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Proposal #
(Academic Affairs use only)

AY20-420 Proposal #
(College use only) **Revisions made 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>
MCOM	5723	Organizational Culture

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
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.)

Organizational Culture highlights the communicative construction of culturally significant artifacts, symbols, and practices in organizations. Opportunities for developing skills in observing, analyzing, and assessing organizational cultures are provided. Issues in managing culture in organizations are explored.

Mass Communication

Department submitting the proposal

<u>Mark Zimmerman</u>	<u>mzimmerman@uco.edu</u>	<u>974-5174</u>
Person to contact with questions	email address	Ext. number

Approved by:

Mary Carver 9/10/20
 Department Chairperson Date

Rozilyn Miller Digitally signed by Rozilyn Miller
 Date: 2020.09.11 09:34:13 -05'00'
 College Curriculum Committee Chair Date
 (Please notify department chair when proposal is forwarded to dean.)

Dean Catherine Webster Digitally signed by Dean Catherine Webster
 Date: 2020.09.14 15:20:21 -05'00'

College Dean Date
 (Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

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 prescriptive and interpretive perspectives on organizational culture**
 2. **Defend claims about what constitutes organizational cultural communication**
 3. **Describe the communicative work involved in creating and maintaining culturally significant symbols and artifacts**
 4. **Develop skills in observing, analyzing, and assessing organizational cultures**
 5. **Explore issues in managing changing organizational cultures**
-

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

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

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

Yes **No** If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

Kaitlyn Palone; Aug 2019, significant holdings in Communication are available in the Library database.

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.)

None

20. Names of current faculty qualified to teach this course.

Dr. Samuel Lawrence, Dr. Christy Vincent, Dr. Chad Perry, Dr. Mary Carver

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

None

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 through CeCE. Otherwise, it will become a part of faculty rotations, with fewer elective options given in the undergraduate schedule.

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.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021-22	2022-23
Fall	7	7
Spring	NA	NA
Summer	NA	NA

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.)

Organizational culture is a real-world phenomenon that has attracted attention from diverse social science disciplines. Not only is "culture" prominent in today's organizational parlance, it impacts a wide range of organizational dynamics such as assimilation/socialization, management, branding, and many others. Students from a range of disciplines can profit from an in-depth exploration of organizational culture from a communication perspective. These disciplines include communication, sociology, anthropology, and business. Thus, Organizational Culture is a required course in the new M.A. Strategic Communications program.

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	<u> X </u>
Leadership	<u> </u>
Research, Scholarly and Creative Activities	<u> X </u>
Service Learning and Civic Engagement	<u> </u>
Global and Cultural Competencies	<u> X </u>
Health and Wellness	<u> </u>

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

Course Level Characteristics	Please describe how this course meets this requirement.
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.	Multimedia presentations, analytic papers, online discussions, and case studies require the development of advanced documentary and analytical skills.
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.	Students would have earned a Bachelor's degree prior to this course and would have possibly completed at least some graduate course work as a foundation to this course.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	Upon completion of this course, students will be able to identify, analyze, and assess the cultural dynamics of an organization's communication. Students will build upon their knowledge of the relevant scholarly literature in conducting an in-depth analysis of an organization's culture. These independent projects are augmented by regular interaction with the instructor.

Organizational Culture

MCOM 5723

Syllabus

Fall 2021

Department of Mass Communication/College of Liberal Arts
University of Central Oklahoma
online through learn.uco.edu

Professor: Dr. Sam Lawrence slawrence7@uco.edu

Office: COM 211-I 405-974-5584 /COM 211-

Office Hours: by appointment

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

Organizational Culture addresses current theoretical and empirical perspectives on how organizations create and maintain cultures in and through communication.

Course Textbook

Schein, E. H, & Schein, P. A. (2019). *The corporate culture survival guide* (3rd ed.). Wiley. ISBN 1119212286

Student Learning Outcomes

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

1. Compare and contrast prescriptive and interpretive perspectives on organizational culture
2. Defend claims about what constitutes organizational cultural communication
3. Describe the communicative work involved in creating and maintaining culturally significant symbols and artifacts
4. Develop skills in observing, analyzing, and assessing organizational cultures
5. Explore issues in managing changing organizational cultures

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.

Assignments

Cultural Analysis Project (300 points): You will complete a research and writing assignment in which you analyze and evaluate the organizational culture at a corporation or nonprofit organization. To complete your analysis, you will 1) collect artifacts, documents and online resources pertaining to the organization, 2) spend time

conducting *observational* qualitative research at the organization's physical location, 3) collect qualitative *interview* data by interviewing multiple people within the culture (preferably employees from different departments and authority levels), and 4) create survey questions that could be used to collect quantitative data about the employees' views of the organizational culture. Instructions for the assignment will be included in D2L. The final outcome will be a multi-media project accompanied by pictures, videos, and company artifacts.

Cultural Analysis Project Stages (total of 100 points): You will complete the Cultural Analysis Project in stages throughout the semester. The stages will be submitted in two ways—in the assignment folder in order to receive feedback from the instructor and on a discussion board in order to receive feedback from peers.

You will first submit a **Proposal** in which you describe the organization and the industry you have chosen. You will indicate your primary contact person in the organization and your relation (if any) to that person. You will also submit a week-by-week plan describing your projected project activities each week that will allow you to meet all of the project deadlines. (25 points)

Second, you will submit a summary of your **Data Collection** to date. You will be collecting observational, textual, and interview data as you attempt to understand and describe the culture of the organization. This stage will include your data collection activities and some initial results of your qualitative research activities. (25 points)

Third, you will submit an **Analysis and Interpretation** of the data you have collected. This analysis will discuss themes emerging from your data and your explanation of the culture of the organization based on your interpretation of the data. (25 points)

Fourth, you will submit your **Conclusions and Recommendations** concerning the culture of the organization. You will evaluate the culture by commenting on the elements of the culture that seem to be supporting organizational effectiveness, productivity, and employee engagement. You will also comment on elements of the culture that seem to be negatively affecting organizational effectiveness, productivity, and employee engagement. You will also include recommendations that can potentially help support the cultural strengths and remedy the cultural issues you discussed. (25 points)

Feedback Discussions on Cultural Analysis Project Stages (4 x 50 points each): For Modules 4, 7, 10, and 14, each student is required to read the posting of one or two classmates and provide feedback for each stage of the cultural analysis project: proposal, data collection, data analysis, and conclusions/recommendations.

Module Discussions: Bridging Theory and Practice—Applying Cultural Concepts in Corporations and Organizations (10 x 40 points each): For each chapter in Schein and Schein (2019), each student identifies a significant concept in the text and develops a short interview of two or three questions to be asked of a stakeholder at the student's workplace (e.g., board member, executive, supervisor, coworker, vendor, supplier, etc.). The student then conducts the interview and posts a summary of the interviewee's insights to the discussion board.

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 in 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.

Assignment	Point Value	Percentage
Cultural Analysis Project—Completed project and presentation	300	30%
Cultural Analysis Project Stages <ul style="list-style-type: none">• Proposal (25 points)• Data Collection (25 points)• Analysis and Interpretation (25 points)• Conclusions and Recommendations (25 points)	100	10%
Feedback Discussions on Cultural Analysis Project Stages 4 x 50 points each	200	20%
Module Discussions: Bridging Theory and Practice— Applying Cultural Concepts in Corporations and Organizations 10 x 40 points each	400	40%

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 engages students in research and writing that promote critical thinking skills vital to Discipline Knowledge, Research, Scholarly and Creative Activities, and Global and Cultural Awareness.

Course Outline

Module 1

Orientations
Conceptual Foundations

Unit 1: Defining Culture Change Leadership

Module 2

Schein, Chapter 1: A new metaphor for cultural change leadership

Module 3

Schein, Chapter 2: What do we really mean by leading: Culture and change?

Module 4

Cultural analysis proposal: Feedback Discussion board

Unit 2: Understanding and Assessing the Structure and Practice of Culture

Module 5

Schein, Chapter 3: The structure of culture from the outsider's perspective

Module 6

Schein, Chapter 4: The practice of culture from the insider's perspective

Module 7

Report of cultural data collection: Feedback Discussion board

Module 8

Schein, Chapter 5: Culture assessment and cultural typologies

Unit 3: Cultural Change Dynamics

Module 9

Schein, Chapter 6: The socio-dynamics of transformational change

Module 10

Analysis and interpretation of data: Feedback Discussion board

Module 11

Schein, Chapter 7: Culture change dynamics in a mature company: Alpha Power

Module 12

Schein, Chapter 8: A story of planned change and some unintended cultural consequences: Beta Corporation

Module 13

Schein, Chapter 9: When cultures meet: Acquisitions, mergers, joint ventures, and other multi-cultural collaborations

Module 14

Conclusions and recommendations: Feedback Discussion board

Module 15

Schein, Chapter 10: Culture change leadership summary

Module 16

Cultural analysis project presentations (300 points)

Supplemental Readings/Suggested Resources

Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). San Francisco: Jossey Bass.

- Deal, T., & Kennedy, A. A. (1982). *Corporate cultures: The rites and rituals of corporate life*. Addison Wesley.
- Driskill, G. W., & Brenton, A. L. (2011). *Organizational culture in action: A cultural analysis workbook*. Sage Publications. ISBN 9781412981088
- Gardner, W. L., Reithel, B. J., Cogliser, C. C., Walumbwa, F. O., & Foley, R. T. (2012). Matching personality and organizational culture: Effects of recruitment strategy and the five-factor model on subjective person–organization fit. *Management Communication Quarterly*, 26(4), 585–622. <https://doi-org.vortex3.uco.edu/10.1177/0893318912450663>
- Heiss, S. N., & Carmack, H. J. (2012). Knock, knock; Who's there?: Making sense of organizational entrance through humor. *Management Communication Quarterly*, 26(1), 106–132. <https://doi-org.vortex3.uco.edu/10.1177/0893318911414914>
- Hoelscher, C. S., Zanin, A. C., & Kramer, M. W. (2016). Identifying with values: Examining organizational culture in farmers markets. *Western Journal of Communication*, 80(4), 481–501. <https://doi-org.vortex3.uco.edu/10.1080/10570314.2016.1163613>
- Keyton, J. (2011). *Communication and organizational culture* (2nd ed.), Sage. ISBN 978141298022
- Mak, B. N., & Chui, H. (2013). A cultural approach to small talk: a double-edged sword of sociocultural reality during socialization into the workplace. *Journal of Multicultural Discourses*, 8(2), 118–133. <https://doi-org.vortex3.uco.edu/10.1080/17447143.2012.753078>
- Nordbäck, E. S., Myers, K. K., & McPhee, R. D. (2017). Workplace flexibility and communication flows: a structural view. *Journal of Applied Communication Research*, 45(4), 397–412. <https://doi-org.vortex3.uco.edu/10.1080/00909882.2017.1355560>
- Peters, T. J., & Waterman, R. H. (1982). *In search of excellence: Lessons from America's best-run companies*. New York: Harper Collins. ISBN 0060548789
- Porath, C. (2016). *Mastering civility: A manifesto for the workplace*. Grand Central Publishing.
- Rosenfeld, L. B., Richman, J. M., & May, S. K. (2004). Information adequacy, job satisfaction and organizational culture in a dispersed-network organization. *Journal of Applied Communication Research*, 32(1), 28–54. <https://doi-org.vortex3.uco.edu/10.1080/0090988042000178112>
- Smith, S. A., & Brunner, S. R. (2017). To reveal or conceal: Using communication privacy management theory to understand disclosures in the workplace. *Management Communication Quarterly*, 31(3), 429–446. <https://doi-org.vortex3.uco.edu/10.1177/0893318917692896>
- Waldeck, J. H., & Myers, K. K. (2007). Organizational assimilation theory, research, and implications for multiple areas of the discipline: A state of the art review. *Communication Yearbook*, 31, 322–367. Retrieved from <https://search-ebshost-com.vortex3.uco.edu/login.aspx?direct=true&db=ufh&AN=27787013&site=ehost-live>
- 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.***