

APPLICATION FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: September 1, 2011
- b. Department/Division: Communication /Journalism /Telecommunication
- c. Contact person name: Shari Veil Email: shari.veil@uky.edu Phone: 859-257-9470
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CJT 722
- b. Full Title: Seminar in Crisis Communication
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
<input checked="" type="checkbox"/> Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: This course follows the crisis communication management process through the stages of pre-crisis, crisis, and post-crisis. The pre-crisis stage discusses planning and environmental scanning. The crisis stage discusses communication strategies for image restoration. The post-crisis stage depicts crisis as an opportunity for organizational learning and for rebuilding or expanding public trust. The course uses a case study approach throughout.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: Many professionals tasked with risk and crisis communication management are not trained in the area. This certificate would provide advanced education for professionals in the field and those in complimentary programs. For example, students pursuing an MBA or MPA may find value in advanced education in risk and crisis communication.

8. Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: Graduate Certificate in Risk Sciences
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: Graduate Certificate in Risk Sciences

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

APPLICATION FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: CJT 722

Proposal Contact Person Name: Shari Veil


Phone: 859-257-9470

Email: shari.veil@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
CJT Graduate Faculty	9/2/11	Tim Sellnow / 859-257-7805 / tim.sellnow@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson <small>Digitally signed by Dr. Brian A. Jackson DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US Date: 2011.12.15 16:27:33 -05'00'</small>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CJT 722	Date: 8/31/2011
Instructor Name: Not known	Instructor Email: for contact please use shari.veil@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will be retained for this class, including course goals, required texts, assigned readings, and course evaluation parameters. Assessment will be accomplished through similarly appropriate assignments such as essays, projects and course participation. Additionally, the course will make use of online collaboration tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Written work will be rigorously assessed for evidence of plagiarism and appropriate electronic tools will be used to facilitate this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p><i>100%; Risk Sciences Certificate</i></p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The college's history with remote students in library sciences has provided us with much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments, class participation requirements, and projects, students will have to use their textbooks, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: TBD Instructor Signature:</p>

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CJT 722 - Crisis Communication– 3 Credits

Time:

Room:

“Being a champion means getting up off the floor when you can’t.”—Joe Lewis

Instructor:

Phone:

E-mail:

Office:

Office Hours:

- Scheduled Hours
- Contact me via e-mail to schedule an appointment to meet. I will frequently respond as soon as possible, usually within 24 hours.
- Virtual office hours

Course Format: This is an online course, but asynchronous class discussion via Blackboard is required to facilitate a sense of community.

Course Requirements: You will need access to an appropriate computer with broadband Internet connection.

Blackboard: The Blackboard course management system will be used to facilitate the class. Please visit <http://www.uky.edu/Blackboard/> to learn about this system and the login requirements.

Readings: With the exception of the books listed below, readings will be posted on the course’s Blackboard site. The journal articles and chapters that are included are listed on the weekly schedule.

Reynolds, B., & Seeger, M. W. (Eds). (2011). *Crisis and emergency risk communication* (2nd ed.). Atlanta, GA: Centers for Disease Control and Prevention.

Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2003). *Communication and organizational crisis*. Westport, CT: Praeger.

Weick, K. E., & Sutcliffe, K. M. (2007). *Managing the unexpected* (2nd ed.). San Francisco, CA: Jossey-Bass.

Course Description: This course follows the crisis communication management process through the stages of pre-crisis, crisis, and post-crisis. The pre-crisis stage discusses planning and environmental scanning. The crisis stage discusses communication strategies for image restoration. The post-crisis stage depicts crisis as an opportunity for organizational learning and for rebuilding or expanding public trust. The course uses a case study approach throughout.

Learning Outcomes:

- The students will be able to explain how communication can prevent, cause, accelerate, and assist in the recovery from a crisis event.
- The students will be able to perform a risk assessment and develop a crisis communication plan.
- The students will be able to select the relevant communication theories to fit a crisis situation.
- The students will be able to assess a crisis communication response for adherence to best practices in risk and crisis communication and critically analyze the ethical, cultural and social implications of the case

Assignments:

Reaction Papers (8 @ 10 points each)	80 points
Pre-Crisis Case Assessment Position Paper	20 points
Presentation of Post-Crisis Position Paper	20 points
Presentation of Crisis Assessment Position Papers	20 points
Final Paper	<u>200 points</u>
	Total 340 points

Grading:

Final grades will be assigned according to the following scale: A = 90%, B = 80%, C = 70%

Description of Assignments:

Reaction Papers

Students receive a question based on the reading assignment for each lecture/discussion week. Students are required to write answers to the questions for the next week's class. Answers should not exceed 500 words. These answers are discussed on Blackboard. Students receive up to 10 points for each weekly assignment.

Position Papers

The position papers provide an overview of the cases selected by students for their final paper based on the reading materials covered in that section of the course. The papers should not exceed 1,500 words. The objective of the position paper is to encourage students to begin dissecting the cases they have selected based on the readings from the pre-crisis, crisis, and post-crisis segments of the course. The assessment provided in the position papers is intended to be more general and descriptive than is expected in the final paper.

Final Paper

The final paper should analyze some aspect of a crisis by applying an extended review of a specific element of the crisis communication literature to a crisis situation. Students are not limited to the cases covered in class. This paper should take the form of a conference paper or journal article. Papers must include research questions, a rationale, designation of a data set, a review of literature that articulates a methodological stance, an analysis

section, and a discussion of implications. The paper may not exceed 6,000 words, excluding references.

Policies for the Course: Any students who need special accommodations for learning or who have special needs are invited to share these concerns or requests with the instructor as soon as possible. We will work to make reasonable accommodation so that we can ensure you have the opportunity to fully demonstrate your abilities and benefit from this course.

Participation: Students are encouraged to participate in all online discussions. When students share their experiences with the class, the course material often becomes more interesting and comprehensible.

Social Responsibility: Students are expected to display the same level of behavior in the virtual classroom that they would enact in a highly professional setting. Remarks that are perceived as racist, sexist, or vulgar should be avoided. Students failing to display social responsibility will be warned once. Consistent violations will result in ejection from the class.

Assignment Descriptions: Students will receive a detailed outline of all assignments at least one week before they are due.

Private Meetings: Students are highly encouraged to interact with the instructor. A few minutes with the instructor during a virtual office hour can often eliminate confusion or anxiety concerning an assignment. Students unable to meet with the instructor during office hours are encouraged to make appointments at other times.

Late Work: All assignments are due on time. “Make-up” assignments will be allowed only if a compelling excuse is offered. If a compelling excuse is not offered, the instructor will allow the student to complete a version of the assignment for a 10% reduction in total points. Students who fail to turn in position papers on time without a compelling excuse will have no makeup opportunities.

Academic Dishonesty/Plagiarism: Written work for this course must be the original work of the student. Any student guilty of cheating or plagiarism as defined in the Students Rights and Responsibilities Code (<http://www.uky.edu/StudentAffairs/Code/part2.html>; especially sections 6.3.1 on plagiarism, and 6.3.2 on cheating) will be sanctioned with an E grade for the course.

Technology Information and Resources: Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may

use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

TENTATIVE WEEKLY SCHEDULE

Please have all readings completed by the date under which they are listed.

INTRODUCTION

WEEK ONE

“Be first. Be right. Be credible.”: Understanding the Communication Constraints of the CDC Maxim.

Heath, R. L. (2006). Best practices in crisis communication: Evolution of practice through research. *Journal of Applied Communication Research*, 34, 245-248.

WEEK TWO

Circumscribing Crisis Communication: Toward a Dominant Theory of Crisis Communication

Heath, R. L., & Millar, D. P. (2004). A rhetorical approach to crisis communication : Management, communication processes, and strategic responses, In D. P. Millar, & Heath, R. L. (Eds.), *Responding to crisis: A rhetorical approach to crisis communication* (pp. 1-18).

Jerome, A. M., & Rowland, R. C. (2009). The rhetoric of interorganizational conflict: A subgenre of organizational apologia. *Western Journal of Communication*, 73, 395-417. doi: 10.1080/10570310903279059

Ware, B. L. & Linkugel, W. A. (1973). They spoke in defense of themselves: On the generic criticism of apologia. *Quarterly Journal of Speech*, 59, 273-283.

Texts: Reynolds, Modules 1-2; Seeger, Chapters 1-4

Reaction Paper 1 Question: What are the linkages among rhetoric, sensemaking, chaos, and organizational learning?

PRE-CRISIS: BE FIRST

WEEK THREE

Risk Communication: Knowing the Stakes and the Stakeholders

Hearit, K. M. (2005). Apologia theory. In R. L. Heath (Ed.), *Encyclopedia of public relations* (Vol. 2, pp. 38-40). Thousand Oaks, CA: Sage.

Metzler, M. (2001). The centrality of organizational legitimacy to public relations

practice. In R. L. Heath (Ed.), *Handbook of public relations* 321-334. Thousand Oaks, CA: Sage.

Benoit, W. L. (2006). President Bush's image repair effort on Meet the Press: The complexities of defeasibility. *Journal of Applied Communication Research*, 34, 285-306.

Texts: Reynolds Modules 3, 7; Seeger, Chapters 5, 6, 11

Reaction Paper 2 Question: To what extent are stakeholder satisfaction and organizational legitimacy compatible?

WEEK FOUR

The Ideal Pre-Crisis Plan: Creating High Reliability Organizations

Texts: Reynolds, Module 4; Seeger, Chapter 9; Weick, Chapters 1-6

Reaction Paper 3 Question: To what extent can the elements of a high reliability culture truly be imposed upon a crisis plan?

WEEK FIVE

Presentation of Pre-Crisis Case Assessment Position Papers

CRISIS: BE RIGHT

WEEK SIX

Crisis as Chaos

Weick, K. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38, 628-652.

Sellnow, T. L., Seeger, M. W., & Ulmer, R. R. (2002). Chaos theory, informational needs, and natural disasters. *Journal of Applied Communication Research*, 30, 269-292.

Freimuth, V. S. (2006). Order out of chaos: The self-organization of communication following the anthrax attacks. *Health Communication*, 20(2), pp. 141-148.

Text: Seeger, Chapter 7

Reaction Paper 4 Questions: Do you agree that crises are chaotic. If so, what good is crisis planning? If not chaotic, what are they?

WEEK SEVEN

The Case for Strategic Ambiguity

Ulmer, R. R., & Sellnow, T. L. (2000). Consistent questions of ambiguity in organizational crisis communication: Jack in the Box as a case study. *Journal of Business Ethics, 25*, 143-155.

Ulmer, R. R., & Sellnow, T. L. (1997). Strategic ambiguity and the ethic of significant choice in the tobacco industry's crisis communication. *Communication Studies, 48*, 215-233.

Texts: Reynolds, Modules 5, 6, 8; Seeger, Chapters 10, 12, 13

Reaction Paper 5 Questions: To what extent are spokespersons ethical when they engage in strategic ambiguity?

WEEK EIGHT

Crisis Communication as Image Restoration

Denial, Evading Responsibility, and Reducing Offensiveness of the Act

Benoit, W. L. (1997). Image repair discourse and crisis communication. *Communication Studies, 23*, 177-186.

Brinson, S. L. & Benoit, W. L. (1996). Attempting to restore a public image: Dow Corning and the breast implant crisis. *Communication Quarterly, 44*, 29-41.

Separation, Corrective Action and Mortification, or Recompense

Cowden, K., & Sellnow, T. L. (2002). Issues advertising as crisis communication: Northwest Airline's use of image restoration during the 1998 pilots' strike. *Journal of Business Communication, 39*, 194-221.

Sellnow, T. L., Ulmer, R. R., & Snider, M. (1998). The compatibility of corrective action in organizational crisis communication. *Communication Quarterly, 46*, 60-74.

Text: none

Reaction Paper 6 Questions: To what extent are the image restoration categories intertwined?

WEEK NINE

Presentation of Crisis Assessment Position Papers

POST-CRISIS: BE CREDIBLE

WEEK TEN

Organizational Crises as Epistemic and/or Epideictic

Sitkin, S. B. (1996). Learning through failure: The strategy of small losses. In M. D. Cohen, & L. S. Sproull (Eds.), *Organizational learning*. Thousand Oaks, CA: Sage.

Weick, K. E. (2001). *Making sense of the organization* (pp. 361-379). Malden, MA: Blackwell Publishers Inc.

Text: Seeger, Chapter 8

Reaction Paper 7 Question: To what extent do you believe that engaging in ceremonial remembrance of a crisis is or is not helpful to the organizational learning process?

WEEK ELEVEN

Post-Crisis Communication as Virtue

Baker, G. F. (2001). Race and reputation: Restoring image beyond the crisis. In R. L. Heath, & G. Vasquez (Eds.), *Handbook of Public Relations* (pp. 513-520). Thousand Oaks, CA: Sage Publications, Inc.

Seeger, M. W., & Ulmer, R. R. (2001). Virtuous responses to organizational crisis: Aaron Feuerstein and Milt Cole. *Journal of Business Ethics*, 31, 369-376.

Text: Seeger, Chapter 14

Reaction Paper 8 Question: To what extent can a crisis actually be a good thing for a company?

WEEK TWELVE

Presentation of Post-Crisis Position Papers.

WEEK THIRTEEN

Final Paper Discussions

WEEK FOURTEEN

EOC Field Trip

WEEK FIFTEEN

Half of students present final papers

FINAL EXAMINATION WEEK

Remaining half of students present final papers