# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ECED 440: Building collaborative relationships through coaching** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |  |
| A.2. [Proposal type](#type) | **Course: creation**  **Program: revision** | | | |  |
| A.3. [Originator](#Originator) | **Leslie Sevey/Amy Grattan** | [Home department](#home_dept) | **Elementary Education** | | |
| A.4. [Rationale](#Rationale) | This course will serve as one of the several core courses for the proposed new ECED BS Concentration, Birth to Three, and be added to the Concentration in Community Programs. Understanding the importance of a Coaching Model to build capacity and support children, families, and practitioners is important to the overall knowledge and understanding of a candidate who strives to work with infants, toddlers, and their families. | | | | |
| A.5. [Date submitted](#date_submitted) | **2/14/17** | A.6. [Semester effective](#Semester_effective) | | **Fall 2017** | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | This concentration would best be supported by a faculty position with specialization in B-3 issues, FT or PT and may require additional FT and/or PT faculty to meet the potential needs for traditional early childhood undergraduate students; and potential off-campus cohorts. | | | |
|  | [*Library*:](#library) | NA | | | |
|  | [*Technology*](#technology) | No additional technology beyond Blackboard is required. | | | |
|  | [*Facilities*](#facilities): | No impact on facilities is expected beyond the availability of classroom space during typical teaching times. | | | |
| A.8. [Program impact](#prog_impact) | This proposed course is one of several courses within in the proposed new ECED BS Concentration Birth to Three, and it will be added to the Community Programs concentration, raising that total by three credits to 82. | | | | |
| A.9. [Student impact](#student_impact) | This proposed course provides content that is not currently available at RIC or in the state. | | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if) **DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL within specific categories, but do not delete any of the categories. DO NOT use highlight. Delete this whole page if this proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **ECED 440** |
| B.2. Cross listing number if any |  | **NA** |
| B.3. [Course title](#title) |  | **Building Collaborative Relationships Through Coaching** |
| B.4. [Course description](#description) |  | Application of the coaching model to build capacity and support children, families, and practitioners in a variety of early childhood settings will be explored; along with principles of adult learning. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD ECED Program/Concentration, Birth to Three or Concentration in Community Programs. Completion of ECED 302 and 332. |
| B.6. [Offered](#Offered) |  | **Spring |** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture |** |
| B.12.[Categories](#required) |  | **Required for major/minor | Restricted elective for major/minor |** |
| B.13. Is this an Honors course? | **YES | NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |**  **category:** | **NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | | | Papers |**  **Class Work |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured**](#measured)**?** |
| --- | --- | --- |
| Candidates will be able to define and describe coaching, key components of a coaching model, and qualities of an effective coach. | RI WKC: P6 | Articles  Discussion posts  Classroom Activities |
| Candidates will develop an understanding of the importance of relationships in coaching and be able to describe the steps necessary in developing trust. | NAEYC: 6c, 6d  RI WKC: P2, P3, P6 | Coaching Assignment  Discussion posts |
| Candidates will develop an understanding of how to measure success in coaching and analyze data. | RI WKC: P2, P3, P6 | Coaching Assignment |
| Candidates will develop an understanding of the characteristics of adult learners and be able to evaluate the needs of adult learners. | NAEYC: 6c, 6d  RI WKC: P6 | Research paper |
| Candidates will demonstrate effective observation/visitation skills and strategies. | NAEYC: 6c, 6d  RI WKC: P2, P3, P6 | Coaching Assignment  Reflective Journals |

| B.19. [**Topical outline**](#outline) |  |
| --- | --- |
| Session 1 | Introductions   * Overview of course * Student Expectations   What is Coaching? |
| Session 2 | Qualities of an Effective Coach   * The Coaching Process   Structural Overview   * Types of Coaching |
| Session 3 | Initiation   * Getting to Know your ‘Coachee’   The Importance of Communication   * Getting to know your Coaching Partner |
| Session 4 | Joint Planning   * Coaching Colleagues   Adult Learning   * How to Document Coaching Activitites |
| Session 5 | Observation   * Observation Skills * Interpreting observation data |
| Session 6 | Using Observation Data   * Intervention Planning * How to Establish and Measure Learner Outcomes |
| Session 7 | Feedback   * How to give helpful supportive feedback |
| Session 8 | Feedback   * Keys to building learner capacity |
| Session 9 | Cultural Considerations of Coaching   * Diversity * Other considerations |
| Session 10 | Coaching Families   * Real and Perceived Barriers |
| Session 11 | Coaching Colleagues   * Strengthening Professional Relationships |
| Session 12 | Continuing the Coaching Conversation   * Learner Outcomes |
| Session 13 | Virginia Resources   * How to Establish and Measure our Own Growth   Reflections from the Field   * Guest Speaker |
| Session 14 | Sharing What we Have Learning   * Coaching Presentations |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Context](#summary) |  | **Adding ECED 440 to the Community Programs concentration** |
| C.2. [Enrollments](#enrollments) |  |  |
| C.3. [Admission requirements](#admissions) |  |  |
| C.4. [Retention requirements](#retention) |  |  |
| C.5. [Course requirements](#course_reqs) for each program option | Major   |  |  |  |  | | --- | --- | --- | --- | | ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F | | ECED 302 | Early Childhood Development, Birth to Eight | 3 | F | | ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp | | ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp | | ECED 419 | Early Care and Education, Birth to Three Years | 3 | F | | ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp | | ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp | | ECED 425 | Developmental Literacy and the Language Arts II | 4 | F | | ECED 429 | Early Childhood Social Studies and Science | 4 | F | | TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F | | Major   |  |  |  |  | | --- | --- | --- | --- | | ECED 301 | Developmental Approaches to Teaching and Learning | 3 | F | | ECED 302 | Early Childhood Development, Birth to Eight | 3 | F | | ECED 303 | Creating an Early Childhood Learning Community | 3 | Sp | | ECED 332 | Building Family, School, and Community Partnerships | 3 | Sp | | ECED 419 | Early Care and Education, Birth to Three Years | 3 | F | | ECED 420 | Mathematics, Prekindergarten through Second Grade | 3 | Sp | | ECED 423 | Developmental Literacy and the Language Arts I | 4 | Sp | | ECED 425 | Developmental Literacy and the Language Arts II | 4 | F | | ECED 429 | Early Childhood Social Studies and Science | 4 | F | | ECED 440 | **Building Collaborative Relationships Through Coaching** | 3 |  | | TESL 300 | Promoting Early Childhood Dual Language Development | 3 | F | |
| C.6. [Credit count](#credit_count) | **79** | **82** |
| C.7. Other changes if any | **Program adds to 71 credit hours without General Education courses** | **Program adds to 74 credit hours without General Education courses** |
| C.8 [Program goals](Program%20goals)  Needed for all new programs |  |  |

### D. Signatures

##### D.1. Approvals

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Pat Cordeiro | Chair of Elmentary Education |  |  |
| Don Halquist | Dean of FSEHD |  |  |
|  |  |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  | Tab to add rows |