Course Name:Coaching EC/ECE Professionals: Attuning for Personal and Organizational Change
Course Prefix: MED
Course Number: 6203
             Submitted by (Name & E-Mail):  Carrie Ota, carrieota@weber.edu

Current Date:  10/15/2013
College: Education
Department:   Child & Family Studies
From Term: Spring  2014

Substantive

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| --- | --- |
| new  | Current Course Subject N/ACurrent Course Number |

**New/Revised Course Information:**

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| Subject:  MED            Course Number: 6203 | 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: Attuning for Personal and Organizational Change

Abbreviated Course Title: EC/ECE Coaching Course 3

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| 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

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| --- | --- |
| This course is/will be: | a required course in a major programa required course in a minor programa required course in a 1- or 2- year programelective |

Prerequisites/Co-requisites:

CHF 4201/MED 6201 and CHF 4202/MED 6202 or instructor permission.

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

MED 6203 - Coaching EC/ECE Professionals: Attuning for Personal and Organizational Change

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

The success of the educator coaching relationship has been based on the trusting relationship between two peers, coach, and adult learner, through a collaborative process of co-learning. The opportunity for the adult learner to self-monitor, self-analyze, and self-modify enhances the adult learner’s own resourcefulness and alters his/her own personal understanding. In addition, when the act of coaching is a collaborative process, the coach is also allowed the same opportunity to reflect on self as part of their learning. This course is designed to support the educator coach in creating a social learning climate where a synergy of shared learning and reflective dialogue about practice are examined, analyzed and refined. Participants will integrate skills from Course 1 and 2 with opportunities to engage in conducting and constructing ongoing support strategies the educator coach can apply, refine and alter based on the adult learners’ needs, readiness, and values about practice. Using evidence-based strategies and protocols, coaching for organizational change in diverse settings (home- based programming, early care settings, classrooms, and school districts, etc.), and identifying effective ongoing personal supports will also be addressed. Students will apply these strategies to case studies and real life experiences throughout the course. This is course 3 of a three course series for the Utah Coaching Certificate of Completion.
Prerequisite: CHF 4201/MED 6201 and CHF 4202/MED 6202 or instructor permission.

**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). 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 substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. These courses are unique as the focus on a very specific set of skills and need full courses to support the development of these skills.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

This course is specific to EC/ECE professionals and therefore, does not pose a strong issue with overlap in other departments. However, we have contacted Business Administration, as they offer organizational coaching courses. After the department chair's review of this course, he supports our course and feels there is no concern of overlap.

This program change will have no anticipated effect on program requirements in other departments. Because this course will be dual listed and can benefit students in other programs in our college, we have worked closely with the MED program and their letter of support can be found within our proposal.

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

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description.**There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.)**.