

College of Arts and Sciences

October 10, 2007

TO: Thomas Oldfield, Vice President of Academic Affairs

FR: Matthew A. Klein, Dean *MAK*

RE: COMM 390 – Client Communication

Enclosed for your information is the proposal for COMM 390 – Client Communication which I have approved to be offered Spring 2008 by the Humanities Department.

Thank you.

Cc: Grant Snider
Valerie Greenfield

REC'D OCT 12 2007

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Client Communication

Initiating Unit or Individual: Cami Sanderson, Humanities

Contact Person's Name: Cami Sanderson e-mail: sandersc@ferris.edu phone: 2995

Date or Semester of Proposal Implementation: spring 2008

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty	<i>Elizabeth Wilson</i>	10/2/07	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>Grant Jriden</i>	10/3/07	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Mark A. Kelly</i>	10/10/07	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>Donald Hale</i>	10/13/07	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

*Support with Concerns or Not Support must include a list of concerns.

**Vote counts are to be shown for faculty group actions. "X" for administrative actions.

To be completed by Academic Affairs

 President (Date Approved) Board of Trustees (Date Approved) President's Council (Date Approved)

REC'D OCT 12 2007

FORM A CONT.

1. Proposal Summary

This course focuses on the blending of interpersonal communication and organizational communication in the real world context. Through this course, students will be able to understand the complexities of dealing with clients or customers as well as the company or industry that they work for. The course will not only examine external customers but internal customers as well. Listening, perception checking, language barriers, intercultural and diversity issues will all be address in this real life context

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
COMM	390	Client Communication

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix	Number	Title
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d. Addition of existing FSU courses to program

Prefix	Number	Title
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e. Removal of existing FSU courses from program

Prefix	Number	Title
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*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

NEW COURSE INFORMATION FORM*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
COMM	390	Client Communication

Course Description:

The course will focus on communication used in different customer service contexts including internal and external customers. The course will cover areas including personalized, courteous, and manipulative service as well as service ethics

Course Outcomes and Assessment Plan:

Students will be able to recognize different types of customer service areas and know which ones are effective in different types of service encounters. In addition, students will be able to perform personalized service for different clientele in specific situations. Students will understand the benefits of excellent customer service and know the downfalls of poor service. Assessment includes a semester long study of certain types of customer service encounters in the real world and their effectiveness, tests, class discussion, and essays.

Course Outline including Time Allocation:

- Week 1 Interpersonal recap
- Week 2 Variety of Customer service encounters
- Week 3-4 Verbal communication in customer service encounters
- Week 4-5 Nonverbal communication in customer service encounters
- Week 6-7 Different types of service including manipulative, personalized, courteous
- Week 8 Discrimination in service encounters
- Week 9 Conflict with customers
- Week 10 Use of ethnography and field research observation
- Week 11 Customer satisfaction in specific industries
- Week 12 The impact of customer satisfaction on brand loyalty
- Week 13 Measuring service quality
- Week 14 Customer service representatives empowerment and the issue of burnout
- Week 15 Refuting the hype of quick fixes of customer service

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 200801 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

COMM

b. Number

390

c. Enter Contact Hours per week in boxes.

LECture LAB INDEpendent Study – Check (x)

Practicum: Seminar:

d. Course Title: Client Communication

(Limit to 30 characters/spaces.)

e. College Code: CAS

f. Department Code: HUM

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable xx Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes xx No

k. Levels: Check (x) xx Undergraduate Graduate Professional

l. Grade Method: Check (x) xx Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes x No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Students will learn about effective communication in different customer service contexts. Basic communication concepts will be examined through service encounters.

p. Term(s) Offered: (See instructions for listing.) q. Max. Section Enrollment:

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. COMM 121, or 105, or 221 or 200 or 201.

UCC Chair Signature/Date:

_____ / /

Academic Affairs Approval Signature/Date:

Donald E. [Signature] 10/13/07

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

COURSE ASSESSMENT TEMPLATE

COURSE PREFIX, NUMBER AND TITLE: COMM 390: Client Communication

CURRENT DATE: 9/27/07

STUDENT LEARNING OUTCOMES FOR PROPOSED COURSE

1. demonstrate increased understanding of customer service
2. demonstrate ability to distinguish different types of service
3. demonstrate ability to use different conflict strategies
4. articulate in writing and speaking the customer service industries
5. be able to identify discrimination and deception in service

EVALUATION OF STUDENT ACHIEVEMENT

1. Examinations
2. research paper on customer service issues
3. Semester fieldwork project will demonstrate understanding of customer service and different types of service
4. Class discussion on real world situations
5. Classroom presentations on conflict scenarios and ways to achieve satisfaction for clients

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

1. I will use student evaluations or IDEA forms.
2. I will use pre and post tests.
3. I will analyze the semester fieldwork project for trends.

Additional Notes:

We are not scheduling Comm 385 Broadcast

Client Communication

COMM 390-01

Spring 2008

3 credit hours

Prerequisites 121, or 105, or 200, or 201 or 121H

Meeting times: I don't know

Classroom: I don't know

Dr. Cami Sanderson

Office: Johnson Hall 111 Phone: (office) 591-2995 (home) 832-5835

Email: sandersc@ferris.edu or empresscami@yahoo.com

Office Hours: 4-15-6-15 Mondays, 1-3 Wednesdays

Required course text:

Ford, W.S. (1998). *Communicating with customers: Service approaches, ethics, and impact*. Hampton Press: New Jersey

Description:

Students will learn about effective communication in different customer service contexts. Basic communication concepts will be examined through service encounters

Outcomes:

At the end of the class, students will be able to

1. demonstrate increased understanding of customer service
2. demonstrate ability to distinguish different types of service
3. demonstrate ability to use different conflict strategies
4. articulate in writing and speaking the customer service industries
5. be able to identify discrimination and deception in service

Assessment tools:

1. Examinations
2. Research paper on customer service issues
3. Long fieldwork project will demonstrate understanding of customer service and different types of service
4. Class discussion on real world situations
5. Classroom presentations on conflict scenarios and ways to achieve satisfaction for clients

Student responsibilities:

If you miss class you are responsible to get the information from other students – do not expect me to be able to give you messages via email

To remember that you earn grades -- I don't "give them" nor do we always get the grades we think we deserve

To act in a professional manner in class – such as but not limited to: don't be late to class, no sleeping, no reading of unrelated material, no talking when others are speaking, no chewing, eating will be dealt with in class.

To be open to listen to points of views that might differ from his or her own and to politely discuss these issues.

To learn a wide variety of things including structure, delivery and content issues of public speaking

To have some fun in the classroom

Respect the rights of others

Cell phones or anything else:

Should not be seen, heard, or used in my classroom. SHUT THEM OFF!! Do not open them to see who called you. Do not open them to see what time it is. Do not have them sitting on your desk. Results of any of these violations can be severe – grade deduction is only the beginning.

My responsibilities:

To provide an effective learning atmosphere and a positive classroom environment

To provide feedback so that students may become better public speakers

To allow students some freedom of expression and ideas in the classroom as long as it is presented in an appropriate manner

To be critical and fair about grades and provide adequate feedback on why grades were earned

To provide the requirements of the assignments and provide information about the evaluation process

Class attendance:

Attendance and participation in class is strongly encouraged. You will be allowed 2 absences (but encouraged not to use them or only use them for emergencies only). These should be used for when you are **sick** or for **family emergencies**. For **each** absence **after that** 10 points will be deducted from your total points accumulated in this class.

Excused absences (absent because of University sponsored activity) are dealt with differently. Having to go to court is not an excused absence. Tardiness (defined as being later than I am if I am late or late according to the clock in the room) will result in deductions from your grade as well. Being late twice results in losing ten points and any portion they're of. However, you may have opportunities for pardon from this issue – I will explain in class.

If you are never absent from class, you receive 10 extra credit points. It is your responsibility to make sure that if you are late that I change my attendance sheet. Do not assume I will do it. My attendance sheet is what I use for grades.

My own personal advice on attendance is save your absences until something happens that you need to use them. Use them for the emergencies of life not for fun.

Academic Dishonesty/Plagiarism:

Dr. Cami Sanderson follows the guideline found in the student handbook. Please refer to these about issues regarding plagiarism including what it is and the recourse for those actions.

Grading:

Discussion leader

50 pts

Each student will be assigned a chapter when they will help lead the discussion of the class by handing in discussion questions or points to Dr. Sanderson the class day prior to the class time.

Role Playing: Basic types of Service

100 pts.

Students will portray customers for other students who will portray customer service representatives. This will show student's abilities to distinguish between the different types of service.

How to handle conflict

100 pts

Each student will portray a customer service representative to my customer who is currently having an issue with the student's company. The student will be graded on their ability to handle the conflict in an acceptable way according to lecture and discussion.

Journals

250 pts

For the last five weeks of class, students will go out and examine customer service in the real world. Students will write about key topics each week that we discuss in class.

Research Paper

100 pts

Through the use of the journal, course material, and outside sources, students will devise ways to improve the customer service of the industry they have been studying. The paper will integrate theory with real world application in the paper.

3 tests

100 pts each

Therefore, there are 900 points possible.

900- 828 A

719-702 C+

557- 540 D-

828-810 A-

701-648 C

540 and below F

809- 792 B+

647- 630 C-

791-738 B

629-612 D+

737- 720 B-

611-558 D

This schedule will probably change – keep listening in class.

Week 1 Interpersonal recap

Week 2 Variety of Customer service encounters Role play

Week 3 Verbal communication in customer service encounters

Week 4 Test

Week 4-5 Nonverbal communication in customer service encounters

Week 6-7 Different types of service including manipulative, personalized, courteous

Week 8 Discrimination in service encounters

Week 9 Conflict with customers Test Conflict Activity – Role play

Week 10 Use of ethnography and field research observation

Week 11 Customer satisfaction in specific industries

Week 12 The impact of customer satisfaction on brand loyalty

Week 13 Measuring service quality Test

Week 14 Customer service representatives empowerment and the issue of burnout

Week 15 Refuting the hype of quick fixes of customer service

Final Time: I don't know