acknowledged by the Curriculum Committee in 2010. Full time and adjunct faculty are provided with the Speech 175 ICCB syllabus and will continue to ensure that their class syllabus aligns with the ICCB syllabus

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: (Discipline) Describe the transfer requirements or content that may be imposed on the program during the next five years and the department's plans to address those changes.

Speech 101: The IAI General Education Communication Core panel continues to debate about the face-to-face requirement for oral presentations in the online course. We may need to adjust our policy to meet the demands of ICCB if the IAI GECC panel decides to make this shift. Speech 111: This syllabus has been revised and will be offered Fall 2012 based on the request by the Career Technologies Department. This course is designed to meet the curricular needs of their Computer Specialist Tracks. It has also been revised to meet the curricular needs of several programs within the Business department. We will monitor enrollments and gain feedback on the course from these program areas in order to identify the scheduling needs and any needs for improvement to the course. Speech 175: This course is required by several career program areas in order to meet the demands for diversity training, multi-cultural sensitivity and intercultural competence. We plan to assess the students ability to communicate competently with different cultures in a variety of professional contexts and improve based on assessment results. We will also work to gain feedback from program areas in order to identify scheduling needs and any needs for improvement to the course.

Connected Documents

- *2012 Program Reivew-Speech-Courses Tied to CIP*
- *Speech Transfer Occupation Report*

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: Describe how the program structure, schedule, curriculum, and modes of delivery are designed to effectively achieve student learning objectives and/or student needs?

The Speech program allows a student to satisfy the requirements for an Associate in Arts/ Associate in Science degree while emphasizing speech communication course work. The schedules provide a range of days and times for students to take these courses. This allows students in multiple programs to have access to days and times that work into their schedule. Speech 101 is offered online in 8 weeks, and is offered during Summer and Minimester sessions. Speech 175 is offered online, and is offered during Summer sessions.

Speech faculty continually monitor enrollment numbers and edit the schedule to meet the demands of students.

Connected Documents

- *Academic Advising Checklist*
- *Speech Transfer AA-BHC Web Page*

(PR) CURRICULUM/INSTRUCTIONAL APPROACHES: Describe scheduling changes that may be needed or where implemented in the past five years.

The Speech Department Chair is worked to track enrollments from the first day of enrollment through the start of the semester. This data informs decisions about how to adjust each schedule as cycles begin. For example: We have traditionally offered 8 a.m. sections of Speech 101 both on MWF and T/Th, due to declining enrollment numbers and the numbers of students persisting in the course, we have adjusted the Fall 2011 and Spring 2012 schedules to offer only one section at 8 a.m. We have also reduced p.m. sections of Speech 101. Again, two p.m. sections were offered on Mondays and Wednesdays and Tuesdays and Thursdays. As trends showed low enrollments, we have reduced these sections. We maintain an evening section of Speech 175 at least once a year - sometimes each semester depending on enrollment. We consistently offer Saturday Speech 101 and Speech 114 classes. Online sections of Speech 101 are filling within the first week to two weeks of enrollment. This has informed the decision to add a second section of Speech 101 online in Fall 2012.

(PR) FINANCIAL ANALYSIS: Based on the UNIT COST/CURRICULUM REVIEW (if appropriate) what steps are necessary to sustain program viability? (i.e.; increasing enrollment, upgrading or new equipment, improving facilities, finding qualified faculty, professional development)?

According to the Speech-Credit hour and Unit Cost Report, the Speech Discipline has generated its 2nd highest number of credit hours in 2011 since 2005. This report also indicates that we are cost-efficient -- Our cost to provide 1 credit hour of instruction to one student is lower than our Peer Institutions and the State Average in 2010. These reports indicate that we are currently sustaining a healthy and viable program.

Connected Documents

- *Speech Course Capacity Data-10th Day Data*
- *Speech-Credit Hour and Unit Cost*

(PR) RECOMMENDATIONS: What specifically did your review show regarding proven strengths or progress made on outcomes/objectives?

This review demonstrates that we are striving to staff all Speech classes with skilled and experienced faculty members. We continually review and adjust our course offerings to meet the needs of transfer and career students. Speech 101 maintains an approval from IAI. We continue to monitor the needs of the programs that require speech courses and adjust our schedule and our courses to meet the needs of transfer and career students.

(PR) RECOMMENDATIONS: What specifically did your review show regarding proven weaknesses or outcomes/objectives that will need continued attention?

It is time to reevaluate the Speech 1018, AA program in order to remove or revise courses that have not been offered for many years. Courses that need to be addressed include: Speech 120: Performance of Literature, Speech 150: Introduction to Public Relations, Speech 200: Communication Experiences, Speech 210: Public Speaking and Speech 290: Leadership Development. We need to continue to perfect assessment tools and methods for gaining feedback from program areas that require Speech Courses.

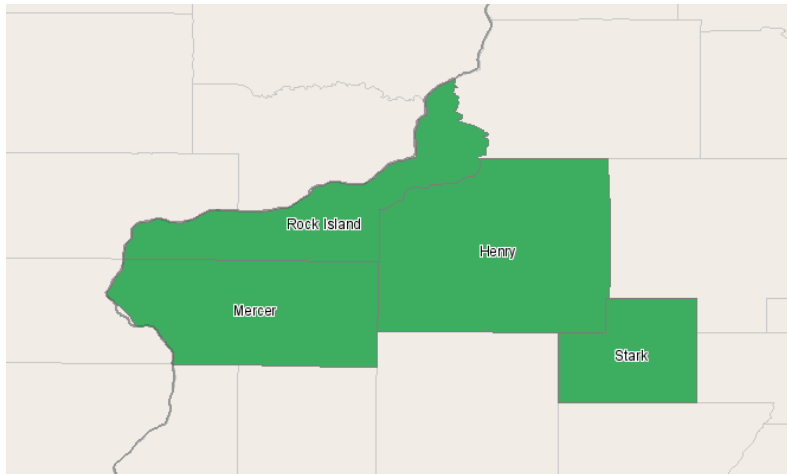
**(PR) RECOMMENDATIONS: Recommendations for Opportunities for Improvement-
Be sure to also create Action Plans for these recommendations.**

Evaluate and Update the Speech 1018, AA Program. Step 1: Visit with Administration to determine the impact of removing defunct courses. Step 2: Determine courses to be removed and courses to be revised. Step 3: Implement removal of defunct courses with approval of the Curriculum Committee and ICCB. Step 4: Revise and submit revised courses through Curriculum Committee. Improve Assessments of Speech courses, use feedback to improve courses. Monitor needs of other program areas, use feedback to improve courses, course offerings and scheduling needs.

Black Hawk College

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Occupation Report



Region Info

Region: PR District

County Areas: Henry, Illinois (17073), Mercer, Illinois (17131), Rock Island, Illinois (17161), Stark, Illinois (17175)

Selected Occupations

Occupation	Education Level
Postsecondary teachers (SOC 25-1099)	Doctoral degree
Radio and television announcers (SOC 27-3011)	Long-term on-the-job training
Public address system and other announcers (SOC 27-3012)	Long-term on-the-job training
Reporters and correspondents (SOC 27-3022)	Degree plus work experience
Public relations specialists (SOC 27-3031)	Bachelor's degree
Media and communication workers, all other (SOC 27-3099)	Long-term on-the-job training

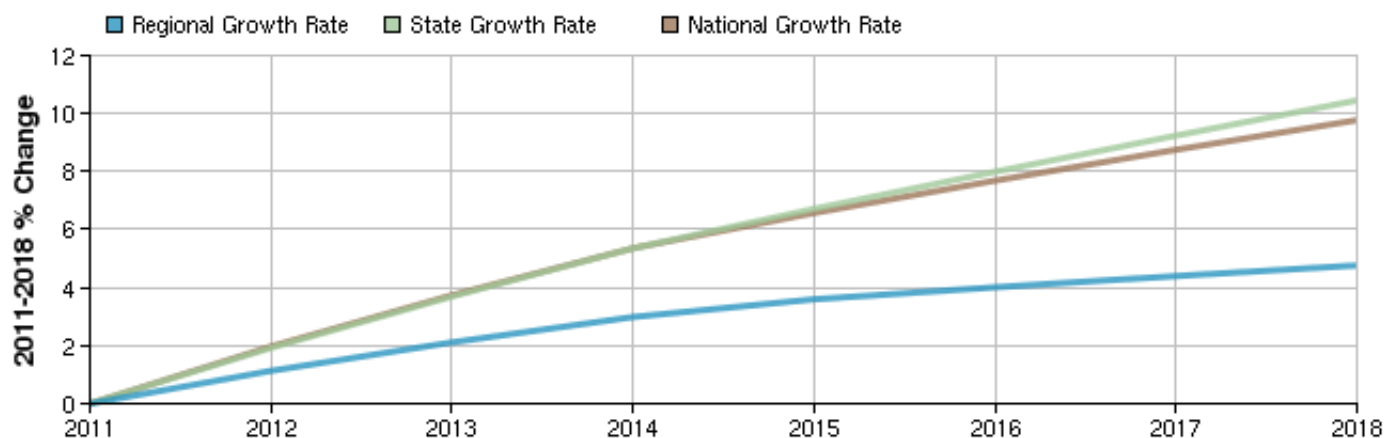
Executive Summary

Basic Information	
2011 Occupational Jobs	989
2018 Occupational Jobs	1,036
Total Change	47
Total % Change	4.65%
Openings	195
2010 Avg Hourly Earnings	\$27.40

Economic Indicators	
2011 Location Quotient	0.67
2018 Location Quotient	0.66
Shift Share: Regional Competitiveness Effect	-47
Shift Share: Occupational Mix Effect	14
Shift Share: National Effect	81

Source: EMSI Complete Employment - 4th Quarter 2010

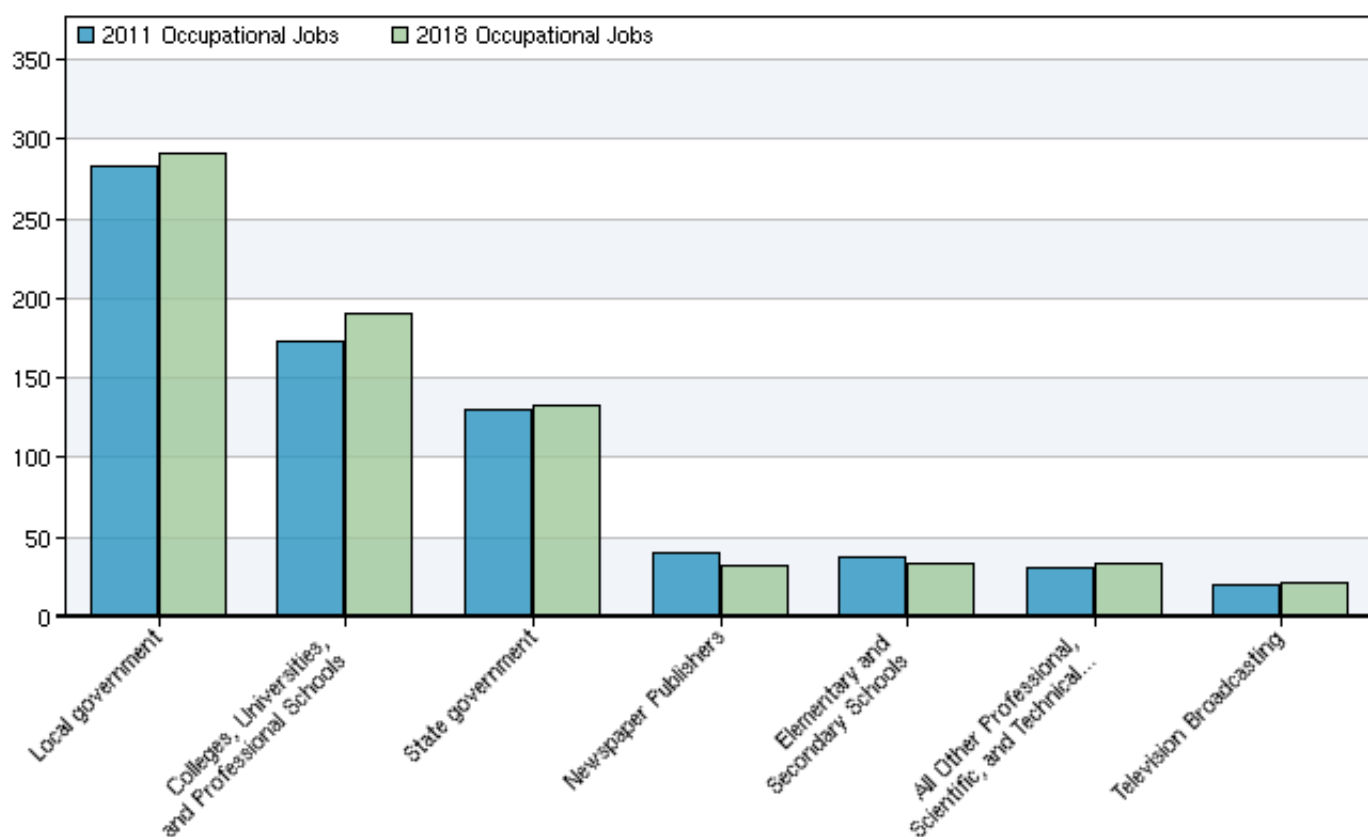
Occupational Change Summary



Region	2011 Jobs	2018 Jobs	Change	% Change	Openings	2010 Avg Hourly Earnings
Regional Total	989	1,036	47	5%	195	\$27.40
State Total	68,710	75,892	7,182	10%	16,696	\$31.79
National Total	2,106,978	2,312,870	205,892	10%	494,371	\$37.15

Source: EMSI Complete Employment - 4th Quarter 2010

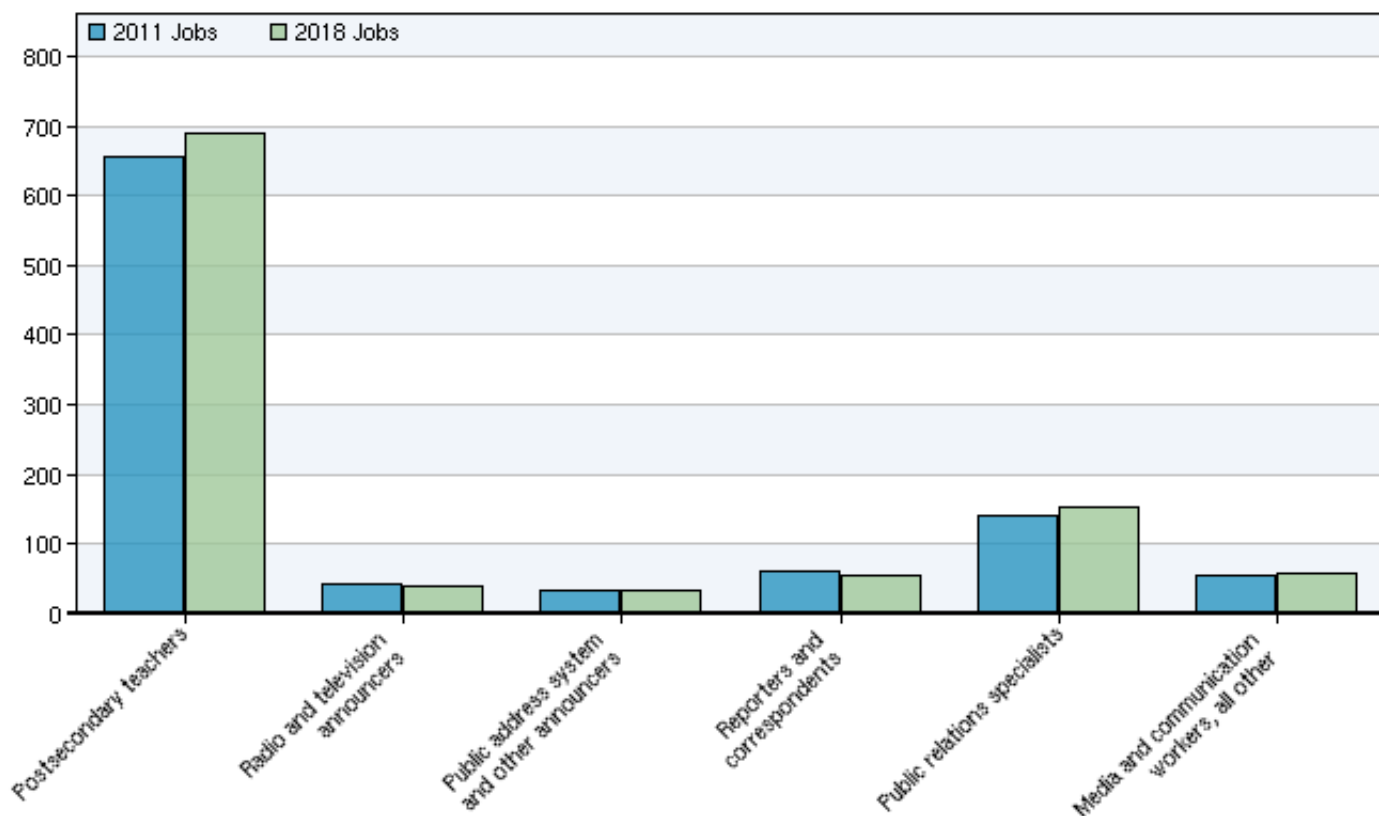
Top Industries for Selected Occupations



NAICS Code	Name	2011 Jobs	2018 Jobs	Change	% Change
930000	Local government	283	291	8	3%
611310	Colleges, Universities, and Professional Schools	173	191	18	10%
920000	State government	130	133	3	2%
511110	Newspaper Publishers	40	32	-8	-20%
611110	Elementary and Secondary Schools	37	33	-4	-11%
541990	All Other Professional, Scientific, and Technical Services	31	34	3	10%
515120	Television Broadcasting	20	21	1	5%

Source: EMSI Complete Employment - 4th Quarter 2010

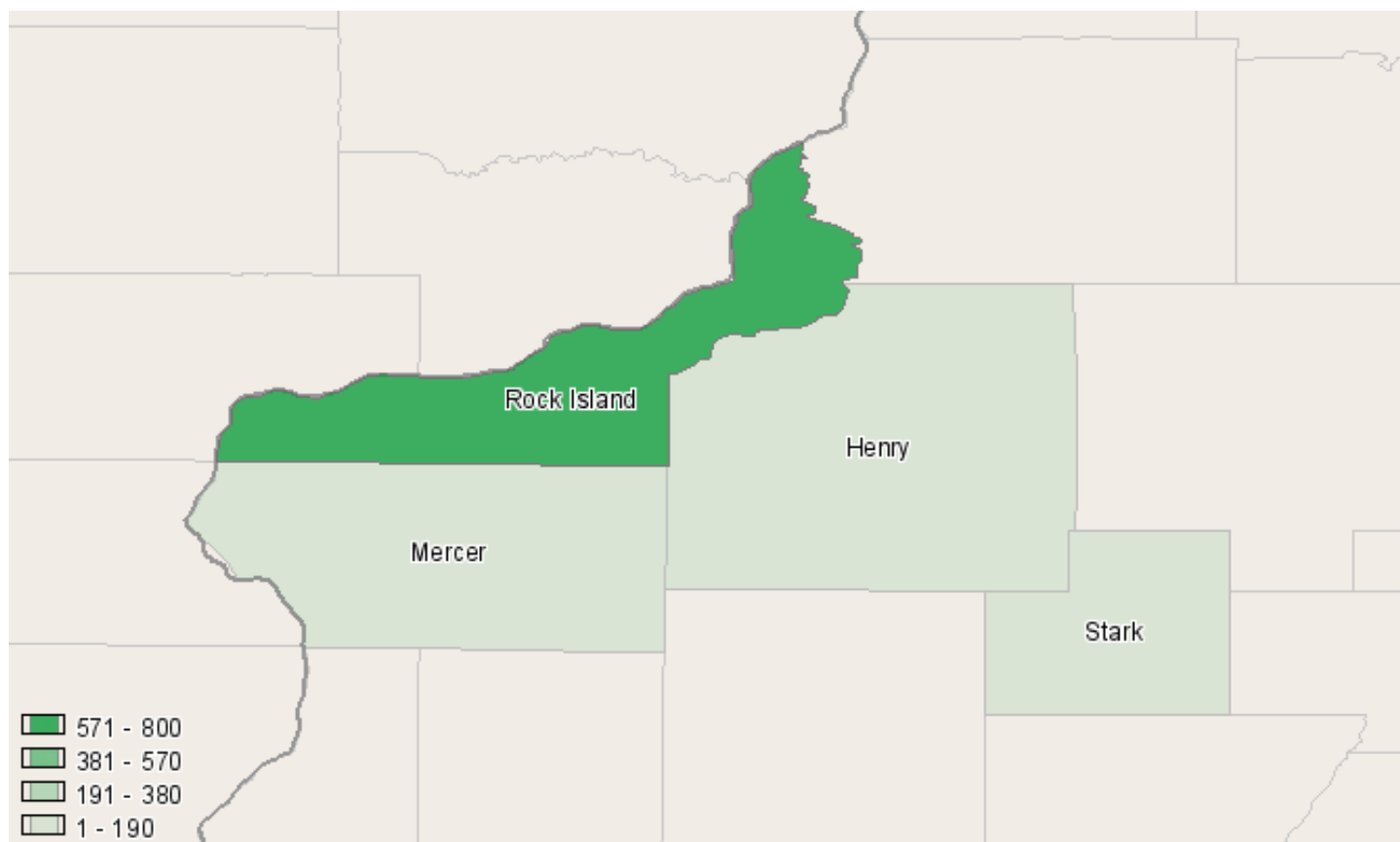
Occupational Breakdown



SOC Code	Description	2011 Jobs	2018 Jobs	Openings	2010 Avg Hourly Earnings
25-1099	Postsecondary teachers	657	690	112	\$31.49
27-3011	Radio and television announcers	42	41	11	\$10.48
27-3012	Public address system and other announcers	33	34	8	\$12.21
27-3022	Reporters and correspondents	63	56	12	\$11.58
27-3031	Public relations specialists	140	154	37	\$27.36
27-3099	Media and communication workers, all other	54	60	14	\$19.22
	Total	989	1,036	195	\$27.40

Source: EMSI Complete Employment - 4th Quarter 2010

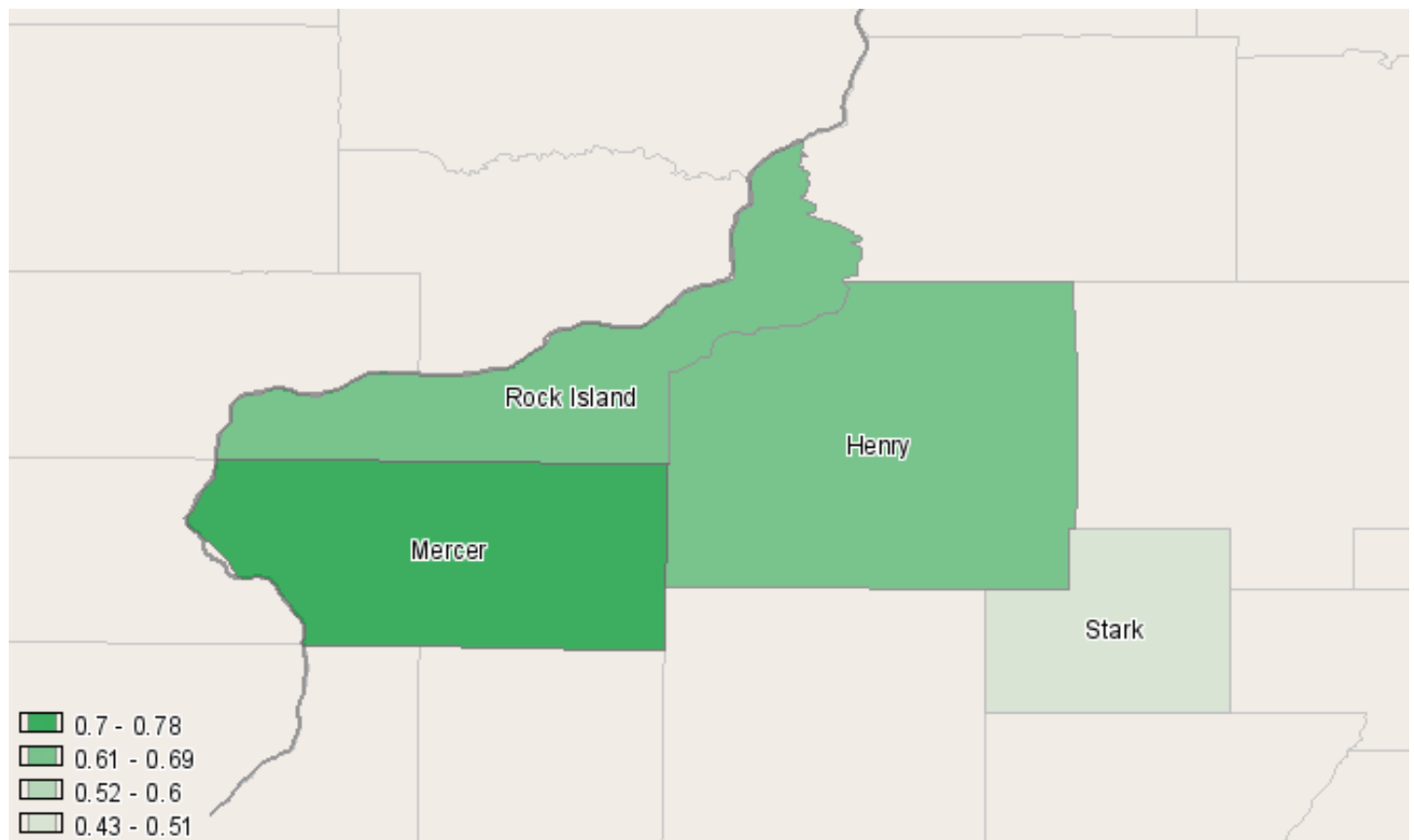
Occupation Distribution



County	2011 Jobs
Rock Island, IL (17161)	760
Henry, IL (17073)	167
Mercer, IL (17131)	51
Stark, IL (17175)	11

Source: EMSI Complete Employment - 4th Quarter 2010

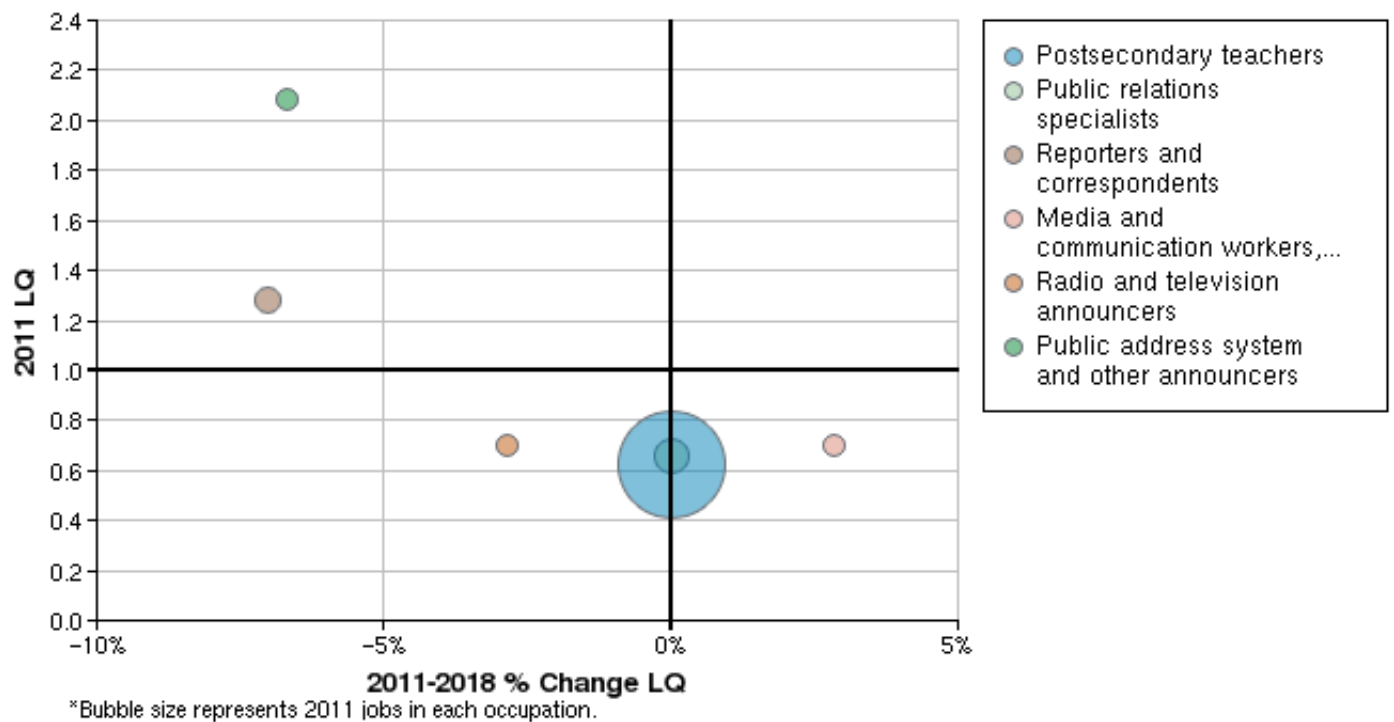
Occupation Concentration



County	2011 Location Quotient
Mercer, IL (17131)	0.74
Rock Island, IL (17161)	0.68
Henry, IL (17073)	0.63
Stark, IL (17175)	0.43

Source: EMSI Complete Employment - 4th Quarter 2010

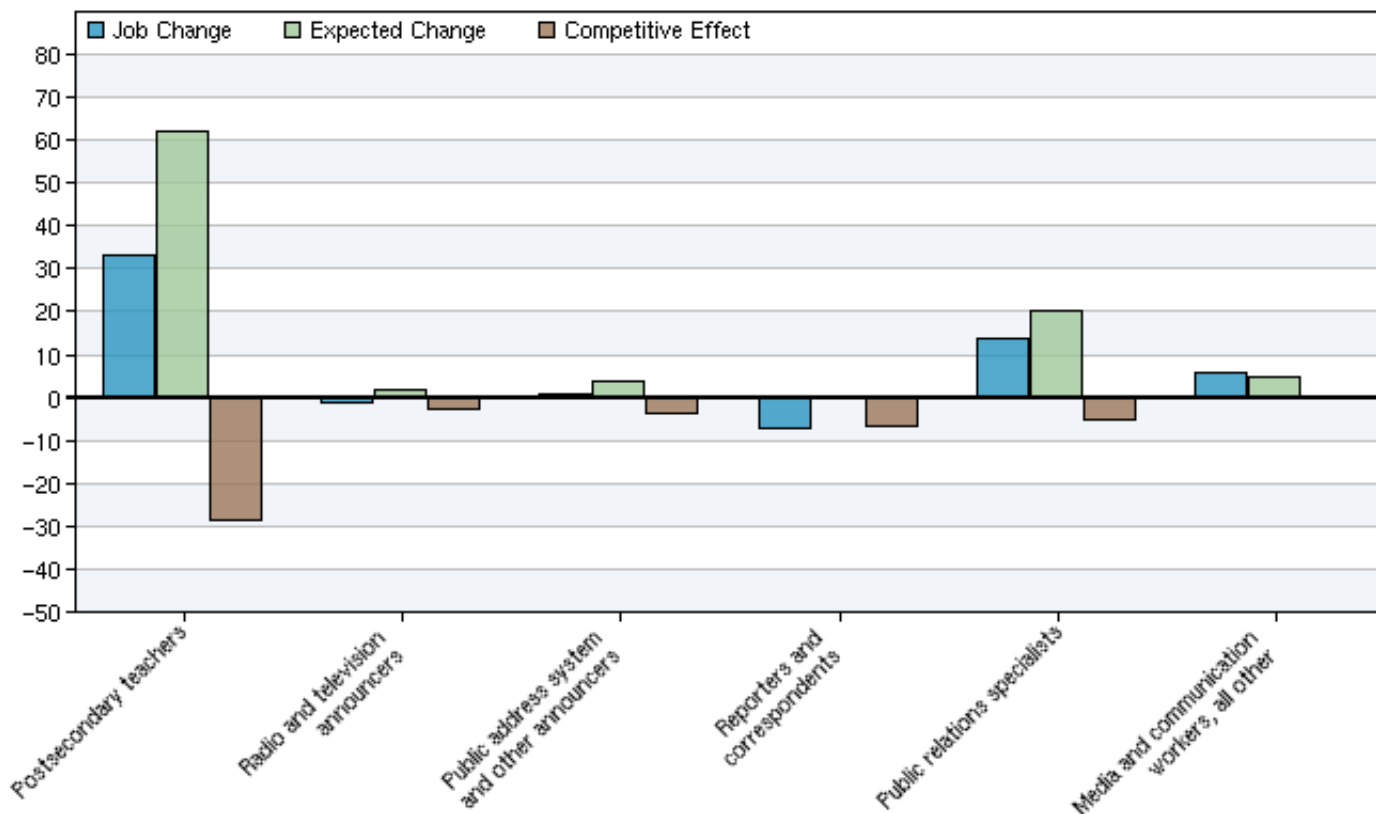
Location Quotient Breakdown



SOC Code	Description	2011 Jobs	2011 LQ	2018 LQ
25-1099	Postsecondary teachers	657	0.62	0.62
27-3031	Public relations specialists	140	0.65	0.65
27-3022	Reporters and correspondents	63	1.28	1.19
27-3099	Media and communication workers, all other	54	0.70	0.72
27-3011	Radio and television announcers	42	0.70	0.68
27-3012	Public address system and other announcers	33	2.09	1.95
Total		989	0.67	0.66

Source: EMSI Complete Employment - 4th Quarter 2010

Shift Share Breakdown



SOC Code	Description	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect
25-1099	Postsecondary teachers	33	8	54	62	-29
27-3011	Radio and television announcers	-1	-1	3	2	-3
27-3012	Public address system and other announcers	1	1	3	4	-4
27-3022	Reporters and correspondents	-7	-5	5	0	-7
27-3031	Public relations specialists	14	9	11	20	-5
27-3099	Media and communication workers, all other	6	1	4	5	0
	Total	46	14	81	95	-47

Source: EMSI Complete Employment - 4th Quarter 2010

Data Sources and Calculations

Industry Data

In order to capture a complete picture of industry employment, EMSI basically combines covered employment data from Quarterly Census of Employment and Wages (QCEW) produced by the Department of Labor with total employment data in Regional Economic Information System (REIS) published by the Bureau of Economic Analysis (BEA), augmented with County Business Patterns (CBP) and Nonemployer Statistics (NES) published by the U.S. Census Bureau. Projections are based on the latest available EMSI industry data, 15-year past local trends in each industry, growth rates in statewide and (where available) sub-state area industry projections published by individual state agencies, and (in part) growth rates in national projections from the Bureau of Labor Statistics.

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Shift Share

Shift share is a standard regional analysis method that attempts to determine how much of regional job growth can be attributed to national trends and how much is due to unique regional factors.

State Data Sources

This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections.

Use this link to provide feedback: [2012-Speech Courses Tied to CIP](#)

Prefix	Number	Course Master File.Title	PCS	CIP	PreK2000	Curriculum Prefix	Curriculum Number	Curriculum Master File.Title	Curriculum Master File.Status	Course Master File.Status	Begin Date	End Date	Fund Level
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Active Courses

SPEC	101	PRINCIPLES OF SPEECH COMMUNICA	11	231001	231001	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1
SPEC	111	BUSINESS & PROFESSIONAL COMM	11	231001	231001	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1
SPEC	114	INTERPERSONAL COMMUNICATION	11	231001	231001	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1
SPEC	120	PERFORMANCE OF LITERATURE	11	231001	231001	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1
SPEC	175	INTERCULTURAL COMMUNICATIONS	11	231001	231001	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1
SPEC	200	COMMUNICATION EXPERIENCES	11	231001	231001	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1
SPEC	210	PUBLIC SPEAKING	11	231001	231002	0927	1045	ASSOCIATE IN ARTS	A	A	6/30/1992		1

Withdrawn Courses

SPEE	115S	INTERPERSONAL COMMUNICATIONS	11	231001	231001	0720	5018	HAZARDOUS MATERIAL TECHNOLOGY	W	W	1/2/1996	1/14/2011	1
SP	106S	PRINCIPLES OF SPEECH	11	231001	231001	0620	5090	ELECTRONEURO DIAGNOSTIC TECHNOL	W	W	5/1/2002	1/14/2011	1

Scott Community College Courses

SPC	112S	PUBLIC SPEAKING	11	231001		0620	5290	ELECTRONEURODIAGNOSTIC TECHNOL	A	A	1/14/2011		1
SPC	122S	INTERPERSONAL COMMUNICATIONS	11	231001		0419	5112	CULINARY ARTS APPRENTICESHIP	A	A	1/14/2011		1

Program: Speech

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Prefix and Number Used: 1018

CIP Code(s): 231001, 231002

Year of Review: FY2012

		<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>
Total Number of Students:		14	15	14	7	5
<u>Category</u>						
Gender	Male	2	5	3	4	2
	Female	12	10	11	3	3
Ethnicity	Caucasian	12	14	13	7	5
	Asian	0	0	0	0	0
	Native American	0	0	0	0	0
	African American	0	1	0	0	0
	Hispanic	2	0	0	0	0
	Other/Unknown	0	0	1	0	0
	Total Minority	2	1	1	0	0
Age	Under 25	14	14	11	6	3
	25 and Over	0	1	3	1	2
	Unknown	0	0	0	0	0
Previous Education	< High School	2	1	1	0	0
	High School or GED	7	4	2	2	2
	Some College	5	10	9	4	2
	Certificate/Associate's	0	0	2	0	0
	>=Bachelor's	0	0	0	1	1
	Unknown	0	0	0	0	0
Student Level	Freshman	11	12	11	5	2
	Sophomore	3	2	2	1	3
	High School	0	0	0	0	0
	Other	0	1	1	1	0
Current Goal	Transfer	5	5	7	2	2
	Improve job skills	0	0	0	0	0
	Career prep	4	4	2	2	2
	Basic skills	0	0	0	1	0
	Personal Interest	0	0	0	0	0
	Other	5	6	5	2	1
Objective	Courses only	4	7	9	5	3
	Earn Certificate	0	0	0	0	0
	Earn Degree	10	8	5	2	2
Status	Full-time	2	4	2	2	2
	Part-time	12	11	12	5	3

Program: Speech

Prefix and Number Used: 1018

CIP Code(s): 231001, 231002

Year of Review: FY2012

		<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>
Disadvantage Status	Economic Disadvantage	1	3	2	1	1
	Academic Disadvantage	1	2	2	1	1
	Both	0	0	0	0	0
	None	12	10	10	5	3
Students Earning Any Degree or Certificate		1	0	0	1	1
	Transfer Degrees	1	0	0	1	1
	Occupational Degrees	0	0	0	0	0

Speech Course Capacity Data-10th Day Data

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	T	SPEC 101	200108	22	572	351	61.36%
1	T	SPEC 101	200208	21	546	503	92.12%
1	T	SPEC 101	200301	16	393	346	88.00%
1	T	SPEC 101	200308	22	572	499	87.24%
1	T	SPEC 101	200401	17	423	361	85.34%
1	T	SPEC 101	200408	22	574	509	88.68%
1	T	SPEC 101	200501	18	449	376	83.74%
1	T	SPEC 101	200508	22	570	480	84.21%
1	T	SPEC 101	200601	18	472	384	81.36%
1	T	SPEC 101	200608	21	540	498	92.22%
1	T	SPEC 101	200701	18	425	362	85.18%
1	T	SPEC 101	200708	18	468	430	91.88%
1	T	SPEC 101	200801	17	444	342	77.03%
1	T	SPEC 101	200808	17	441	398	90.25%
1	T	SPEC 101	200901	15	390	279	71.54%
1	T	SPEC 101	200908	17	441	440	99.77%
1	T	SPEC 101	201001	14	364	303	83.24%
1	T	SPEC 101	201008	18	467	445	95.29%
1	T	SPEC 101	201101	15	390	307	78.72%
1	T	SPEC 111	200108	2	55	22	40.00%
1	T	SPEC 111	200208	1	26	13	50.00%
1	T	SPEC 111	200301	1	30	19	63.30%
1	T	SPEC 111	200308	1	26	5	19.23%
1	T	SPEC 111	200401	1	30	13	43.33%
1	T	SPEC 111	200408	2	51	19	37.25%
1	T	SPEC 111	200508	2	52	20	38.46%
1	T	SPEC 111	200608	1	26	6	23.08%
1	T	SPEC 111	200708	1	26	11	42.31%
1	T	SPEC 114	200108	4	104	28	26.92%
1	T	SPEC 114	200208	3	78	71	91.03%
1	T	SPEC 114	200301	3	78	66	84.60%
1	T	SPEC 114	200308	3	78	47	60.26%
1	T	SPEC 114	200401	2	52	39	75.00%
1	T	SPEC 114	200408	3	78	62	79.49%
1	T	SPEC 114	200501	3	78	61	78.21%
1	T	SPEC 114	200508	3	78	51	65.38%
1	T	SPEC 114	200601	3	78	50	64.10%
1	T	SPEC 114	200608	1	26	27	103.85%
1	T	SPEC 114	200701	3	78	47	60.26%
1	T	SPEC 114	200708	1	26	25	96.15%
1	T	SPEC 114	200801	3	78	38	48.72%
1	T	SPEC 114	200808	1	26	26	100.00%
1	T	SPEC 114	200901	3	78	47	60.26%
1	T	SPEC 114	200908	1	26	24	92.31%
1	T	SPEC 114	201001	3	78	60	76.92%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Speech Course Capacity Data-10th Day Data

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	T	SPEC 114	201008	1	26	25	96.15%
1	T	SPEC 114	201101	3	78	48	61.54%
1	T	SPEC 175	200108	5	146	137	93.84%
1	T	SPEC 175	200208	6	176	164	93.18%
1	T	SPEC 175	200301	5	109	108	99.10%
1	T	SPEC 175	200308	6	165	164	99.39%
1	T	SPEC 175	200401	4	104	104	100.00%
1	T	SPEC 175	200408	6	176	167	94.89%
1	T	SPEC 175	200501	5	105	97	92.38%
1	T	SPEC 175	200508	6	176	163	92.61%
1	T	SPEC 175	200601	4	104	94	90.38%
1	T	SPEC 175	200608	6	176	161	91.48%
1	T	SPEC 175	200701	5	130	118	90.77%
1	T	SPEC 175	200708	6	156	154	98.72%
1	T	SPEC 175	200801	5	126	109	86.51%
1	T	SPEC 175	200808	6	155	128	82.58%
1	T	SPEC 175	200901	5	126	111	88.10%
1	T	SPEC 175	200908	7	181	136	75.14%
1	T	SPEC 175	201001	6	152	140	92.11%
1	T	SPEC 175	201008	6	156	147	94.23%
1	T	SPEC 175	201101	6	152	135	88.82%
1	T	SPEC 200	200108	1	20	17	85.00%
1	T	SPEC 200	200208	1	20	0	0.00%
1	T	SPEC 200	200301	1	20	2	10.00%
1	T	SPEC 200	200308	1	20	0	0.00%
1	T	SPEC 200	200401	5	97	0	0.00%
1	T	SPEC 200	200408	6	135	0	0.00%
1	T	SPEC 200	200501	4	93	0	0.00%
1	T	SPEC 200	200508	1	5	0	0.00%
1	T	SPEC 200	200601	1	3	0	0.00%
1	T	SPEC 200	200608	2	15	3	20.00%
1	T	SPEC 200	200701	1	3	0	0.00%
1	T	SPEC 200	200708	2	6	2	33.33%
1	T	SPEC 200	200801	1	3	0	0.00%
1	T	SPEC 200	200808	1	5	0	0.00%
1	T	SPEC 200	200901	1	3	0	0.00%
1	T	SPEC 200	200908	2	6	1	16.67%
1	T	SPEC 200	201001	2	4	1	25.00%
1	T	SPEC 200	201008	1	5	0	0.00%
1	T	SPEC 200	201101	1	2	1	50.00%
1	T	SPEE 115S	200401	1	30	0	0.00%
1	T	SPEE 115S	200501	1	30	0	0.00%
1	W	SPEC 101	200208	1	20	18	90.00%
1	W	SPEC 101	200301	1	20	18	90.00%
1	W	SPEC 101	200308	1	20	18	90.00%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Speech Course Capacity Data-10th Day Data

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	W	SPEC 101	200401	1	20	21	105.00%
1	W	SPEC 101	200408	1	20	9	45.00%
1	W	SPEC 101	200501	1	20	19	95.00%
1	W	SPEC 101	200508	1	20	18	90.00%
1	W	SPEC 101	200601	2	49	31	63.27%
1	W	SPEC 101	200608	1	26	25	96.15%
1	W	SPEC 101	200701	2	52	49	94.23%
1	W	SPEC 101	200708	1	26	21	80.77%
1	W	SPEC 101	200801	2	52	49	94.23%
1	W	SPEC 101	200808	2	51	34	66.67%
1	W	SPEC 101	200901	1	26	25	96.15%
1	W	SPEC 101	200908	1	25	21	84.00%
1	W	SPEC 101	201001	2	52	50	96.15%
1	W	SPEC 101	201008	1	25	16	64.00%
1	W	SPEC 101	201101	1	28	25	89.29%
1	W	SPEC 175	200208	3	40	35	87.50%
1	W	SPEC 175	200308	2	50	39	78.00%
1	W	SPEC 175	200401	1	26	25	96.15%
1	W	SPEC 175	200408	2	50	49	98.00%
1	W	SPEC 175	200501	1	26	22	84.62%
1	W	SPEC 175	200508	2	50	39	78.00%
1	W	SPEC 175	200601	1	26	26	100.00%
1	W	SPEC 175	200608	2	54	39	72.22%
1	W	SPEC 175	200701	1	26	25	96.15%
1	W	SPEC 175	200708	2	52	50	96.15%
1	W	SPEC 175	200801	1	26	24	92.31%
1	W	SPEC 175	200808	2	52	46	88.46%
1	W	SPEC 175	200901	1	26	25	96.15%
1	W	SPEC 175	200908	2	52	46	88.46%
1	W	SPEC 175	201001	1	26	25	96.15%
1	W	SPEC 175	201008	2	52	49	94.23%
1	W	SPEC 175	201101	1	26	28	107.69%
1	W	SPEC 200	201008	1	5	0	0.00%
2	T	SPEC 101	200108	3	75	62	82.67%
2	T	SPEC 101	200208	3	75	71	94.67%
2	T	SPEC 101	200301	3	75	59	78.70%
2	T	SPEC 101	200308	3	75	75	100.00%
2	T	SPEC 101	200401	3	75	66	88.00%
2	T	SPEC 101	200408	4	100	75	75.00%
2	T	SPEC 101	200501	4	109	89	81.65%
2	T	SPEC 101	200508	4	87	85	97.70%
2	T	SPEC 101	200601	4	105	86	81.90%
2	T	SPEC 101	200608	6	130	104	80.00%
2	T	SPEC 101	200701	6	135	79	58.52%
2	T	SPEC 101	200708	7	150	112	74.67%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Speech Course Capacity Data-10th Day Data

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
2	T	SPEC 101	200801	7	160	97	60.63%
2	T	SPEC 101	200808	7	150	107	71.33%
2	T	SPEC 101	200901	6	128	96	75.00%
2	T	SPEC 101	200908	8	160	122	76.25%
2	T	SPEC 101	201001	7	160	104	65.00%
2	T	SPEC 101	201008	8	148	117	79.05%
2	T	SPEC 101	201101	9	215	127	59.07%
2	T	SPEC 111	200108	1	25	9	36.00%
2	T	SPEC 111	200208	1	25	9	36.00%
2	T	SPEC 111	200401	1	25	12	48.00%
2	T	SPEC 111	200408	1	25	13	52.00%
2	T	SPEC 111	200501	1	25	6	24.00%
2	T	SPEC 111	200508	1	25	5	20.00%
2	T	SPEC 111	200601	1	25	10	40.00%
2	T	SPEC 111	200608	1	25	3	12.00%
2	T	SPEC 111	200701	1	25	8	32.00%
2	T	SPEC 111	200801	1	25	8	32.00%
2	T	SPEC 111	200808	1	25	4	16.00%
2	T	SPEC 111	200908	1	25	3	12.00%
2	T	SPEC 114	200808	1	30	7	23.33%
2	T	SPEC 114	200901	1	25	15	60.00%
2	T	SPEC 114	201001	1	25	27	108.00%
2	T	SPEC 114	201008	1	30	25	83.33%
2	T	SPEC 114	201101	1	25	22	88.00%
2	T	SPEC 175	200208	1	25	8	32.00%
2	T	SPEC 175	200301	2	20	19	95.00%
2	T	SPEC 175	200308	1	15	15	100.00%
2	T	SPEC 175	200401	2	40	28	70.00%
2	T	SPEC 175	200408	2	50	44	88.00%
2	T	SPEC 175	200501	2	55	47	85.45%
2	T	SPEC 175	200508	2	50	34	68.00%
2	T	SPEC 175	200601	1	25	19	76.00%
2	T	SPEC 175	200608	2	50	34	68.00%
2	T	SPEC 175	200701	1	25	21	84.00%
2	T	SPEC 175	200708	2	50	40	80.00%
2	T	SPEC 175	200801	1	25	21	84.00%
2	T	SPEC 175	200808	2	50	33	66.00%
2	T	SPEC 175	200901	1	25	21	84.00%
2	T	SPEC 175	200908	2	50	50	100.00%
2	T	SPEC 175	201001	1	25	25	100.00%
2	T	SPEC 175	201008	2	50	51	102.00%
2	T	SPEC 175	201101	1	25	20	80.00%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

You are here: Home > Speech Transfer AA



Speech Transfer AA

Associate in Arts Code 1018

Program Contacts:

QC Campus

Michelle Johnson, 309-796-5370, johnsonm@bhc.edu

East Campus

Vashti Berry, 309-854-1711, berryv@bhc.edu

Students planning to major in speech at a four-year institution should follow the Black Hawk College Associate in Arts curriculum. The completion of the course of study outlined will satisfy graduation requirements of Black Hawk College. Since universities may require specific courses for a speech major, students should consult with the Advising area at Black Hawk College for additional information.

Students taking the introductory course will learn to research, organize, and present material in individual oral presentations. Other courses offer instruction and activities in business and professional communication, including interviewing, resume preparation, and letters of application. There are opportunities to develop skills in informal person-to-person communication and in communicating with people from different cultures. Skills gained in these classes should enrich the personal lives of students by improving their poise, self-confidence, and effectiveness in oral communication. Skills gained in these courses should be valuable in gaining desirable employment and in receiving promotion.

Excellence in communication prepares students for employment in such diverse areas as law, sales, personnel management, teaching, public relations, and the ministry.

[Required courses for this program include: »](#)

Course of Study Outline

ANNOUNCEMENTS

[Check out BHC professional continuing education classes](#)

[Got kids who need something to do this summer?](#)

[BHC Aquatic Center offers classes & more](#)

EVENTS

☐ June 2011 ☒ August 2011 ☐

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SPOTLIGHT

View the Summer & Fall 2011 Schedule



First Semester Suggested Courses (Credit Hours)

- ENG 101 — Composition I (3)
- Life Science (4)
- Social and Behavioral Science (3)
- SPEC 101 — Principles of Speech Communications (3)
- THEA 111 — Introduction to Theatre (3)

Second Semester Suggested Courses (Credit Hours)

- ENG 102 — Composition II (3)
- Mathematics (3)
- Physical Science (3)
- SPEC 114 — Interpersonal Communications (3)
- SPEC 210 — Public Speaking (3)

Third Semester Suggested Courses (Credit Hours)

- Humanities (3)
- Mathematics **or** Computer Science (3)
- Social and Behavioral Science (3)
- SPEC 111 — Business & Professional Communications (3)
- Elective (6)

Fourth Semester Suggested Courses (Credit Hours)

- Humanities **or** Fine Arts (3)
- Social and Behavioral Science (3)
- SPEC 175 — Intercultural Communications (3)
- Elective (6)

Minimum total hours required for degree (64)



ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

ACADEMIC DISCIPLINES

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2012

CIP Code Category and Number: Speech (231001, 231002)

CREDIT HOUR GENERATION

PCS-11	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
Credit Hours	5,247	5,154	5,468	5,269	5,023	5,672	5,561
% Change	--	-1.77%	6.09%	-3.64%	-4.67%	12.92%	-1.96%

Source: Illinois Community College Board's Unit Cost Report. Based on credit hours generated by CIP codes listed above.

UNIT COST ANALYSIS (Cost to provide one credit hour instruction to one student)

PCS-11	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
Departmental	169.98	177.48	195.96	196.13	226.08	176.09	213.73
Peer Group	177.24	184.58	192.13	189.82	188.65	202.32	N/A
State Average	187.80	198.58	205.42	206.19	215.63	200.52	N/A

Source: Illinois Community College Board's Unit Cost Report.

Based on credit hours and net instructional costs generated by CIP codes listed above.

Speech Grade Distribution Data

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDPW&X</u>	<u>ABCDF&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
SP	106S	200901	1	0	2	0	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%
SPEC	101	200608	30	210	182	97	23	18	0	103	0	633	530	83.73%	489	92.26%	77.25%
SPEC	101	200701	26	166	131	51	8	6	0	110	0	472	362	76.69%	348	96.13%	73.73%
SPEC	101	200708	27	154	157	79	15	30	0	153	0	588	435	73.98%	390	89.66%	66.33%
SPEC	101	200801	26	187	120	57	12	15	0	104	0	495	391	78.99%	364	93.09%	73.54%
SPEC	101	200808	26	162	140	79	13	43	0	105	0	542	437	80.63%	381	87.19%	70.30%
SPEC	101	200901	22	131	88	56	8	30	0	80	0	393	313	79.64%	275	87.86%	69.97%
SPEC	101	200908	28	185	147	96	21	0	73	0	68	590	522	88.47%	501	95.98%	84.92%
SPEC	101	201001	25	189	108	63	8	47	0	92	0	507	415	81.85%	360	86.75%	71.01%
SPEC	101	201008	29	197	168	98	12	54	0	87	0	616	529	85.88%	463	87.52%	75.16%
SPEC	101	201101	25	171	131	42	9	52	0	60	0	465	405	87.10%	344	84.94%	73.98%
SPEC	111	200608	2	4	2	0	0	1	0	3	0	10	7	70.00%	6	85.71%	60.00%
SPEC	111	200701	1	1	4	1	2	0	0	0	0	8	8	100.00%	6	75.00%	75.00%
SPEC	111	200708	1	6	2	1	0	0	0	1	0	10	9	90.00%	9	100.00%	90.00%
SPEC	111	200801	1	3	2	1	0	0	0	2	0	8	6	75.00%	6	100.00%	75.00%
SPEC	111	200808	1	2	1	1	0	0	0	0	0	4	4	100.00%	4	100.00%	100.00%
SPEC	111	200908	1	0	0	0	0	0	3	0	0	3	3	100.00%	3	100.00%	100.00%
SPEC	114	200608	1	10	7	5	0	2	0	1	0	25	24	96.00%	22	91.67%	88.00%
SPEC	114	200701	3	25	6	3	0	7	0	2	0	43	41	95.35%	34	82.93%	79.07%
SPEC	114	200708	1	16	0	1	1	2	0	6	0	26	20	76.92%	17	85.00%	65.38%
SPEC	114	200801	3	24	3	3	0	4	0	4	0	38	34	89.47%	30	88.24%	78.95%
SPEC	114	200808	2	20	5	5	0	0	0	2	0	32	30	93.75%	30	100.00%	93.75%
SPEC	114	200901	4	28	15	6	2	2	0	9	0	62	53	85.48%	49	92.45%	79.03%
SPEC	114	200908	1	14	3	3	1	0	3	0	1	25	24	96.00%	23	95.83%	92.00%
SPEC	114	201001	4	35	19	9	2	14	0	7	0	86	79	91.86%	63	79.75%	73.26%
SPEC	114	201008	2	25	9	6	0	6	0	5	0	51	46	90.20%	40	86.96%	78.43%
SPEC	114	201101	5	23	15	12	4	12	0	5	0	71	66	92.96%	50	75.76%	70.42%
SPEC	175	200608	10	112	51	23	2	9	0	33	0	230	197	85.65%	186	94.42%	80.87%
SPEC	175	200701	7	76	49	11	1	1	0	25	0	163	138	84.66%	136	98.55%	83.44%
SPEC	175	200708	10	117	37	26	3	4	0	48	0	235	187	79.57%	180	96.26%	76.60%
SPEC	175	200801	7	71	39	16	5	2	0	24	0	157	133	84.71%	126	94.74%	80.25%
SPEC	175	200808	10	78	46	16	9	29	0	33	0	211	178	84.36%	140	78.65%	66.35%

Speech Grade Distribution Data

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDPW&X</u>	<u>ABCDP&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
SPEC	175	200901	7	75	19	11	7	19	0	29	0	160	131	81.88%	105	80.15%	65.63%
SPEC	175	200908	10	72	60	26	12	0	35	0	27	232	205	88.36%	193	94.15%	83.19%
SPEC	175	201001	8	89	38	25	3	16	0	18	0	189	171	90.48%	152	88.89%	80.42%
SPEC	175	201008	10	89	51	37	9	32	0	32	0	250	218	87.20%	177	81.19%	70.80%
SPEC	175	201101	8	85	28	15	8	28	0	19	0	183	164	89.62%	128	78.05%	69.95%
SPEC	200	200608	1	3	0	0	0	0	0	0	0	3	3	100.00%	3	100.00%	100.00%
SPEC	200	200701	1	2	0	0	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%
SPEC	200	200708	1	4	0	0	0	0	1	0	0	5	5	100.00%	5	100.00%	100.00%
SPEC	200	200901	1	0	0	0	0	0	4	0	0	4	4	100.00%	4	100.00%	100.00%
SPEC	200	200908	1	0	0	0	0	0	0	1	0	1	0	0.00%	0	#DIV/0!	0.00%
SPEC	200	201001	1	2	0	0	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%
SPEC	200	201008	1	2	0	0	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%
SPEC	200	201101	2	3	0	0	0	0	0	0	0	3	3	100.00%	3	100.00%	100.00%

Black Hawk College – Academic Planning Checklist

Speech

Associate in Arts Degree 1018

Name: _____

Date: _____

General Education Courses		
Communications <input type="checkbox"/> ENG 101 – Composition I <input type="checkbox"/> ENG 102 – Composition II <input type="checkbox"/> SPEC 101 – Principles of Speech Communication		
Electives <input type="checkbox"/> Elective (12 hours) <input type="checkbox"/> Humanities (3 hours) <input type="checkbox"/> Humanities OR Fine Arts (3 hours) <input type="checkbox"/> Life Science (4 hours) <input type="checkbox"/> Mathematics (3 hours) <input type="checkbox"/> Mathematics OR Computer Science (3 hours) <input type="checkbox"/> Physical Science (3 hours) <input type="checkbox"/> Social and Behavioral Science (9 hours)		
Fine Arts <input type="checkbox"/> THEA 111 – Introduction to Theatre		
Non-Western Studies: <input type="checkbox"/> SPEC 175 - Intercultural Communications		
Program Requirements		
<div style="text-align: center; font-weight: bold; margin-bottom: 10px;">Courses</div> <input type="checkbox"/> SPEC 111 – Business & Professional Communications <input type="checkbox"/> SPEC 114 – Interpersonal Communications <input type="checkbox"/> SPEC 210 – Public Speaking	<div style="text-align: center; font-weight: bold; margin-bottom: 10px;">Credits</div> 3 3 3	<div style="text-align: center; font-weight: bold; margin-bottom: 10px;">Semester taken Grade</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 70%; border-bottom: 1px solid black;"></div> <div style="width: 30%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 70%; border-bottom: 1px solid black;"></div> <div style="width: 30%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 70%; border-bottom: 1px solid black;"></div> <div style="width: 30%; border-bottom: 1px solid black;"></div> </div>