UNIVERSITY OF GEORGIA

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University Council

January 18, 2019

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Dear Colleagues:

The attached proposal from the College of Education for a new Graduate Certificate in Organization Coaching will be an agenda item for the January 25, 2019, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Rahul Shrivastav

PROPOSAL FOR CERTIFICATE PROGRAM
Graduate Certificate in Organization Coaching

I. Basic Information

1. **Institution:** The University of Georgia **Date:** February 17, 2018
2. **School/College:** College of Education
3. **Department/Division:** Lifelong Education, Administration, and Policy
4. **Certificate Title:** Graduate Certificate in Organization Coaching
5. **Level (undergraduate or graduate):** Graduate
6. **Proposed starting date for program:** Fall 2019
7. **Abstract of the program for the University Council's agenda.**

The purpose of the Graduate Certificate in Organization Coaching is to provide full certification in the principles and practices of organization coaching for graduate students. "Organization coaching" encompasses different types of coaching that might be applied in organizations, such as executive, team, leader, or life coaching. Organization coaching is an intervention in high demand in organizations engaged in leadership development. The practice of coaching has increased over the past 20 years, and the credential is highly sought after by our graduates who work in organizations that expect them to implement coaching programs. An emphasis on organization coaching will meet student demand for this specialized training and offer students a unique opportunity to gain a distinctive credential in the Learning, Leadership, and Organization Development (LLOD) major curriculum.

The Graduate Certificate in Organization Coaching is in high demand, with 60% of surveyed students indicating interest level as "somewhat" to "very interested," and with 91% of LLOD majors indicating interest level as "somewhat" to "very interested." The certificate will help students in the LLOD major and other programs understand career issues faced by adults and how coaching interventions can help address them. Students will master the theories, methods, and practices of organization coaching and link them to adult learning and development, as well as to organization and leadership dynamics. Students will have the opportunity to coach a practicum client with supervision and mentoring from faculty. Along with the LLOD major programs, the certificate program will be housed in the Department of Lifelong Education, Administration, and Policy within the College of Education. All of the core courses in the program are currently approved and being offered.

Although accreditation is not required to attain a coaching certification, the LLOD program will pursue International Coach Federation and Graduate School Alliance for Education in Coaching Certification once the program is established.

II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

1. **Program Purpose:** The purpose of this certificate program is to provide full certification in the principles and practices of organization coaching for graduate students. "Organization coaching" encompasses different types of coaching that might be applied in organizations, such as executive, team, leader, or life coaching. Coaching generally consists of regular meetings between a coach and client with the goal of producing positive changes in business behavior in a limited time frame (Sherpa Coaching, 2017). Organization coaching is generally applied to help clients manage a transition, address a problem, or develop as leaders (Sherpa Coaching, 2017). A meta-analysis by Theeboom, Beersma, and VanVianen (2014) concluded that "*coaching has significant positive effects on performance and skills, well-being, coping, work attitude, and goal-directed self-regulation…. [it] is an effective tool for improving the functioning of individuals in organizations"* (p. 12). The coaching certification would allow students to provide developmental coaching to executives, teams, leaders, and others in organizations, with the outcome of improving their interpersonal and leadership behaviors. Coaching certifications that meet the standards of the International Coach Federation (ICF) include a minimum of 125 contact hours of instruction, thus warranting a certificate program of this scope. It should be noted that organizational coaching is not athletic coaching.

2. **Program Objectives:** This section summarizes key program objectives and aligns them with coursework in the Graduate Certificate in Organization Coaching.
   - **i.** Synthesize the foundational literature on theories and models that inform organization coaching and its linkages to adult learning, leadership, organization development, and change theory (LLOD 8420/8420E, *Foundations of Coaching for Organizational Effectiveness*).
   - **ii.** Understand the career issues faced by adults and the role coaching interventions can play in addressing them (LLOD 8420/8420E, *Foundations of Coaching for Organizational Effectiveness* and LLOD 8410/8410E, *Career Development for Adults*).
   - **iii.** Master the methods and practices of organization coaching by understanding and practicing the range of interventions applied in organization coaching, such as selecting and using assessments, giving feedback, choosing appropriate interventions, dealing with difficult clients, and developing a coaching toolbox (LLOD 8430/8430E, *Organization Coaching Methods and Practice*).
   - **iv.** Link the theories and practices of organization coaching to adult learning theory and practice (LLOD 7020/7020E, *Adult Learning and Instruction*, or LLOD 9020/9020E *Adult Learning Theory and Research*, depending on whether the student is a master's or doctoral student).
   - **v.** Practice coaching with a practicum client as a capstone experience to apply the theory, models, and practices learned during the certificate program (LLOD 6000/6000E, *Directed Study in Learning, Leadership and Organization Development* or LLOD 9800/9800E, *Practicum in Learning Leadership and Organization Development*, depending on whether the student is a master's or doctoral student).

vi. Take one graduate certificate elective such as:
1. LLOD 8140/8140E, *Equity and Inclusion in Organizations*
2. LLOD 8205/8205E, *Leading from Within: Developing Personal and Interpersonal Leadership Capacity*
3. LLOD 8320/8320E, *Facilitating Group Change and Development*
4. Other as agreed upon with Certificate Program Director

3. **How the program complements the role, scope, and long range development plan of the institution.**
i. This certificate program advances the UGA College of Education Strategic Plan goals of:
1. Promoting diversity, equity, and inclusion for all people through the core course content and electives,
2. Delivering high-quality instruction through research-based, innovative approaches to teaching and learning, and
3. Equipping graduates with capacity to improve the lives of people in Georgia and beyond through organization coaching interventions.

ii. This certificate program advances the UGA 2020 Strategic Directions of:
1. II. Enhancing Graduate and Professional Programs by:
a. Potentially increasing graduate enrollment in a program that was favorably viewed in a survey of students, and
b. Offering increased access to University of Georgia graduate education through extended campus educational programs and online education degree programs through making this certificate program available in multiple formats.
2. IV. Serving the Citizens of the State of Georgia and Beyond by:
a. Potentially providing educational programming that enhances the social, economic, and environmental well-being and health of individuals and communities and make businesses more successful, and
b. Providing opportunities for students to engage in service learning through the practicum aspect of the certificate program.

B. Describe the interdisciplinary nature of the proposed program. Which schools or college(s) and department(s) will be involved in the development of the program? Describe the expected state of development for this program within 5 years.

1. **Program Nature**. The Graduate Certificate in Organization Coaching will be housed in the program of Leadership, Learning, & Organization Development, Department of Lifelong Education, Administration, and Policy, within the College of Education.
2. **Which school(s) or college(s) and department(s) will be involved in the development of the program?** The Graduate Certificate in Organization Coaching will be developed in the Department of Lifelong Learning, Administration, and Policy (LEAP) in the College of Education (COE). Our initial focus is to enhance our existing LLOD, LEAP, and COE majors by increasing our students' credentials by addressing a need within the organizations where they either currently work or will be employed. Participation from other departments, schools, or colleges would be welcome where the certificate program fits the goals of the students and interests of faculty. It is anticipated that the certificate

program will attract graduate students from majors within the College of Education and the broader university. Students will have the option of taking one (1) elective course from any departments outside the College of Education that is relevant to the certificate program's purpose and objectives and approved by the Certificate Program Director.

3. **Describe the expected stage of development for this program within five years.** Anticipated enrollment is 15-20 students per year. By the 5th year or sooner, we anticipate having International Coach Federation (ICF) and Graduate School Alliance for Education in Coaching (GSAEC) approval, which are important verifications of coaching efficacy and program quality. Within this five-year period, we will seek additional opportunities and expect to strategically grow interdepartmentally. We will collaborate with other departments to potentially tailor some of our course offerings to meet their students' needs and the industries they serve.

2. *There must be a demonstrated and well-documented need for the program.*

A. **Explain why this program is necessary.** The reasons for developing this proposal are threefold. First the coaching field has shown steady and significant growth over the past 20+ years (ICF, 2012) and is an intervention that produces moderate-to-large gains in skill and/or performance (DeMeuse, Dai, & Lee, 2009). Second, organization coaching is an intervention that falls within the fields of practice in the adult learning, leadership, and organization development (LLOD) major that encompasses human resource development (HRD) and organization development (OD) and would round out the training we are able to provide our graduate students. Third, a certificate in coaching is a sought-after credential among our students and other professionals engaged in adult learning, leadership, HRD, or OD work in organizations.

1) **Organization coaching is growing steadily and significantly**. The concept of organization coaching first appeared in management literature during the 1950's (Hamlin, Ellinger, & Beattie, 2009) and has become one of the fastest growing interventions in organizations that develop managers professionally (Gray & Goregaokar, 2007, Sabatier, 2015). The International Coach Federation (ICF) was founded in 1995 with the mission to advance coaching. ICF counted 2,100 coaches among its members in 1999 and reported over 47,500 members in 2012 (ICF, 2012). According to the 2016 International Coach Federation (ICF) Global Coaching Survey of over 15,000 participants, ICF estimated that currently there are over 53,000 coaches worldwide with that number continuing to increase. Assessments of coaching suggest that more than 70% of organizations with formal leadership development programs include coaching as an intervention (Zenger & Stinnett, 2006). Plunkett and Egan (2004) identified executive coaching as a "fast growing human resource development (HRD) role" (p. 559). Sabatier (2015) reported that individual and team coaching are top leadership development interventions for business and that 83% of organizations surveyed intended to use external coaches for executive and senior management development. Greater than 90% of participants in the Sherpa Coaching (2017) survey rated the value of coaching as somewhat or very high.
2) **Organization coaching is a key intervention in HRD and OD practice that is embedded in the LLOD (learning, leadership, & organization development) major.** According to Hamlin, Ellinger, and Beattie (2009), the three fields of coaching, human resource development (HRD) and organization development (OD) are very similar in intended purpose and processes and all rely on the constructs of people, learning, and organizations. Their comparative analysis challenged the assertion that coaching is an

emerging field (Grant & Cavanagh, 2004) and concluded that coaching is a strand of HRD and OD. Vaartjes (2005) offered that, "coaching is rapidly emerging as a widely applied means of human resource development (HRD) in business" (p. 1). Thus, offering this certificate would allow the department to offer a new specialization in an emerging area within our field. Further, the Organization Coaching Certificate Program Director is not only certified as an executive coach, but also holds several advanced coaching certifications. She has also been recognized as a "Master Sherpa Executive Coach," distinguishing her as a coaching expert who trains and mentors coaches (one of 10 worldwide). Additionally, the certificate compliments LLOD faculty expertise in adult learning (Merriam & Bierema, 2014), organization learning (Marsick & Watkins, 2015; Watkins & Marsick, 1993), leadership (Han, 2013; Nicolaides & McCallum, 2013), organization change (Choi & Ruona, 2011), and organization development (Bierema, 2010, 2014).

3) **An organization coaching certificate is a highly sought-after and desired credential.** As section II-3 details, this certificate is of interest to the majority of LLOD students, an interest that parallels both national and international desire to become certified in the coaching process. Grant and Cavanagh (2004) noted that the coaching industry's maturation has been driven by three interrelated trends: "coaching experiences that have led to increasing awareness among coaches of the need to ground their practice in solid theory and empirically tested models; the increasing entry into coaching of individuals from various professional fields, such as psychology, psychiatry, adult education, and organizational change and development; and the increasing sophistication of management and human resource (HR) professionals who have become increasingly wary of what they perceive to be pseudo-qualified coaches" (p. 14). ICF's global survey of coaches found 89% reporting participation in some type of training to develop coaching skills. Of coach practitioners in the ICF (2016) survey, 68% indicated completing 125+ hours of coach-specific training and that individuals or organizations hiring coaches expected them to be certified or credentialed. The Graduate Certificate in Organization Coaching would allow the department to provide its students with a distinctive credential that would be cost prohibitive for them to pursue outside the university.

B. In addition, provide the following information:

1) **Semester/Year of Program Initiation**: Fall 2018 or upon final approval.
2) **Semester/Year Full Implementation of Program**: Fall 2019 or upon final approval.
3) **Semester/Year First Certificates will be awarded**: Approximately 1-2 years following the year of approval, depending on individual student pace of completion.
4) **Annual Number of Graduates expected (once the program is established)**: 5-10
5) **Projected Future Trends for number of students enrolled in the program.** Given the trends reported above and on the demonstrated student interest below, we predict steady, if not growing, interest in the certificate. Student interest in the program has been high since it was announced that we were developing this proposal.

3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

1) To meet this criterion, we conducted a survey to evaluate interest in the topic and assess preferred delivery formats. A survey was distributed to 2237 students who were enrolled in College of Education majors or courses during the 2017-2018 academic year. 503 students participated in the study yielding a 22% response rate. Table 1 provides the breakdown of overall interest:

Table 1
Student Interest in an Executive and Organization Coaching Certificate

Not Interested	*Somewhat Interested*	*Very Interested*
200	201	102
40%	40%	20%

The level of "somewhat interested" to "very Interested" is a total of 303/503 students, or 60% with the majority of respondents being College of Education students.

2) We also surveyed participants about preferred formats and campus locations as noted in Table 2.

Table 2
Student Preference for Format and Campus for an Executive and Organization Coaching Certificate

Online	Athens Campus (Face-to-Face)	Executive (Blended and Weekends)	Gwinnett Campus (Face-to-Face)
123	87	67	20
41%	29%	23%	7%

N=297

Due to the range of preferences, we will likely experiment with delivery formats using a cohort model to determine what format attracts the most students. Since the learning, leadership, and organization development program runs degree programs online and at the Gwinnett and Athens campuses, these courses will be available to students across the campuses. The courses are approved to be offered in both face-to-face and online formats.

3) We also examined the data by major, in particular LLOD students as noted in Table 3.
Table 3
LLOD Student Interest in an Organization Coaching Certificate

Not Interested	*Somewhat Interested*	*Very Interested*
6	26	38
9%	37%	54%

N=70

The majority of LLOD majors are interested in this certificate program offering. Additionally, we receive ongoing requests to add this opportunity to our curriculum.

4) We also surveyed LLOD majors about preferred formats and campus locations as noted in Table 4.

Table 4
Student Preference for Format and Campus for an Executive and Organization Coaching Certificate

Online	Athens Campus (Face-to-Face)	Executive (Blended and Weekends)	Gwinnett Campus (Face-to-Face)
25	8	21	9
40%	13%	33%	14%

N=63

Due to the range of preferences, we will likely experiment with delivery formats using a cohort model to determine what format attracts the most students.

B. In addition, provide the following information:

To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body (59%)?

To answer this question, we included demographic data questions on the survey:

1) Of the 30 (6%) participants identifying as Hispanic, Latino/a or Spanish origin, 16/30 or 53% indicated they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

2) Of the 109 (26%) participants identifying as Black or African American (including African and Caribbean), 79/109 or 72% indicated they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

3) Of the 54 (11%) participants identifying as Asian (including the Indian subcontinent), 39/54 or 72% indicated they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

4) Of the 5 (1%) participants identifying as American Indian or Alaska Native, 5/5 or 100% indicated they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

5) Of the 1 (.2%) participants identifying as Native Hawaiian or Other Pacific Islander, 1/1 or 100% indicated they were "very interested" in the Organization Coaching Certificate.

6) Of the 17 (3.4%) participants identifying as having an ongoing disability, 9/17 or 53% indicated they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

7) Of the 8 (1.6%) participants identifying as a Veteran, 6/8 or 75% indicated they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

Only two of these seven demographic groups (Hispanic, Latino/a or Spanish origin and disabled) indicated slightly lower interest (both 53%) than the survey average of 59%. It should also be noted that there were not significant differences in gender, with 62% of females and 68% of males indicating they were "somewhat interested" to "very interested" in the Organization Coaching Certificate.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title)

Table 5
Graduate Certificate in Organization Coaching Curriculum

Core Curriculum (15 hours)
LLOD 8410/8410E, Career Development for Adults (3 hours)
LLOD 8420/8420E, Foundations of Coaching for Organizational Effectiveness (3 hours)
LLOD 8430/8430E, Organizational Coaching Methods and Practice (3 hours)
LLOD 7020, Adult Learning and Instruction **OR** LLOD 9020, Adult Learning Theory and Research (3 hours)
LLOD 6000, Directed Study in Learning, Leadership and Organization Development **OR** LLOD 9800, Practicum in Learning, Leadership and Organization Development (3 hours)
Electives (3 hours)
LLOD 8140/8140E, Equity and Inclusion in Organizations (3 hours)
LLOD 8205/8205E, Leading from Within: Developing Personal and Interpersonal Leadership Capacity (3 hours)
LLOD 8320/8320E, Facilitating Group Change and Development (3 hours)
Other elective as approved by the Certificate Program Director, particularly for students in majors other than LLOD

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

All courses listed above are approved existing courses.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist. Below is Table 6 that we developed for benchmarking purposes. There is a range of programs housed in universities and the curriculum and quality varies wildly. We discovered no Organization Coaching Certificates at regional universities or in the University System of Georgia (USG) Certificate listing. Here are some additional observations:

1) The programs with accreditation have most commonly gained it through two organizations, both of which the department has initiated inquiries about membership and/or accreditation procedures:
    i. International Coach Federation (ICF)
        1. Accredited Training Coach Program (ACTP)
            a. 125+ student contact hours
            b. 80% of training delivered synchronously and focused on ICF Core Competencies
            c. ICF review of instructional materials
            d. 6 observed coaching sessions per student with written feedback for a minimum of 4
            e. Faculty must hold one of three ICF credentials
            f. There must be a program director
            g. 10 hours of mentoring coaching must be provided per student as they work with coaching clients (can be done in a group)
            h. Certification requires the administering of a final performance evaluation in a formal testing environment
        2. Approved Coaching Specific Training Hours (ACSTH)
            a. Considered "a la carte" programs that may not offer coaching finishing programs
            b. A minimum of 30 contact hours required
            c. 80% of training delivered synchronously and focused on ICF Core Competencies
            d. ICF review of instructional materials
            e. Faculty must hold one of three ICF credentials
            f. 5 observed coaching sessions per student with written feedback for a minimum of 3.
    ii. Graduate School Alliance for Education in Coaching (GSAEC)
        1. Provides academic program review
        2. Features member universities with coaching programs
        3. Allows memberships
        4. Provides research networks
2) Curriculum varies widely among programs
    i. The most consistent courses include:
        1. Foundations of coaching
        2. Methods and practices of coaching
        3. Practicum
    ii. We view our program's niche in the connection of coaching to adult learning and our strong focus on leadership, change, and organization development.
3) For those institutions listed, 57% offer their coaching certificate through executive education or a comparable continuing education offering. In reviewing the tuition costs, most are in excess of $10,000 and are taught within a cohort. Moreover, the number of classes and depth of study are less rigorous than our proposed curriculum. A second group was associated with business schools with a limited number of additional courses. The closest program to our proposal is Northwestern University. The coaching certificate there is offered through the School of Education and Social Policy. Similar to our proposal, specific courses are required

within their master's program, with additional coursework required to earn a coaching certificate. However, there is a connection to the theories and practices to the overall program of study, making it a cohesive blend of scholarship and application. Additionally, the University of San Diego has an executive education program that specifically identifies alumni as a target student population. In our opinion, the idea of expanding our coaching certificate to alumni from the LLOD program, who have already taken core courses, would create more opportunities to recruit students into the program.

Table 6
University Graduate Certificate Program Benchmarking

University and Website	Certificate Name	Curriculum	Program Accreditation	GSAEC Member
UT Dallas	Certificate in Executive and Professional Coaching	Curriculum	ICF ACTP 125 contact hours	Yes
NYU	Graduate Certificate in Organizational and Executive Coaching	Curriculum	ICF ACSTH 30 contact hours	Yes
William James College	Graduate Certificate in Executive Coaching	Curriculum	ICF ACSTH 30 contact hours	No
Columbia University	Coaching Certification Program	Curriculum	IACET	Yes
Georgetown University	Executive Certificate in Leadership Coaching	Curriculum	ICF ACTP 125 contact hours	No
Lewis University	Organizational and Leadership Coaching	Curriculum	ICF ACSTH 30 contact hours	No
Swinburne University of Technology	Graduate Certificate in Organisational Coaching	Curriculum	ICF ACTP ICF ACSTH	No
Queens University of Charlotte	Executive Coaching Certificate	Curriculum	BCC	Yes
Royal Roads University	Graduate Certificate in Executive Coaching	Curriculum	ICF ACTP 125 contact hours	No
Kennesaw State University	Certified Managerial Coach	Curriculum	None listed	Yes
Fielding Graduate University	Comprehensive Evidence Based Coaching	Curriculum	None listed	Yes
Northwestern University	Organizational and Leadership Coaching Certification	Curriculum	None listed	No
University of St. Thomas	Executive Coaching Certificate	Curriculum	None listed	No
Bellevue	Executive Coaching Certificate Program	Curriculum	None listed	No

Royal Roads University	Graduate Certificate in Advanced Coaching Practices – Different from above	Curriculum	None listed	No
Southern Methodist University	Executive Coaching Certificate	Curriculum	None listed	No
York University Schulich	Certificate in Coaching Skills for Managers and Directors	Curriculum	None listed	No
Berkeley Executive Education	The Executive Coach Training Certificate	Curriculum	None listed	No
Case Western Reserve University	Weatherhead Coaching Certificate	Curriculum	None listed	No
University of San Diego	Certificate in Executive Leadership Coaching	Curriculum	None listed	No

D. ***If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.*** Accreditation is not required for organization coaching certification programs, although the International Coach Federation (ICF) and the Graduate School Alliance for Education in Coaching (GSAEC) certify programs. ICF and GSAEC certifications are optional, costly, and require institutional membership. Given that accreditation is not required for coaching certification programs, coaching is unregulated and inconsistent, and there are multiple programs available of questionable quality and process. If approved, the UGA Graduate Coaching Certificate Program would be theoretically grounded and applied so as to effectively prepare students to coach with credibility and results. The department's intention is to pursue certification with both ICF and GSAEC due to their global recognition as endorsers of credibility and quality. ICF and GSAEC offer certification for both individuals and institutions. It should be emphasized that certification is a costly endeavor to both the institution and the individual. We would like to justify the cost once the program is fully implemented. Again, note that individuals can also apply for the credential, so our graduates would have the option to independently seek the ICF credential and GSAEC membership whether or not UGA pursues these endorsements.

5. Faculty resources must be adequate to support an effective program.

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program

Faculty who teach courses in this certificate program are graduate faculty in the LLOD program. All faculty are full time. Courses approved for the certificate are taught by faculty with the expertise and experience in coaching-related content.

B. In addition, for each faculty member directly involved in this program, list:

1), degrees, academic specialty, educational background

2) Special qualifications related to this program
3) Relevant professional and scholarly activity for past five years
4) Projected responsibility in this program and required adjustments in current assignments (see Table 7).

Table 7
Faculty Resources for Graduate Certificate in Organization Coaching

Name/ Rank	Degrees	Academic specialty/ background	Special Qualifications	Scholarly activity (5 years)	Projected Responsibility
Laura Bierema, Professor	BA MLIR EdD	Adult learning HRD OD Critical HRD Exec. Coaching Leadership Mentoring	Certified Sherpa Executive Coach Certified Coaching Practicum Instructor and Coaching Skills Facilitator Certified Sherpa Coaching Leadership Institute Certified Master Sherpa Coach	Graduate Faculty Multiple publications Multiple awards including Sherpa Coaching Trailblazing Award 2 Book-of-the-year awards Fulbright Scholar 2 books under contract and in progress	Certificate Program Director Faculty
Caleb Han	BBA&L MHRIR PhD	HRD HRM Knowledge Management OD	Certified Data Process and Analysis PHR	Graduate Faculty Multiple publications Multiple awards	Faculty
Aliki Nicolaides Associate Professor	BA MA EdD	Adult Learning Adult Development Complexity Theory Action Inquiry Leadership Action Research	Global Leadership Profile Subject Object Interview	Graduate Faculty Multiple Publications Nominated for multiple awards	Faculty Graduate Coordinator

Table 7
Faculty Resources for Graduate Certificate in Organization Coaching

Name/ Rank	Degrees	Academic specialty/ background	Special Qualifications	Scholarly activity (5 years)	Projected Responsibility
			Certified Integral Facilitator		

			Certified Neethling Brain Instrument		
Wendy Ruona Associate Professor	BA M.Ed. Ph.D.	HRD Organization Change Individual Change Performance Improvement & Support Strategic HR Strategic Planning	UGA Senior Teaching Fellow (Center for Teaching & Learning) Seasoned Consultant Facilitator, Leading Change Program (Terry Business School Executive Education) Certified Facilitator, Kegan's Immunity to Change Certified Facilitator, Experience Innovation Simulation	Graduate Faculty Multiple publications	Faculty
Karen Watkins Professor	BA MA PhD	English English & American Literature Educational Administration	Illuminative Evaluation Action Science Action Learning	Multiple Awards Multiple Publications Graduate Faculty	Faculty

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

Added faculty not needed, although we welcome faculty from other units to participate.

6. ***Library, computer, and other instructional resources must be sufficient to adequately support the program. Describe the available library resources for this program and the degree to which they are adequate to support an effective program***

A. Document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, etc. available to adequately support this program.

There are extensive library resources available at UGA in coaching and related disciplines of learning, leadership, change, and organization development. Students will be required to have the

basic technology necessary to use eLC as the program is designed to be delivered in face-to-face, online, or blended formats.

B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

There are lab facilities already available in the COE facilities (Aderhold, Ramsey, and Rivers' Crossing) to accommodate student needs and classroom instruction. No new or dedicated facilities are required.

7. Physical facilities necessary to fully implement the program must be available.

No new or dedicated physical facilities are required to implement the program.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.

A. Additional Funding

Performance of administrative and instructional support functions will be absorbed within existing administrative, staff, and faculty assignment arrangements, with the exception of summer personnel costs, marketing investments, and certifications and memberships (ICF and GSAEC). No additional or reassigned faculty time is requested. Courses listed in the curriculum (see page 10 and Appendix B) are already taught on a regular schedule and do not require reassignment of faculty time or additional faculty.

Table 8
Budget for Graduate Certificate in Organization Coaching

Cost	Year 1	Year 2	Year 3
Personnel (Summer Course)	$8,446	$8,446	$8,446
Operating Costs (Marketing)	$3,000	$1,500	$1,500
Accreditation	$3,000*	$1,500**	$1,500**
Capital Outlays	$0	$0	$0
Library Acquisitions	$0	$0	$0

* International Coach Federation Program Accreditation
** Graduate School Alliance for Education in Coaching Annual Membership Fee

B. Student support

No student fellowships, assistantships are available beyond those already committed to faculty or student available through the college.

9. Commitments of financial support needed to initiate and fully develop the program must be secured.

A. Identify the sources of additional funds needed to support the program and the probability of their availability.

No additional funds are anticipated in the future to support this program.

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

No new or dedicated facilities are anticipated in the future to support this program. Existing facilities are adequate.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.

Program administration will reside in the Department of Lifelong Education, Administration & Policy (LEAP). Dr. Bierema, Professor, will serve as program director. Staff support is available through the LEAP department. Students and administrative records will be retained by the program director in the LEAP offices with staff support from appropriate personnel in LEAP. Program administration will be coordinated in conjunction with program faculty who will give curricular and program guidance to the certificate program.

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Approvals on File

Proposal: Graduate Certificate in Organization Coaching

College: College of Education

Department: Lifelong Education, Administration, and Policy

Proposed Effective Term: Fall 2019

School/College:

- Department of Lifelong Education, Administration, and Policy, Dr. Kathleen DeMarrais, 2/12/2017
- College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 3/20/2018

Graduate School:

- Graduate School Dean, Dr. Suzanne Barbour, 10/18/2018