

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-023-156

COM 4422 – Crisis Communication

General Education Committee

Date: 05/03/2017

Executive Committee
Received and Forwarded

Date: 05/10/2017

Academic Senate

Date: 05/17/2017
First Reading
05/31/2017
Second Reading

BACKGROUND:

This is a new course for the semester calendar.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the attached ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-023-156, COM 4422 – Crisis Communication for GE Area D3 (See attached ECO).

COM - 4422 - Crisis Communication**C. Course - New General Education* Updated**

College/Department	Communication	
Semester Subject Area	COM	Semester Catalog Number 4422
Quarter Subject Area		Quarter Catalog Number
Course Title	Crisis Communication	
Units*	(3)	
C/S Classification *	C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*	Lecture
Instruction Mode*	Face-to-Face
Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1

Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)

Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)

Choose appropriate type(s) of course(s)*

- Major Course
- Service Course
- GE Course
- None of the above

General Education Area / Subarea* **D4**

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description Theory and practice of crisis communication; strategies, and tactics when developing and implementing crisis communication plans through case studies and in-class activities.

II. Required Coursework and Background

Prerequisite(s) Completion of Area A and sub-areas D1, D2 and D3 of the Cal Poly Pomona General Education Program are required.

Corequisite(s)

Pre or Corequisite(s)

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

By the end of this course, students will be able to:

- apply major theories relevant to crisis communication;
- evaluate the role of communication in the crisis management process;
- analyze a range of crisis communication strategies and tactics;
- critically analyze and apply problem-solving skills to crisis case studies.

Department Learning Outcomes	Course Expected Outcomes			
	1	2	3	4

Understand and appreciate the facilitating role of communication in human relationships	D	I, D	I, D	D
Effectively analyze the information needs and interests of various audiences	D	I, D	I, D	
Gather, organize, and interpret information clearly and logically	D	I, D	I, D	D
Communicate information effectively through oral, written, and electronic media	D	I, D	I, D	
Employ creative approaches to communication problem solving	D	I, D	I, D	

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Crisis communication is an integral part of any organization, whether it is a nonprofit, governmental, small, or large corporation. This course explores how teams and organizations deal with a variety of crisis situations from an interdisciplinary approach and examines the content from historical, rhetorical, social science, management, and communication perspectives. It looks at how various organizations either failed or succeeded in preventing and responding to crisis situations. The course explores the role of communication in the crisis management process as well as provides an understanding of management and psychological strategies and tactics that may be applied in the course of ethically confronting crisis situations.

Describe how these outcomes relate to the associated GE Learning

1a) Students will write crisis case studies analyzing real life crisis communication situations; students will also write communication messages for different organizational audiences.

Outcomes listed below.*

1b) Students will present their communication messages and strategies to the class.

1c) In the process of researching and writing crisis case studies, students will evaluate scholarly and historical research. Ethical principles will be considered in research.

1d) Students to construct analyses of crisis communication situations and base their arguments on scientific evidence.

2d) The course integrates theories and concepts from the disciplines of communication, management, psychology, and rhetoric.

3a) Students will examine historical cases of how organizations manage crisis situations. They will also examine communication practices in different cultural contexts and analyze how these practices influence individuals and societies.

3b) Students will analyze principles, methods, values systems and ethics of social issues confronting local and global communities throughout the course by exploring how organizations are enabled and constrained by these principles and values; an emphasis will be placed on ethical crisis communication.

**General
Education
Outcomes*****Ia. Write effectively for various audiences****Ib. Speak effectively to various audiences.****Ic. Find, evaluate, use, and share information effectively and ethically.****Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.****IId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.****IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.****IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials***

This course uses the most current and widely used text in crisis

communication. It combines both theoretical and practical approaches to understanding how organizations communicate during (potential) crisis situations.

Coombs, W. T. (2014). *Applied crisis communication and crisis management: Cases and exercises*. Thousand Oaks, CA: Sage Publications.

Coombs, W. T. (2015). *Ongoing crisis communication: Planning, managing, and responding* (4th ed.). Thousand Oaks, CA: Sage Publications.

Claeys, A. and Opgenhaffen, M. (2016). Why practitioners do (not) apply crisis communication theory in practice. *Journal of Public Relations Research*, Vol. 28 Issue 5/6, p232-247.

Chung, S. and Lee, S. (2016). Crisis Communication Strategy on Social Media and the Public's Cognitive and Affective Responses: A Case of Foster Farms Salmonella Outbreak. *Communication Research Reports*. Vol. 33 Issue 4, p341-348.

Öhman, S., Giritli N. and Olofsson, A. (2016). The (un)intended consequences of crisis communication in news media: a critical analysis. *Critical Discourse Studies*, Vol. 13 Issue 5, p515-530.

Fatima Oliveira, M. (2013). Multicultural Environments and Their Challenges to Crisis Communication. *Journal of Business Communication*, Vol. 50 Issue 3, p253-277.

Rachfa, E. (2013). Where Crisis Communication Meets Linguistics. *Topics in Linguistics*, Issue 11, p40-49.

Yum, J. and Jeong, S. (2015). Examining the Public's Responses to Crisis Communication From the Perspective of Three Models of Attribution. *Journal of Business & Technical Communication*, Vol. 29 Issue 2, p159-183.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (Link to free tutorial is posted on Blackboard.)

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (AT/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum
Student
Material***

Standard student materials.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College
Facilities*** Smart classroom.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1. Need for Crisis Management Knowledge
2. Case Study Method
3. Effects of the Online World
4. Proactive Management Functions
5. Crisis Theories and Concepts

6. The Rhetoric of Crisis
7. The Psychology of Crisis
8. Crisis Prevention
9. Product Failure
10. Crisis Preparation
11. Crisis Recognition
12. Crisis Response
13. Activist Organizations
14. Tragedies
15. Postcrisis Concerns

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*	Lecture/activity/discussion
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IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*	A variety of evaluation instruments will be used to assess student learning outcomes. They include the following: Quizzes, in-class exercises and assignments, cases analyses, exams.
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Describe the meaningful writing assignments to be included.*	In-class/take home assignments and case analyses are writing assignments. Students will receive feedback during the process of completing their written assignments and thus have the opportunity to improve their writing over the course of the semester.
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Discuss how these methods may be used to address the course and		Quizzes	Exercises & Assignments	Case Analyses	Exams
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<p>program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*</p>					
	apply major theories		X	X	X
	role of communication in the crisis management	X	X	X	X
	crisis communication strategies and tactics	X	X	X	X
critically analyze and apply problem-solving skills		X	X	X	

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

D4 GE Learning Outcomes	Quizzes	Exercises & assignments	Case analyses	Exams
1a		x	x	
1b		x	x	
1c		x	x	
1d		x	x	x
2d	x	x	x	x
3a		x	x	x
3b	x	x	x	x

1a) Students will write crisis case studies analyzing real life crisis

communication situations; students will also write communication messages for different organizational audiences.

1b) Students will present their communication messages and strategies to the class.

1c) Students will research and write crisis case studies.

1d) Exams, case analyses, and in-class assignments will require students to construct arguments based on sound evidence and reasoning.

2d) The course integrates theories and concepts from the disciplines of communication, management, psychology, and rhetoric.

3a) Exams and assignments will require students to exam historical cases of how organizations communicate to diverse cultural audiences in today's social environment.

3b) Students will analyze principles, methods, values systems and ethics of social issues confronting local and global communities throughout the course by exploring how organizations are enabled and constrained by these principles and values; an emphasis will be placed on ethical crisis communication.

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**