**Course Proposals**

List of all proposals

Course Name: Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization

& Self Reflection Course Prefix: CHF Course Number: 4201

Submitted by (Name & E-Mail): Carrie Ota, [carrieota@weber.edu](mailto:carrieota@weber.edu)

Current Date: 10/15/2013

College: Education

Department: Child & Family Studies

From Term: Spring 2014

Substantive

new Current Course Subject N/A Current Course Number

**New/Revised Course Information:**

Subject: CHF Course Number: 4201

Check all that apply:

*This is for courses already approved for gen ed.*

*Use a* [*different form*](http://documents.weber.edu/catalog/forms.htm) *for proposing a new gen ed designation.*

DV CA HU LS PS SS



EN AI QL TA TB TC TD TE



Course Title: Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization & Self Reflection

Abbreviated Course Title: EC/ECE Coaching Course 1

Course Type: LEC

Credit Hours: 3 **or** if variable hours: to Contact Hours: Lecture 45 Lab Other Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be: a required course in a major program a required course in a minor program



a required course in a 1- or 2- year program elective



Prerequisites/Co-requisites:

Course description (exactly as it will appear in the catalog, including prerequisites):

CHF 4201 - Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization

& Self Reflection

Credits: (3)   
Typically taught:  
Spring [Full Sem]

Educator coaching is an evidence-based strategy to increase program quality and teacher effectiveness in early childhood/early childhood education classrooms, programs, and home delivery systems. This course will train EC/ECE coaches using material from research-based sources, program experiences, and related theory. Participants will learn recommended practices in coaching related to early childhood and develop a systematic, individualized approach to effective coaching. Participants will learn practical strategies for coaching early childhood staff of diverse backgrounds and varying adult learning styles. Materials and discussions will include theory, research, interpersonal communication skills, and a systematic approach to more intentional coaching. Students will apply these strategies to Case Studies and field work experiences throughout the course and will participate in hands-on activities in class to apply new skills. Educator coaching skills will apply to any early childhood/early childhood education curriculum or model. Coaching skills will apply to any EC/ECE curriculum or model. This is course 1 in a three course series for the Utah Coaching Certificate of Completion.

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper- division status.)

In the US, there is a constant push from the field of Early Childhood Education to improve the quality of care and educational experiences for young children. Requirements for caregiver qualifications, environment, and curriculum are very low nationwide. While states have tried to address these issues for years without desired outcomes, research supports technical assistance as an effective way to increase quality. In the fall of 2012, the Utah Office of Child Care took the opportunity to apply for a grant to participate in the "Creating an Effective Technical Assistance System to Develop High Quality Early Learning Programs" initiative. Utah was one of eight states that was awarded this opportunity. This grant provides the selected Utah team the opportunity to engage in a structured dialogue with national experts and other state teams to assess their current state technical assistance system on four levels (early learning programs, technical assistance professionals, supervisor/sponsoring agencies, and finally the state level). Teams are supported to create an implementation plan to establish a more effective and efficient technical assistance (TA) system that can promote high quality early care and learning programs and achieve better outcomes for children.

The Utah team goals are as follows:

1. Learn about how to set up a system that incorporates the NAEYC TA Glossary

2. Find a way to incorporate a TA Credential info into our PD Award and Afterschool Credential

3. Learn about and develop Core Knowledge Competencies for our TA providers

4. Develop a 9 hour college level Coaching Credential

5. Learn how to use data collected to move the system forward

Looking at the fourth goal listed above, Utah would like to model the credentialing component after one being used in Colorado ([http://www.cocoaches.net/Home\_Page.html).](http://www.cocoaches.net/Home_Page.html)) The University of Colorado offers the three graduate level courses to complete this early childhood coaching credential.

WSU and the Child and Family Studies Department are a good fit for this type of offering. To reach a broader population of those that need coaching course work, these courses will be dual listed as CHF 4000 level and MED 6000 level

**INFORMATION PAGE**

for s ubs tantive propos als only

1. Did this cours e receive unanimous approval within the Department?

true

If not, what are the major concerns rais ed by the opponents ?

2. If this is a new cours e propos al, could you achieve the des ired res ults by revis ing an exis ting cours e within your department or by requiring an exis ting cours e in another department?

No. Thes e cours es are unique as the focus on a very s pecific s et of s kills and need full cours es to s upport the development of thes e s kills .

3. How will the propos ed cours e differ from s imilar offerings by other departments ? Comment on any s ubject overlap between this cours e and topics generally taught by other departments , even if no s imilar cours es are currently offered by the other departments . Explain any effects that this propos al will have on program requirements or enrollments in other department. Pleas e forward letters (email communication is s ufficient) from all departments that you have identified above s tating their s upport or oppos ition to the propos ed cours e.

This cours e is s pecific to EC/ECE profes s ionals and therefore, does not pos e a s trong is s ue with overlap in other

departments . However, we have contacted Bus ines s Adminis tration, as they offer organizational coaching cours es . After the department chair's review of this cours e, he s upports our cours e and feels there is no concern of overlap.

This program change will have no anticipated effect on program requirements in other departments . Becaus e this cours e will be dual lis ted and can benefit s tudents in other programs in our college, we have worked clos ely with the MED program and their letter of s upport can be found within our propos al.

4. Is this cours e required for certification/accreditation of a program?

no

If s o, a s tatement to that effect s hould appear in the jus tification and s upporting documents s hould accompany this form.

5. **For cours e propos als** , e-mail a s yllabus to [Faculty Senate](mailto:kbrown4@weber.edu) which s hould be s ufficiently detailed that the committees can determine that the cours e is at the appropriate level and matches the des cription. **There s hould be an indication of the amount and type of outs ide activity required in the cours e (projects , res earch papers , homework, etc.)**.

**Please mail a signed** [**approval page**](https://portalapps.weber.edu/lcourseproposal/SignaturePage.PDF) **to the Faculty Senate Office, MA 210J, MC 1003.**

Weber State University, Ogden, Utah 84408, (801) 626-6000

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