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Proposal #  
(Academic Affairs use only)

AY20-419 Proposal #  
(College use only) Revised based on LACC comments

## REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
<b>MCOM</b>	<b>5683</b>	<b>Managing Change</b>

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: [http://www.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://www.uco.edu/academic-affairs/ir/program_inventory.asp)  
CIP Code: 09.0900

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.  
(Please use standard American English including full sentences.)

**Managing Change helps students design and participate in formal change initiatives within organizations. The course focuses on theory and techniques for diagnosing the need for change, designing the change process, implementing change, and evaluating the outcomes of the change process.**

### Mass Communication

Department submitting the proposal

<b>Mark Zimmerman</b> Person to contact with questions	<a href="mailto:mzimmerman@uco.edu">mzimmerman@uco.edu</a> email address	<b>5174</b> Ext. number
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Approved by:

<i>Mary Carver</i> Department Chairperson	9/10/20 Date
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Dean Catherine Webster <small>Digitally signed by Dean Catherine Webster Date: 2020.09.14 15:19:58 -05'00'</small>	Date
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College Dean <small>(Please notify the department chair when proposal is forwarded to AA.)</small>	Date
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Office of Academic Affairs	Date
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<b>Rozilyn Miller</b> <small>Digitally signed by Rozilyn Miller Date: 2020.09.11 09:33:45 -05'00'</small>	Date
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College Curriculum Committee Chair <small>(Please notify department chair when proposal is forwarded to dean.)</small>	Date
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Academic Affairs Curriculum or Graduate Council	Date
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Effective term for this new course (Assigned by the Office of Academic Affairs.)
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1. Does this course have an undergraduate / graduate counterpart?  
 Yes  No
2. Is this proposal part of a larger submission package including a program change? **[New Program]**  
 Yes  No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)  
 Yes  No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.  
 CTE Approval (Stamp or initial) \_\_\_\_\_
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?  
 Yes  No If yes, when was the most recent offering? \_\_\_\_\_
5. Does this course affect majors or minors outside the department?  
 Yes  No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.  
 \_\_\_\_\_

6. Prerequisite courses:  
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404  
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)  
**None**

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?  
**None**

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.  
**None**

9. Will this course have enrollment restrictions?  
 Yes  No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.  
 Check one: May \_\_\_\_\_ May not \_\_\_\_\_  
 Major Code: \_\_\_\_\_

11. Which of the following student classification(s) may enroll in this course?

- Check all that apply:
- |                      |                |                                     |
|----------------------|----------------|-------------------------------------|
| Graduate             | (2) 19 + hours | <input checked="" type="checkbox"/> |
| Graduate             | (1) 0-18 hours | <input checked="" type="checkbox"/> |
| Post Baccalaureate * |                | <input type="checkbox"/>            |
| Senior               |                | <input type="checkbox"/>            |
| Junior               |                | <input type="checkbox"/>            |
| Sophomore            |                | <input type="checkbox"/>            |
| Freshman             |                | <input type="checkbox"/>            |

\* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	<input checked="" type="checkbox"/>
Admission to Nursing Program	<input type="checkbox"/>
Admission to Teacher Education	<input type="checkbox"/>
Other	_____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

**As a result of this course, students will be able to:**

1. **Compare and contrast skills required to lead planned and unplanned change initiatives in organizations.**
  2. **Diagnose the need for change in an organization.**
  3. **Design a change management strategy.**
  4. **Explain principles involved in effective communication about change initiatives.**
  5. **Discuss best practices in implementing change initiatives.**
  6. **Evaluate a change initiative.**
  7. **Recognize and mitigate factors that can derail change initiatives.**
  8. **Develop the skills needed to adapt to continual change in organizations.**
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Course Detail Information:

14. Contact Hours (per week)

- 3   Lecture hours (in class)  
      Lab hours (also studios)  
      Other (outside activities)

15. Repeatable course.

- 1   Number of times this course can be taken for credit.

16. Schedule type: (select one only)

- Activity P.E. (A)  
      Lab only (B)  
      Lecture/Lab (C)  
  L   **Lecture only (L)**  
      Recitation/Lab (R)  
      Student Teaching (STU)  
      Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

**None**

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18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

**None**

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19. The UCO Library has the required library resources available for this new course?

- x   **Yes**    **No** If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.  
**Kaitlyn Palone; August 26, 2019; current communications databases will be sufficient resources.**
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If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

**NA**

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20. Names of current faculty qualified to teach this course.  
**Dr. Desiree Hill, Dr. Jill Lambeth, Dr. Mary Carver, Dr. Christy Vincent, Dr. Samuel Lawrence**
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21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:  
**NA**
- 
22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.  
**This course will need to be developed online through CeCE. Otherwise, it will become part of faculty rotations, with fewer elective options offered in the undergraduate schedule.**
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23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.  
**Developing the course for online delivery is an additional cost. Existing course fees for online courses will provide the funding.**
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24. Projected enrollment for two academic years following approval of new course:
- | Semester | 2021-22     | 2022-23     |
|----------|-------------|-------------|
| Fall     | Not offered | Not offered |
| Spring   | 7           | 7           |
| Summer   | Not offered | Not offered |
25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:  
 Non-liberal arts and sciences  
 Liberal arts and sciences
- "The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86
26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)  
**This course is a requirement for the proposed new M.A. program in Strategic Communications. Change management is a significant element in leadership within organizations. In the survey the department conducted, both employers and young professionals indicated the most important part of a graduate program is learning about leadership and management. Thus, the inclusion of a course in change management helps meet that request.**
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27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

- Discipline Knowledge**     X
- Leadership**     X
- Research, Scholarly and Creative Activities**     X
- Service Learning and Civic Engagement**     X
- Global and Cultural Competencies     \_\_\_\_
- Health and Wellness     \_\_\_\_

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

**5000 LEVEL COURSES**

<b>Course Level Characteristics</b>	<b>Please describe how this course meets this requirement.</b>
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	<b>Students will be expected to conduct a change management proposal, which will require them to conduct interviews, analyze data, and design and implement a plan of action.</b>
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	<b>Students will apply course concepts in order to design their proposal and revise it based on feedback from both the instructor and peers in the course.</b>
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: <ul style="list-style-type: none"> <li>a. Students should be required to undertake original scholarly/creative activity.</li> <li>b. Students should assume greater responsibility for mastering the subject matter.</li> <li>c. Close working relationships should exist between instructors and students.</li> </ul>	<b>Original research will take place with an actual organization, either business or nonprofit. Students will be asked to conduct interviews with decision-makers in the organization, and then apply the data to their proposal.</b>

# Managing Change

MCOM 5683

Syllabus

Spring 2022

Department of Mass Communication/College of Liberal Arts

University of Central Oklahoma

online through [learn.uco.edu](http://learn.uco.edu)

**Professor:** Christy Vincent, Ph.D.

**Office:** COM 207D • 405-974-5112

**Office Hours:** by appointment – in person or online

**Department Office:** 405-974-5303 **Fax:** 405-974-5125

Please contact me if you have questions or concerns about the content of this course. All class announcements, including schedule changes, will be posted through News on D2L.

## Course Description

Managing Change helps students design and participate in formal change initiatives within organizations. The course focuses on theory and techniques for diagnosing the need for change, designing the change process, implementing change, and evaluating the outcomes of the change process.

## Course Materials

- Course Pack 1: Instructor will provide information for ordering this course pack.  
*HBR's 10 Must Reads on Change Management*, Harvard Business Review, John P. Kotter, W. Chan Kim, Renee A Mauborgne. \$12.50.

Course Pack 2: Instructor will provide information for ordering this course pack.

- J. Battilana and T. Casciaro (2013). *The Network Secrets of Great Change Agents*. Harvard Business Review. \$4.25
- K. Ferrazzi (2014). *Managing Change, One Day at a Time*. Harvard Business Review \$4.25
- J. R. Katzenback, I. Steffen, & C Kronley (2012). *Cultural Change that Sticks*. Harvard Business Review \$4.25
- J. D. Ford & L. W. Ford (2009). *Decoding Resistance to Change*. Harvard Business Review. \$4.25
- Edgar Schein (2016). Part Four: Assessing Culture and Leading Planned Change in Schein's *Organizational Culture and Leadership*. Jossey-Bass Business and Management Series. Available online in UCO's library.

## Student Learning Outcomes

As a result of this course, students should be able to:

1. Compare and contrast skills required to lead planned and unplanned change initiatives in organizations.
2. Diagnose the need for change in an organization.
3. Design a change management strategy.
4. Explain principles involved in effective communication about change initiatives.
5. Discuss best practices in implementing change initiatives.
6. Evaluate a change initiative.
7. Recognize and mitigate factors that can derail change initiatives.
8. Develop the skills needed to adapt to continual change in organizations.

## Online Orientation

If this is your first online course with UCO or if you are unfamiliar with the Desire2Learn system, you should check out the Orientation Module and/or Student Resources on the course home page. Contact the [Office of Information Technology](#) for technology & D2L help or call (405) 974-2255.

## Class Organization

This is a Desire2Learn course website. Access is available through learn.uco.edu. No in-class meetings are required.

## Communication

Announcements, including deadline reminders and changes, will be posted under News on the home page. Contact the professor if you have specific questions about the course.

## Assignments

- a. Discussions (6) 50 points each – total of 300 points. Each discussion covers Module content, including assigned readings, multimedia, discussions and assignments.
- b. Module Assignments (6) 50 points each – total of 300 points. Assignments will help students apply the content covered in each module to a specific company.
- c. Change Management Proposal (1) 150 points. This proposal is the major project for the course. Students will select an organization and design a change initiative. The organization may be a business or a nonprofit organization. The student must have access to some of the decision-makers in the organization in order to conduct interviews to inform the project. The student will complete portions of this project in each module as the module assignment and will receive feedback from the instructor and from peers in the course. The final presentation will include a proposal for a change initiative in the organization and will map out the student's diagnosis, design, implementation plan, outline of communication practices, and suggestions for evaluation of the change process. Students will demonstrate an understanding of course concepts in the narrative and design of the proposal.

## Class Participation

Your success in this class depends on how often you access the content and your ability to meet deadlines. Plan to check the class page at least four times a week. Scheduling specific times to work on the assignments and setting up D2L notifications will help you succeed.

## Notifications

You can set up text or email notifications for your online classes by selecting your profile (your name) at the top right of the home page. Choose "notifications." Scroll down to "instant notifications." Scroll down to select any courses you don't want included. Click "save."

## Late Work Policy

Assignments are due by the deadlines indicated on D2L. Check Content and Assignments for details. Late work is penalized 10 points per day, including weekends.

## Grading

All student exercises and projects should be submitted and graded (based on rubrics) through the D2L system. Students will have access to grades/feedback through this system.

## Grade Determination

Quizzes Discussions (6)	300 points	A	90 -100% (720 – 800 points)
Module Assignments	300 points	B	80 - 89% (640 – 719 points)
Self-Reflection	50 points	C	70 - 79% (560 – 639 points)
Change Initiative Proposal	150 points	D	60 - 69% (480 – 559 points)
		F	59 and below (479 points or fewer)
<b>Total</b>	<b>800 points</b>		

Total course points are subject to change, so the final grading scale will be based on the percentages as listed.

## Student Behavior

Students are expected to conduct themselves in a professional and polite manner. You should be able to discuss ideas, share opinions and disagree with one another and/or the instructor without rudeness or personal attacks.

## Transformative Learning

At the University of Central Oklahoma, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve.

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at UCO will have transformative learning experiences in five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

## Central Six

Discipline Knowledge, Leadership, Problem Solving, Service Learning & Civic Engagement, Global and Cultural Awareness and Health & Wellness. This course helps students develop *leadership* through the study of change management and the design of a change management program.

## Modules

### Orientation Module

#### Module 1 WHAT IS CHANGE MANAGEMENT?

Topics:

- Helping people adjust to planned and unplanned organizational change
- Determining the level of change needed: organizational, team, individual
- Uncovering environmental and industry pressures prompting the need for change
- Recognizing common organizational issues that point to the need for change
- Determining the reasons for the high failure rate of change initiatives

Readings:

- *Leading Change: Why Transformation Efforts Fail* (Kotter)
- *The Network Secrets of Great Change Agents* (Battilana & Casciaro)

Assignments:

- Module 1 Assignment (50 points)
- Discussion 1 (50 points)

#### Module 2 WHAT IS YOUR ROLE IN CHANGE MANAGEMENT?

Topics:

- Assessing your own reactions to change
- Developing your personal capacity to navigate change



- Assessing your position in the organization
- Involving your team

Readings:

- Deciphering Culture (Schein)
- A Survival Guide for Leaders (Heifetz & Linsky)
- Change Through Persuasion (Garvin & Roberto)

Assignments:

- Module 2 Assignment (50 points)
- Discussion 2 (50 points)

### **Module 3** DIAGNOSING THE NEED FOR CHANGE

Topics:

- Employing diagnostic models
- Discovering performance gaps
- Discovering opportunity gaps
- Revealing the elements of culture that are related to the change issues

Readings:

- The Diagnostic Quantitative Approach to Assessment and Planned Change (Schein)
- The Dialogic Qualitative Culture Assessment Process (Schein)
- The Hard Side of Change Management (Sirkin, Keenan, & Jackson)
- Leading Change When Business is Good (Hemp & Stewart)

Assignments:

- Module 3 Assignment
- Discussion 3 (50 points)

### **Module 4** DESIGNING CHANGE INITIATIVES

Topics:

- Considering all of the stakeholders involved in the change
- Breaking the plan into steps
- Considering what the changes will require of organizational members
- Assigning roles

Readings:

- Why Change Programs Don't Produce Change (Beer, Eisenstat & Spector)
- Radical Change, The Quiet Way (Meyerson)

Assignments

- Module 4 Assignment (50 points)
- Discussion 4 (50 points)

### **Module 5** COMMUNICATING ABOUT CHANGE

Topics:

- Connecting communication processes to varying stages and types of organizational change
- Communicating the vision and strategy
- Making communication a two-way process

Readings:

- Tipping Point Leadership (Kim & Mauborgne)
- Cultural Change that Sticks (Katzenback, Steffen, & Kronley)

Assignments:

- Module 5 Assignment (50 points)
- Discussion 5 (50 points)

### **Module 6** IMPLEMENTING CHANGE INITIATIVES

Topics:

- Empowering people to change

- Celebrating short-term and long-term wins
- Building in flexibility to the change process

Readings:

- A Model of Change Management and the Change Leader (Schein)
- The Change Leader as Learner (Schein)
- Managing Change, One Day at a Time (Ferrazzi)

Assignments

- Module 6 Assignment (50 points)
- Discussion 6 (50 points)

## **Module 7** OVERCOMING RESISTANCE TO CHANGE

Topics:

- Understanding reasons for organizational members' resistance to change initiatives
- Managing resistance at the organizational, team, and individual levels
- Creating a change culture

Readings:

- The Real Reason People Won't Change (Kegan and Lahey)
- Decoding Resistance to Change (Ford & Ford)

Assignment

- Module 7 Assignment (50 points)

## **Module 8** EVALUATING CHANGE INITIATIVES

Topics:

- Selecting appropriate indicators to measure
- Soliciting data throughout the process
- Making adjustments as needed

Assignment

Final project (150 points)

*The professor retains the right to amend the syllabus, including the assignment schedule, at any time. The contents of this syllabus are subject to revision 24 hours a day, seven days a week. Changes, if any, will be announced through the Breaking News app and updated in the Course Information section on the D2L course home page.*