

## Approval Chart for Curriculum Changes

A = Approve      I= Information Item<sup>1</sup>      R= Advise & Respond<sup>2</sup>

Course Number COMM 462 or Degree Plan(s) B.A. & B.S.

State the requested change and reason. A memo may be attached if more space is necessary.

We would like to add COMM 462 (Executive Coaching) to both B.A. and B.S. degrees. This course fills a gap in our current degree plans. COMM 462 (Executive Coaching) provides students with in-depth study for potential career paths that are in demand. COMM 462 will be an upper-division selection in the Communication Studies and Corporate/Nonprofit concentrations in both B.A. and B.S. degrees. The revised degree plan is attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

|                    |                                                                                                                   | COUNCIL <sup>3</sup> |                  |       |     |      |      |      |
|--------------------|-------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|
|                    |                                                                                                                   | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD |
| Change to a Course |                                                                                                                   |                      |                  |       |     |      |      |      |
| 1.                 | Title (description unchanged)                                                                                     | A                    | A                | A     |     | I    |      | I    |
| 2.                 | Description (not affecting content)                                                                               | A                    | A                | A     |     | I    |      | I    |
| 3.                 | Course term(s)                                                                                                    | A                    | I                | A     |     | I    |      | I    |
| 4.                 | Content (substantive change)                                                                                      | A                    | A                | A     |     | I    |      | A    |
| 5.                 | Number of hours (lecture, lab, contact)                                                                           | A                    | A                | A     |     | A    |      | A    |
| 6.                 | Course number within the hundred                                                                                  | A                    | A                | I     |     | I    |      | I    |
| 7.                 | Course number beyond the hundred                                                                                  | A                    | A                | A     |     | A    |      | A    |
| 8.                 | Prerequisites                                                                                                     | A                    | A                | A     |     | I    |      | I    |
| 9.                 | Course fee(s)                                                                                                     | A                    | --               | A     |     | --   |      | A    |
| 10.                | From U to G or G to U                                                                                             | A                    | A                | A     |     | A    |      | A    |
| 11.                | Cross list with another department: U or G level                                                                  | A                    | A                | A     |     | A    |      | A    |
| 12.                | Department of record                                                                                              | A                    | A                | A     |     | A    |      | A    |
| 13.                | Open or close a course                                                                                            | A                    | A                | A     |     | A    |      | A    |
| 14.                | New course — See website for application and process.<br>This change includes combining or splitting a course(s). | A                    | A                | A     |     | A    |      | A    |

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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|     |                                                                                                             | COUNCIL <sup>3</sup> |                  |       |     |      |      |      |         |         |           |                   |
|-----|-------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|---------|---------|-----------|-------------------|
|     | Change to a Degree Plan                                                                                     | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD | Provost | Faculty | President | Board of Trustees |
| 1.  | University Requirements — Change in approved course content <sup>6</sup>                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 2.  | University Requirements — Add or drop a required course from the University Requirements chart <sup>6</sup> | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>6</sup>  | A                    | --               | --    | A   |      |      |      | A       | --      | A         | --                |
| 4.  | University Requirements — Change hours within a menu on the University Requirements chart <sup>6</sup>      | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 5.  | Major — Revision of major <sup>4,5</sup>                                                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 6.  | Major — Adopt or change admission requirements                                                              | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 7.  | Major — Add <sup>4,5</sup>                                                                                  | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 8.  | Major – Discontinue (proposed by the department or college)                                                 | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 9.  | Major – Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |         |         |           |                   |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 10. | GPA — Revise major or cumulative requirement                                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 11. | Minor — Revise course selection                                                                             | A                    | A                | A     | I   |      |      |      | I       | --      | I         | --                |
| 12. | Minor — Add                                                                                                 | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 13. | Minor – Discontinue (proposed by the department or college)                                                 | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 14. | Minor – Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |         |         |           |                   |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 15. | Degree — Add                                                                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 16. | Degree – Discontinue (proposed by the department or college)                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 17. | Degree – Discontinue (proposed by the Provost)                                                              | See below.           |                  |       |     |      |      |      |         |         |           |                   |
| 18. | Any change to a graduate degree program                                                                     | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |

|    |                                                                | COUNCIL <sup>3</sup> |            |      |     |      |          |         |           | Board of Trustees |
|----|----------------------------------------------------------------|----------------------|------------|------|-----|------|----------|---------|-----------|-------------------|
|    | Provost-Proposed Change                                        | Provost              | Department | Dean | TEC | UUAC | Graduate | Faculty | President |                   |
| 1. | Major/Graduate Program – Discontinue (proposed by the Provost) | A                    | R          | R    |     | A    |          | A       | A         | I                 |
| 2. | Minor – Discontinue (proposed by the Provost)                  | A                    | R          | R    |     | A    |          | --      | A         | --                |
| 3. | Degree – Discontinue (proposed by the Provost)                 | A                    | R          | R    |     | A    |          | A       | A         | I                 |

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| COUNCIL <sup>3</sup> |                                                                                                                              |              |                  |       |      |      |      |         |         |           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|------|------|------|---------|---------|-----------|
|                      | Change to the Catalog Information                                                                                            | Dept./School | College Academic | Deans | UGEC | UUAC | GRAD | Provost | Faculty | President |
| 1.                   | General requirements for graduation including course requirements that are common to all majors for all degrees <sup>7</sup> | --           | --               | --    |      | A    |      | A       | A       | A         |
| 2.                   | Admission requirements                                                                                                       | --           | --               | --    |      | A    |      | A       | A       | A         |
| 3.                   | Policies governing academic probation and suspension                                                                         | --           | --               | --    |      | A    |      | A       | A       | A         |
| 4.                   | Requirements for graduating with honors                                                                                      | --           | --               | --    |      | A    |      | A       | A       | A         |
|                      |                                                                                                                              |              |                  |       |      |      |      |         |         |           |
| 5.                   | Other academic policy changes                                                                                                | --           | --               | --    |      | A    |      | A       | --      | A         |

<sup>1</sup> Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

<sup>2</sup> The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

<sup>3</sup> All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

<sup>4</sup> A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

<sup>5</sup> Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

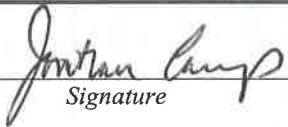
<sup>6</sup> Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

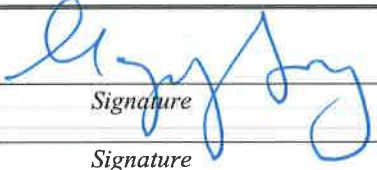
<sup>7</sup> The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

## Curriculum/Catalog Changes Signature Page

|                                                                                                                |                                           |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>Department/School Chair(s)</b>                                                                              |                                           |
| <br>_____<br><i>Signature</i> | 3-1-2018<br>_____<br><i>Approval date</i> |
| _____<br><i>Signature</i>                                                                                      | _____<br><i>Approval date</i>             |

|                                                                                                                |                                         |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>College Academic Council(s)</b>                                                                             |                                         |
| <br>_____<br><i>Signature</i> | 3-1-19<br>_____<br><i>Approval date</i> |
| _____<br><i>Signature</i>                                                                                      | _____<br><i>Approval date</i>           |

|                                                                                                                |                                         |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Dean(s)</b>                                                                                                 |                                         |
| <br>_____<br><i>Signature</i> | 3/6/19<br>_____<br><i>Approval date</i> |
| _____<br><i>Signature</i>                                                                                      | _____<br><i>Approval date</i>           |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Teacher Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>General Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>Undergraduate Academic Council</b> |                               |
| _____<br><i>Chair's signature</i>     | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Graduate Council</b>           |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Provost</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| <b>Faculty</b>                          |                               |
| _____<br><i>Chair of faculty senate</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>President</b>          |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

Abilene Christian University  
Application for a New Course v10.6

|                                     |                              |
|-------------------------------------|------------------------------|
| Course ID <i>Subject and Number</i> | COMM 462, Executive Coaching |
| Date APPROVED                       |                              |
| Date DENIED                         |                              |

I. Systems and Catalog Information Complete each item.

|     |                                                                                           |                                                                                                                                                                                                                                                                                                                                                              |
|-----|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Course Developer                                                                          | Dena Counts                                                                                                                                                                                                                                                                                                                                                  |
| 2   | Course Teacher                                                                            | Dena Counts                                                                                                                                                                                                                                                                                                                                                  |
| 3   | Course Title                                                                              | EXECUTIVE COACHING                                                                                                                                                                                                                                                                                                                                           |
| 4   | Course Abbreviation (if title is over 30 characters)                                      | N/A                                                                                                                                                                                                                                                                                                                                                          |
| 5   | College                                                                                   | College of Arts and Sciences                                                                                                                                                                                                                                                                                                                                 |
| 6   | Department                                                                                | Communication and Sociology                                                                                                                                                                                                                                                                                                                                  |
| 7   | Number of Credit Hours                                                                    | 3                                                                                                                                                                                                                                                                                                                                                            |
| 8a. | Number of contact hours - lecture                                                         | 45                                                                                                                                                                                                                                                                                                                                                           |
| 8b. | Number of contact hours – lab/activity                                                    | 3                                                                                                                                                                                                                                                                                                                                                            |
| 9   | Is the course for a fixed or variable number of credit hours?                             | fixed                                                                                                                                                                                                                                                                                                                                                        |
| 10  | Explanation for variable credit                                                           |                                                                                                                                                                                                                                                                                                                                                              |
| 11  | Is the course repeatable for additional credit?                                           | No                                                                                                                                                                                                                                                                                                                                                           |
| 12  | Maximum total number of credit hours a student can earn for this course                   | 3                                                                                                                                                                                                                                                                                                                                                            |
| 13  | What type of course is this?<br>(Select one. Please see Schedule Type definitions above.) | <input type="checkbox"/> Traditional lecture<br><input type="checkbox"/> Traditional lab<br><input checked="" type="checkbox"/> Traditional lecture/lab<br><input type="checkbox"/> Experiential Learning<br><input type="checkbox"/> Seminar<br><input type="checkbox"/> Studio<br><input type="checkbox"/> Thesis<br><input type="checkbox"/> Dissertation |
| 14  | Instructor Workload                                                                       | 3                                                                                                                                                                                                                                                                                                                                                            |

07/01/2016

|     |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                           |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15  | Grade Mode (check all appropriate):                                                                                                                                                                  | <input checked="" type="checkbox"/> Standard<br><input type="checkbox"/> Credit/No Credit (undergrad only)                                                                                                                                                                                                |
| 16  | Maximum Enrollment                                                                                                                                                                                   | 20                                                                                                                                                                                                                                                                                                        |
| 17  | <b>Catalog Description</b><br>(50 words or less)                                                                                                                                                     | The course utilizes coaching theory, research, and skill-building as it applies to leadership performance and improvement. Students will take on the role of scholar and practitioner as they learn to apply theory in the field through in class activities, case studies, and actual coaching practice. |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                                                          | Sophomore standing and COMM 211                                                                                                                                                                                                                                                                           |
| 19  | List any co-requisites                                                                                                                                                                               | None                                                                                                                                                                                                                                                                                                      |
| 20  | If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs                                                                                 |                                                                                                                                                                                                                                                                                                           |
| 21  | Does this course have any special student costs?                                                                                                                                                     | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>(If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)                                                                                                                 |
| 22a | How frequently will the course be offered in the <b>Fall</b> ?<br>All, even or odd years?                                                                                                            | Spring, all                                                                                                                                                                                                                                                                                               |
| 22b | How frequently will the course be offered in the <b>Spring</b> ?<br>All, even or odd years?                                                                                                          | None                                                                                                                                                                                                                                                                                                      |
| 22c | How frequently will the course be offered in the <b>Summer</b> ?<br>All, even or odd years?                                                                                                          | None                                                                                                                                                                                                                                                                                                      |
| 23  | First semester this course will be offered<br><i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>      | Spring 2020                                                                                                                                                                                                                                                                                               |
| 24  | List course/s that should be deleted, (Also, include the last semester for course/s being deleted)<br><i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i> | None                                                                                                                                                                                                                                                                                                      |

|    |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 | Is this course required for a degree/s?<br><i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>                                                                                     | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>This course is an upper-division selection in the COMS and COMC majors in both B.S. and B.A. degrees.                                                                                                                                                                                                                                           |
| 26 | Should the addition of this course be retroactively applied to the degree plan it supports?                                                                                                                                 | <input type="checkbox"/> No<br><input type="checkbox"/> Yes<br>Explanation:                                                                                                                                                                                                                                                                                                                                               |
| 27 | Has this course been offered as a Special Topics course?                                                                                                                                                                    | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br><i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i><br><i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i> |
| 28 | List any courses in which the content overlaps the proposed course.<br>(Course ID and Name)<br><i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i> | None                                                                                                                                                                                                                                                                                                                                                                                                                      |

## II. Curriculum

|   |                                                                                                                              |                                                                                                                                                                                                                                                           |
|---|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Degree Plan</b><br><br>Explanation of how this course affects degree requirements.                                        | This course is an upper-division selection in the COMS and COMC majors in both B.S. and B.A. degrees.                                                                                                                                                     |
| 2 | <b>Justification</b><br><br>State the justification for adding this course to the current curriculum.<br>Represent the need. | This course provides students with knowledge and skills useful for organizational life. Additionally, it provides an in-depth study of a potential communication career. Students enrolled in this course will complete lab hours in the Speaking Center. |

### III. Course Design

#### 1. Audience and Course Goal

|   |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe the intended audience, including prerequisite skills. | The course is for upper-division students who have completed COMM 211. It is a career selection in the core in both the Corporate/Nonprofit Communication and Communication Studies majors. This course is open to students of any major that meet the prerequisites and may be particularly interesting students in some disciplines, including business, psychology, and child and family services to name a few. |
| 2 | State the overarching course goal(s) in performance terms.     | Understanding of different coaching methodologies.<br><br>Cross applying of leadership styles to coaching.<br><br>Experience in all stages of the coaching process.<br><br>Evaluation of qualitative and quantitative assessments.<br><br>Using interpersonal skills to build and maintain coaching relationship.                                                                                                   |

#### 2. Competencies and Measurements

|   | Competency                                                                                                                                                                                                                                                         | Measurement                                            |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| 1 | Contrast the four models of coaching (clinical/counseling, behavioral, systems, and social constructionist models) in the areas of assumptions, goals, professional change, and assessment. Examine how the four theories influence Executive Leadership Coaching. | In-class discussion and assigned coaching paper. Exam. |
| 2 | Describe how leadership theories influence chosen coaching practices.                                                                                                                                                                                              | Role-play & Exam.                                      |
| 3 | Formulate plan to align stakeholders (the leader, the organization, and the client's direct report) with expectations of the coaching process and methodology.                                                                                                     | Case Study Video Report.                               |

|   |                                                                                                                                                                                                           |                                                                                      |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 4 | Examine a coaching relationship and complete in-depth interviews with stakeholders.                                                                                                                       | Coaching Assessment Interview; Lab                                                   |
| 5 | Employ skills to uncover hidden issues of conflict, leadership style alignment, and personality style as it influences performance.                                                                       | Coaching Assessment Interview; Lab                                                   |
| 6 | Demonstrate interpersonal skills like immediacy, confrontation, questioning, and theme observation to assess a leader's personality and strengths to implement actions, goal setting, and accountability. | Coaching Assessment Interview & Actions, Goal Setting, Accountability Worksheet, Lab |
| 7 | Recognize and employ ethical considerations in the coaching process.                                                                                                                                      | In-class discussion, Lab.                                                            |
| 8 | Formulate an assessment report built from interview and multi-rater data.                                                                                                                                 | Interview and Multi-Rater Assessment Report                                          |
| 9 | Produce a coaching contract and complete follow-up interviews with participating parties.                                                                                                                 | Coaching Contract & Follow-Up Interview Questionnaire                                |

### 3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

#### Textbook:

Goldsmith, M., Lyons, L.S., & McArthur, S. (Eds.). (2012). *Coaching for leadership: Writings on leadership from the world's greatest coaches*. San Francisco, CA: John Wiley and Sons.

#### Readings as assigned:

Chamorro-Premuzic, Tomas (2017, February 9). How to use 360-degree feedback for executive coaching. *Forbes.com*. Retrieved from <https://www.forbes.com/sites/tomaspremuzic/2017/02/09/how-to-use-360-degree-feedback-for-executive-coaching/#45f251d8565a>

Gebhardt, J.A. (2016). Quagmires for clinical psychology and executive coaching? Ethical considerations and practice challenges. *American Psychologist*, 71(3), 216-235. doi: 10.1037/a0039806

Kovacs, L. C., & Corrie, S. (2017). Executive coaching in an era of complexity. Study 1. Does executive coaching work and if so how? A realist evaluation. *International Coaching Psychology Review*, 12(2), 74-89.

Rank, J., & Grey, D. E. (2017). The role of coaching for relationship satisfaction, self-reflection, and self-

esteem.. Coaches' self-presentation ability as a moderator. *Consulting Psychology Journal: Practice and Research*, 69(3), 187-208. doi: 10.1037/cpb0000082

Sperry, L. (2013). Executive coaching and leadership assessment: Past, present, and future. *Consulting Psychology Journal: Practice and Research*, 65(4), 284-288. doi: 10.1037/a0035453.

2. For **combined undergraduate/graduate** courses, make two lists:
  - a. full publication information; label **Undergraduate**.
  - b. full publication information; label **Graduate**. Indicate number of pages required.

#### IV. Supporting Documentation

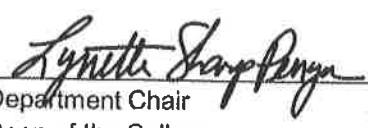
*Supporting documents must accompany proposal prior to preliminary approval by chair and dean.*

|   |                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Library</b> — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. <b>Attach</b> the signed copy of the Library report.                                                                                                   |
| 2 | <b>Instructional Design</b> — The application and syllabus must be reviewed by the Adams Center. <b>Attach</b> a copy of the Adams Center Review Letter.                                                                                                                                                                                |
| 3 | <b>Content Overlap</b> — Include one document for each course you listed in Section I-I. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                             |
| 4 | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location/s.                                                                                                                                     |
| 5 | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 6 | <b>Expenses</b> — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 7 | <b>Justification</b> — <b>Attach</b> all documents referred to in Section II-2                                                                                                                                                                                                                                                          |
| 8 | Syllabus — <b>Attach</b> the syllabus for the course based upon the anticipated first-semester offering.                                                                                                                                                                                                                                |
| 9 | Provide documentation for all additional attachments here                                                                                                                                                                                                                                                                               |

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name COMM 462, Executive Coaching

**Primary Department**

  
Department Chair  
Dean of the College

9.26-2018  
Date

  
~~9.26-2018~~

1-14-19  
Date

**Cross-listing Department** *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_  
Date

**Cross-listing Department** *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_  
Date

**VI. Actions** *Place all actions on one page.*

**Course ID:** COMM 462

**Course Title:** Executive Coaching

**1. College Academic Council:** (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Jonathan Camp 1-18-19  
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 1/28/19  
College Dean or Director Date

**2. Graduate Council:** (for graduate level courses)

Approved ☐ Denied ☐ \_\_\_\_\_  
Dean of Graduate School Date

**3. Teacher Education Council:** (when applicable)

Approved ☐ Denied ☐ \_\_\_\_\_  
TEC Chair Date

**4. University General Education Council:** (when applicable)

Approved ☐ Denied ☐ \_\_\_\_\_  
Provost's designee Date

**5. University Undergraduate Academic Council:** (*undergraduate level courses*)

Approved ☐ Denied ☐ \_\_\_\_\_  
Vice Provost Date

**6. Academic Provost:** (for all courses)

Approved ☐ Denied ☐ \_\_\_\_\_  
Provost Date

**7. President of the University:** (for all courses)

Approved ☐ Denied ☐ \_\_\_\_\_  
President Date

**Attach notes, comments, or conditions from appropriate councils:**

**COMM 462 EXECUTIVE COACHING**  
Fall 2018, T/TR 1:30 p.m. – Sherrod 215 (3 credit hours)  
Abilene Christian University  
Department of Communication and Sociology

**Professor:** Instructor Dena Counts

**Office:** Sherrod 211

**Email:** [dena.counts@acu.edu](mailto:dena.counts@acu.edu)

**Office:** 325.674.2136

**Cell:** 325.428.6699

**Office Hours:** In Sherrod 211 MW 8:30am to 10am; Noon to 2pm; F 8:30am to 10am. *Available at other times by appointment.*

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### **ACU MISSION STATEMENT**

To educate students for Christian service and leadership throughout the world.

### **MISSION OF THE COLLEGE OF ARTS & SCIENCES**

The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

### **COMMUNICATION & SOCIOLOGY DEPARTMENT MISSION STATEMENT**

To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

### **COURSE DESCRIPTION**

The course utilizes coaching theory, research, and skill-building as it applies to leadership performance and improvement. Students will take on the role of scholar and practitioner as they learn to apply theory in the field through in class activities, case studies, and actual coaching practice. **There is a lab component to the course. Each student will be required to work three hours a week in the ACU Speaking Center to practice coaching skills learned in the class.**

Students will learn:

- Core competencies of executive leadership coaching as contrasted with other types of coaching.
- The interaction of leadership theory with coaching practices.
- How to align stakeholders (the leader, the organization, and the client's direct report) with expectations of the coaching process and methodology.
- How to create a coaching relationship and conduct in-depth interviews with stakeholders.
- The process of uncovering hidden issues like conflict, leadership style alignment, and personality style that could be influencing performance.
- How to utilize interpersonal skills like immediacy, confrontation, questioning, and theme observation to assess a leader's personality and strengths to implement actions, goal setting, and accountability.
- How to approach ethical considerations in the coaching process.
- How to consolidate interview and multi-rater data into assessment report.
- How to write a coaching contract and conduct follow-up interviews with participating parties.

Executive coaching is a career field in organizational communication that empowers leaders as well as their organization. Through coaching, leaders learn what personal skills are improving performance as well as underlying problems that could be hindering their leadership of others. This benefits the organization as the leader becomes more engaged in their work as well as empowering fellow employees.

**Prerequisite:** Sophomore standing; COMM 211

## EXECUTIVE COACHING AND THE CHRISTIAN PERSPECTIVE

Our beliefs as Christians will inevitably affect how we approach coaching. As we utilize prayer, the Bible, or our faith, Christian coaches will inevitably want their client to not only improve as a leader but, overall, become a leader who has peace and confidence in their skills. Our course considers how a Christian can challenge other Christians and non-Christians while also glorifying God in all the areas of study in the course.

### REQUIRED TEXTS & READINGS

**Textbook:** Goldsmith, M., Lyons, L.S., & McArthur, S. (Eds.). (2012). *Coaching for leadership: Writings on leadership from the world's greatest coaches*. San Francisco, CA: John Wiley and Sons.

#### Readings as assigned:

- Chamorro-Premuzic, Tomas (2017, February 9). How to use 360-degree feedback for executive coaching. *Forbes.com*. Retrieved from <https://www.forbes.com/sites/tomaspremuzic/2017/02/09/how-to-use-360-degree-feedback-for-executive-coaching/#45f251d8565a>
- Gebhardt, J.A. (2016). Quagmires for clinical psychology and executive coaching? Ethical considerations and practice challenges. *American Psychologist*, 71(3), 216-235. doi: 10.1037/a0039806
- Kovacs, L. C., & Corrie, S. (2017). Executive coaching in an era of complexity. Study 1. Does executive coaching work and if so how? A realist evaluation. *International Coaching Psychology Review*, 12(2), 74-89.
- Rank, J., & Grey, D. E. (2017). The role of coaching for relationship satisfaction, self-reflection, and self-esteem.. Coaches' self-presentation ability as a moderator. *Consulting Psychology Journal: Practice and Research*, 69(3), 187-208. doi: 10.1037/cpb0000082
- Sperry, L. (2013). Executive coaching and leadership assessment: Past, present, and future. *Consulting Psychology Journal: Practice and Research*, 65(4), 284-288. doi: 10/1037/a0035453.

| COURSE OBJECTIVES                                                                                                                                                                                                                                                  | METHOD OF ASSESSMENT                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Contrast the four models of coaching (clinical/counseling, behavioral, systems, and social constructionist models) in the areas of assumptions, goals, professional change, and assessment. Examine how the four theories influence Executive Leadership Coaching. | In class discussion and assigned coaching paper. Exam. |
| Describe how leadership theories influence chosen coaching practices.                                                                                                                                                                                              | Role-play & Exam.                                      |
| Formulate plan to align stakeholders (the leader, the organization, and the client's direct report) with expectations of the coaching process and methodology.                                                                                                     | Case Study Video Report.                               |
| Examine a coaching relationship and complete in-depth interviews with stakeholders.                                                                                                                                                                                | Coaching Assessment Interview; Lab                     |
| Employ skills to uncover hidden issues of conflict, leadership style alignment, and personality style as it influences performance.                                                                                                                                | Coaching Assessment Interview, Lab                     |

| <b>COURSE OBJECTIVES</b>                                                                                                                                                                                  | <b>METHOD OF ASSESSMENT</b>                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Demonstrate interpersonal skills like immediacy, confrontation, questioning, and theme observation to assess a leader's personality and strengths to implement actions, goal setting, and accountability. | Coaching Assessment Interview & Actions, Goal Setting, Accountability Worksheet, Lab |
| Recognize and employ ethical considerations in the coaching process.                                                                                                                                      | In class discussion, Lab                                                             |
| Formulate an assessment report build from interview and multi-rater data.                                                                                                                                 | Interview and Multi-Rater Assessment Report                                          |
| Produce a coaching contract and complete follow-up interviews with participating parties.                                                                                                                 | Coaching Contract & Follow-Up Interview Questionnaire                                |

### **STATEMENT ON COOPERATION WITH AMERICAN WITH DISABILITIES ACT (ADA)**

Abilene Christian University and The College of Arts and Science comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disability Act and would like to request accommodation, please see me as soon as possible. A link to helpful resources for on this topic is included here - Alpha Scholars.

### **ANTI-HARASSMENT POLICY**

Abilene Christian University and The College of Arts and Sciences comply with Title IX policies on harassment. We strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. If you want to report or know more about anti-harassment guidelines, this link will detail your rights and how to respond ACU Anti-Harassment Policy.

### **ACADEMIC INTEGRITY**

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: ACU Policy.

## **COURSE POLICIES**

### **ATTENDANCE AND ENGAGEMENT**

Due to the fact that we have quizzes and application activities, absenteeism will end up naturally affecting your grade. You will receive an "F" in the course if you miss 20% or more of classes. Excused absences will only be given if a student is in the hospital, has a note from the doctor for illness, there is a death in the family, or it is an ACU sponsored trip that includes documentation. **For any of the previously noted exceptions, documentation is needed.** That documentation needs to be provided to me *before* the absence or on the day you return. Three tardies = One absence.

## ASSIGNMENT EXPECTATIONS

Expect to spend a few **hours** outside of class reading and/or studying the material or working on assignments for every class session. Students can expect daily assignments.

**Late Work:** Late work is not accepted. If an assignment is turned in after the due date, it will receive a zero. The only time late work will be accepted is if a student has a documented absence (see attendance policy). Due to this stringent policy, it is highly encouraged to double check that your assignment submitted when turned in on Canvas. If a student is worried about a submission, email it to the instructor as a backup.

**Make-up Work:** If your absence has been excused (see attendance policy), you may turn in the assignment up to one week from day you return to class. If the work is turned in past the seven-day grace period, it will receive a zero.

**Assignment Details:** All assignments with their details are listed in Canvas.

**Paper Formatting:** Use a 12 point font with Times New Roman. Double space paper with one inch margins. Follow APA Guidelines for source citation and cover sheets (no abstract needed). In-text and end-text citations expected on all papers (again, APA).

## GRADING

### THE FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS

90.00-100.00 = A 80.00-89.99 = B 70-79.99 = C 60-69.99 = D 0-59.99 = F

### COURSE ASSIGNMENTS

**Daily Work (10%):** There will occasionally be quizzes and in-class activities/role plays that count toward the Daily Work grade.

**Four Models of Coaching Paper (15%):** Students will be given a transcript or video of a mock coaching session and access to the assessment tools. In a written response, students will provide an overview of the coaching model using scholarly sources, contrast assessment tools for that model with the other three, and then argumentation why the session/tools align with their chosen coaching model.

**Midterm/Final (15%):** A multiple-choice and essay driven midterm and final will be given.. When an exam begins, you may not leave the room. If you leave the room, you are finished with the exam. Cell phones are to be off during exams.

**Coaching Assessment Interview (15%):** Given background data involving a mock coaching situation students will conduct a coaching assessment interview. Students will be expected to: establish a coaching relationship, dig for personality and leadership styles, and find hidden issues. The quality of that interview will be evaluated through the use of a structured interview evaluation form completed by other students and the instructor.

**Case Study Video Report (10%):** Students will be given a case study outlining the organization, the client, and the client's direct report. The student will give a video presentation that outlines: possible hurdles to coaching, how to set expectations for coaching, and what methodologies would be appropriate to the situation.

**Actions, Goal Setting, and Accountability Worksheet (10%):** Based upon the results of the assessment interview, students will develop and excel worksheet that identifies appropriate actions, goals, and method of accountability for the client.

**Interview and Multi-Rater Assessment Report (15%):** Students will be given interview data and a 360 report on a coaching client. From that information, students will build a report that identifies: key themes, identification of leadership style, and a list of prospective coaching goals based upon the report.

**Coaching Contract and Follow-Up Interview Questionnaire (10%):** Students will write a coaching contract based upon the Coaching Assessment Interview. Also, they will build a follow-up questionnaire that aligns with the Actions, Goal Setting, and Accountability Worksheet.

## **COURSE CALENDAR**

We will abide by the Course Calendar dates as listed in the MODULES portion of the Canvas Course. *Note, there are assignments indicated within the Modules that ARE NOT LISTED IN THE CANVAS CALENDAR.*

## **ELECTRONIC DEVICES**

You may use your mobile device or computer to take notes during class. Respectful use of electronic devices includes silencing phones and tablets and avoiding websites such as Facebook, Twitter, YouTube, Netflix or other sites that distract you from class. I also request you do not play games during class. **Your professor reserves the right to mark students as “absent” if they fail to use their electronic devices respectfully.**

## **APPEAL PROCESS**

If a student wishes to appeal a grade, the following process must be followed:

- Wait 24 hours before submitting written appeal.
- In the written appeal, identify the problem with the grading, what one believes to be the correct answer, and reasoning on why grade should be changed.
- Appeals need to be submitted via email.

***NOTE:** This syllabus may be amended if warranted providing the class is informed.*

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### M E M O R A N D U M

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**DATE:** 16:40  
**TO:** Dena Counts  
**FROM:** Mark McCallon, Associate Dean for Library Information Services  
**RE:** Course Application for COMM 462 – Executive Coaching

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After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. Please let Laura Baker (bakerl@acu.edu), Communication and Sociology Department Liaison, know if additional resources are needed for the course. Thank you for letting us examine the course proposal.

March 1, 2018

Professor Dena Count  
Sherrod 211  
Tel: (325)6742136  
Email: dena.counts@acu.edu

Re: Review of COMM462

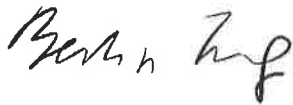
Dear Professor Count,

Thank you for submitting COMM462: Executive Coaching, and I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting all guideline. I have only two suggestions:

- Some links, such as the link for "academic integrity", are not active. You might want to check them and add the hyperlinks where possible.
- This may be a personal preference, but the section subheadings do not have to be all caps. Having all caps makes it more difficult to read.

There is no need to bring your syllabus back for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center