

Organizational Dynamics Programs

Master of Philosophy Theses

University of Pennsylvania

Year 2008

A Comparative Analysis of Coaching
Programs Offered by the Graduate
School Alliance for Executive Coaching
(GSAEC)

Kimberly A. Perry
University of Pennsylvania, kaperry@ptd.net

Submitted to the Program of Organizational Dynamics In the Graduate Studies Division of the School of Arts and Sciences In Partial Fulfillment of the Requirements for the Degree of Master of Philosophy in Organizational Dynamics at the University of Pennsylvania
Advisor: Larry Starr

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A COMPARATIVE ANALYSIS OF COACHING PROGRAMS OFFERED BY THE
GRADUATE SCHOOL ALLIANCE FOR EXECUTIVE COACHING (GSAEC)

by

Kimberly A. Perry, MSOD

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Approved by:

Larry Starr, Ph.D, Program Director

ABSTRACT

The field of executive coaching has grown dramatically over the past 15 years and continues to increase in size and scope. A growing number of academic institutions in the United States and Canada now offer coaching programs packaged as graduate degrees, graduate certificates, continuing education courses, workshops, and other professional development for students, faculty and staff. Academic coaching programs are located in many departments or schools including psychology, business, education, public policy, and human resources. A single institution may have multiple yet autonomous coaching programs or offerings. Out of the chaos and turmoil of coaching education offerings, an orderly academic system began to emerge. Coaching now seems on a pathway toward becoming an academic discipline.

At this juncture, the nidus of executive coaching exploded into a universe of possibilities in a fashion similar to cosmology's Big Bang. In 2005, an expansion of the U.S. academic coaching community occurred when a small number of other colleges and universities offering coaching programs were enjoined. One important goal was to form an alliance around the establishment of educational standards for academic and professional coaching programs. At this epicenter the "Graduate School Alliance for Executive Coaching" (GSAEC) formally assembled. Eight academic institutions in North America provided financial support for this new organization and hence become the "founding members" of GSAEC (Ibid).

If indeed GSAEC is the epicenter of the academic universe for executive coaching, what are the characteristics of the institutions and their programs? Can they be

categorized into similar groups? This MPhil research thesis answers these and other questions by presenting a comparative analysis of the ten academic institutions. The results of this research attempts to create a reasonable comparison among the programs offered by these institutions, and create a baseline for all other coaching programs offered by academic institutions.

ACKNOWLEDGEMENTS

I would like to thank the institution membership of the Graduate School Alliance for Executive Coaching for having the courage and perseverance to create the education and training standards in order to create the professional discipline and practice of executive and organizational coaching.

Special thanks to the 10 representatives of the GSAEC institutions for taking the time out of their busy schedules to be interviewed for this research:

- Adler School of Professional Coaching: Melinda Sinclair
- Babson College: Joseph Weintraub
- Fielding Graduate University: Leni Wildflower
- Franklin University: Ray Forbes
- Kennesaw State University: Stephen Brock
- Massachusetts School of Professional Psychology: Lew Stern
- New York University: Dennis Garritan
- Rutgers, The State University of NJ: Ruth Orenstein
- University of Pennsylvania: Larry Starr and William Wilkinsky
- University of Texas at Dallas: Judy Clovier

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CHAPTER 1

INTRODUCTION

Background

The field of executive coaching has grown dramatically over the past 15 years and continues to increase in size and scope. An unknown number of private and professional consulting firms offer proprietary, or standardized workshops, and executive coaching services. A growing number of academic institutions in the United States and Canada now offer coaching programs packaged as graduate degrees, graduate certificates, continuing education courses, workshops, and other professional development for students, faculty and staff. Academic coaching programs are located in many departments or schools including psychology, business, education, public policy, and human resources. A single institution may have multiple yet autonomous coaching programs or offerings. Out of the chaos and turmoil of coaching education offerings, an orderly academic system began to emerge. Coaching now seems on a pathway toward becoming an academic discipline.

Executive Coaching's Academic Big Bang

In 2004, Dr. Stephen Brock from Kennesaw State University, Dr. Ray Forbes and Dr. John Brent from Franklin University met to discuss their common interests in developing academic coaching programs. At that time, they were not aware of any academically-based coaching programs in existence. A consensus began to morph which suggested that for executive coaching to become a recognized profession, it must have an academic foundation. Indeed, Bullock , Stallybass and Trobley (1998), in reviewing the

evolution of domains such as medicine and law, argued that at least 6 criteria must be met in order to move toward professional and academic maturity.

Also in 2004, a research group within the Organizational Dynamics Graduate Studies program at the University of Pennsylvania began a study to address the professional and academic status of the field of Organization Development and Change (ODC), which included coaching as a Foundation Skill in the 1999 document, Guidelines for Entry Level Competencies to Organization Development and Change (OD&C) published by the Academy of Management

(<http://division.aonline.org/odc/report.html>). The study examined, compared and contrasted the characteristics of academic institutions that offered programs of OD&C, and presented the results at a professional development workshop at the annual meeting of the Academy of Management (Starr et al., 2006). In the paper that summarized the research (placed by the Academy of Management on their website:

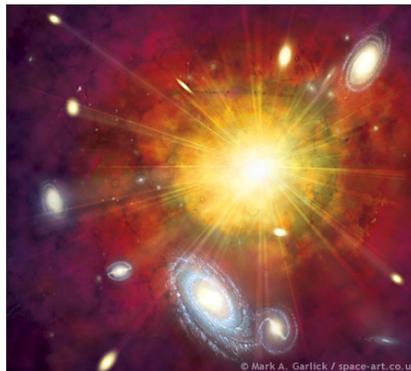
<http://division.aonline.org/odc/acadprog.html> (see “Building ODC as an Academic Discipline, 2005 AOM PDW: Graduate Programs in ODC) the six criteria identified by Bullock, Stallybass and Trombley (1988) were applied to the domain of OD&C. By retaining the essential text but replacing “OD&C” with “executive coaching,” the summary in Table 1 is presented.

Table 1. Criteria to Move Executive Coaching Toward Maturity

1. To become a member of the executive coaching community there must be defined barriers to entry. One must apply; meet certain standards of competency in order to be admitted.
2. There must be a shared body of knowledge which has a clear agreed upon set of theories and models, which can be peer reviewed by the executive coaching community.
3. There must be formal qualifications (i.e. degrees, certificates) at the college or university level which denotes the mastery of executive coaching competencies.
4. There must be regulatory bodies with the power over executive coaching members in areas of, admission, definition of and delivery of discipline and sanctions.
5. Executive coaching must have an enforceable code of ethics.
6. There must be formal licensing or regulation for those who practice executive coaching offering clear standards for performance and competency.

At this juncture, the nidus of executive coaching exploded into a universe of possibilities in a fashion similar to cosmology's Big Bang (see Figure 1). The spark of creativity can be traced to a conference sponsored by academics from Kennesaw and Franklin Universities in May 2005. This conference ignited the energy and the unifying gravity of similar ideas, passions and interest coalesced toward creating coaching as a profession. According to the Graduate School Alliance for Executive Coaching website (www.gsaec.com), the conference was aimed at "setting uniform standards for University programs that offer coaching education; the potential curriculum that constitutes coaching; what existing disciplines and portions of disciplines might contribute to such a curriculum" (2007).

Figure 1. Cosmology's Big Bang



(Space-Art, 2004)

In 2005, an expansion of the U.S. academic coaching community occurred when a small number of other colleges and universities offering coaching programs where enjoined. One important goal was to form an alliance around the establishment of educational standards for academic and professional coaching programs. At this epicenter the "Graduate School Alliance for Executive Coaching" (GSAEC) formally assembled (Ibid). Eight academic institutions in North America provided financial

support for this new organization and hence become the “founding members” of GSAEC (Ibid). Spin-off task forces were created to establish by-laws, to develop a website, and to create an organization with a 501 (c) 3 legal standing.

In January 2006, several more colleges and universities joined the collective movement. At this juncture a Board of Directors was established, voting rights for member schools were implemented, and “acting” officers were appointed. In April of 2006, at Babson College, a draft of the by-laws (See Appendix A) was approved, and the following mission statement and a definition of coaching were created (GSAEC, 2007).

GSAEC Mission Statement

To establish and maintain the standards for education and training provided by academic institutions for the discipline and practice of executive and organizational coaching(GSAEC, 2007).

The GSAEC Definition of Executive Coaching

Organizational and Executive Coaching is a development process that builds a leader's capabilities to achieve professional and organizational goals. A leader is an individual who has the potential of making a significant contribution to the mission and purpose of the organization. This coaching is conducted through one-on-one and group interactions, driven by evidence/data from multiple perspectives, and is based on mutual trust and respect. The coach, individuals being coached, and their organizations work in partnership to help achieve the agreed upon goals of the coaching (GSAEC, 2007).

Based on these accomplishments, several committees were formed to include; Academic Standards, Membership; Incorporation; Public Relations and Communications. Following the approval of the Bylaws, officer elections were held. During the long hot summer of 2006, the Graduate School Alliance for Executive Coaching was born. GSAEC was officially incorporated and the representatives of the founding members became its official Board of Directors (See Appendix B).

In 2007, two major research projects were initiated by members of the GSAEC Board. The first was to establish the draft academic guidelines for graduate education in executive coaching. The goal was to establish an “agreed-upon set of core competencies for executive coaches, practice standards and criteria, and a process for the standardization of certificate and degree programs” (GSAEC, 2007). Appendix C documents this monumental effort: the Draft Guidelines for Graduate Academic Programs in Executive Coaching. The second project in 2007 was to identify institutions in North America which offered graduate-level executive and organizational coaching programs. This project was designed to mirror the intent of the OD&C project conducted by Starr et al (2005) for the Academy of Management. One purpose of the GSAEC project was to identify where coaching was being offered within the academic community in order to be clear about its scope. A second was to produce a list of email addresses and a descriptive database (also similar to the OD&C project) from which GSAEC could draw in order to promote information about their mission and objectives. A third purpose was to offer new members and others in the graduate school coaching community opportunities to participate in the building of the academic discipline through review of the proposed standards. This project, which involved GSAEC Board members, one new institution member, and graduate students from several universities, surveyed more than 1800 institutions from which 174 graduate level coaching programs within 123 independent academic institutions in the United States were identified (for a summary see (Perry & Starr, 2007).

I argue that the academic big bang of executive and organizational coaching in the United States occurred over a period of three years and is still expanding. From the spark

of an idea, to the collective wisdom of a group of coaching program constellations, to the reality of an orderly academic organization, GSAEC has formed the academic epicenter of executive coaching, with its own body of knowledge, skills and research.

Purpose of Thesis

If indeed GSAEC is the epicenter of the academic universe for Executive Coaching, what are the characteristics of the institutions and their programs? Can they be categorized into similar groups? This MPhil research thesis answers these and other questions by presenting a comparative analysis of the ten academic institutions which attended the GSAEC development meeting at Babson College in 2007 (of which eight became founding members). Chapter 2 presents the methodology of this research. Chapter 3 presents the results and discussion. Chapter 4 presents the conclusions.

CHAPTER 2

METHODS

Founding Institutions

In April 2006, representatives from ten graduate schools in North America met at Babson College (see Figure 2). These institutions represented coaching programs offered in a variety of academic disciplines and departments and represented the multidisciplinary influence on executive coaching (See Table 2). These 10 institutions were faced with two daunting challenges; to propose a draft knowledge base for executive coaching, and to create a draft document on the curricula standards for graduate level academic courses and programs for executive and organizational coaching.

Figure 2. 2007 GSAEC Meeting Attendees



(www.gsaec.com)

Table 2. The 2006 GSAEC Institutions

	University/College	School	Program Name	Address
1	Adler International Learning	Formally known as Adler School of Professional Psychology	Adler School of Professional Coaching	890 Yonge Street, 9 th floor Toronto, Ontario M4W 3P4
2	Babson College	Babson Executive Education	Coaching Inside the Organization	231 Forest Street, Babson Park, MA 02457-0310
3	Fielding Graduate University	School of Human and Organizational Development	Evidence Based Coaching Program	2112 Santa Barbara Street Santa Barbara, CA 93105-3538
4	Franklin University	Ross School of Management and Leadership	Graduate School Coaching Program	201 S. Grant Avenue Columbus, OH 43215
5	Kennesaw State University	Coles College of Business	Department of Leadership and Professional Development	1000 Chastain Road Kennesaw, GA 30144-5591
6	Massachusetts School of Professional Psychology	Organizational Psychology	Graduate Certificate in Executive Coaching	221 Rivermoor Street Boston, Ma. 02132
7	New York University	School of Continuing & Professional Studies	Leadership and Human Capital Management	11 W. 42 Street Suite 430 New York, NY 10036
8	Rutgers, The State University of New Jersey	Graduate School of Applied Professional Psychology	Program in Organizational Psychology	152 Frelinghuysen Road Piscataway, NJ 08854-8085
9	University of Pennsylvania, ,	School of Arts & Sciences	Organizational Dynamics Graduate Studies	3401 Walnut St. Suite 328-A Philadelphia, PA 19104-6228
10	University of Texas at Dallas	School of Management	Executive and Professional Coaching Program	800 west Campbell Richardson, TX 75080

Materials

To conduct a comparative analysis of the GSAEC institutions, I developed a questionnaire to collect information on six topics of interest: 1) type or category of coaching program, 2) program demographic information, 3) academics, 4) student demographics, 5) faculty demographics, and 6) program success and future. This set of categories expanded significantly the Starr et al. (2005) OD&C categories in which a section on academics gathered only a few responses about mission, curriculum and

distinctions, and the second on demographics asked only a few questions about faculty, students and program success measures.

Types of Programs

Experience in the first GSAEC coaching project (see Perry & Starr 2007) allowed me to consider that there were four coaching program categories with corresponding inclusion definitions (See Table 3). While each institution would be evaluated and categorized based on these, a single institution could qualify for multiple coaching program categories depending on their institutional offering.

Table 3. Executive Coaching Program Categories and Inclusion Definitions

Coaching Program Category	Inclusion Definition
Graduate Degree Coaching Program	<ul style="list-style-type: none"> • Requires BA/BS for admission, • Full graduate tuition, • must apply and be accepted • Evaluations are the same as Degree students • Grades with transcript are produced
Graduate (Post-Bach) Certificate Coaching Program	<ul style="list-style-type: none"> • May be same tuition • Must apply and be accepted • Evaluations may or may not be the same as Degree students • May have a grade and transcript produced • Offered by/located in, a graduate program.
Non-Degree Certificate Coaching Program	<ul style="list-style-type: none"> • Tuition may be less than Degree and may be less than Graduate Certificate • Everyone with BA/BS is accepted • Everyone receives a certificate • no grade or transcript • Offered by/located in, a graduate program.
D. Applications of Coaching	<ul style="list-style-type: none"> • Executive Coaching provided to Graduate or Undergraduate Students for professional development and/or Academic development

Program Demographics

The second section of the questionnaire collected demographic information on coaching program(s) by responses to the questions in Table 4.

Table 4. Coaching Program Demographic Information Questions

1.	What is your coaching program address?
2.	Where is your coaching program located? (school/department)
3.	Who leads your coaching program?
4.	Who was the source of the program information during the interview?
5.	What are the coaching program admission requirements?

Academics

Table 5 presents the questions designed to gather information about academic characteristics of the coaching programs.

Table 5. Coaching Program Academics Questions

1.	What is your coaching program's mission?
2.	Why was your coaching program created?
3.	What makes your coaching program unique?
4.	On what theoretical foundation are your coaching courses based?
5.	What coaching courses are offered? a. Which courses are prerequisite? b. Which courses are required? c. Which courses are elective? d. Which, if any, courses are offered on line? e. Which, if any, courses are offered live?
6.	Are there any non-coaching courses required for graduation?
7.	Is a thesis, scholarship or research required? a. If yes, to research, is the research being done by students based on faculty interest or is it student driven? b. How do you fund the research?
8.	Are coaching practicum's/internships offered (direct application experience)? a. If yes. Are student coaches supervised? b. If yes, how are they supervised? c. How many practicum hours are required?
9.	Are independent studies in coaching offered? a. % Scholarship b. % Practice
10.	Are coaching students required to be coached? a. If yes, how many hours are required b. How are the coaches selected for the student? c. Do you provide training for student selected coaches? d. Do the students have to pay for their own coaching sessions?
11.	How do you assess the competency of your student coaches?
12.	Do you have corporations calling on your program for student coaching services?

Student Demographics

The fourth section of the questionnaire presented questions about coaching program student demographics (see Table 6).

Table 6. Coaching Program Student Demographic Questions

1.	What is the average student annual population, and graduation statistics?
2.	What % of student population is in the coaching program?
3.	What is the student gender mix?
4.	What is the average student age?
5.	What is the average classroom size?
6.	What is the % of students that are already practicing coaches or want to be professional coaches
7.	What is the % of students who are leaders/managers who want to build coaching as a skill?
8.	How are students admitted into the coaching program a. As a cohort b. Open enrollment
9.	What type of positions do your graduates take after graduation?

Faculty Demographics

The fifth section of the questionnaire collected demographic information about faculty who taught in each coaching program (See Table 7).

Table 7. Coaching Program Faculty Demographic Questions

1.	How many coaching faculty do you employ? a. Full time Faculty? b. Affiliated Faculty? c. Independent/Adjunct Faculty?
2.	What are the faculty qualifications for coaching program curriculum development?
3.	What are the faculty qualifications to teach coaching courses?
4.	Are the faculty active in coaching research?

Measures of Success and Future Program Aspirations

The sixth section of the questionnaire (see Table 8) collected information on the measure(s) of success and future program aspirations.

Table 8: Coaching Programs Success and Future Questions

1.	How do you measure the success of your coaching program?
2.	Where do you see your coaching program in 5 years?

Procedures

Following design of the questionnaire, a procedure to collect the information was established as follows.

The GSAEC Board members (See Appendix D) were contacted via email on July 17, 2007 with a request for an in-person or telephone interview to be scheduled on a mutually agreed-upon day and time. Following discussion, it was decided which representative would respond on behalf of the institution.

At the agreed time, the researcher conducted the interview. Verbal responses were recorded directly on the questionnaire form. Additional information about each program was collected and added to the document from the institution's website. When the interview was completed the researcher reviewed and summarized all responses in order to create a single summary document. All interviews were completed by August 23, 2007.

CHAPTER 3

RESULTS AND DISCUSSION

The average time to complete the ten interviews was 1 hour and 15 minutes.

Table 9 presents a summary of the categories of coaching programs available from the GSAEC members. As noted earlier, several of the institutions offered multiple coaching program categories.

Table 9. Coaching Programs Sorted by Category

	University/College	Graduate Degree Coaching Program	Graduate (Post-Bach) Certificate Coaching Program	Non-Degree Certificate Coaching Program	Applications of Coaching
1	Adler School of Professional Coaching (ASPC)			√	
2	Babson College (BC)		√	√	√
3	Fielding Graduate University (FGU)	√	√		
4	Franklin University (FU)				√
5	Kennesaw State University (KSU)			√	√
6	Massachusetts School of Professional Psychology (MSPP)		√		
7	New York University (NYU)	√	√	√	√
8	Rutgers, The State University of New Jersey (RSUNJ)	√			
9	University of Pennsylvania, (UPenn)	√			
10	University of Texas at Dallas (UTDallas)		√	√	

Of the 10 institutions evaluated, four reported graduate degree programs; five reported graduate certificate programs; five provide non-degree certificate coaching programs; and four have application programs in coaching. New York University is the only institution with programs representing all four coaching program categories. Even within each category, it was difficult to find elements to compare because each program was conducted so differently.

Figure 3 presents the average age of the participants in each of the GSAEC coaching programs. With a mean age of 38 years, the participants are “adult” students who have significant work experience according to the interviews.

Figure 3. Coaching Program Average Student Age

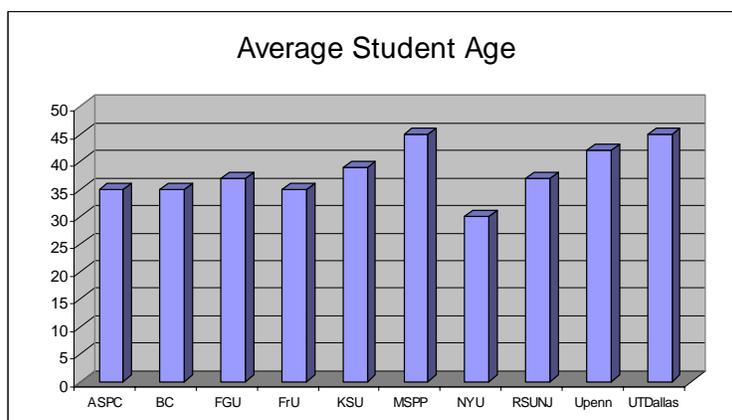


Figure 4 presents the average class size for coaching courses and certificate programs. The mean class size was 19 across all institutions. Application programs were not included.

Figure 4. Coaching Course/Certificate Average Class Size

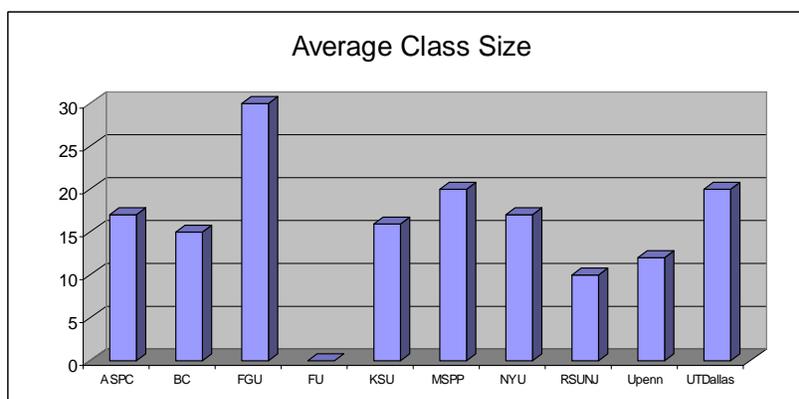


Figure 5 presents the male to female ratio of students in the coaching programs. Seven out of the ten institutions reported more female than male students (across all institutions there are 62% females and 38% males). Detailed examination suggests that

the female percentage is lower when the coaching program is integrated within an MBA degree program with a larger population of males (i.e., Babson College, Franklin University and Kennesaw State University).

Figure 5. Coaching Program Male to Female Ratio

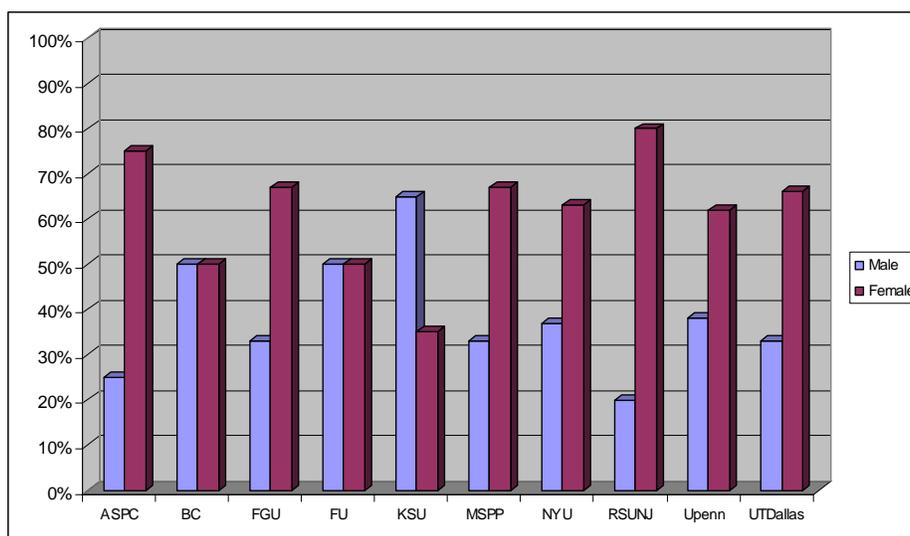


Figure 6 presents the ratio of students who were reported to be or who planned to be professional coaches compared to those students who wanted to improve their coaching skill to use in their current roles within organizations. Four institutions reported that they had a majority of students who were interested in improving their coaching skill. Five institutions had programs designed to train and develop professional coaches. Franklin University (FU) was the only program that felt this question was not applicable, because their MBA students receive coaching as a part of their applications program for professional or academic development.

Figure 6. Are/Want to be Professional Coaches vs. % Improve Coaching Skills

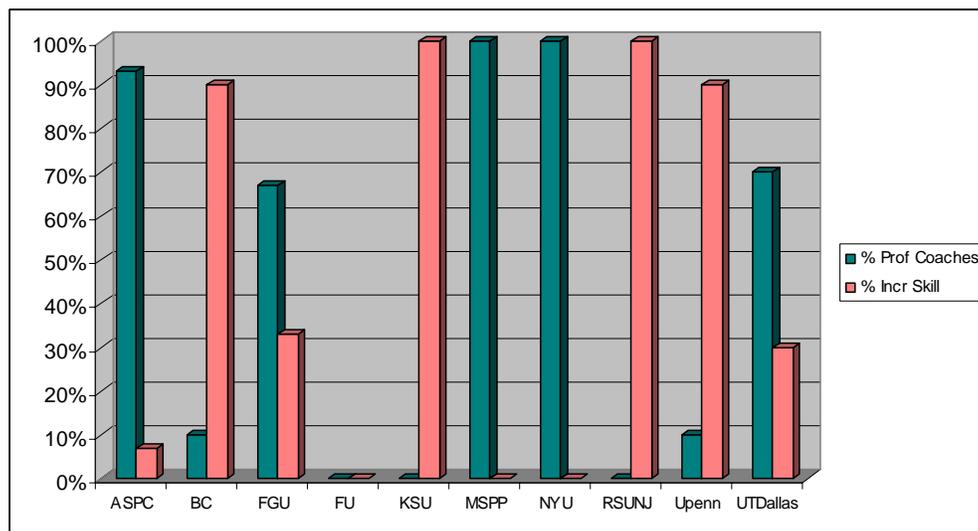


Figure 7 presents the faculty demographics. Eight out of the ten coaching programs reported that a majority of those who teach their coaching courses are adjunct faculty to teach their coaching courses. Affiliated faculty are those who come from other departments within the college or university.

Figure 7. Coaching Program Faculty Mix

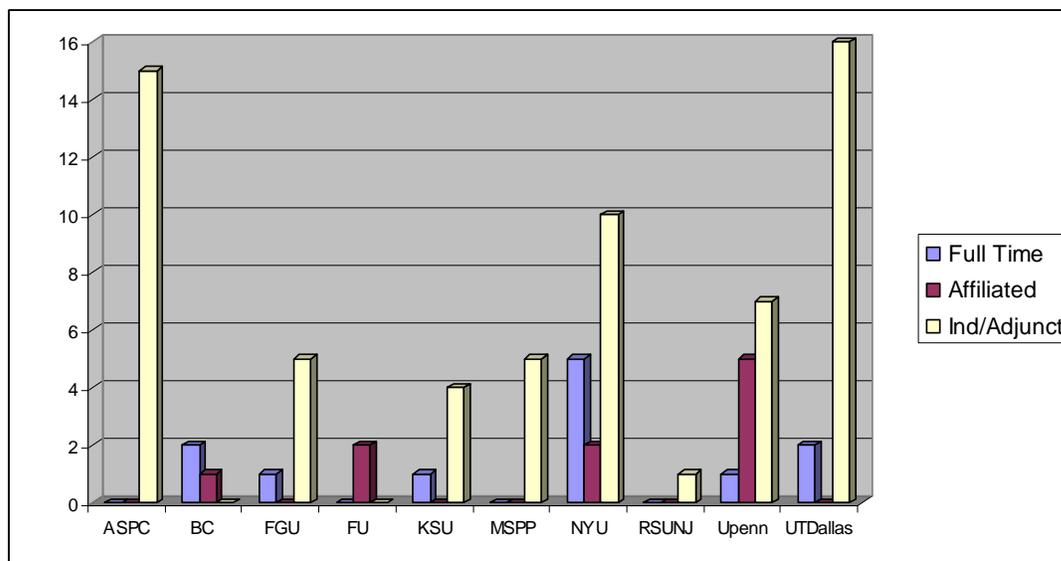


Figure 8 presents the student demographics. Nine out of ten institutions have mostly part time students in their programs. Most students are working full time and continue their education on a part time basis. The only exception was Rutgers University which has a coaching program within its full time doctoral program.

Figure 8. Full Time vs Part Time Status

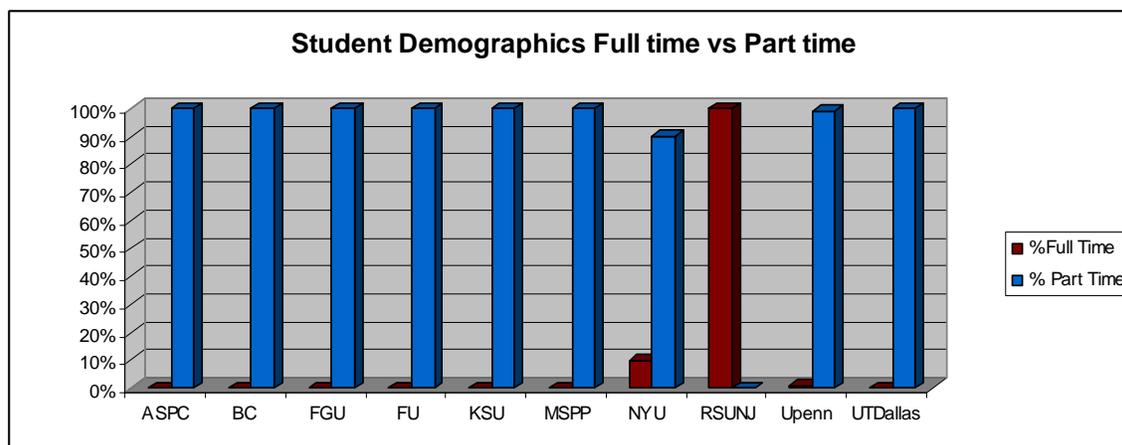


Table 10 presents the use of coaching practica, independent studies and supervision. Nine of the ten institutions offer practicum or supervised internship. Eight of the ten institutions require coaching students to be coached; two institutions require that a student to pay for their own coaching although at a negotiated or discounted rate.

Table 10. Answers to Practicum and Independent Study Questions

University/College	Offer Coaching Practicum's / Internships?	Are student coaches supervised?	Offer Independent Studies in Coaching?	Are students required to be coached?	Do students pay for their own coaching?
Adler School of Professional Coaching (ASPC)	Yes	Yes	Yes	Yes	Yes
Babson College (BC)	Yes	Yes	Yes	Yes	No
Fielding Graduate University (FGU)	Yes	Yes	No	Yes	Yes
Franklin University (FU)	n/a	n/a	n/a	Yes	No
Kennesaw State University (KSU)	Yes	Yes	No	Yes	No
Massachusetts School of Professional Psychology (MSPP)	Yes	Yes	Yes	Yes	No
New York University (NYU)	Yes	Yes	Yes	Yes	No
Rutgers, The State University of New Jersey (RSUNJ)	Yes	Yes	No	No	n/a
University of Pennsylvania, (Penn)	Yes	Yes	Yes	No	No
University of Texas at Dallas (UTDallas)	Yes	Yes	No	Yes	No

Table 11 presents the data on the various ways student coach competency is assessed during their practicum, internship, and course work. Nine of the institutions required their student coaches to be supervised through discussions with their coaching supervisor either via phone or face to face. Five programs use either video or audio taping of coaching sessions to determine how well coaching sessions were conducted. Half of the institutions used client evaluations to determine the coaches' competency. Most programs used a combination of peer coaching, peer feedback and the discussion of case studies during coursework as another method of evaluation. Six programs require a final exam which can include written, oral, and or live demonstration of a coaching session evaluated by faculty. Passing the final exam is required to receive certificate.

Table 11. Methods to Establish Coach Competency

University/College	Discussions With Supervisor	Audio Recording	Video Taping	Client Evals	Peer Coaching	Case Studies	Final Exam
Adler School of Professional Coaching (ASPC)	✓	✓			✓	✓	✓
Babson College (BC)	✓	✓	✓ discont in need	✓	✓	✓	
Fielding Graduate University (FGU)	✓	✓		✓	✓	✓	✓
Franklin University (FU)	n/a						
Kennesaw State University (KSU)	✓		✓		✓	✓	✓
Massachusetts School of Professional Psychology (MSPP)	✓			✓	✓	✓	✓
New York University (NYU)	✓				✓	✓	✓
Rutgers, The State University of New Jersey (RSUNJ)	✓			✓	✓	✓	
University of Pennsylvania, (UPenn)	✓			✓			
University of Texas at Dallas (UTDallas)	✓	✓			✓		✓

The complete summary of datasheets for all institutions is located in Appendices F through M.

CHAPTER 4

CONCLUSION

The diversity of course work, use of a practicum, nature of faculty supervision, methods of evaluation and student demographics reported by these ten GSAEC institutions is quite dramatic. The results show a need for the establishment of standards, ethics and accreditation necessary for North American Graduate Programs in Executive Coaching. The Graduate School Alliance for Executive Coaching has taken a most important step in drafting Guidelines for Coaching Programs. The feedback generated by other graduate programs teaching or engaged in coaching will be a valuable exercise in unifying this diverse body of knowledge, and can be useful to establish a coherent body of knowledge, one of the criteria important for establishing coaching as a professional domain (Bullock, Stallybass & Trombley, 1988).

It was a pleasure to interview each institution and to hear the value their individual program brings to promote the development of the profession and/or skill of coaching. I sensed a true passion for coaching in the voices of these institutional representatives.

It is wonderful that these ten institutions are beginning to organize the chaos of academic coaching in the United States. It is my hope that the GSAEC will establish the final guidelines, ethics and accreditation standards necessary to elevate North American coaches to the same level of professionalism and competency of our European counterparts.

In conclusion, I hope this research will be useful to the current and GSAEC membership. The expansion of this research to include the new GSAEC members would be beneficial.

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APPENDIX A

Bylaws of

The Graduate School Alliance for Executive Coaching

ARTICLE I.

NAME

SECTION 1. The name of the organization is **The Graduate School Alliance for Executive Coaching**. (hereinafter referred to as “the Corporation”)

SECTION 2. The principal office shall be in the State of Georgia at a location to be determined by the Corporation’s Board of Directors. The Corporation may have other offices at such place, or places, within or without the State of Georgia, as the Board of Directors may determine from time to time.

ARTICLE II.

PURPOSE/MISSION

SECTION 1. The Mission of the Corporation is to establish and maintain standards for education and training provided by academic institutions for the discipline and practice of executive and organizational coaching.

SECTION 2. The Corporation shall be organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. No part of the net earnings or assets of the Corporation shall inure to the benefit of any private individual or other person having a private or personal interest in the activities of the Corporation, except that the Corporation shall be authorized to pay reasonable compensation for necessary services actually rendered to it, and to pay reasonable expenses, and make payments and distributions, necessary for it to operate.

SECTION 3. Upon the dissolution or liquidation of the Corporation, all funds or other assets then remaining in its possession shall be transferred or conveyed proportionally, as determined and approved by the Board of Directors, to Members in good standing with the Corporation for three (3) consecutive years prior to official action to dissolve.

ARTICLE III

MEMBERSHIP

SECTION 1. Membership in the Corporation shall be limited to regionally accredited universities, colleges, graduate schools and/or to departments of such institutions that support the mission and purpose of the Alliance.

Qualifications for accreditation will be at the direction of the Board.

The Board of Directors shall determine from time to time any other membership requirements that it deems appropriate.

SECTION 2. Any regionally accredited university, college, graduate school and/or department of such an accredited educational institution desiring to become a Member of the Alliance shall file a written application for membership with the Secretary of the Board of Directors in such form as the Board of Directors shall from time to time prescribe. To be elected to membership, each applicant must satisfy the criteria for membership applicable at the time and receive the affirmative vote of a majority of the Directors present at a meeting of the Board at which a quorum has been established. Notice of acceptance or rejection shall be given to the applicant promptly. Membership in the Alliance is not transferable or assignable.

SECTION 3. Upon approval of membership by the Board of Directors, new Members will sign a standard Member Agreement that specifies the duties and responsibilities of Members.

SECTION 4. With thirty (30) days prior written notice to a Member, membership may be terminated by the Board for failure to fulfill requirements of membership or for conduct on the part of a Member that is deemed prejudicial to the welfare of the Alliance. Such action shall require a two-thirds (2/3) vote of the Directors present and voting at a meeting of the Board at which a quorum has been established. A Member may request and shall be granted an opportunity to be heard at any Board meeting at which the Board is considering action on the Member's status with the Corporation .

SECTION 5. No Member shall incur any expenses or expend any funds on behalf of the Alliance or any other Member without the prior approval of the Board of Directors. Furthermore, no Member shall unilaterally undertake any action, which could potentially result in liability or the expenditure of funds by the Alliance, or any other Member without the prior written approval of the Board.

SECTION 6. Any Member may voluntarily resign as a Member of the Alliance by filing written resignation with the Secretary of the Board of Directors at least 30 days prior to the effective date of the resignation. No resignation shall relieve any Member from liability for dues or assessments which may be accrued and/or unpaid at the time such resignation is filed.

ARTICLE IV

ASSETS AND PROPERTIES

The Corporation, may receive and accept property, whether real, personal, or mixed, by way of dues, gifts, bequest, or devise, from any person, firm, trust or corporation, to be held, administered, and disposed of in accordance with these Bylaws. Provided, however, that no dues, gifts, bequest, or devise of any such property shall be received and accepted if it be conditioned or limited in such manners that shall require the disposition of the income or principal for any purposes inconsistent with the purposes/mission of the Corporation as stated in these Bylaws, or, in the opinion of the Board of Directors, shall jeopardize the federal income tax exemption of the Corporation under Section 501(c)(3) of the Internal Revenue Code.

No part of the Corporation's net earnings shall inure to the benefit of, or be distributable to the Directors or Officers of the Corporation, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE V.

BOARD OF DIRECTORS

SECTION 1. The Corporation shall be governed by a Board of Directors consisting of not more than twenty-one (21) Directors. While a member institution may have two representatives on the Board, each member institution that is represented on the Board is entitled to only one vote.

SECTION 2. Selection of nominees for election as Directors shall be based on criteria and processes established by the Nominating Committee of the Board and approved by the Board. One third (1/3) of the Directors shall be elected at the Annual Meeting for a term of three years. Directors may serve no more than two terms before going off the Board for a minimum period of one (1) year. No one serving the Corporation in a paid capacity may serve on the Board as a Director.

SECTION 3. Members of the Board of Directors shall serve without compensation for their services as a Director.

SECTION 4. Meetings of the Board of Directors shall take place not less than four (4) times annually. The Chairperson shall set the time and place of Board meetings. Notice of said meetings shall be given at least ten (10) days previously thereto, either personally or by mail, facsimile, electronic mail, or telegram, to each Director based on the most recent contact information provided by the Director to the Corporation. Special meetings of the Board of Directors may be called by the Chairperson or upon the written request of not less than three (3) Directors. The time and place of such special meeting shall be selected by the Chairperson. The first meeting of each calendar year shall constitute the Annual Meeting of the Corporation at which time elections for Directors and Officers will be held.

SECTION 5. At the Annual Meeting of the Board the Directors shall elect a Chair, Vice-Chair, and a Secretary/Treasurer. Persons holding these positions may be re-elected for a term not to exceed three (3) years.

SECTION 6. Directors who are absent at three (3) consecutive regularly scheduled meetings of the Board of Directors or who attend less than 75% of all the meetings of the Board in a 12-month period will be considered to have voluntarily resigned from the Board unless specific absences have been excused in advance by the Chairperson. The Executive Committee will review individual situations for extenuating circumstances and recommend to the Board if the resignation should be accepted.

SECTION 7. A Director may be removed as a member of the Board of Directors, with or without cause, upon the affirmative vote of 75% or more of the other members of the Board.

SECTION 8. If, for any reason, a Director is unable to fulfill his or her term of office, the member institution which that Director represents may select an alternate to complete that Director's term of office. The alternate must be affirmed by a majority of the existing Board of Directors at their next meeting.

SECTION 9. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if the Executive Director obtains unanimous consent for such action from the Board of Directors.

SECTION 10. A simple majority of the voting members of the Board of Directors shall constitute a quorum and it shall be necessary for at least a majority of those voting member Directors present at any meeting to agree upon any resolution or action of the Board for it to be valid and effective. Voting by proxy shall not be allowed.

SECTION 11. All meetings will be conducted according to a recognized Code of Parliamentary Procedure.

SECTION 11. Employees of the Corporation shall not be eligible to serve as Directors of the Corporation. The Chief Executive Officer of the Corporation shall serve as an ex-officio member of the Board without voting privileges.

SECTION 12. The Board of Directors may exercise all incidental powers as may be necessary to manage the affairs of the Organization except as may be prohibited to the Board by law, or by these Bylaws.

SECTION 13. The inaugural Board of Directors will be composed of two representatives from each of the Corporation's founding institutions. Each founding institution will have one vote on the Board. Terms for the inaugural Directors will be for two years from the inception of the Corporation.

ARTICLE VI.

FUNCTIONS OF THE BOARD

SECTION 1. The Board of Directors shall be the governing body of the Corporation, and shall have final authority regarding the supervision, control, and direction of the business affairs and disposition of the assets of the Corporation; shall determine policies of the Corporation or changes thereto; and shall actively prosecute the purposes of the Corporation. The Board may adopt, by majority vote, such rules and regulations for the conduct of its business and the business of the Corporation as shall be deemed advisable. Under no circumstances, however, shall the fundamental and basic purposes of the Corporation, as expressed in its Articles of Incorporation and/or these Bylaws, be amended or changed.

SECTION 2. The Board of Directors shall be responsible for appointing and supervising the Officers of the Corporation. The Board shall also perform the usual and normal functions of a Board of Directors, including, but not limited to, voting on membership applications, approving the annual operating budgets submitted by the Corporation staff, electing Directors, and approving appointments to Committees.

SECTION 3. The Board shall ensure that all funds remitted to the Corporation are properly received, disbursed, and accounted for in accordance with these Bylaws and policies established by the Board, and in accordance with generally accepted accounting practices.

SECTION 4. The Board shall ensure that the Corporation is not involved in any activity which would cause it to lose its status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

SECTION 5. Directors may participate in and hold a meeting by means of a conference telephone or similar communications equipment provided that all persons participating in the meeting can hear and speak with each other.

SECTION 6. The Board of Directors shall create any standing committees required by the Board to fulfill the mission and purpose of the Corporation.

SECTION 7. The Executive Committee shall consist of the Chairperson, immediate past Chairperson, Vice President, Secretary, Treasurer, and standing Committee Chairpersons. In the interim between meetings of the Board of Directors, the Executive Committee shall have all the powers and duties of the Board of Directors.

SECTION 8. In addition to standing Committees established by the Board, the Chairperson may, with Board approval, appoint special committees and assign a Director to serve as Chair. The Chairperson will give any special committee a specific charge defining the scope of the committee's duties, the duration of the committee's work, the rights of the committee to take action, the frequency of committee reports to the Board of Directors, which shall be not less than annually, and the frequency of the committee meetings.

SECTION 9. Persons who are faculty members or staff in any member organization may serve, if asked, on any Committee created by the Board.

SECTION 10. Any Committee member may be removed from such position, with or without cause, upon the affirmative vote of 75% or more of the members of the Board.

ARTICLE VII.

OFFICERS

SECTION 1. The Officers of the Corporation shall be the Chairperson, the Vice-Chairperson, the Secretary, and the Treasurer of the Board of Directors [unless the Board selects to have one person serve in the capacity of both Secretary and Treasurer], each of whom is a member of the Board of Directors elected by the Board to these positions.

SECTION 2. Officers shall serve for one year or until their successors are appointed and duly elected by the Board of Directors. No Officer shall serve more than three (3) consecutive years in any one office.

SECTION 3. Unanticipated Officer vacancies may be immediately filled by appointment by the Chairperson of the Board (or the Executive Committee of the Board if said vacancy involves the current Chairperson), subject to the subsequent approval of said appointment by the Board.

SECTION 4. The Chairperson shall preside at all Board and Executive Committee meetings; appoint Committee chairpersons; work closely with the Executive Director in day to day management of the affairs of the Corporation; sign, along with any other Officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, checks, vouchers, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors, by these Bylaws, or by statute to some other Officer or agent of the Corporation; and, in general, perform all other duties incident to the office of the Chairperson and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 5. The Vice-Chairperson shall act as Chairperson in the Chairperson's absence, assist the Chairperson in the discharge of his/her duties as the Chairperson may direct, and shall perform such other duties as from time to time may be assigned by the Chairperson or by the Board of Directors. In the absence of the Chairperson, or in the event of his/her inability or refusal to act, the Vice-Chairperson shall perform the duties of the Chairperson, and, when so acting, shall have all the powers of, and be subject to all the restrictions placed upon, the Chairperson.

SECTION 6. The Treasurer shall have responsibility for the custody of all of the financial assets of the Corporation; collection of all dues, assessments, and other monies due to, or otherwise contributed to, the Corporation; deposit of funds in the name of, and to the credit of, the Corporation in such depository as may be designated by the Board of Directors; drawing of checks upon such depository in payment of the obligations of the Corporation, said obligations supported by bills or invoices approved for payment; maintenance of books of account of the financial assets of the Corporation and annually rendering to the membership of a financial report for the immediately preceding fiscal year; and rendering on a quarterly basis of a financial report to the Board of Directors for the immediately preceding fiscal year quarter.

The Treasurer may assign all or some of his/her duties to any other Officer or staff member of the Corporation with the approval of the Board of Directors.

SECTION 7. The Secretary shall attend and keep the minutes of all Board meetings; issue all meeting notification requirements as stipulated in these Bylaws; and have charge of the corporate seal and all books, records, and correspondence of the Corporation, except as otherwise provided for in these Bylaws.

The Secretary may assign all or some of his/her duties to any other Officer or staff member of the Corporation with the approval of the Board of Directors.

ARTICLE VIII.

THE EXECUTIVE DIRECTOR

SECTION 1. The Board of Directors shall hire an Executive Director of the Corporation who will be the chief staff member of the Corporation. The Executive Director shall serve at the pleasure of the Board, fulfill those functions and responsibilities assigned to such position, and be compensated for services performed under terms approved by the Board. As may be required due to an unanticipated vacancy in the position of Executive Director, the Board may employ or appoint an interim Executive Director, which may be a current Director, until the vacancy is filled.

SECTION 2. The Executive Director shall, in general, supervise and control all of the business and affairs of the Corporation. He or she may sign, with the Secretary or any other officer of the Corporation as authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board, or by these Bylaws, or by statute to some other officer or agent of the Corporation; and in general he or she shall perform all duties incident to the office of the Executive Director and such other duties as may be prescribed by the Board.

SECTION 3. The Executive Director shall offer a report of the business of the Corporation at each meeting of the Board of Directors.

ARTICLE IX

ANNUAL MEMBERSHIP MEETING

SECTION 1. There shall be an Annual Meeting of Members at a place and time specified by the Board of Directors. All Members shall be invited to designate representatives to attend, or otherwise participate in, said meeting, which will be presided over by the Vice Chairperson of the Board. Each Member institution shall have only one vote at this meeting. The format for conducting the meeting, and the content of its agenda, will be at the sole discretion of the Board, although Members represented at the meeting in person or by written proxy shall have the opportunity to present matters without notice other than announcement at the meeting and without further notice to any absent Member.

SECTION 2. Notice of the Annual Meeting of Members shall be given at least ten (10) days previously thereto, either personally or by mail, facsimile, electronic mail, or telegram, to each Member organization based on the most recent contact information provided by the Member to the Corporation.

ARTICLE X

STAFF

SECTION 1. The Executive Director shall employ and supervise additional staff to positions authorized by the Board.

SECTION 2. The Executive Committee of the Board of Directors shall review the performance of the Executive Director annually. The Committee shall report and make recommendations to the Board in conjunction with said review.

SECTION 3. Staff members of the Corporation, including the Executive Director, shall not be voting members of the Board of Directors.

ARTICLE XI

BANK ACCOUNTS, CHECK, SECURITIES AND SEALING DOCUMENTS

SECTION 1. The fiscal year of the Corporation shall be July 1 through June 30.

SECTION 2. Subject to the approval of the Board, deposit accounts for funds of the Corporation may be opened in such banks and other financial institutions as may be selected and designated by the Treasurer. Such financial institutions are authorized to make payments from the funds of the Organization on deposit with them. Such payments are to be made upon presentation of checks or withdrawal orders signed by the Executive Director or employees as may be designated by the Board of Directors.

SECTION 3. The Executive Director shall annually recommend an operating expense budget for approval by the Board of Directors. Authorization for checks written on accounts of the Corporation that are specifically related to budgeted and approved operating expenses may be signed by the Executive Director. All other expenses against accounts of the Corporation shall require the approval of the Executive Committee.

SECTION 4. The accounts of the Corporation shall be audited annually by a qualified independent public accounting firm after the close of the fiscal year. The Executive Director will be responsible for selection of the firm engaged to conduct this audit, as well the contractual terms under which the services are provided, subject to approval of said selection and terms by the Board of Directors. The final report issued by the firm selected will be provided to Members, and shall be filed with the appropriate governmental agencies as may be required by law and/or regulation.

SECTION 5. Subject to the approval of the Board, the Corporation may invest the Corporation's funds pursuant to its investment policy and may maintain such investment accounts, as it deems appropriate with investment institutions. The Board shall have the authority, by appropriate resolution, to designate such institutions and to authorize the Executive Director or other employees as it deems appropriate to sign such documentation as may be necessary to conduct investment business pursuant to said designation.

ARTICLE XII

INDEMNIFICATION

SECTION 1. In the event that any person who was or is a party to or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, seeks indemnification from the Corporation against expenses, including attorneys' fees (and in the case of actions other than those by or in the right of the Corporation, judgments, fines, and amounts paid in settlement), actually and reasonably incurred by him in connection with such action, suit, or proceeding by reason of the fact that such person is or was a Director, Officer, employee, trustee, or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee, trustee, or agent of another Corporation, domestic or foreign, non-profit or for profit, partnership, joint venture, trust, or other enterprise; then, unless such indemnification is ordered by a court, the Corporation shall determine, or cause to be determined, in the manner provided under Georgia law whether or not indemnification is proper under the circumstances because the person claiming such indemnification has met the applicable standards of conduct set forth in Georgia laws; and, to the extent it is so determined that such indemnification is proper, the person claiming such indemnification shall be indemnified to the fullest extent now or hereafter permitted by Georgia law.

SECTION 2. The indemnification provided for above shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation or Bylaws of the Corporation, or any agreement, vote of Members or disinterested Directors, or otherwise both as to action in his/her official capacity and as to action in another capacity while holding such office, and shall continue

as to a person who has ceased to be a Director, Officer, employee, trustee, or agent, and shall inure to the benefit of the heirs, executors, and administrators of such a person.

SECTION 3. To the extent permitted by Georgia law, the Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, Officer, employee, trustee, or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee, trustee or agent of another corporation, domestic or foreign, non-profit or for profit, partnership, joint venture, trust or other enterprise.

ARTICLE XIII

NON-DISCRIMINATION

SECTION 1. It shall be the policy of the Corporation to treat each applicant for employment, and each employee, based on his/her individual merit without regard to race, color, religion, gender, age, national origin, disability, veteran status, sexual orientation, or any other status protected by applicable law.

SECTION 2. It shall be the policy of the Corporation to treat its programs and services without regard to race, color, religion, gender, age, national origin, disability, veteran status, sexual orientation, or any other status protected by applicable law.

ARTICLE XIV

AMENDMENTS TO THE ARTICLES OF INCORPORATION AND BYLAWS

SECTION 1. The Articles of Incorporation and these Bylaws of the Corporation may be altered, amended, or repealed by the Board of Directors by at least a two-thirds (2/3) vote of those present at a meeting of the Board at which a quorum has been established, provided that a copy of any proposed changes has been provided to all Directors at least thirty (30) days in advance of the meeting at which the changes are to be considered.

APPENDIX B

Graduate School Alliance for Executive Coaching Board Members

* signifies executive committee

signifies committee chair

*John Brent, Ph.D. (Executive Director)
Ross School of Management and Leadership
Franklin University
brentj@franklin.edu

Diane Brennan
Fielding Graduate University
dianebrannan@comcast.net

Ray Forbes, Ph.D.
Ross School of Management and Leadership
Franklin University
forbesr@franklin.edu

Ruth L. Orenstein, Psy.D.
Graduate School of Applied & Professional
Psychology
Rutgers, The State University of New Jersey
RLOrenPCRI@aol.com

Michael Salvador, Ph.D.
Coles College of Business
Kennesaw State University
mike_salvador@coles2.kennesaw.edu

#Larry Starr, Ph.D.
(Research Committee)
School of Arts and Sciences
University of Pennsylvania
lstarr@sas.upenn.edu

* Dianne Stober, Ph.D. (Vice President)
(Academic Standards Committee)
(at large)
dianne@stoberassociates.com

William Wilkinsy, Ph.D.
Organizational Dynamics
University of Pennsylvania
wsw@sas.upenn.edu

*Stephen Brock, D.Min. (Secretary/Treasurer)
Coles College of Business
Kennesaw State University
stephen_brock@coles2.kennesaw.edu

#Judith Feld, MS, MCC
(Website Development Committee)
School of Management
University of Texas at Dallas
judith.feld@utdallas.edu

* Robert Hicks, Ph.D. (President)
School of Management
University of Texas at Dallas
robert.hicks@utdallas.edu

#Linda Page, Ph.D.
(Membership Committee)
Coaching Studies Program
Adler School of Graduate Studies
lpage@adler.ca

Melinda Sinclair, D.Phil.
Coaching Studies Program
Adler School of Graduate Studies
msinclair@adler.ca

#Lew Stern, Ph.D.
(Academic Standards Committee)
Massachusetts School of Professional
Psychology
executivecoach@comcast.net

Michele Vitti, M.A.
Massachusetts School of Professional
Psychology
michele@sunataconsulting.com

Leni Wildflower, Ph.D.
Fielding Graduate University
wildflower@fielding.edu

Institutional Members

John L. Bennett, Ph.D., PCC
Graduate Studies in Organizational Communication
Queens University of Charlotte
bennettj@queens.edu

Terrence Maltbia, Ph.D.
Department of Organization and Leadership
Teachers College, Columbia University
maltbia@exchange.tc.columbia.edu

APPENDIX C

Guidelines for Graduate Academic Programs in Executive Coaching Draft

April 11, 2007

Introduction

The Graduate School Alliance for Executive Coaching has spent considerable time over the past year assessing curricula and program information from multiple academic disciplines with involvement in the education of executive coaches to identify the core content and process for such programs. The resulting guidelines, as outlined below, are intended primarily for graduate academic programs, certificate or degree granting, specifically in executive and organizational coaching.

Graduate academic institutions who are developing or offering individual courses in this field may also find the guidelines useful. We define executive and organizational coaching as a development process that builds a leader's capabilities to achieve professional and organizational goals. A leader is an individual who has the potential of making a significant contribution to the mission and purpose of the organization. This coaching is conducted through one-on-one and group interactions, driven by evidence/data from multiple perspectives, and is based on mutual trust and respect. The coach, individuals being coached, and their organizations work in partnership to help achieve the agreed upon goals of the coaching.

Our objectives for the distribution of these guidelines are:

- to begin to establish standards for the graduate academic education of executive and organizational coaching;
- to test an initial set of standards within graduate academic institutions throughout North America;
- to begin a dialogue with graduate academicians and their institutions around the world;
- to prepare for the development and implementation of an accreditation process for graduate programs in this field.

Assumptions

Graduate School offerings in Executive Coaching are diverse. Within the Graduate School Alliance for Executive Coaching, current and planned programs range from individual courses and continuing education programs, to coaching concentrations within more general certificate or degree programs, to full certificate or degree programs focused solely on Executive Coaching. Some programs are built upon a specific theoretical or applied model while others are eclectic, covering a wide range of theories and methods.

There are programs which primarily utilize live, face-to-face classroom study and practicum supervision and others which are partially or completely reliant on distant-learning formats through electronic media and networks. And finally, some programs are housed in business schools, others in schools of education, professional schools of psychology or psychology departments, through multi-disciplinary collaborations, or in other school divisions.

The following guidelines and recommendations have been established to reflect and respect the diversity of Executive Coaching programs and the potential value of them all when they are well constructed and managed. These guidelines and recommendations are intended to assist institutions and faculty in developing executive coaching education and training programs that will provide high-quality education consistent with other professional education and training programs within academia.

The guidelines do not require specific content or numbers of hours of coursework, individual study, or supervised application. They do, however, recommend that those standards be established and managed carefully for any particular program. In addition, where applicable, the guidelines include examples of best practices for comprehensive programs in this field where established in academic programs in executive coaching in North America.

Guidelines for Graduate Academic Programs in Executive Coaching

Each of the following guidelines is presented as a recommended minimum standard for graduate executive coaching programs.

1. Program mission and objectives – The program’s stated purpose and goals.

- 1.1. An explicit focus on executive and leadership coaching activities and skills as opposed to other forms of coaching is explicitly stated in materials.

2. Program context –Linkages exist between the program and its host institution; alignment of program goals with the goals of the host institution.

- 2.1. The program is housed within a regionally accredited host institution.
- 2.2. The program is managed by members of the host academic institution rather than existing outside the host institution.

3. Requirements for admission (student qualifications) – Student prerequisites for admission to the course and alignment of student qualifications with curriculum and goals.

- 3.1. For programs or courses of study, application guidelines are made explicit. For courses, there is a clear statement of any prerequisites for enrollment in the course.
 - 3.1.1. Programs require a minimum of an undergraduate degree before graduate study and explicitly state other requirements for entry into programs (e.g., statements of purpose, etc.)
- 3.2. Programs and/or individual courses have equal opportunity access to the program on the part of applicants.
- 3.3. Institutions providing coach education and training through coursework or formal courses of study state their nondiscrimination standards and practices in admissions.

4. Curriculum and training plan – The program’s specific curriculum, including both classroom and field based learning activities, and the alignment of the curriculum with the program’s goals and the students’ admission qualifications.

- 4.1. A statement of the competencies developed through participation in the program is outlined.
- 4.2. The curriculum and related requirements are delineated.
- 4.3. Evidence is apparent that the curriculum is appropriate to the practice of executive coaching, i.e. that there is a substantial focus on the coachee, role, organization and coach system.
- 4.4. Approximate demands on students (work hours) are delineated.
- 4.5. Activities to assess student learning are made explicit and implemented.
- 4.6. The curriculum is developed at the graduate level.
- 4.7. Where part of the curriculum is online, delineation of face to face instructional time is described.
- 4.8. Multi-disciplinary and eclectic instruction and coursework are present.
- 4.9. The principles of adult learning are utilized in the coursework and/or program.
- 4.10. Educational activities and outcomes for individual students and the programs are documented.

For academic graduate programs in executive coaching, it is recommended that curricular content cover the following 5 areas:

- Theory & Knowledge
- Business Acumen
- Coaching Skills
- The Coaching Process
- Professional Practice

Theory & Knowledge Areas - Familiarity with and understanding of applicable theories and bodies of knowledge:

Includes a basic understanding of:

- Individual differences and development
- Interpersonal dynamics and communication
- Group and inter-group dynamics
- Organizational systems and dynamics
- Social systems and dynamics
- Change management
- Adult learning
- Coaching theory and principles

Business Acumen – An understanding of the basic business functions and how they work together to achieve business goals or the organization’s mission in the case of mission-driven organizations.

Includes a basic understanding of:

- Strategy
- Finance
- Marketing
- HR
- Sales
- Global context
- Organizational culture
- And specific industry imperatives

Coaching Skills-Understanding of and competence in using the following skills in a number of areas:

- Skills of assessment/conceptualization (examples below)
 - Selection and design of type of intervention
 - Appropriate referral
 - Assessment
 - Observation
 - Interviewing
- Skills of interaction (examples below)
 - Feedback
 - Listening
 - Questioning
 - Action planning
 - Constructive confrontation
 - Challenging
 - Negotiating
 - Contracting
 - Influencing
 - Encouragement/support
- Skills of facilitation (examples below)
 - Visualization
 - Guiding action and reflection
- Skills of education and change management (examples below):
 - Behavior modeling
 - Behavior modification
 - Reinforcement
 - Conflict management
- Skills of utilization: of self, of the coaching relationship
 - Rapport building
 - Self-awareness

The Process of Coaching-An understanding of the process of coaching in which various skills, tools, interventions, etc. are used:

Including:

- Entry contracting
- Assessment & feedback
- Goal setting/planning
- Facilitating change and development
- Outcome evaluation
- Termination/ending/long-term planning

Professional Practice-An understanding of important frameworks for practicing at a professional level:

Including:

- Research methods
- Practice management
- Ethics and standards of practice
- Use of tools

5. Requirements for supervised experience – Supervised coaching experiences during training and their linkages with the curriculum are present.

- 5.1. Goals of required supervised coaching experiences are delineated.
- 5.2. The number of coaching cases required, the nature of those cases, the length of those cases and other relevant concerns are clearly noted.
- 5.3. A clear statement regarding the ethical obligations of all participants in the program's field based learning activities is recommended.
- 5.4. Assessment of student learning from field based activities is a regular and ongoing part of the program or coursework.

Minimum hours for Content Instruction:

Graduate Certificate- 120 hours
Masters Degree- 180 hours

Minimum hours for Skill Development:

Graduate Certificate- 36 hours
Masters Degree- 36 hours

Minimum hours for Supervised Practicum (peer, faculty and group):

Graduate Certificate: Client Coaching- 15 hours; Supervision- 25 hours
Masters Degree: Client Coaching- 50 hours; Supervision- 60 hours

6. Requirements for the assessment of students' progress and readiness for individual certification for the practice of executive coaching.

- 6.1. Requirements for the assessment of students' readiness for the practice of executive coaching are stated.
- 6.2. A methodology for assessing students' progress toward meeting certification requirements is stated and part of a graduate course of study.

7. Program values and ethical standards – The alignment of program and host institution values and the management of ethical issues.

- 7.1. Ethical practice and conduct guidelines are delineated for all parties.
- 7.2. Professional standards are embedded in the program and explicitly part of the course of study.
- 7.3. Guidelines for the management of confidential relationship and coaching boundaries are specifically covered.

8. Program administration and resources – Program leadership, the qualifications of program leadership, program financial structure, program business model and fees, program space, program materials and program support from host institution.

- 8.1. Specification of requirements for program administrator role.
- 8.2. Fee structure.
- 8.3. Budget.
- 8.4. Instructional and other space/physical facilities requirements.
- 8.5. Student financial aide.
- 8.6. Student, faculty and program materials (including internet) security.

9. Engagement with cultural and individual differences and diversity – Incorporation into the curriculum and supervised coaching activities awareness of and engagement with personal and cultural diversity including diversity related to ethnicity, race, gender, age, sexual orientation and other identity group memberships that may impact individual program students, leaders, faculty, supervisors and society at large.

- 9.1. Evidence of diversity in admissions, curriculum, faculty, supervisors and field based learning opportunities is recommended.
- 9.2. Curriculum efforts to prepare students for executive coaching in a diverse world are clearly articulated.

10. Faculty and supervisory qualifications and supervision – The specification and assessment of faculty and supervisory competencies, backgrounds and academic qualifications as appropriate.

- 10.1. The qualifications required of faculty and supervisors are specified.
- 10.2. Records of faculty and supervisory activities and resumes are kept.
- 10.3. Records of faculty and supervisor compensation are maintained.
- 10.4. Supervision of faculty and supervisors is provided by the host institution in accordance with academic standards.
- 10.5. Continued development and education is required of faculty and supervisors.

11. Student, faculty, administration, supervisor relations – Communications and feedback channels between and among program students, administration, faculty, supervisors and those organizations making use of coaching provided by program students.

- 11.1. Delineation of appropriate role relationships and the nature of role conflicts between supervisors, students, faculty and administrators are in place and supported.
- 11.2. Appeals and complaints processes are delineated for students, faculty, supervisors and administrators.
- 11.3. Communications activities that support good relationships among students, faculty, supervisors and administrators are in place.

12. Program assessment and quality enhancement – The measurement of learning outcomes against program objectives and the feedback of such assessment activities with the intention of improving program performance.

- 12.1. The existence and activities of a quality assurance program are highly recommended.
- 12.2. Demonstration of assessment activities that are linked to the competencies delineated in the program goals are in place.

12.3. Mechanisms for the use of quality assurance data for program improvements have been identified and implemented.

13. Policies regarding advertising and stating of claims

13.1. Standards for advertising the program and recruiting students, faculty, supervisors or other stakeholders to the program's activities are consistent with academic values.

14. Contributions to the development of and use of new knowledge in the field of executive coaching – Research and the dissemination of research that can promote the improvement of practice in the field of executive coaching.

14.1. Research activities are valued and recommended as integral to the development of academic coaching programs.

14.2. Use of research in the curriculum is explicit.

15. Relationship with the accrediting body

15.1. Liaison between the program, its host institution and the accrediting body.

15.2. The management of required communications and record keeping.

15.3. Self-assessment of potential conflicts of interest and reporting requirements.

APPENDIX D

Sample Email Sent to GSAEC Institution Members

Dear Dr. _____,

As a graduate student in the Organizational Dynamics Program at the University of Pennsylvania (Dr. Larry Starr), I am conducting research interviews with the GSAEC Institutions to establish a comparative platform containing descriptions of the coaching programs offered by the 10 members.

I would like to schedule about 45 minute of your valuable time, at your earliest convenience, to conduct a phone interview in order to complete a standardized questionnaire about your coaching program.

Please let me know when you would be available within the next few weeks.

Thank you in advance for your time,

Kimberly Perry
University of Pennsylvania
610-216-3035

APPENDIX E

2006 GSAEC Institution Member Contact List

Last Name	First Name	Academic Degree	Affiliation	Email	Phone #	Mailing Address
Brent	John	Ph.D.	Ross School of Management and Leadership, Franklin University	brenti@franklin.edu	614-341-6343	201 S. Grant Ave. Columbus, OH 43215
Brock	Stephen	D.Min.	Coles College of Business, Kennesaw State University	stephen_brock@coles2.kennesaw.edu	678-231-3812	900 Augusta Circle Woodstock, GA 30188
Feld	Judy	MS	School of Management, University of Texas at Dallas	judith.feld@utdallas.edu	972-931-6366	18711 Greenside Dr. Suite 200 Dallas, TX 75252
Forbes	Ray	Ph.D.	Ross School of Management and Leadership, Franklin University	forbesr@franklin.edu	614-341-6380	201 S. Grant Ave. Columbus, OH 43215
Garrigan	Dennis	Ph.D.	New York University	dennis.garrigan@nyu.edu	212-992-3660	11 West 42nd St. Suite 431 New York, NY 10036
Hicks	Rob	Ph.D.	School of Management, University of Texas at Dallas	robert.hicks@utdallas.edu	972-883-5900	P.O. Box 830688, SM 10 Richardson, TX 75083-0688
Hunt	James	Ph.D.	Babson College	hunti@babson.edu	781-239-5724	129 Tomasso Hall Babson Park, MA 02457
Orenstein	Ruth	Psy.D.	Graduate School of Applied Professional Psychology, Rutgers, The State University of New Jersey	rflorenpcr@aol.com	609-452-7399	625 Sayre Dr. Princeton, NJ 08540
Page	Linda	Ph.D.	Adler Professional Studies	lpage@adler.ca	416-923-4419 ex 214	890 Yonge St., 9th Floor, Toronto, Ontario M4W3P4
Salvador	Michael	Ph.D.	Coles College of Business, Kennesaw State University	mike_salvador@coles2.kennesaw.edu	770-499-3685	1000 Chastain Rd. Kennesaw, GA 30144-5591
Sinclair	Melinda	D.Phil.	Coaching Studies Program, Adler School of Graduate Studies	msinclair@adler.ca	416-932-8857	180 Bloor Street West, Suite 502 Toronto, Ontario M5S 2V6
Starr	Larry	Ph.D.	School of Arts and Sciences, University of Pennsylvania	lstarr@sas.upenn.edu	215-898-9185	3401 Walnut Street, Suite 328A Philadelphia, PA 19104-6228
Stern	Lew	Ph.D.	Massachusetts School of Professional Psychology	executivecoach@comcast.net	781-235-0205	71 Fuller Brook Rd. Wellesley, MA 02482
Stober	Dianne	Ph.D.	Fielding Graduate University	dstober@fielding.edu	970-225-0599	630 Peterson St. Fort Collins, CO 80524
Weintraub	Joseph	Ph.D.	Babson College	weintraub@babson.edu	781-239-4356	129 Tomasso Hall Babson Park, MA 02457
Wildflower	Leni	Ph.D.	Fielding Graduate University	lwildflower@fielding.edu	805-450-2267	1028 E. Canon Perdido Santa Barbara, CA 93103
Wilinsky	William	Ph.D.	School of Arts and Sciences, University of Pennsylvania	wsw@sas.upenn.edu	610-649-0440	3401 Walnut St. , Suite 328A Philadelphia, PA 19104-6228

APPENDIX F

**Adler School of Professional Coaching Datasheet
GSAEC Institution Interview Questionnaire**

Section 1: Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p> <p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 Coaching Program Demographic Information	
Program Address	Institution Name: Adler School of Professional Coaching Full Address: 890 Yonge Street, 9 th floor Toronto, Ontario M4W 3P4 Fax: 416-923-9017 Phone: 416-923-4419 Email: info@adler.ca Web Address: http://www.adlercoach.com
Programs and Affiliations	<u>Non Degree Certificate:</u> Adler Professional Coaching Certificate School/Department: Adler International Learning (formally known as Adler School of Professional Psychology)
Program Leadership Contact	Degree Leadership: Dorothy Greenaway, BA, MCC Certificate Program Director and Vice President of Corporate Services for the Adler School of Professional Coaching Program Leadership: Melinda Sinclair, D.Phil, PCC (Vice President and Head of Product Development for the Adler School of Professional Coaching)
Source of Program Information	Melinda Sinclair, D.Phil, PCC Article: Adler’s Professional Coaching Certificate Program: Resolving the Paradox. By Melinda Sinclair and Linda Page Website
Admission Requirements	<u>Non-Degree Certificate:</u> Applicants must have sufficient work and life experience. Resume/CV Relevant to coaching, a personal statement of program goals and expectations.
Section 3 Coaching Program Academics	
Program Mission	<u>Non-Degree Certificate</u> At the core of our approach to coaching, and by implication to coach training, is a philosophical assumption about the dynamics of being human. We are all caught in a paradoxical tension between

	<p>being ourselves and being in relationship with others. On the one hand, we are all unique individuals, with a strong need and desire to express our unique selves fully in our life and work. On the other hand, we are embedded in a web of relationships with other individuals, a member of multiple systems, and irretrievably part of humanity.</p> <p>Our creativity in resolving this paradox between individual self-expression and social embeddedness determines, to a significant extent, our level of success and fulfillment. The key to resolving this paradox lies in using our unique selves to make a contribution to others. We see coaching as a profession that distinguishes itself by helping people discover how to bring their choices and actions more in line with their unique “best self,” and to connect more creatively with the deep human desire to take a place among one’s fellow beings and make a contribution to the betterment of humanity.</p> <p>The existence of the Adler School of Professional Coaching (ASPC) and the involvement of our faculty and staff represent in part our response to the challenge of using our unique selves creatively to make a difference for the better in the world. Our hope and intention is to train coaches who also see their work as a creative response to this challenge.</p> <p>Our goal is to develop coaches whose work will be thoroughly grounded in the intention to help clients resolve and transcend the paradox between self-expression and embeddedness creatively in their own work and life. Even when the coaching assignment is narrowly focused on a specific issue or area, we believe that operating from such a higher-level intention will enhance power and possibilities for the client.</p>
<p>Why Coaching Program was created</p>	<p>Adler School of Professional Coaching was founded in 1998 as part of an Adler group of schools that has existed in Ontario, Canada, for nearly 30 years. Adler School of Graduate Studies is in the process of applying for accreditation to offer degrees in human services, including psychology and, eventually, coaching studies. Adler Professional Schools provides administrative services to the group of schools. And Adler Learning Federation for Research, Education, and Delivery of Services—ALFREDS—is an independent nonprofit organization dedicated to making Adlerian services and education more available to the public.</p> <p>In keeping with Adler’s own example of a multi-disciplinary and multi-theoretical orientation, all the Adler organizations draw on many other fields and approaches, including social and developmental psychology; psychotherapy and counseling; neurobiology; sociology; anthropology; and leadership, organization, and management studies. All the Adler Schools are united by their dedication to transforming</p> <ul style="list-style-type: none"> • Education into learning, • Careers into callings, and • Theory into practice and vice-versa.
<p>What makes your coaching program unique?</p>	<p>The Adler program defines coaching as a process for facilitating change. Participants are introduced to different models and frames for change as they move through the program. We hold that change is fundamentally an “inside out” process. At the same time, we recognize that there are many different kinds and levels of change that coaching can support – ranging from practical changes in the external world to deep personal change. Our intention is to develop coaches who can effectively support clients across a wide continuum.</p> <p>While we have a clear philosophical orientation, we do not adopt a narrow</p>

	<p>approach to coaching. Hence, we draw inspiration and content from a wide range of resources, including Adlerian philosophy and practice,ⁱ Appreciative Inquiry,ⁱⁱ Positive Psychology,ⁱⁱⁱ leadership studies^{iv}, and interpersonal neurobiology^v.</p> <p>We recognize that any approach to facilitating change is necessarily based on a conception of what it means to be a human being. As a framework for developing a coherent model, we offer participants a set of nine guiding principles, arranged as a set of embedded triangles. These principles are fleshed out from various sources as participants move through the program. Participants are constantly challenged to examine themselves in view of these principles, and to reflect on their work with clients through the perspectives offered by them:</p> <ol style="list-style-type: none"> 1. Every human being is creative and self-creating. 2. Every human being is by nature meaning-seeking and meaning-making. 3. Every human being has unique strengths with which to create a meaningful life. Supporting the development of our potential 4. Reflection and inquiry are essential for enhanced awareness, which in turn is a key in the quest for greater excellence and meaning in working and living. 5. A human being is an integrated whole consisting of many different aspects: mind, body and spirit; thinking, feeling and imagination, etc. Effective and meaningful working and living require congruence and synergy among these different elements. 6. As human beings, we always have both the freedom and the responsibility to choose. Entering meaningful and productive relationships with others and the world 7. Our subjective view of reality - our beliefs, assumptions, mental models, “stories” about ourselves, others and the world in which we operate - influences our choices and actions. 8. As human beings we are embedded in a multi-faceted life, and we form part of many different systems of relationships. 9. The guiding principles outlined above provide grounding for intentional action, leading to the creation of meaningful results.
<p>On what theoretical foundation are your coaching courses based?</p>	<p>Psychology? yes Any one specific theorist? Multiple theorists The program is based on the philosophy of life of Alfred Adler (1870-1937), a Viennese physician who contributed to the early development of psychotherapy. During the early part of his career, Adler focused on mental illness, its conceptualization, and its treatment, bringing to psychoanalysis an orientation that can be described in modern terms as social constructivist, systemic, and holistic.</p> <p>The First World War, in which he served as a conscripted military doctor, had a profound effect on Adler. After that experience, he changed the focus and scope of his activities to improving childhood education, family, and social relations. He intended to positively affect world society, including in particular North America, where he taught, lectured and traveled extensively. He wrote popular books that would today fall in the “self-help” genre. He sought an answer to the question: what makes people truly healthy, both mentally and physically? He did not separate mind from body. He was indefatigable in encouraging people to develop their unique, creative selves in ways that would further the progress of humanity. He considered that any of us is “the painter and the painting” of our own existence. Again speaking in modern terms, we see the last 20 years of Adler’s life as being his “coaching years” and consider him a grandfather of coaching.</p>

3. Moving toward Artful Coaching

P	R	E	O	L
x	x		x	x

Who Should Attend

Students admitted to and continuing in Certificate in Professional Coaching program

Prerequisite: The Coaching Conversation in the Context of Work

Contents

Deepening coaching competence through exploring five themes:
 Coach and client as masterful intentional learners
 Coaching through the lens of leadership, an integrative theme for many coaching engagements
 Using the pathways of creativity and imagination effectively
 Using the power of metaphor effectively in coaching
 Integrating the being and doing strands in a long-term coaching program, and developing a personal action plan for ongoing professional development and practice building

Program Elements

5 classroom days (30 hours), access to 22 teleclasses, independent work.

4. Practicum

P	R	E	O	L
x	x		x	x

Who Should Attend

This is the fourth component of the Certificate Program. Anyone who has completed Moving Towards Artful Coaching is eligible to enroll. Students may apply after completing The Coaching Conversation in the Context of Work, if they meet certain requirements and as long as they attend Moving Towards Artful Coaching within the first third of their Practicum Period.

Contents

Practicum is an intense and powerful learning process when you deepen your coaching competence through the integration of the following learning elements: supervision and feedback of your coaching; participation in Learning Labs (where client cases are reviewed, further exploration of coaching concepts occurs and deepened learning through interaction with fellow students); coaching clients (a minimum of 40 hours) and reflecting intentionally on your learning from the coaching experience; being coached by an approved coach (not included in the Practicum fee); engaging with assignments and additional readings. You will also increase your understanding of the Adler model and Adler Guiding Principles, gaining a

practicum/internships? How?	worked, what were the challenges during the coaching session with the client. A tape recording of the coaching session is discussed with the coaching supervisor. Tape or digital recording is destroyed by supervisor. Peer supervision: 2 students plus coaching supervisor coach each other and provide feedback. Coaching lab: discuss case studies, tell coaching stories, group coach the coaching student, coaching practice feedback in class.
How many hours are required?	A minimum 8 hours one-on-one with coaching supervisor
Are independent studies in coaching offered? % Scholarship % Practice	Yes, however not for credit
Are your students required to be coached?	Yes, To be a coach, we require students to experience what it is like to be a client.
If yes, how many hours?	10 hours
How are your coaches selected for students?	Previous grads of Adler or experienced certified coach
Do you provide training for Student selected Coaches?	Yes since they are previous Adler graduates
Do Students have to pay for their coaching sessions?	The student contracts with their coach for a fee individually negotiated
How do you assess the competency of your student coaches in courses	<ul style="list-style-type: none"> ○ The course work combines face-to-face classroom training with teleclasses, practice labs and a series of assignments for structured, out-of-classroom independent learning. The teleclasses and assignments are linked to the content of the classroom training and form an integral part of participants' learning in the program. ○ Overall assessment of progress in the program, ○ Practicum results graded against criteria, <p><u>The final evaluation</u> serves to ensure that the participant has reached a level of competence that satisfies the criteria of ASPC in particular and the coaching profession in general. Thus, graduates who complete the requisite number of additional coaching hours are eligible to apply to the International Coach Federation for the Associate Certified Coach designation.</p> <ul style="list-style-type: none"> ○ Final written exam, practical application of what you learned ○ Oral exam (1 taped coaching session and reflection statement), ○ Live demonstration of coaching with 1 faculty as the client, 1 faculty as the observer and the student as the coach evaluated against criteria.
Do you have corporations calling on your program for student coaching services?	Limited Are these student coaches paid? N/a How are these student coaches supervised? n/a
Section 4 – Coaching Program Student Demographics	
Student Average Annual Population:	Certificate: <u>Admitted</u> <u>Graduated/completed</u>

	Part 1 80 n/a Part 2 59 33 with Certificate % Full Time: 0% % Part Time: 100%				
% of Population in Coaching Program?	100%				
Student Gender:	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>Female</u></td> <td style="text-align: center;"><u>Male</u></td> </tr> <tr> <td style="text-align: center;"><u>Certificate:</u> 4:1 ratio = 75%</td> <td style="text-align: center;">25%</td> </tr> </table>	<u>Female</u>	<u>Male</u>	<u>Certificate:</u> 4:1 ratio = 75%	25%
<u>Female</u>	<u>Male</u>				
<u>Certificate:</u> 4:1 ratio = 75%	25%				
Student Average age	<u>Certificate:</u> 35				
Average Classroom Size?	<u>Certificate:</u> 16 - 18				
Coaching Program Demographics	<u>Certificate:</u> 90-95 % are practicing coaches or want to be professional coaches 5-10% are leaders/managers building the coaching skill				
How are students admitted into the coaching program As a cohort or open enrollment?	<u>Certificate:</u> Open enrollment in courses 1-3, Course 4 and Practicum are cohorts.				
Where do Graduates Go?	<u>Certificate:</u> Some continue to coach, some open their own business as a coach, some transfer into HR to be internal coach.				
Section 5 - Coaching Program Faculty Demographics					
Number of Coaching Faculty	<u>Full time:</u> 0 <u>Affiliated Faculty:</u> 0 <u>Independent/Adjunct:</u> 15				
Faculty Qualifications	required to have a role in curriculum development or program development: MS degree or higher minimum required to teach coaching for certificate program: MS degree or higher and must have an active coaching practice.				
Are Faculty active in Coaching Research	Yes				
Section 6 – Coaching Program Success and Future					
How Do you Measure Program Success?	<u>Certificate:</u> The number of students who complete program, what the students do after graduation,				
Where do you see your coaching program in 5 years?	We would like to have a masters program in coaching with the current program as the practitioner's component of the degree.				

APPENDIX G

**Babson College Datasheet
GSAEC Institution Interview Questionnaire**

Section 1: Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p>	
<p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p>	
<p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p>	
<p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	<p>Institution Name: Babson College Babson Executive Education</p> <p>Full Address: 231 Forest Street Babson Park, MA 02457-0310 USA</p> <p>Fax:</p> <p>Phone: Certificate: 1-800-882-EXEC Applications: 781-239-4440</p> <p>Email: Certificate: exec@babson.edu Applications: coachingprogram@babson.edu</p> <p>Web Address: <u>Certificate:</u>http://www3.babson.edu/Bee/programs/coachinginside/ <u>Applications:</u> http://www3.babson.edu/Alumni/volunteer/cltp/</p>
Programs and Affiliations	<p><u>Certificate:</u> certification as an internal coach from Babson</p> <p>School/Department: Babson Executive Education</p> <p><u>Applications:</u> The Coaching for Leadership and Teamwork Program (CLTP) School/Department: Undergraduate Office</p>
Program Leadership Contact	<p><u>Certificate and Applications Leadership:</u></p> <p>James M. Hunt, Coaching Program Co-Director, Management Professor</p> <p>Joseph Weintraub, Coaching Program Co-Director, Professor of Management</p>
Source of Program	Dr. Joseph Weintraub

Information	Website
Admission Requirements	<p><u>Certification:</u> Babson Executive Education Application, Education information, Company sponsor in Training and Development, Payment.</p> <p><u>Applications:</u> Coaching Registration form, Education information, coaching experience information.</p>
Section 3 – Coaching Program Academics	
Program Mission	<p><u>Certification:</u> Babson Executive Education is proud to offer an innovative coaching solution to meet the growing executive development needs of global organizations. Designed specifically for HR and organizational effectiveness professionals who want to grow and enhance their internal coaching skills, Coaching Inside the Organization uniquely provides formal certification from Babson, a 10-year leader in providing coaching education.</p> <p>Participants will learn how to produce robust development plans and effectively use 360-feedback mechanisms and follow-up processes. Typically, the clients of internal coaches are individuals who manage major organizational changes or who are new to their roles and, therefore, need to get up to speed as quickly and as successfully as possible.</p> <p><u>Applications:</u> The Coaching for Leadership and Teamwork Program (CLTP) provides undergraduate students with constructive developmental coaching on their leadership, teamwork, decision-making, listening, and oral communication skills early in their careers. Developed by Babson Professors Joseph Weintraub and James Hunt, the program is closely tied to Babson's undergraduate curriculum, with a focus on building self-knowledge and empowering students to help shape their education.</p>
Why Coaching Program was created	<p><u>Application:</u> The leader as coach skill is very important but not done very well. Twice during their career at Babson, every student receives coaching from a trained alumni or an advanced MBA student. The training is designed to help students gain a better understanding of their interpersonal strengths and developmental needs as they prepare for the future. In their first year, the students build an awareness of their interpersonal skills during the Foundation Coaching Program. In the fall of their third year, students practice career skills with their coach in the Advanced Coaching Program.</p> <p><u>Certificate:</u> The Boston Consortium is made up of 10 universities and colleges discovered through corporate feedback that companies are having a hard time paying for executive coaches for all their high potentials therefore the demand for less expensive internal coaches increased.</p>
What makes your coaching program unique?	<p><u>Applications:</u> Our program is one of the few where undergrads are required to be coached and where Alumni and advanced MBA students are used as coaches.</p> <p><u>Certificate:</u> Our program is for internal coaches who are sponsored by their company. We combine business with Psychology and EI in the</p>

	<p>coaching model. It is a program which can save companies significant dollars by creating an internal program which can offer coaching to more executives within the company. Research project collects data on coaching programs within companies.</p>
<p>On what theoretical foundation are your coaching courses based?</p>	<p>Psychology? Yes Any one specific theorist? Multi theoretical approach using Psychology, business and Emotional Intelligence competencies.</p>
<p>List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live</p>	<p>Course Name P R E O L <u>Application:</u> x</p> <p>We ask that all new coaches attend one training session and one program. A short refresher training will be provided for experienced Only First Time Coaches need to sign up for Training. Experienced coaches should register for a program date(s), below coaches at the start of each program day. Training consists of coaching foundation content, coaching practice, case studies, self reflection before and after the program.</p> <p>During each of the coaching programs, students work in groups of 4-5 on exercises that require them to work effectively together. A group of specially trained undergraduate and MBA alumni, MBA students, and/or other professional coaches observes the group work. At the conclusion of the exercises, each coach meets one-on-one with a student to provide feedback.</p> <p>The coaches provide an invaluable service to the students by helping them understand the variety of skills needed for success in the working world. Many coaches report that the skills they acquired from the program have been directly applicable to their work as managers, entrepreneurs, staff professionals, and human resource professionals—not to mention their daily interpersonal relationships.</p> <p>Alumni who serve as coaches have told us repeatedly how much they have used their coaching experience in their work. Coaches learn valuable leadership skills. They learn to spot and assess talent, how to coach in a diverse world, and how to help colleagues continue their personal development, among other skills. Visit our Testimonials page to see what coaches have said about the coaching experience.</p> <p>Course Name P R E O L <u>Certificate:</u> x x</p> <p>This is an intensive 8-day program, with modules taught during a six-month period. Participants receive intense exposure and practice working with key concepts in face-to-face sessions held at Babson.</p> <p>Action learning takes place through actual coaching engagements, which is supported through online learning modules between face-to-face sessions.</p> <p>Post program follow-up provided by the faculty team will allow the skills, tools and hand-on experience to be immediately transferable to the workplace.</p>

	<p>Upon successful completion of the program, participants will receive certification as an internal coach from Babson, a leader in coaching education for more than 10 years.</p> <p>Face to Face Sessions</p> <p>Through this program, participants will gain a practical, applicable understanding of:</p> <p>The Different Types of Coaching Leadership and Leadership Coaching - linking leadership development and leadership coaching to promote organizational effectiveness Developmental Coaching - theory and practice in developmental coaching The Internal Coach - managing the political, cultural, and psychological challenges of internal coaching</p> <p>Entry and Assessment Entry and Coaching Context</p> <ul style="list-style-type: none"> • Entry into the coaching engagement and leadership system • Contracting • Ethical issues • Creating a system partnership <p>Assessment</p> <ul style="list-style-type: none"> • Concepts and practice in self-assessment • Concepts and practice in 360-degree assessment and feedback <p>The Coaching Process & Challenges Process</p> <ul style="list-style-type: none"> • Managing experiential learning • Building homework assignments • Theory and practice in how people change through coaching <p>Challenges</p> <ul style="list-style-type: none"> • Problems of resistance • Mismatch of coach and coachee • Political challenges System challenges <p>Coaching Engagements Completing Coaching Engagements</p> <ul style="list-style-type: none"> • How much coaching is enough • The termination of coaching engagements <p>Evaluating Coaching Activities and Programs</p> <ul style="list-style-type: none"> • Assessing program effectiveness • ROI • On-going program monitoring <p>Building a Building a Coaching Organization - promoting</p>
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<p>List of non-coaching courses required or pre-required for graduation</p>	<p>Coaching Organization the development of coaching skills and a coaching culture</p> <p>Since the certification program is company sponsored by their training and development department, the students will have coaching clients within their own company.</p> <p>In the certificate program Alumni and Advanced MBA Graduates can received additional graduate credits through submitted written assignments and reflection papers that are graded.</p> <p>n/a</p>								
<p>Is a Thesis (T), Scholarship(S) or Research (R) required?</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">T</td> <td style="width: 33%; text-align: center;">S</td> <td style="width: 33%; text-align: center;">R</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">x</td> <td style="text-align: center;">x</td> </tr> </table> <p><u>Advanced MBA</u>: Leadership course requires a reflective capstone report which is based on theory. <u>Certificates</u>: a research Project is required on how the student will build a coaching organization within their own company</p>		T	S	R			x	x
	T	S	R						
		x	x						
<p>If Yes to Research</p>	<p><u>Application</u>: N/A</p> <p><u>Certificate</u>: Yes</p> <p>Is research being done by students of faculty interest or student driven? It is student driven and company sponsored.</p> <p>How do you fund the research? n/a</p>								
<p>Are Coaching practicum/internships offered? (Direct application, experience)</p> <p>Are student coaches supervised during practicum/internships? How?</p> <p>How many hours are required?</p>	<p>Advanced MBA students are expected to coach the undergraduate students in the <u>Applications</u> program.</p> <p><u>Certificate</u>: Yes, Student coach identifies a client within their own company</p> <p>Yes: See How do you assess the competency of your student coaches in courses Question below.</p> <p><u>Application</u>: 45 min with undergrads, MBA students with their coach experience self awareness and goal setting within the integrated curriculum and integrated coaching assignments which faculty review. <u>Certificate</u>: Expect student coaches to conduct coaching with 2 clients within their organization over 6 months. Sessions occur every few weeks.</p>								
<p>Are independent studies in coaching offered? % Scholarship % Practice</p>	<p>Yes, 100% scholarship up to 2 IS are permitted within MBA program.</p>								

Are your students required to be coached?	<p><u>Application:</u> All undergrads are coached.</p> <p><u>MBA:</u> no, however if they take the leadership course they will be required to be coached by peer and supervisor</p> <p><u>Certificate:</u> yes</p>																					
If yes, how many hours?	<p><u>Application:</u> 1 day training course</p> <p><u>MBA:</u> 1 Day training and within leadership course</p> <p><u>Certificate:</u> 30 hours by a self selected coach supervisor, by faculty and peer coaching.</p>																					
How are your coaches selected for students?	<p><u>Application:</u> Upon completion of training session a coach is assigned to undergrad student.</p> <p><u>Certificate:</u> Students self-select an experienced coach.</p>																					
Do you provide training for Student selected Coaches?	<p><u>Application and Certification:</u> We ask that all new coaches attend one training session and one program. Only First Time Coaches need to sign up for Training. Experienced coaches should register for a program date(s), below. A short refresher training will be provided for experienced coaches at the start of each program day.</p>																					
Do Students have to pay for their coaching sessions?	No																					
How do you assess the competency of your student coaches in courses	<p><u>Applications:</u> During coach training self assessment is done before and after training. Written assignments, reflection assignments, observation comments, peer evaluation and feedback from lead coach on their performance in staying within coaching model.</p> <p><u>Certificate:</u> we used to audio tape coaching sessions where cassette tape could be reviewed by coaching supervisor and then destroyed. However since technology moved away from cassette to digital media, we have stopped recording coaching sessions because there is no way to ensure confidentiality and the destruction of the recording. Video taping was used for a period of time but is no longer used. The current method to assess competency is the student coach discusses cases with supervisor, peer coaching in class, client evaluation, and discussion of cases in class. In addition reflection papers and faculty instructor and coaching supervisor feedback is provided to the student coach</p>																					
Do you have corporations calling on your program for student coaching services?	<p>Yes</p> <p>Are these student coaches paid? No</p> <p>How are these student coaches supervised? by faculty and coaching supervisor</p>																					
Section 4 – Coaching Program Student Demographics																						
Student Average Annual Population:	<table border="0"> <tr> <td>MBA/ Applications:</td> <td><u>Admitted</u></td> <td><u>Graduated/completed</u></td> </tr> <tr> <td>%Full Time:</td> <td>300/yr</td> <td>300</td> </tr> <tr> <td>%Part Time:</td> <td>300/yr</td> <td>150</td> </tr> <tr> <td>Certificate:</td> <td><u>Admitted</u></td> <td><u>Graduated/completed</u></td> </tr> <tr> <td></td> <td>12</td> <td>12</td> </tr> <tr> <td>% Full Time:</td> <td colspan="2">0%</td> </tr> <tr> <td>% Part Time:</td> <td colspan="2">100%</td> </tr> </table>	MBA/ Applications:	<u>Admitted</u>	<u>Graduated/completed</u>	%Full Time:	300/yr	300	%Part Time:	300/yr	150	Certificate:	<u>Admitted</u>	<u>Graduated/completed</u>		12	12	% Full Time:	0%		% Part Time:	100%	
MBA/ Applications:	<u>Admitted</u>	<u>Graduated/completed</u>																				
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	12	12																				
% Full Time:	0%																					
% Part Time:	100%																					

% of Population in Coaching Program?	33%									
Student Gender:	<table border="0"> <tr> <td></td> <td style="text-align: center;"><u>Female</u></td> <td style="text-align: center;"><u>Male</u></td> </tr> <tr> <td><u>MBA/Application:</u></td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td><u>Certificate:</u></td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> </tr> </table>		<u>Female</u>	<u>Male</u>	<u>MBA/Application:</u>	50%	50%	<u>Certificate:</u>	50%	50%
	<u>Female</u>	<u>Male</u>								
<u>MBA/Application:</u>	50%	50%								
<u>Certificate:</u>	50%	50%								
Student Average age	<u>MBA/Applications:</u> 27 <u>Certificate:</u> 35									
Average Classroom Size?	<u>MBA/Applications:</u> 20-25 <u>Certificate:</u> 15									
Coaching Program Demographics	<u>Applications & Certificate:</u> 10 % are practicing coaches who want to be professional coaches 90% are leaders/managers building the coaching skill									
How are students admitted into the coaching program As a cohort or open enrollment?	<u>MBA/Applications:</u> Open Enrollment <u>Certificate:</u> Open Enrollment									
Where do Graduates Go?	<u>MBA Application:</u> Business position, Management position, Starting new business, Business leaders. <u>Certificate:</u> Become an internal coach									
Section 5 – Coaching Program Faculty Demographics										
Number of Coaching Faculty	<u>Application:</u> Full time: 2 Affiliated Faculty: 0 Independent/Adjunct: 1 <u>Certificate:</u> Full time: 2 Affiliated Faculty: 1 Independent/Adjunct: 0									
Faculty Qualifications	required to have a role in curriculum development or program development: Terminal Degree Minimum required to teach coaching for certificate program: Terminal Degree									
Are Faculty active in Coaching Research	Yes									
Section 6 – Coaching Program Success and Future										
How Do you Measure Program Success?	<u>MBA/Applications:</u> Survey coaches and students pre and post program to determine what they learned. The number of Alumni and Advanced MBA's who volunteer each year to coach undergrads. 10% come back to be a coach after graduation. More than 800 volunteers are needed each year to help with this cutting-edge program. The coaches provide an invaluable service to the students by helping them understand the variety of skills needed for success in the working world. <u>Certificate:</u> Enrollment in certificate program, Corporate interest in developing an internal coaching program. Evaluations, success of clients in meeting your goals. New clients continuing a coaching relationship. Research project data on how coaching can be brought into the company.									
Where do you see your coaching program in 5 years?	We would like to see the undergrad coaching sessions expanded to include a follow up to be conducted throughout their 4 years. The new Dean is asking for coaching to be brought into the business schools and as a									

	<p>developmental initiative within the fabric of the college.</p> <p>For the certificate program an increased use of internal coaches within companies. Increased research on how internal coaching differs from external coaching. A unique and recognized international internal coaching program.</p>
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APPENDIX H

**Fielding Graduate University Datasheet
GSAEC Institution Interview Questionnaire**

Section 1: Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <ul style="list-style-type: none"> • 20-month Master's Program in Organization Management and Development in conjunction with the certificate in Evidence Based Coaching. The three courses in the coaching program articulate directly to the master's program, and satisfy three of the four electives in the master's curriculum. • Doctoral program credit. For participants of the year-long EBC certificate, the 12 credits earned will count as 12 elective Knowledge Area credits in Fielding's PhD program in Human & Organization Development. A similar arrangement with the doctoral program in Educational Leadership & Change is under review. 	
<p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <ul style="list-style-type: none"> • 12-week Evidence Based Coaching (EBC) Certificate program. This program offers four distinct advantages: It is an academic certificate offering 4 units of graduate credit, in addition to certification by Fielding in Evidence Based Coaching Theory. • 12-month certificate program - includes three online courses taught by academically qualified coaching practitioners. This certificate meets the accreditation requirements of the International Coach Federation and awards academic credit which may later be transferred into the Master's Program in Organization Management and Development 	
<p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p>	
<p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	<p>Institution Name: Fielding Graduate University Evidence Based Coaching Program</p> <p>Full Address Professional Development 2112 Santa Barbara Street Santa Barbara, CA 93105-3538</p> <p>Phone: 805-898-4015 Email: nlewin@fielding.edu</p> <p>Web Address: http://www.fielding.edu/hod/ce/ebc/index.htm</p>
Programs and Affiliations	<p><u>Masters:</u> MA in Organization Management and Development. School/Department: School of Human and Organizational Development</p> <p><u>Doctorate:</u> Ph.D. Human Development or</p>

	<p>Ph.D. Human and Organizational Systems School/Department: School of Human and Organizational Development <u>Certificate:</u> Year long Program: Evidence Based Coaching Certificate 12 Week Program: Evidence Based Coaching Theory Certificate School/Department: School of Human and Organizational Development</p>
Program Leadership Contact	<p>Degree Leadership: PhD: Charles McClintock, PhD MA: Candido Trujillo, Ph.D. Coaching Program Leadership: Leni Wildflower PhD</p>
Source of Program Information	<p>Dr. Leni Wildflower PhD Website Program Handbook Coaching Manual</p>
Admission Requirements	<p><u>Doctorate:</u></p> <ul style="list-style-type: none"> • A bachelor's or master's degree from an accredited* college or university • Excellent English reading and writing skills • Evidence of ability to complete doctorate level work • Application and Fee <p><u>Masters and Certificate Programs:</u></p> <ul style="list-style-type: none"> • A bachelor's degree from a regionally accredited* college or university. • A minimum undergraduate GPA of 2.5 • Application and Fee
Section 3 – Coaching Program Academics	
Program Mission	<p>Evidence Based Coaching brings theory and research from a variety of disciplines, including psychology, communication, and organizational studies, together with current techniques and strategies in coaching. Combining Evidence Based Coaching with distance delivery adds a whole new dimension to this program. Because Fielding is a premier provider of collaborative online education, this certificate combines knowledge of theory, research and practice in coaching with the latest techniques in distance and online coaching delivery. Participants learn how to develop an online presence, deliver feedback, and facilitate coaching discussions online.</p> <p>This certificate combines three important skill and knowledge sets to create a new, results-oriented approach that will help you develop a new type of practice in professional and organizational coaching.</p> <ul style="list-style-type: none"> • Current coaching techniques • Online and distance coaching facilitation

	<ul style="list-style-type: none"> • Research and theory in coaching 																								
Why Coaching Program was created	As faculty in the MA program, we developed electives for the masters program and a certificate in coaching where skills and theory are taught and practiced. We decided to develop a more comprehensive program that would qualify for accreditation with the International Coaching Federation and their core competencies. In addition we were able to ensure graduate credit as part of the masters and doctoral program because many who entered the EBC program were interested in going on for their Masters or Doctorate degree.																								
What makes your coaching program unique?	<ul style="list-style-type: none"> • Learn coaching strategies that produce results based on research and evidence in the field. • Determine your own coaching style, guided by well-researched models. • Develop the ability to coach online, on the phone, and face-to-face. • Discover the theory behind effective coaching practices. • Receive supervision from academically qualified coaching practitioners. • Earn graduate level credit towards a graduate degree at Fielding or another accredited university. • Receive ACTP certification from the International Coaching Federation. 																								
On what theoretical foundation are your coaching courses based?	Psychology? Yes Any one specific theorist? Multi-theoretical Coaching is an emerging profession. As it develops, it is vital for coaches to begin integrating evidence from coaching-specific research and related disciplines with their own expertise and their understanding of the uniqueness of each client. Evidence-based practices (EBPs) encompass these three elements in designing interventions aimed at positive growth and change. While coaching does not have an extensive body of specific knowledge, there is a wealth of evidence from fields such as psychology, adult learning, communication, and others which has a bearing on coaches' knowledge and practice. An EBP approach has the potential to raise the standards of practice and training, increase the credibility of coaching as an intervention, and stretch the individual coach's thinking and practice, if undertaken in its broadest form.																								
List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live List of non-coaching courses required or pre-required for graduation	<table> <tr> <td>Course Name</td> <td>P</td> <td>R</td> <td>E</td> <td>O</td> <td>L</td> </tr> <tr> <td>Doctorate:</td> <td></td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> </table> <p>Doctoral program credit. For participants of the year-long EBC certificate, the 12 credits earned will count as 12 elective Knowledge Area credits in Fielding's PhD program in Human & Organization Development. A similar arrangement with the doctoral program in Educational Leadership & Change is under review</p> <table> <tr> <td>Course Name</td> <td>P</td> <td>R</td> <td>E</td> <td>O</td> <td>L</td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td>x</td> <td>x</td> </tr> </table> <ol style="list-style-type: none"> 1. OMD 600: Two-week online introduction to online skills and the OMD program. 2. Coach Skills Training Workshop and Orientation: Santa Barbara, CA <ul style="list-style-type: none"> • Orientation to the goals and outcomes of the EBC Certificate 	Course Name	P	R	E	O	L	Doctorate:				x	x	Course Name	P	R	E	O	L	MA				x	x
Course Name	P	R	E	O	L																				
Doctorate:				x	x																				
Course Name	P	R	E	O	L																				
MA				x	x																				

	<p>Program</p> <ul style="list-style-type: none"> • SiteScape orientation • Formation of a cohesive group; establishing trust • Introduction to evidence based coaching, research, and the importance of defining a coaching practice grounded in theory. • Establishing a coaching presence: Who are you as a coach? In what ways do you need to grow/stretch to become the coach you want to be? • Qualities of adult learning and reflective practice • Active listening skills <p>First Term</p> <p>1. Online Course: OMD 601</p> <p>2. Online Course: Evidence Based Coaching: Overview</p> <p>Twelve-week online course explores the theoretical and researched origins of coaching. Includes concurrent phone training.</p> <ul style="list-style-type: none"> • Research-Based Origins of Coaching • Coaching and Psychological Theories • Coaching and Theories of Cognitive Behavioral Therapy • Coaching and Adult Development and Adult Learning Theory • Coaching and Organizational Systems Theory • Coaching and Cross Cultural and Gender Theories • Coaching and Theories of Intelligence • Coaching and Communication Theory <p>OMD Face-to-Face Sessions Coach Skills Training Workshop</p> <p>Santa Barbara, CA</p> <p>Face-to-face coaching practice</p> <ul style="list-style-type: none"> • Ethical guidelines and professional coaching standards • Types of coaching: executive, business, personal • Establishing trust and intimacy • Stages of a coaching relationship and designing a coaching plan • Managing progress and accountability • Developing an expansive toolkit for coaching: assessments, values tools, goal setting tools, decision making tools, etc. • Coaching through different Evidence Based methodological frameworks (multimodal approach) <p>Second Term</p> <p>1. Online Course: OMD 602</p> <p>2. Online Course: Individual Coaching Skills Twelve-week online course examining personal coaching models and techniques in depth. Includes phone training.</p> <ul style="list-style-type: none"> • Differences between coaching and therapy • Coaching through a family systems framework • Humanistic psychology and coaching: Carl Rogers, Transactional Analysis, Gestalt • Behavior modification, cognitive therapy and coaching • Solution focused coaching • Using emotional intelligence concepts in coaching • Personal coaching via phone and online <p>Coach Skills Training Workshop</p> <p>Santa Barbara, CA</p> <ul style="list-style-type: none"> • Coaching practice • Refining one's personal coaching style <p>Third Term</p> <p>1. Online Course: OMD603</p>
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2. Online Course: Leadership and Organizational Coaching Skills
 Twelve-week online course examines leadership, organizational and business coaching models and techniques in depth. Includes phone training.

- The coaching process within an organization
- Aligning coaching practices with business strategy
- Coaching tools for performance in organizations: double loop feedback, modified 360's, Myers Briggs, management coaching
- Leadership/management theory and coaching
- Organizational systems and culture and coaching
- Team/group behavior theory and coaching
- Organizational coaching via phone and online

Coach Skills Training Workshop and Graduation

Santa Barbara, CA

- Kegan/Lahey Change Process
- Motivational Interviewing
- The Self as An Instrument of Change
- Graduation celebration

Fourth Term:

OMD 604 plus first term of master's project

Fifth Term:

Elective plus masters project.

Course Name P R E O L

Certificate

- 12 Week Certificate Program x
- Year Long Certificate Program x x

12 Week Certificate in Coaching Theory Program

Module I: Introductions and Overview: Evidence Based Coaching

Module II: Coaching and Theories of Psychology

Module III: Coaching and Theories of Adult Development

Module IV: Coaching and Theories of Adult Learning

Module V: Coaching and Cognitive Behavioral Therapy

Module VI: Coaching and Theories of Leadership and Organizational Systems

Module VII: Coaching and Theories of Culture and Gender

Module VIII: Coaching and Theories of Intelligence

Module IX: Coaching and Communication Theories

Module X: Theory Application: Case Studies

Module XI: Personal and Program Final Reflections

Year long Certificate in Evidence Based Coaching

Skills Training Workshop and Orientation

Santa Barbara, CA

- Orientation to the goals and outcomes of the EBC Certificate Program
- SiteScape orientation
- Formation of a cohesive group; establishing trust
- Introduction to Evidence Based Coaching, research, and the importance of defining a coaching practice grounded in theory
- Establishing a coaching presence: Who are you as a coach? In what ways do you need to grow/stretch to become the coach you want to be?

	<ul style="list-style-type: none"> • Qualities of adult learning and reflective practice • Active listening skills <p>First Term</p> <p>Online Course: Evidence Based Coaching: Overview Twelve-week online course explores the theoretical and researched origins of coaching.</p> <ul style="list-style-type: none"> • Research-Based Origins of Coaching • Coaching and Psychological Theories • Coaching and Theories of Cognitive Behavioral Therapy • Coaching and Adult Development and Adult Learning Theory • Coaching and Organizational Systems Theory • Coaching and Cross Cultural and Gender Theories • Coaching and Theories of Intelligence • Coaching and Communication Theory <p>Coach Skills Training Workshop Santa Barbara, CA</p> <p>Face-to-face coaching practice</p> <ul style="list-style-type: none"> • Ethical guidelines and professional coaching standards • Types of coaching: executive, business, personal • Establishing trust and intimacy • Stages of a coaching relationship and designing a coaching plan • Managing progress and accountability • Developing an expansive toolkit for coaching: assessments, values tools, goal setting tools, decision making tools, etc. • Coaching through different Evidence Based methodological frameworks (multimodal approach) <p>Second Term</p> <p>Online Course: Personal Coaching Skills Twelve-week online course examines personal coaching models and techniques in depth.</p> <ul style="list-style-type: none"> • Differences between coaching and therapy • Coaching through a family systems framework • Humanistic psychology and coaching: Carl Rogers, Transactional Analysis, Gestalt • Behavior modification, cognitive therapy, and coaching • Solution-focused coaching • Using emotional intelligence concepts in coaching • Personal coaching via phone and online <p>Coach Skills Training Workshop Santa Barbara, CA</p> <ul style="list-style-type: none"> • Coaching practice • Refining one's personal coaching style <p>Third Term</p> <p>Online Course: Leadership and Organizational Coaching Skills Twelve-week online course examines leadership, organizational and business coaching models and techniques in depth.</p> <ul style="list-style-type: none"> • The coaching process within an organization • Aligning coaching practices with business strategy • Coaching tools for performance in organizations: double loop feedback, modified 360's, Myers-Briggs, management coaching • Leadership/management theory and coaching • Organizational systems and culture and coaching • Team/group behavior theory and coaching • Organizational coaching via phone and online
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	<p>Skills Training Workshop and Graduation Santa Barbara, CA</p> <ul style="list-style-type: none"> • Kegan/Lahey Change Process • Motivational Interviewing • The Self as An Instrument of Change • Graduation celebration <p>Telephone Training:The program includes 20 sessions of telephone training throughout the year. Each session is 1 and ½ hours long. Dates and times to be arranged.</p> <p>Requirements for completion of Fielding Graduate University’s EBC program as an ACTP (an ICF Accredited Coach Training Program)1</p> <ol style="list-style-type: none"> 1. Satisfactory completion (grade B or better) of three online program modules. 2. Attendance at and participation in four Skills Training Workshops 3. Participation in 30 telephone training sessions. 4. Completion of 24 (or more) sessions where you have coached (at least three different clients.) 5. Completion of a minimum of 6 sessions (30 minutes or more) where you have been coached. 6. Completion of 6 observed coaching sessions, evaluated by PCC or MCC coaches. 7. Submission of one audio recording of 30-minute coaching session for feedback. 8. Satisfactory completion of live coaching exam at the Professional Certified Coach (PCC) level. 9. Submission of Evidence Based Coaching Portfolio Notebook <p>. Notebook includes:</p> <ol style="list-style-type: none"> a. Completed Reflective Journal forms (minimum of 10) b. Case Studies from the three Online Modules c. Personal and course reflections from three Online Modules (optional) c. Feedback from faculty (optional) d. Form indicating 24 (or more) sessions where you have coached (at least three different clients). e. Letter from your coach indicating you have undergone coaching at least 6 times. f. One page written reflection on your experience being coached. g. Completed Online Interaction Record form <p>Having met the requirements outlined above, you will receive certification as: Graduate-Level Evidence Based Coach from Fielding Graduate University, an Accredited Coach Training Program</p>																
<p>Is a Thesis (T), Scholarship(S) or Research (R) required?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%; text-align: center;">T</th> <th style="width: 10%; text-align: center;">S</th> <th style="width: 10%; text-align: center;">R</th> </tr> </thead> <tbody> <tr> <td><u>Doctorate:</u></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td><u>Masters:</u></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td><u>Certificates:</u></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> </tbody> </table>		T	S	R	<u>Doctorate:</u>	x		x	<u>Masters:</u>	x		x	<u>Certificates:</u>		x	
	T	S	R														
<u>Doctorate:</u>	x		x														
<u>Masters:</u>	x		x														
<u>Certificates:</u>		x															
<p>If Yes to Research</p>	<p>Yes</p> <p>Is research being done by students of faculty interest or student driven? Student driven</p> <p>How do you fund the research? Limited funding available</p>																
<p>Are Coaching</p>	<p>Yes An integral part of the Evidence Based Coaching Certificate involves</p>																

practicum/internships offered? (Direct application, experience)	coaching practice. Coaching practice takes place either on the phone or face-to-face. You will conduct a minimum of 24 sessions total with 3 different clients. You are responsible for securing your practice coaching clients and logging the sessions (Client Coaching Log). These can be paid or pro bono hours.
Are student coaches supervised during practicum/internships? How?	Yes, In addition to coaching practice, you are required to be coached for a minimum of six 30-minute sessions, though you may elect to have more coaching. You will receive a list of coaches who are willing to coach for a reduced fee to coaches-in-training. Face to face or via phone.
How many hours are required?	See above
Are independent studies in coaching offered? % Scholarship % Practice	No
Are your students required to be coached?	Yes
If yes, how many hours?	10 hours
How are your coaches selected for students?	You will receive a list of coaches who are willing to coach for a reduced fee to coaches-in-training. Coaches can be previous graduates of the program. Or Students may acquire their own coach who must have extensive experience
Do you provide training for Student selected Coaches?	n/a
Do Students have to pay for their coaching sessions?	Yes, at a discounted rate
How do you assess the competency of your student coaches in courses	Coaching skills are evaluated based on ICF core competencies, feedback from supv. in class via fishbowl exercises, client evaluation. Online courses are evaluated based on graded written assignments and feedback from classmates on participation in online forums.
Do you have corporations calling on your program for student coaching services?	No Are these student coaches paid? n/a How are these student coaches supervised? n/a
Section 4 – Coaching Program Student Demographics	
Student Average Annual Population:	Certificate: <u>Admitted</u> <u>Graduated/completed</u> 60/yr <4 drop/yr out In 2 cohorts of 30 each % Full Time: 0% % Part Time: 100%
% of Population in Coaching Program?	100%

Student Gender:	<u>Female</u> <u>Male</u>
	<u>Certificate:</u> 2/3 (67%) 1/3 (33%)
Student Average age	<u>Certificate:</u> 35-40
Average Classroom Size?	<u>Certificate:</u> 30
Coaching Program Demographics	<u>Certificate:</u> 67 % are practicing coaches or want to be professional coaches 33% are leaders/managers building the coaching skill
How are students admitted into the coaching program As a cohort or open enrollment?	<u>Certificate:</u> as a cohort 2x per year
Where do Graduates Go?	<u>Certificate:</u> some graduates shift to become an independent coach, some achieve promotions; Some use the new skills in their current roles.
Section 5 – Coaching Program Faculty Demographics	
Number of Coaching Faculty	<u>Certificate:</u> <u>Full time:</u> 1 <u>Affiliated Faculty:</u> 0 <u>Independent/Adjunct:</u> 5
Faculty Qualifications	required to have a role in curriculum development or program development: PhD Minimum required to teach coaching for certificate program: For <ul style="list-style-type: none"> • Skills Training: Experienced ICF Certified Coach at PCC or MCC level • Online content: PhD or equivalent (JD, MD accepted)
Are Faculty active in Coaching Research	Yes
Section 6 – Coaching Program Success and Future	
How Do you Measure Program Success?	<u>Masters & Certificate:</u> Seeing people in action integrate coaching theory and skills, increased enrollment, % who pass ICF exam, % who pass skills final exam (all have passed on their first try), increased enrollment in MA or Doctoral programs following EBC Program.
Where do you see your coaching program in 5 years?	Be more creative to allow for international distance learning (a London located cohort). Expanding the stand alone continuing education modules. Create a doctoral Program in coaching.

APPENDIX I

**Franklin University Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program(s) Offered – Circle all that apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p> <p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	Institution Name: Graduate School Coaching Program at Franklin University Full Address: 201 S. Grant Avenue Columbus, OH 43215 Fax: Phone: 614-947-6144 Email: coaches@franklin.edu Web Address: http://www.franklin.edu/en_us/www.franklin.edu/Degree%2BPrograms/Post-Graduate%2BStudies/Executive%2BCoaching%2BCourse%2BDescriptions.html
Programs and Affiliations	<u>Applications:</u> Vantage MBA School/Department: Ross School of Management and Leadership
Program Leadership Contact	Degree Leadership: Dr. John Brent Program Leadership: Dr. Ray Forbes
Source of Program Information	Dr. Ray Forbes 614-947-6144 Website
Admission Requirements	Franklin University accepts applicants on a rolling admissions basis. Applicants are accepted continually and applications may be submitted at any time during the year. Each graduate program has its own specific admission requirements. Please refer back to the program pages for these requirements. You must submit the following for your application to be considered:

	<ol style="list-style-type: none"> 1. Completed and signed Graduate School Application Nonrefundable \$30 Application fee (payable to Franklin University) 2. Personal Statement of Interest 3. Explanation of Work Experience 4. Official transcripts from all colleges and universities previously attended should be sent directly from each college. 5. Two letters of reference from business associates 6. GMAT or GRE results (if required)
Section 3 – Coaching Program Academics	
Program Mission	The mission of the coaching program is to provide MBA students throughout the duration of their program of study the services of a volunteer coach who is focused both on their professional development and on successful completion of their academic work.
Why Coaching Program was created	To support the professional development of MBA students. Increase the probability that employers would look favorably on them as candidates for positions with improved and increased soft skills.
What makes your coaching program unique?	No cost to MBA student and is required for graduation. The program is focused on professional and academic growth. The student's coach is self-selected. The coaching is guided by the Herrmann Brain Dominance Instrument (HBDI) – The World's Leading Assessment Tool At the foundation of Whole Brain Thinking, the HBDI is a 120-question assessment that identifies your preferred approach to thinking. <u>Are you more emotional, analytical, structural or strategic?</u> .
On what theoretical foundation are your coaching courses based?	Psychology? Herrmann Brain Dominance Instrument (HBDI) – The World's Leading Assessment Tool At the foundation of Whole Brain Thinking http://www.hbdi.com/WholeBrainProductsAndServices/assessment.cfm Any one specific theorist? Ned Herrmann
List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live List of non-coaching courses required or pre-required for graduation	Course Name P R E O L N/A
Is a Thesis (T), Scholarship(S) or Research (R) required?	T S R N/A
If Yes to Research Is research being done by students of faculty interest or student driven? How do you fund the research?	N/A
Are Coaching practicum/internship	N/A

<p>s offered? (Direct application, experience) Are student coaches supervised during practicum/ internships? How?</p> <p>How many hours are required?</p>	
<p>Are independent studies in coaching offered? % Scholarship % Practice</p>	N/A
<p>Are your students required to be coached?</p>	Yes
<p>If yes, how many hours?</p>	2-4 Hours per month
<p>How are your coaches selected for students?</p>	<p>Students are required to select a coach for the duration of their program. The Coach Criteria:</p> <ul style="list-style-type: none"> - Respected leader or professional - Must be able to coach the student 2-4 hours/month for 17 months - Could be a previous MBA graduate of the program
<p>Do you provide training for Student selected Coaches?</p>	<p>During new student orientation the coaching program is discussed and a brochure is issued to help the student recruit their coach along with the coaches expectations.</p> <p>Once the student finds their coach. The coach is directed to contacts the administration of the program. The program will send the coach an email with a link to the Herrmann Brain Dominance website for the coach to complete the assessment tool.</p> <p>Coach Training is conducted 1 of 2 ways:</p> <ol style="list-style-type: none"> 1. If the coach will be meeting with the student face to face: <ol style="list-style-type: none"> a. Coach attends 2 two hour training sessions b. Coach is offered 2 additional voluntary sessions over their 17 month service. 2. If the coach will be coaching the student on-line <ol style="list-style-type: none"> a. Since 40% of the students do their MBA on-line, the coaches for these students receive on-line training
<p>Do Students have to pay for their coaching sessions?</p>	No
<p>How do you assess the competency of your student coaches in courses</p>	<p>In all MBA courses there is a coaching related assignment that is used during discussions with their coaches. The student and coach have to sign off on the student's professional development plan. There are 3 Student checkpoints over the 17 month program when the coach and student submit a progress report which is evaluated by the instructor and coaching program faculty. The instructor also evaluates each of the in-class coaching assignments the students are required to complete.</p>

Are Faculty active in Coaching Research	No
Section 6 – Coaching Program Success and Future	
How Do you Measure Program Success?	<u>Applications:</u> Surveys of students and their coaches, the enrollment of the student's coach in the 2 voluntary coach training sessions that are offered, informal feedback.
Where do you see your coaching program in 5 years?	Bring back coaching specialization certificate program (UREC) Expand coaching to other areas of the university, such as creating an Undergraduate student program.

APPENDIX J

**Kennesaw State University Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program (s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p> <p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	Institution Name: Coles College of Business Kennesaw State University Full Address: 1000 Chastain Road Kennesaw, GA 30144-5591 Fax: 770-420-4444 Phone: 678- 231-3812 Email: sbrock@coles2.kennesaw.edu Web Address: http://coles.kennesaw.edu/mba-options/executive-mba/our-tools/personal-tools.html
Programs and Affiliations	<p><u>Applications:</u> Executive MBA Program School/Department: Coles College of Business/ Department of Leadership and Professional Development</p> <p><u>Certificate:</u> Certificate in Managerial Coaching School/Department: Coles College of Business/ Department of Leadership and Professional Development</p>
Program Leadership Contact	Degree Leadership: Mike Salvador PhD, Department of Leadership and Professional Development Chair Applications & Certificate Leadership: Stephen Brock, D.Min, LPCC
Source of Program Information	Stephen Brock, D.Min, LPCC
Admission Requirements	<p><u>Application Admission Requirements</u> <u>Executive MBA:</u> Coles Executive MBA classes are filled on a first apply, first qualify, rolling admission basis. We encourage you to get your application in early for best planning. We provide application deadlines as the last dates an application, interview, and supporting materials may be reviewed for the next class session, but encourage you to get your application in as soon as Coles and you decide we are a fit.</p>

	<p>To apply, please contact one of our admissions directors to let us know your intent so we can look for your documents and coach you through the process.</p> <p>All applicants must:</p> <ol style="list-style-type: none"> 1. Submit a current resume -use the link to email your Admissions Specialist 2. Interview with an admissions director (it is never too soon to interview) 3. Complete our application 4. Submit the \$60 application fee 5. Submit two professional recommendations 6. Send official transcripts 7. Take the GMAT or have a GMAT Waiver Application approved 8. Submit official transcripts from all graduate and undergraduate institutions 9. Complete Record of Immunization <p>International applicants must additionally: Have international transcripts evaluated by a Kennesaw State University authorized transcript evaluation service</p> <ol style="list-style-type: none"> 1. Take the TOEFL if English proficiency is not evident via the application or during the admissions interview. <p>Certificate Admission Requirements: Managers with 5+ years supervision experience. BS preferred but not required. It is a non-credit certificate.</p>
Section 3 – Coaching Program Academics	
Program Mission	<p>Certificates: The aim of the program is to improve management and development skills. Reduce turnover by creating more successful leaders using coaching techniques. Managers with these skills are involved in succession planning and able to tap into workplace talent (in the moment) and leverage the talent to meet organizational goals.</p> <p>The audience for the publicly offered certificate program is: Individuals in managerial positions, and 2) previous graduates of the MBA program who want a certification in coaching.</p> <p>Applications: Coles is one of two Executive MBA programs globally that offers Program Long (18 months) Executive Coaching.</p> <p>Within the last decade the field of Executive Coaching has emerged as a proven method for achieving personal and professional development. Coaching is defined as a helping relationship where one person works with others (an individual or team) to discover, access, and leverage their abilities to enhance personal and professional performance.</p> <p>The Executive Coaching dimension of the Coles Executive MBA consists of a one on one collaborative relationship between a student and an executive volunteer of the student's choice. Most students find a coach with little difficulty, however support in finding a coach is available through Coles strong alumni network.</p> <p>The Coles Executive MBA provides students with nine tools of personal assessment to gain awareness of their strengths and vulnerabilities. Unlike other programs, Coles takes personal development a step further by</p>

<p>Are Coaching practicum/internships offered? (Direct application, experience)</p> <p>Are student coaches supervised during practicum/internships? How?</p> <p>How many hours are required?</p>	<p><u>Applications:</u> Each EMBA student has 1 practicum element where they coach a classmate which is video taped and critiqued by faculty. Feedback is provided on their ability to coach. They should be able to pass this task based on the 18 month program of coach training, case conference, presentations, discussions and coach the coach activities.</p> <p><u>Certificate:</u> 9 weekends, 4 hours individual coaching provided to student with 4 hours of supervised coaching in class, required to complete 16 hours of coaching in their workplace with feedback through class discussion.</p>
<p>Are independent studies in coaching offered?</p> <p>% Scholarship</p> <p>% Practice</p>	<p>No</p>
<p>Are your students required to be coached?</p>	<p>Yes! Students have an Individual and a Team Coach</p>
<p>If yes, how many hours?</p>	<p>2-4 hours per month</p>
<p>How are your coaches selected for students?</p>	<p><u>Individual Coach:</u>an executive volunteer of the student's choice. Most students find a coach with little difficulty, however support in finding a coach is available through Coles strong <u>alumni</u> network.</p> <p>Their coach cannot be the students workplace supervisor or relative. Coaches submit their Resume/CV, complete a form, sign a contract with the student for volunteer services for the 18 month duration. Most coaches have a BS, masters are preferred, should have 10 years experience in leadership and must abide by the programs code of ethics.</p> <p>Student creates coaching agenda based on a journal course creating a professional development goal and the coach serves as a facilitator to this process for the student</p> <p><u>Team Coach:</u> A former graduate of the program who serves as a team coach for a group of students. Each team has 6-7 students and provides team coaching feedback over 18 months. 40% of the students grade is created out of team projects and 4 presentations. The team coach facilitates the team to develop a team charter, monitor conflict and manage the team process.</p>
<p>Do you provide training for Student selected Coaches?</p>	<p>The coach that the EMBA student selects must attend 2 classes (4 hours each) with the student over a weekend. At these sessions we introduce the coaching model and provide the expectations of the student and the coach. The coaches are given the HBDI assessment which</p> <p>“assess your own thinking style to determine which of the four quadrants of the brain with which you're most comfortable thinking by completing the Herrmann Brain Dominance Instrument™ (HBDI™).”</p> <p>http://www.hbdi.com/SolutionsFor/individuals.cfm</p>

	<p>Student selected coaches take an additional 7 training courses over 18 months at no cost to the volunteer coach. At the end of the program, coaches receive a Certificate in managerial coaching from Coles College</p> <p>This year the coach training program will be offered to the public to earn the same certificate in Managerial Coaching. The coursework consists of 9 days of training and 14 hours of coaching a subordinate supervised by professional coaches both 1:1 and in groups.</p> <p>Graduates of MBA program can enter the certificate program at a reduced tuition rate as they have received 70% of the education within their mba program.</p>
Do Students have to pay for their coaching sessions?	No
How do you assess the competency of your student coaches in courses	<p><u>Certificates:</u> Certificate Students must pass a certification exam and pass a panel observed coaching demonstration.</p> <ul style="list-style-type: none"> - Must receive >80% on exam and demonstration to receive certificate. - A rubric is used by panelists to evaluate the coaching demonstration - If student does not pass exam they can re-take the exam. - If students fail the coaching demonstration they receive a Certificate of Attendance. <p><u>Applications:</u> Applications: Students are required to take 2 virtual personal/professional development career management courses:</p> <ul style="list-style-type: none"> - Online journal is required. Journal entries are taken to their coach each month for discussion. - Summary journal entry of what happened during coaching session - Exams, Presentations, Case Studies - 360's completed 2x in the program - Journals are reviewed by faculty and team coaches* <p>*Students have an individual coach and a team coach (2 different people). Team coaches are previous grads of the EMBA program.</p>
Do you have corporations calling on your program for student coaching services?	<p>Yes</p> <p>Are these student coaches paid? No</p> <p>How are these student coaches supervised? Faculty of certificate program thorough direct observation of 1:1 coaching sessions in class</p>
Section 3 – Coaching Program Student Demographics	
Student Average Annual Population:	<p>EMBA/ Applications: <u>Admitted</u> <u>Graduated/completed</u> 96/yr 2% dropout rate</p> <p>%Full Time: 0% %Part Time:100% in overlapping cohorts</p> <p>Certificate: <u>Admitted</u> <u>Graduated/completed</u> Program too new to provide data</p> <p>% Full Time: 0% % Part Time: 100%</p>
% of Population in	100% of EMBA Students receive coaching

Coaching Program?										
Student Gender:	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;"><u>Female</u></td> <td style="text-align: center;"><u>Male</u></td> </tr> <tr> <td><u>MBA/Application</u></td> <td style="text-align: center;">35%</td> <td style="text-align: center;">65%</td> </tr> <tr> <td colspan="3"><u>Certificate:</u> Too new to provide Data</td> </tr> </table>		<u>Female</u>	<u>Male</u>	<u>MBA/Application</u>	35%	65%	<u>Certificate:</u> Too new to provide Data		
	<u>Female</u>	<u>Male</u>								
<u>MBA/Application</u>	35%	65%								
<u>Certificate:</u> Too new to provide Data										
Student Average age	<u>EMBA/Applications:</u> 39 <u>Certificate:</u> Too new to provide data									
Average Classroom Size?	<u>Applications:</u> 45 EMBA Students, 45 Coaches in each cohort <u>Certificate:</u> 16									
Coaching Program Demographics	<u>Applications:</u> 5% are practicing coaches who want to be professional coaches 95% are leaders/managers building the coaching skill <u>Certificate:</u> 0% are practicing coaches or want to be professional coaches 100% are leaders/managers building the coaching skill									
How are students admitted into the coaching program As a cohort or open enrollment?	<u>Applications:</u> As overlapping cohorts <u>Certificate:</u> As a cohort									
Where do Graduates Go?	<u>EMBA Application</u> students stay where they are. About 50% will change jobs during their 18 month program (promotions, new company) <u>Certificate:</u> Too new									
Section 5 – Coaching Program Faculty Demographics										
Number of Coaching Faculty	<u>Full time:</u> 1 Applications, 1 Certificate <u>Affiliated Faculty:</u> 0 <u>Independent/Adjunct:</u> 2 Applications, 4 Certificate									
Faculty Qualifications	Terminal degree required to have a role in curriculum development or program development Terminal Degree to teach the Applications program MS is the minimum required to teach coaching for certificate program									
Are Faculty active in Coaching Research	No									
Section 6 – Coaching Program Success and Future										
How Do you Measure Program Success?	<u>EMBA/Applications:</u> There is an on-going MBA course research project in place which measures specific metrics through surveys that are compared to national averages and competitors. Students also do an exit survey which an independent company crunches. <u>Certificate:</u> Program too new to provide data									
Where do you see your coaching program in 5 years?	I would like to develop a MS Degree in Coaching. It would be an 18 month program to achieve a Graduate Degree Executive and Organizational Coaching. Our target audience would be professional coaches.									

APPENDIX K

**Massachusetts School of Professional Psychology Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p>	
<p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p>	
<p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p>	
<p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	<p>Institution Name: Massachusetts School of Professional Psychology Full Address 221 Rivermoor Street Boston, Ma. 02132</p> <p>Fax: Phone: 617-327-6777 Email: admissions@mspp.edu</p> <p>Web Address: http://www.mspp.edu/index.asp?action=32&what=100237</p>
Programs and Affiliations	<p><u>Certificate:</u> Graduate Certificate in Executive Coaching School/Department: MSPP/ Organizational Psychology</p>
Program Leadership Contact	<p>Degree Leadership: Dr. Mariquita Mullan, Program Director Organizational Psychology Certificate Leadership: Lew Stern, Ph.D. Director Graduate Certificate Program</p>
Source of Program Information	<p>Dr. Lew Stern 781-860-0026 Website</p>
Admission Requirements	<p>Minimum of BS or equivalent, Resume, Application and Fee.</p> <p>Must be able to commit to a 2 year part time program and must follow the published standards of the professional practice of Executive Coaching Forum: http://www.executivecoachingforum.com/</p>
Section 3 – Coaching Program Academics	
Program Mission	<p>This program is for individuals in serious pursuit of a well-grounded graduate education in executive coaching from a recognized, fully accredited academic institution, The multi-disciplinary education includes a theoretical foundation, practical training, and supervised practicum leading to a Graduate Certificate in Executive Coaching (GCEC). The Certificate Program is geared to external consultants, HR professionals,</p>

	<p>psychologists, social workers, graduate students, and professionals in executive education and organization development.</p> <p>Students enter the program as a class comprised of professionals from varied disciplines each with a goal of becoming an outstanding executive coach. The class remains together through the 2 years of the program, taking courses together in sequence</p> <p>The program develops a working knowledge and skills in 4 core competencies of professional executive coaching:</p> <ul style="list-style-type: none"> ○ The psychology of individuals, relationship, and groups in organizations. ○ How businesses work ○ Organizational Development ○ Coaching principles, practices, skills and techniques 																																																						
Why Coaching Program was created	Provide professional training and education in executive coaching with academic rigor and practical experience to have leaders coach beyond technique.																																																						
What makes your coaching program unique?	Our program is theoretically base with demonstrated practical skills in executive coaching. Our program is multi-theoretical, family centered, located within 1 hour of Boston. Our program is affordable, has a high level of practicing faculty. Students can use graduate credit to transfer into a degree program. We provide non-profit coaching assistance. The pro-bono work of our master coaches are integrated in the professional school of psychology continuing education in order to give back and provide students with valuable subject matter expertise.																																																						
On what theoretical foundation are your coaching courses based?	<p>Psychology? 4 core model based on a foundation of Psychology, Business, Organizational Development and Executive coaching.</p> <p>Any one specific theorist? Multiple</p> <ul style="list-style-type: none"> - Psychodynamic - Cognitive behavioral - Action Research <p>The goal is for the student to develop their own theory and how to apply it to coaching.</p>																																																						
List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live	<table border="1"> <thead> <tr> <th>Course Name</th> <th>P</th> <th>R</th> <th>E</th> <th>O</th> <th>L</th> </tr> </thead> <tbody> <tr> <td colspan="6">Year 1</td> </tr> <tr> <td>1. Business and Psychology Exec Coaching</td> <td></td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>2. Organizational Dev in Exec Coaching</td> <td></td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>3. Exec Coaching Theory, Principles, Pract.</td> <td></td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td colspan="6">Second Year</td> </tr> <tr> <td>4. Assessment in Exec. Coaching</td> <td></td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>5. Exec Coaching Skills Techniques</td> <td></td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>6. EC Practicum with Supervision</td> <td></td> <td>x</td> <td></td> <td></td> <td>x</td> </tr> </tbody> </table>	Course Name	P	R	E	O	L	Year 1						1. Business and Psychology Exec Coaching		x			x	2. Organizational Dev in Exec Coaching		x			x	3. Exec Coaching Theory, Principles, Pract.		x			x	Second Year						4. Assessment in Exec. Coaching		x			x	5. Exec Coaching Skills Techniques		x			x	6. EC Practicum with Supervision		x			x
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List of non-coaching courses required or pre-required for graduation	<p>Executive Coaching Learning Groups and CE Workshops</p> <p>Assigned a Master coach Supervisor in year 1</p> <p>215 hours of classroom</p> <p>215 hours of work outside the classroom</p> <p>3-4 workshops CE (ie Assessment, video feedback, tools, EI)</p>																																																						

	T S R
Is a Thesis (T), Scholarship(S) or Research (R) required?	<u>Certificates:</u> No
If Yes to Research Is research being done by students of faculty interest or student driven? How do you fund the research?	N/A
Are Coaching practicum/internships offered? (Direct application, experience) Are student coaches supervised during practicum/internships? How? How many hours are required?	Yes Yes, Students are assigned a Master Coach Supervisor during their first year. Students also discuss cases under the supervision of faculty instructor and receive 15 hours of peer review coaching. In addition, Dr Stern will have review sessions with students in face to face meetings. During Practicum the student coach will meet with coachee, boss, HR at the beginning middle and end of the coaching engagement. In between coaching sessions, the student coach will meet with their coaching supervisor master coach. At the completion of the coaching engagement the coach is evaluated by client, coaching supervisor, self assessment, and the practicum instructor. 12-15 hours
Are independent studies in coaching offered? % Scholarship % Practice	Yes, 100% Scholarship. Students are required to attend all classes. If they miss more than 3 days they cannot receive a certificate and have to start over. If they miss any class, they must complete the requirements through independent study of the information they missed.
Are your students required to be coached?	Yes
If yes, how many hours?	Peer coached: 45 hours Supervised: 10 hours Lew Stern: 1 session per semester to discuss career plans
How are your coaches selected for students?	Master coaches are leading practitioners from the north east with 15 years of experience. 2/3 have doctorates, and have extensive experience in coaching and OD consulting. They provide their services free to give back to the practice of coaching. The group of master coaches meet during each semester to provide peer supervision and discuss student cases. Practicum instructor and Lew Stern look at student holistically and select a master coach based on what would be the best learning and support for the student.
Do you provide training for Student selected Coaches?	<u>n/a</u>

	director (Ph.D.).
Are Faculty active in Coaching Research	Yes
Section 6 – Coaching Program Success and Future	
How Do you Measure Program Success?	<u>Certificate</u> : Number of graduates, Final Exam scores, meet course goals, feedback from clients, supervisor and instructor evaluations, student course evaluations which must be completed in order to receive course credit.
Where do you see your coaching program in 5 years?	<p>Expand program to have more than 1 cohort per year</p> <p>Expand practicum with more clients and expand practicum hours</p> <p>MS degree certification: currently conducting market research.</p> <p>Continual improvements to the program based on student feedback on their experience.</p>

APPENDIX L

**New York University Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p>	
<p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p>	
<p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p>	
<p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	<p>Institution Name: New York University School of Continuing and Professional Studies Full Address 11 W. 42st Suite 430 New York, NY 10036 Fax: Phone: 212-992-3634 Email: scps.hrmd@nyu.edu</p> <p>Web Address: Masters: http://www.scps.nyu.edu/departments/degree.jsp?degId=69 Graduate Certificate/Applications: http://www.scps.nyu.edu/departments/degree.jsp?degId=74 Non-Degree Certificate: http://www.scps.nyu.edu/departments/certificate.jsp?certId=887</p>
Programs and Affiliations	<p><u>Masters:</u> Master of Science in Human Resource Management and Development <i>School/Department:</i> School of Continuing Education and Professional Studies/ Programs in business <u>Graduate Certificate/Applications:</u> Graduate Certificate in Organizational and Executive Coaching <i>School/Department:</i> School of Continuing Education and Professional Studies/ Leadership & Human Capital Management <u>Non-Degree Certificate:</u> Certificate in Organizational and Executive Coaching <i>School/Department:</i> School of Continuing Education and Professional Studies/ Leadership & Human Capital Management</p>
Program Leadership Contact	<p><u>Degree, Certificate and Applications Leadership</u> Dennis Garritan, B.S., M.S., Ph.D., academic chair and program director,</p>

	and clinical associate professor, graduate program in Human Resource Management and Development, Division of Programs in Business:
Source of Program Information	Dennis Garritan Website
Admission Requirements	<u>Masters:</u> Undergraduate degree, GMAT/GRE, 2 Letters of Recommendation, and a personal statement. <u>Graduate Certificate/Applications:</u> Undergraduate degree, 2 letters of recommendation, and a personal statement. <u>Non-Degree Certificate:</u> Undergraduate Degree
Section 3 – Coaching Program Academics	
Program Mission	<u>Masters:</u> M.S. in Human Resource Management and Development program combines theoretical classroom learning with real-life experiences. You will hone your skills in research, strategic planning, technology, execution, and evaluation in New York City human resources environments. You will learn from industry pros and perfect your skills in the world's most vigorous and challenging human resources marketplace - New York City. If you are interested in global HR, or in HR issues that are industry-specific (such as health care, government, nonprofit, real estate, publishing, marketing), you will find New York City to be a laboratory offering unique experiences that will help you build professional relationships. <u>Graduate Certificate/Applications:</u> This graduate certificate provides the foundation for understanding business coaching theory, methodology, and techniques; delivering state-of-the-art business coaching techniques that are invaluable for motivating, developing, and allowing employees to realize their full potential. In addition, the curriculum is aligned with standards of the Graduate School Alliance for Executive Coaching, of which NYU is a founding Board Member. The program also meets the standards of the International Coaching Federation, the largest professional association dedicated to coaching. While earning a graduate certificate at NYU, you study with senior-level coaching practitioners, network in the city's rich human resources environments, and develop specific skills to accelerate your career and compete in the global marketplace. <u>Non-Degree Certificate:</u> This program introduces the vocabulary and skill set required to help clients meet their individual goals within a complex organization. Position your coaching dialogue and acquire organizational training initiatives to help clients set realistic goals and see a return on their investments. Upon completion of the program, students are able to: <input type="checkbox"/> Approach coaching as leadership development and organization intervention. <input type="checkbox"/> Choose and apply appropriate coaching methods. <input type="checkbox"/> Effectively manage expectations of the coachee, economic buyer, and administrator. <input type="checkbox"/> Manage 360-degree feedback programs.
Why Coaching Program(s) were created	Organizations with command and control management style was ok for WW generation, it was less ok for boomers, no good for generation x or

	<p>millennials. Today there is a hemorrhage of talent in most organizations. Coaching is in demand and the Xers and millennials feel they are entitled to coaching. Companies are starting to infuse large amounts of coaching services in order to stop the hemorrhage. In addition we have will have a transition crisis with the 80 million boomers retiring who will be confused by retirement and could use work/life transition coaching. The bottom line is that there is a market trend in which coaching is in demand and there is a social need.</p>										
<p>What makes your coaching program unique?</p>	<p>Our programs combine theoretical classroom learning with real-life experiences. You will hone your skills in research, strategic planning, technology, execution, and evaluation in New York City human resources environments. You will learn from industry pros and perfect your skills in the world's most vigorous and challenging human resources marketplace - New York City. If you are interested in global HR, or in HR issues that are industry-specific (such as health care, government, nonprofit, real estate, publishing, marketing), you will find New York City to be a laboratory offering unique experiences that will help you build professional relationships.</p> <p>Our student body is both professionally and culturally diverse. Some of your classmates will already be working in the profession as human resource consultants, managers, directors, and executives; others will be setting forth on a new professional path. The high level of academics you will experience in the classroom rests largely on the talents of our world-class faculty. These scholars/practitioners, who draw their expertise largely from New York City industries, are eager to teach amid the city's rich pool of human resource professionals.</p> <p>Another unique feature of our program is that graduates understand the strategic advantages in a business setting. Our graduates are more successful at gaining access to the decision makers who hire coaches and are able to communicate the value proposition of coaching to secure the contract. In addition, our coaches can translate the improvements their clients make into \$\$ income statement on a balance sheet.</p>										
<p>On what theoretical foundation are your coaching courses based?</p>	<p>Psychology? Our programs are based on a combination of Psychology, business acumen, deliverables and outcomes, results based, OD Psychology, Marshall Goldsmith coaching, performance improvement translated into \$\$.</p> <p>Any one specific theorist? Multiple</p>										
<p>List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live</p>	<p><u>All courses are offered online & Live alternating semesters: online courses are given VOIP and Archived</u></p> <p><u>Masters:</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>P</td> <td>R</td> <td>E</td> <td>O</td> <td>L</td> </tr> <tr> <td></td> <td>x</td> <td></td> <td>x</td> <td>x</td> </tr> </table> <p>Eight required core courses provide you with the fundamental knowledge and skills that are essential for success in the profession. These courses focus on the core competencies and include business knowledge, strategic contribution, personal credibility, human resource technology, and human resource delivery. To accommodate professional students, all of these courses are offered at night, and those marked with an asterisk are also offered online.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Managing in a Global Economy* <input type="checkbox"/> Financial Management* <input type="checkbox"/> Process Management and Decision Making* <input type="checkbox"/> Information Technology* <input type="checkbox"/> Foundations of Human Resource Management 	P	R	E	O	L		x		x	x
P	R	E	O	L							
	x		x	x							

<p>List of non-coaching courses required or pre-required for graduation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational Behavior <input type="checkbox"/> Business Strategy and Ethics* <input type="checkbox"/> Research Process and Methodology* <p>Concentrations: You select one of three concentrations that build on the foundation you have attained through your core course work. A concentration consists of four courses chosen from one concentration area plus one elective from any of the concentrations or from the special topics courses offered on a rotating basis. The special topics courses may also include courses from other degree programs at the School.</p> <p><i>Human Resource Management:</i> This concentration is designed to help you acquire and/or improve the skills relating to staffing, as well as appraising performance and managing effective and efficient compensation and benefit systems in the workplace. The solid foundation provided by this concentration will benefit managers or leaders who have the responsibility of managing people (in either an entire organization or within a department), individuals who desire to become human resource management generalists or specialists, and students or employees who desire to know more about rights and responsibilities in managing human resources.</p> <p><i>Organizational Effectiveness Concentration:</i> Recently, the number of practitioners in the field of organizational effectiveness has grown exponentially; a majority of U.S. corporations now commonly hire internal staff or external consultants whose role is to promote organizational effectiveness. Through this concentration, you will study the principles, practices, and processes that actually work to improve organizational effectiveness. This concentration's curriculum is important for current practitioners, HR professionals who want to move into a more focused role, and new entrants to the area.</p> <p><i>Human Resource Development:</i> This concentration focuses on skills and coaching techniques to help you assist employees in fulfilling their potential. You learn how to assess your own strengths and areas needing development, how to demonstrate the value of coaching, and how to increase the impact of coaching while managing costs and minimizing risks. This concentration is most appropriate for those who currently work or would like to work in a medium- to large-sized organization as a learning and development professional, HR professional, internal organizational development practitioner, or independent HR or organizational development consultant. It is also an appropriate concentration for general executives and managers looking to improve their own effectiveness as leaders.</p> <p>Special Topics Courses: These courses, which are offered periodically, are designed to supplement the standard array of courses with topics that are very highly specialized. In most cases, they will be of interest to you when you desire a more intense exposure to a particular field of study. As an alternative to being taken as a free elective, a special topics course, where appropriate, may be substituted for one of the concentration courses with departmental approval.</p>
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Human Resource Issues In Industry Courses:

These courses are offered periodically and cover HR issues in specific industries.

The Capstone Project: Required

The capstone project is your final advanced project marking the culmination of your master's degree program. You may enroll in the Special Project in Human Resource Strategies course, which allows you to undertake an intensive exploration of the applied aspect of human resource strategy. Working as a team with other students, you create a human resource management simulation based in a real-world organizational setting. Ultimately, your finished project offers solutions and demonstrates all that you've learned about the strategic role that human resource management occupies in an organization.

In certain situations, where academically warranted, you may be able to pursue a research project as your capstone project by enrolling in a course called Research Project: Thesis. You select your own topic in your concentration area and, with faculty approval and guidance, conduct your research in preparation for a final thesis paper.

<u>Graduate Certificate/Applications</u>	P	R	E	O	L
All 5 core courses		x		x	x

1. Foundations of Human Resource Management
2. Coaching Skills and Techniques
3. Workplace Applications of Coaching
4. Organizational Behavior
5. Foundations of Coaching and Coaching Theory

Select 1 elective from the following			x	x	x
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1. Career Coaching
2. Managing Complex Change Initiatives
3. Transformational Leadership and Team Building
4. Instructional Systems Design

Non-Degree Certificate:

All coaching certificate programs require students to take six courses and an independent study—

Foundations of Coaching : R, O, L

Skills and Practices : R,P, O, L

Independent Study; R P O L

- o conduct coaching engagements and gain feedback from the *Independent Study* instructors and peers

Master Class in Coaching,

Two electives R, E, O, L which can be taken any time before the *Master Class*.

This program introduces the vocabulary and skill set required to help clients meet their individual goals within a complex organization. Position your coaching dialogue and acquire organizational training initiatives to help clients set realistic goals and see a return on their investments. Upon completion of the program, students are able to:

- Approach coaching as leadership development and organization intervention.
- Choose and apply appropriate coaching methods.

	<input type="checkbox"/> Effectively manage expectations of the coachee, economic buyer, and administrator. <input type="checkbox"/> Manage 360-degree feedback programs.								
Is a Thesis (T), Scholarship(S) or Research (R) required?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center; width: 10%;">T</td> <td style="text-align: center; width: 10%;">S</td> <td style="text-align: center; width: 10%;">R</td> </tr> <tr> <td><u>Masters:</u></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> </table> <p>The Capstone Project: The capstone project is your final advanced project marking the culmination of your master's degree program. You may enroll in the Special Project in Human Resource Strategies course, which allows you to undertake an intensive exploration of the applied aspect of human resource strategy. Working as a team with other students, you create a human resource management simulation based in a real-world organizational setting. Ultimately, your finished project offers solutions and demonstrates all that you've learned about the strategic role that human resource management occupies in an organization.</p> <p>In certain situations, where academically warranted, you may be able to pursue a research project as your capstone project by enrolling in a course called Research Project: Thesis. You select your own topic in your concentration area and, with faculty approval and guidance, conduct your research in preparation for a final thesis paper.</p> <p><u>Graduate, Applications and Non-Degree Certificates:</u> n/a</p>		T	S	R	<u>Masters:</u>	x		x
	T	S	R						
<u>Masters:</u>	x		x						
If Yes to Research Is research being done by students of faculty interest or student driven? How do you fund the research?	<p><u>Masters:</u> yes. As a masters student we believe you should be visible as a coach in the organization and the profession by delivering presentations at professional conferences, through applied research and publication. It is important that our coaches are leaders in the profession of coaching</p> <p>Student driven</p> <p>No funding available</p>								
Are Coaching practicum/internships offered? (Direct application, experience) Are student coaches supervised during practicum/internships? How? How many hours are required?	<p>Yes, all programs have practicum's</p> <p>Yes – weekly discussion sessions with supervisors (via phone, voip, or face to face), Logs/reflections of student sessions with their clients.</p> <p><u>Masters, Application, Grad Certificate:</u> 216 hours</p> <p><u>Non-Degree Certificate:</u> 40 hours</p>								
Are independent studies in coaching offered? % Scholarship % Practice	<p>Yes, not for credit. 100% scholarship</p>								
Are your students required	<p><u>Masters, Graduate Certificate, Applications</u> Yes: Peer coaching, faculty</p>								

to be coached?	and supervisor coaching.																																										
If yes, how many hours?	<u>Masters, Graduate Certificate, Application</u> : 72 hours (12 hours of coaching within the 6 coaching courses).																																										
How are your coaches selected for students?	The coaches must have a doctorate or advanced degree with license in Psy or ICF certification. The coaches come from faculty or adjunct faculty. Students discuss their goals with several faculty coaches and both have to agree to engage in coaching (there needs to be chemistry between the student and their coach).																																										
Do you provide training for Student selected Coaches?	Because they are faculty they are already credentialed and have demonstrated coaching experience.																																										
Do Students have to pay for their coaching sessions?	No																																										
How do you assess the competency of your student coaches in courses	During coursework students are evaluated with mid-term and final exams, a project, and observation feedback by peers and faculty. At the end of the coursework, must pass a behavioral competency demonstration which is evaluated by 2 instructors.																																										
Do you have corporations calling on your program for student coaching services?	<u>Applications</u> : There is an internal demand for coaching services. Within the Career Development department of the School of Continuing Education and Professional Studies all grad students can come to request coaching. The grad student signs up and their name goes on a roster which is reported to the coaching department. A <u>Graduate Certificate student coach</u> is selected to coach the career development services student for professional development.																																										
Are these student coaches paid?	<u>External corporations</u> : Yes, for graduated coaches only																																										
How are these student coaches supervised?	<u>Graduate Certificate, Applications</u> : No																																										
	<u>Applications</u> : yes see above																																										
Section 4 – Coaching Program Student Demographics																																											
Student Average Annual Population:	<table border="0"> <tr> <td><u>Masters</u></td> <td><u>Admitted</u></td> <td><u>Graduated/completed</u></td> </tr> <tr> <td></td> <td>50/yr</td> <td>30</td> </tr> <tr> <td>%Full Time:</td> <td>10%</td> <td></td> </tr> <tr> <td>%Part Time:</td> <td>90%</td> <td></td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td><u>Graduate Certificate:</u></td> <td><u>Admitted</u></td> <td><u>Graduated/completed</u></td> </tr> <tr> <td></td> <td>35</td> <td>too new</td> </tr> <tr> <td>% Full Time:</td> <td>10%</td> <td></td> </tr> <tr> <td>% Part Time:</td> <td>90%</td> <td></td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td><u>Non-Degree Certificate:</u></td> <td><u>Admitted</u></td> <td><u>Graduated/completed</u></td> </tr> <tr> <td></td> <td>144</td> <td>25</td> </tr> <tr> <td>% Full Time:</td> <td>5%</td> <td></td> </tr> <tr> <td>% Part Time:</td> <td>95%</td> <td></td> </tr> </table>	<u>Masters</u>	<u>Admitted</u>	<u>Graduated/completed</u>		50/yr	30	%Full Time:	10%		%Part Time:	90%		 			<u>Graduate Certificate:</u>	<u>Admitted</u>	<u>Graduated/completed</u>		35	too new	% Full Time:	10%		% Part Time:	90%		 			<u>Non-Degree Certificate:</u>	<u>Admitted</u>	<u>Graduated/completed</u>		144	25	% Full Time:	5%		% Part Time:	95%	
<u>Masters</u>	<u>Admitted</u>	<u>Graduated/completed</u>																																									
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	144	25																																									
% Full Time:	5%																																										
% Part Time:	95%																																										
% of Population in Coaching Program?	30% of the MS in HR Management and Development are engaged in the coaching program to receive a graduate certificate																																										
Student Gender:	<table border="0"> <tr> <td></td> <td><u>Female</u></td> <td><u>Male</u></td> </tr> <tr> <td><u>Masters</u></td> <td>: 65%</td> <td>35%</td> </tr> <tr> <td><u>Grad & Non Deg Certif:</u></td> <td>60%</td> <td>40%</td> </tr> </table>		<u>Female</u>	<u>Male</u>	<u>Masters</u>	: 65%	35%	<u>Grad & Non Deg Certif:</u>	60%	40%																																	
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<u>Masters</u>	: 65%	35%																																									
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Student Average age	<u>Masters/Applications & Certificate(s)</u> : (Under 24) 14%, (25-30) 44%, (31-40) 29%, (41-50) 11%, (over 50) 2%																																										

Average Classroom Size?	<u>Masters/Applications & Certificates:</u> 15-20 (maximum 25)
Coaching Program Demographics	<u>Masters:</u> 90 % are practicing coaches who want to be professional coaches 10 % are leaders/managers building the coaching skill <u>Graduate Certificate/Applications:</u> 100% are practicing coaches or want to be professional coaches 0 % are leaders/managers building the coaching skill
How are students admitted into the coaching program As a cohort or open enrollment?	<u>MS, Applications, Certificate(s):</u> Open Enrollment
Where do Graduates Go?	<u>Masters:</u> 70% become internal coaches, 30% become independent coaches. <u>Graduate Certificate/Applications:</u> 100% internal or professional coaches <u>Non-degree Certificate:</u> most are professional coaches.
Section 5 – Coaching Program Faculty Demographics	
Number of Coaching Faculty	<u>Full time:</u> 5 <u>Affiliated Faculty:</u> 2 <u>Independent/Adjunct:</u> 10
Faculty Qualifications	required to have a role in curriculum development or program development: Doctorate, certification or Licensed if you are full time faculty minimum required to teach coaching for certificate program: Masters with certification or license
Are Faculty active in Coaching Research	Yes
Section 6 – Coaching Program Success and Future	
How Do you Measure Program Success?	Academic success of students in passing qualifying test at the end of their studies. The number of graduates who rise to leadership positions, number of graduates who start their own coaching practices. The number of referrals.
Where do you see your coaching program in 5 years?	A masters program in executive coaching as opposed to the track in coaching that currently exists within the MSHR M&D. The separate MS degree in coaching would have foundation courses HR and business.

APPENDIX M

**Rutgers The State University of NJ Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p> <p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	<p>Institution Name: Rutgers The State University of NJ Graduate School of Applied and Professional Psychology</p> <p>Full Address: 152 Frelinghuysen Road Piscataway, NJ 08854-8085</p> <p>Fax: 732/445-4888 Phone: 732/445-2000 Email: oppsyd@rci.rutgers.edu</p> <p>Web Address: http://gsappweb.rutgers.edu/academics/org/index.php</p>
Programs and Affiliations	<p><u>Doctorate:</u> Psy.D. Program in Organizational Psychology School/Department: Graduate School of Applied and Professional Psychology</p>
Program Leadership Contact	<p>Degree Leadership: Cary Cherniss, Ph.D Program Leadership: Ruth Orenstein, PsyD</p>
Source of Program Information	<p>Ruth Orenstein, Psy.D. Visiting Faculty</p>
Admission Requirements	<p>You may apply online, download an application, or request a printed application from Graduate Admissions. Applicants should apply to only one of the two programs offered: School Psychology, and Clinical Psychology. Currently, the Organizational Psychology program is not accepting new students.</p> <p>The two programs use the same application and have a common deadline of January 5th. You may send the application electronically and then send the supporting documents in one envelope or you can choose to mail in the application along with the following supporting documents in one envelope:</p> <ul style="list-style-type: none"> • Application Fee (*\$60.00). *New fee effective June 4, 2007.

- Official transcripts from each undergraduate and graduate institution attended, in the sealed envelopes which you received from the provider.
- Completed Letter of Recommendation Forms, which have been returned to you, in their sealed envelopes.
- Graduate Record Examination (GRE) general test scores and psychology subject test scores, if available. If not, please request that the scores be sent directly to the graduate admissions office.
- Test of English as a Foreign Language (TOEFL) is also required of all foreign applicants whose native language is not English. The TOEFL requirement may be waived for applicants who can present sufficiently compelling evidence of their abilities in English
- Indicate the program to which you are applying on the outside of the main envelope.

NOTE: All admission application materials should be sent directly to:

Graduate Admissions
18 Bishop Place
New Brunswick, NJ 08901-8503

A copy of both GRE general and psychology subject test scores should also be sent directly to the GSAPP program to which the student is applying at 152 Frelinghuysen Road, Piscataway, NJ 08854-8085.

General Admission Qualifications

Consideration for admission into any of the Psy.D. programs requires a bachelor's or master's degree, preferably with a major in psychology; an excellent scholastic average; scores from both the Graduate Record Examination general test and the psychology subject test; favorable recommendations from at least three persons who know the academic and personal qualifications of the applicant; and appropriate statements from the applicant as stated on the application form. Requests for admission interviews are too numerous to honor. However, the admissions committee may invite applicants for an interview after the initial screening of written applications.

Students entering the programs at GSAPP need not have majored in psychology. However, they are generally expected to have taken the main courses for an undergraduate major in the field. Prior to entering the program, students must have taken courses covering the following areas: introductory psychology, statistics, abnormal psychology, and the biological bases of psychology. Students also should have taken at least one and preferably two courses in the following areas: cognitive psychology; psychology of perception, conditioning, and learning; developmental psychology; psychology of personality; and social psychology. We prefer that one of the above-listed courses have a laboratory component. The organizational psychology program encourages applicants with M.B.A.'s. All three programs welcome applications from Rutgers students who are properly prepared with good academic records and references.

Section 3 – Coaching Program Academics																																																																			
Program Mission	<p>The purpose of the organizational psychology program is to provide students with the finest possible education for practice and for becoming license eligible in New Jersey and other states.</p> <p>The practice of organizational psychology consists of intervening with organizations to achieve one or more of the following objectives: (1) raise performance, (2) improve processes and relationships, (3) enhance fairness and equity, and (4) increase subjective well-being. Always within the context of organizations, interventions may focus on individuals, pairs of individuals, groups, combinations of groups or whole organizations. Methods of intervention derive from explicit psychological concepts and theories appropriate to the objectives and entities engaged in change processes. When fully utilized, the practice of organizational psychology begins with assessment or diagnosis, proceeds to design and implementation, and concludes with evaluation of the efforts to bring about change. Organizational psychology is practiced with service delivering and product generating organizations from the public, private and not-for-profit sectors of society.</p>																																																																		
Why Coaching Program was created	Student demand, Faculty had expertise, Corporate demand for coaching services.																																																																		
What makes your coaching program unique?	Theoretically based, Part of a doctoral program which requires research.																																																																		
On what theoretical foundation are your coaching courses based?	Psychology? Organizational Psychology Any one specific theorist? Multi-dimensional																																																																		
List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live List of non-coaching courses required or pre-required for graduation	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Course Name</th> <th style="text-align: center;">P</th> <th style="text-align: center;">R</th> <th style="text-align: center;">E</th> <th style="text-align: center;">O</th> <th style="text-align: center;">L</th> </tr> </thead> <tbody> <tr> <td>1. Foundation Psychology Dynamic Interventions</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>2. Foundations in Cognitive Behavioral Interventions</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>3. Foundations in Organizational Interventions</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>4. Group Psychology of Organizations</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>5. Observation and Interviewing in Organizations</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>6. Experimental Group Dynamics</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>7. Organizational Diagnosis</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>8. Executive Coaching</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>9. Psychodynamic interview – org</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>10. Theories of Personality</td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> <td style="text-align: center;">x</td> </tr> </tbody> </table> <p>In general, the Psy.D. curriculum in organizational psychology takes five years to complete. Approximately three years are devoted to course work and to examinations, one year to the dissertation, and one year to an internship. Students usually take their general comprehensive examination in professional psychology during the summer after their second year, the special area examination in organizational psychology during the summer after their third year, and the oral case presentation in an area of their practice whenever they have completed under supervision a project they wish to describe and analyze in detail. The sequence of examinations parallels state licensing procedures. As part of the special area examination, students write an article in American Psychological Association Journal format. As they move through the program, students also qualify for a masters degree, the Psy.M., when they have satisfactorily completed their course work, the general comprehensive examination, and their oral case presentation.</p> <p>Academic course work balances theory and empirical research with</p>	Course Name	P	R	E	O	L	1. Foundation Psychology Dynamic Interventions					x	2. Foundations in Cognitive Behavioral Interventions					x	3. Foundations in Organizational Interventions					x	4. Group Psychology of Organizations					x	5. Observation and Interviewing in Organizations					x	6. Experimental Group Dynamics					x	7. Organizational Diagnosis					x	8. Executive Coaching			x		x	9. Psychodynamic interview – org			x		x	10. Theories of Personality			x		x
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	<p>problems and projects involving actual experience. One series of courses addresses the intellectual foundations of professional psychology. These include psychodynamic, behavioral, cognitive, and organizational theories; biological bases of behavior, prevention of alcohol and drug abuse, adult psychopathology; and professional development. A second set pertains to methods for research and intervention. These methods include research design and statistical analysis; observation and interviewing; adult learning and training; group relations and organizational diagnosis; and program planning and evaluation. A third set provides substantive analysis of organizational psychology. These include judgment and decision-making in organizations, the psychology of work and careers, experiential group dynamics, the group psychology of organizations, and community psychology.</p> <p>Along with their overall education in organizational psychology, students also use a portion of their electives to develop a four-course specialty emphasis in either: (1) individuals in organizations or (2) groups and systems. The first prepares people for work in areas such as individual assessment, stress management, executive coaching, and leadership development. The second prepares students for work on such problems as team-building, intergroup problem-solving, diversity interventions, and organizational diagnosis.</p> <p>Experiential activities combine fieldwork in organizations with supervision by professional psychologists. During the first two years, students spend one or two days per week in practicum settings and participate in weekly group supervision with faculty. Later in the program, they undertake a year-long full-time internship with supervision by a professional psychologist who is not a faculty member.</p>								
<p>Is a Thesis (T), Scholarship(S) or Research (R) required?</p>	<table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>T</th> <th>S</th> <th>R</th> </tr> </thead> <tbody> <tr> <td><u>Doctorate: Dissertation</u></td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table> <p>The culminating experience is the doctoral dissertation, an original research project reflecting the intellectual and practical interests of the degree candidate.</p>		T	S	R	<u>Doctorate: Dissertation</u>	x	x	x
	T	S	R						
<u>Doctorate: Dissertation</u>	x	x	x						
<p>If Yes to Research</p> <p>Is research being done by students of faculty interest or student driven?</p> <p>How do you fund the research?</p>	<p>Yes</p> <p>Student interest driven</p> <p>Not funded</p>								
<p>Are Coaching practicum/internships offered? (Direct application, experience)</p> <p>Are student coaches supervised during practicum/internships? How?</p>	<p>Yes, 2 years of practicum experience, 1 year of internship. Students are paid an hourly rate during their practicum and internship.</p> <p>Practicum: Group supervision and advanced group supervision Internship: 1 workplace supervisor and 1 faculty supervisor</p>								

How many hours are required?	Practicum: 1 day/wk Internship: 1750 hours
Are independent studies in coaching offered? % Scholarship % Practice	n/a
Are your students required to be coached?	N/A
If yes, how many hours?	N/A
How are your coaches selected for students?	N/A
Do you provide training for Student selected Coaches?	N/A
Do Students have to pay for their coaching sessions?	N/A
How do you assess the competency of your student coaches in courses	During the coaching course, the students must acquire a client. During this course students are not paid for their coaching services. Weekly there are individual and group discussions with faculty supervisor as students discuss their client case during class. Students submit a paper in which they write up their client case; discussing case history, applying coaching theory to the case, demonstrate understanding of whole process, analyze case from a theoretical perspective.
Do you have corporations calling on your program for student coaching services? Are these student coaches paid? How are these student coaches supervised?	Corporations contact our Student Consulting Group, this protects students from liability. Students negotiate their contracted rate (\$35 minimum/hour to maximum of \$150) Yes: Students are paid 30% of contracted rate. 10% goes to the university 10% goes to the program 50% goes to the coaching supervisor Yes: Students must acquire a faculty supervisor
Section 4 - Coaching Program Student Demographics	
Student Average Annual Population:	Doctorate: <u>Admitted</u> <u>Graduated/completed</u> 6/yr 5 %Full Time: 100% %Part Time: 0%
% of Population in Coaching Program?	90 percent take the elective executive coaching course.
Student Gender:	<u>Female</u> <u>Male</u> <u>Doctorate:</u> 80% 20%
Student Average age	<u>Doctorate:</u> 35-40
Average Classroom Size?	<u>Doctorate:</u> 10
Coaching Program Demographics % are practicing coaches who	<u>Doctorate:</u>

want to be professional coaches	0%
% are leaders/managers building the coaching skill	100%
How are students admitted into the coaching program As a cohort or open enrollment?	As a cohort during their 2 nd or 3 rd year
Where do Graduates Go?	Graduates of the organizational psychology Psy.D. program have obtained employment as consultants in private practice, professional staff members in large and small organizations, leader-managers in human service organizations, principals with consulting firms, and faculty in higher education.
Section 5 – Coaching Program Faculty Demographics	
Number of Coaching Faculty	<u>Full time:</u> 0 <u>Affiliated Faculty:</u> 0 <u>Independent/Adjunct:</u> 1
Faculty Qualifications	required to have a role in curriculum development or program development: Ph.D or Psy. D. minimum required to teach coaching course: Psy.D. or Ph.D
Are Faculty active in Coaching Research	Yes
Section 6 – Coaching Program Success and Future	
How Do you Measure Program Success?	<u>Doctorate:</u> Number of Graduates
Where do you see your coaching program in 5 years?	The Organizational Psychology program is being discontinued. Concentration in Executive Coaching with other Doctoral Programs at Rutgers. A certificate program in coaching in the Center of Applied Psychology.

APPENDIX N

**University of Pennsylvania Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program(s) Offered – Check All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p> <p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	Institution Name: University of Pennsylvania Full Address: Organizational Dynamics 3401 Walnut St. Suite 328-A Philadelphia, PA 19104-6228 Fax: Phone: 215-898-6967 Email: dynamics@sas.upenn.edu Web Address: http://organizationaldynamics.sas.upenn.edu/program/nav.cgi?page=welcome
Programs and Affiliations	<u>Masters Degree:</u> Master of Science in Organizational Dynamics <u>Advanced Masters Degree:</u> Master of Philosophy in Organizational Dynamics <ul style="list-style-type: none"> ○ Coaching Concentration Certificate: Certificate in Organizational Coaching Studies School/Department: School of Arts and Sciences, Organizational Dynamics Department
Program Leadership Contact	Larry Starr, PhD, Director of Organizational Dynamics E-mail: lstarr@sas.upenn.edu
Source of Program Information	William Wilkinsy, PhD, Director of Coaching Track E-mail: wsw@sas.upenn.edu
Admission Requirements	<u>Master of Science:</u> Admission to the MSOD program is on a "rolling" basis; most students may apply to begin in the fall, spring, or summer. P3 applicants may apply to begin in fall or spring. Applicants must complete and submit the application materials by the defined deadlines (see Application Dates) in order to begin

<p>Admission Requirements (cont)</p>	<p>studies. Listed below are the 6 application requirements:</p> <ol style="list-style-type: none"> 1. Submit the Application for Admission form. This is available by clicking here. 2. Pay the Application Fee (\$70.00 US funds). 3. Have Official Transcripts documenting completion of an undergraduate degree from an accredited college or university sent to the Organizational Dynamics program office directly from the institution attended. A minimum undergraduate grade point average of at least 3.0 is expected. As an applicant may have made significant improvement in their academic competencies or maturity since their undergraduate education, official transcripts of graduate degrees may also be submitted and will be evaluated. 4. Submit a Resume or CV. This is required to ensure applicants have sufficient organizational experience to meet the requirements of the coursework. A minimum of <u>5 years</u> of full-time work, generally following completion of an undergraduate degree is expected. 5. Submit two (2) essays. Each essay is evaluated in terms of writing skills, critical thinking, initiative and motivation, planning and organizational skills, creativity, and flexibility. A third essay may be submitted if there are extenuating circumstances or concerns that an applicant feels should be explained. Examples include an undergraduate academic performance that is not perceived to be an accurate predictor of graduate performance, or unexplained gaps in work experience. 6. Submit two (2) letters of recommendation. These must be sent directly to the Organizational Dynamics program office by those writing the recommendations. <p>Advanced Masters: Master of Philosophy</p> <p>Admission to the MPhil degree is limited to a person who has previously completed a graduate degree in Organizational Dynamics, or an MBA, or an MA or MS in Organizational Behavior, or an equivalent organizational program.</p> <p>Admission to the MPhil program is on a "rolling" basis; students may apply to begin in the fall, spring, or summer. Applicants must complete and submit the application materials by the defined deadlines (see Application Dates) in order to begin studies. Listed below are the 6 application requirements:</p> <p>Submit the MPhil Application for Admission form available here.</p> <ol style="list-style-type: none"> 1. Pay the Application Fee (\$70.00 US funds) to "Trustees of the University of Pennsylvania" by check or money order, or to pay by credit card click here. 2. Have Official Transcripts documenting completion of an <u>undergraduate</u> degree from an accredited college or university <u>and a graduate</u> degree from an accredited college or university sent to the Organizational Dynamics program office <u>directly from the institution attended</u>. 3. Submit a Resume or CV. This is required to ensure applicants have sufficient organizational experience to meet the requirements of the coursework. A minimum of <u>5 years</u> of full-time, management-level
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	<p>organizational experience is expected.</p> <ol style="list-style-type: none"> 4. Submit two (2) essays. Each essay is evaluated in terms of writing skills, critical thinking, initiative and motivation, planning and organizational skills, creativity and flexibility. A third essay may be submitted if there are extenuating circumstances or concerns that an applicant feels should be explained. Examples include academic performance that is not perceived to be an accurate predictor of MPhil performance, or unexplained gaps in work experience. 5. Submit two (2) letters of recommendation. These must be sent <u>directly</u> to the Organizational Dynamics program office by <u>those writing the recommendations</u>. <p>Admission into the coaching concentration:Each Organizational Dynamics student declares a program concentration, or track, from one of the following six: Generalist; Practitioner (PR); Leadership/Management (LM); Projects, Portfolios, and Programs (P3); Global (GL); or Coaching (CO). While there is no required or minimum number of courses associated with a particular track, completing at least six in the same track leads to a Graduate Certificate. Courses in each concentration/track are offered each semester.</p>
<p>Section 2 – Coaching Program Academics</p>	
<p>Program Mission</p>	<p>Master Degree in Organizational Dynamics with a Coaching Concentration:</p> <p>As a founding and board member of the Graduate School Alliance for Executive Coaching, the Organizational Dynamics coaching studies concentration adheres to the following definition:</p> <p>Organizational and Executive Coaching is a development process that builds a leader's capabilities to achieve professional and organizational goals. A leader is an individual who has the potential of making a significant contribution to the mission and purpose of the organization. This coaching is conducted through one-on-one and group interactions, driven by evidence/data from multiple perspectives, and is based on mutual trust and respect. The coach, individuals being coached, and their organizations work in partnership to help achieve the agreed upon goals of the coaching.</p> <p>Our curriculum concerns how organizational talent is managed through coaching and how organizational coaching can be used as a strategic business development initiative. Coaching courses address the history, models, systems, and tools of coaching; how to select and match coaches to clients; and how to evaluate coaching outcomes. Based on an appropriate blend of documented best practices and quantitative research data, this academic concentration examines organizational coaching from the domains of psychology, human resources, and business management. Students for whom Organizational Coaching may be appropriate include those interested in becoming organizational or executive coaches or enhancing their coaching or consulting competencies or credentials; HR personnel responsible for coaching within their organizations; managers and leaders who wish to apply the tools of organizational coaching to their own activities, colleagues, or teams; and personnel with organizational responsibility for succession planning or talent management. Completion of the Organizational Coaching concentration earns a graduate certificate in Organizational Coaching Studies.</p>

Why Coaching Program was created	4 years ago, while teaching leadership, team and group dynamics, I added the art and science of coaching. Student demand for more coaching courses caused us to develop more coaching courses and then a coaching concentration grew rapidly once we had more than 6 coaching related courses.																																																																																																																								
What makes your coaching program unique?	The coaching program is more robust than other concentrations in the department. It is a practitioner based program and is experiential. It is not research based. It is a comprehensive program taught by professors with extensive coaching practical experience.																																																																																																																								
On what theoretical foundation are your coaching courses based?	Psychology? Yes Any one specific theorist? Multiple																																																																																																																								
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	* 2006 First Certificate issued
Student Gender:	<u>Female</u> <u>Male</u> <u>Masters:</u> 62% 38%
Student Average age	<u>Masters:</u> 42
Average Classroom Size?	<u>Masters:</u> 12
Coaching Program Demographics	<u>Masters:</u> <10% are practicing coaches who want to be professional coaches 90% are leaders/managers building the coaching skill
How are students admitted into the coaching program As a cohort or open enrollment?	as a cohort: No open enrollment: Yes
Where do Graduates Go?	<u>Masters:</u> Most stay in their current roles as managers and individual contributors. Some use this education for a career shift.
Section 5 – Coaching Program Faculty Demographics	
Number of Coaching Faculty	<u>Full time:</u> 1 <u>Affiliated Faculty:</u> 5 <u>Independent/Adjunct:</u> 7
Faculty Qualifications	Ph.D. or equivalent required to have a role in curriculum development or program development Minimum required to teach coaching for certificate program: None Stated: Ph.D. or equivalent Preferred, Graduate Degree, MS often accepted. Must have professional experience in area of topic
Are Faculty active in Coaching Research	No
Section 6 – Coaching Program Success and Future	
How Do you Measure Program Success?	<u>Masters:</u> Increased student enrollment, increased enrollment into the coaching concentration and classes, increased coaching certificates issued upon graduation
Where do you see your coaching program in 5 years?	I would like to see it evolve into doing coaching research, more practical coaching experience for students who want to split off from the general skill improving population into a cohort group who want to be professional coaches. I would like to see a few more coaching foundation courses. I would like to see a year long course that involves a required practicum/internship. In addition, I would like to develop a relationship with another school where each cohort group could cross-learn.

APPENDIX O

**University of Texas at Dallas Datasheet
GSAEC Institution Interview Questionnaire**

Section 1 – Coaching Program(s) Offered – Circle All That Apply	
<p>Graduate Degree Coaching Program: Requires BA/BS for admission, full graduate tuition, must apply to be accepted, evaluations same for Degree students, Grade with transcript.</p> <p>Graduate (Post-Bach) Certificate Coaching Program: may be same tuition, must apply to be accepted, evaluations may or may not be the same as Degree students, may have grade and transcript. Offered by/located in a graduate program.</p> <p>Non-Degree Certificate Coaching Program: Tuition is less than Degree and may be less than Graduate Certificate, everyone with BA/BS is accepted, everyone gets a certificate, no grade no transcript. Offered by/located in a graduate program.</p> <p>Applications of Coaching: Executive Coaching provided to Graduate Students for professional development and/or Academic development</p>	
Section 2 – Coaching Program Demographic Information	
Program Address	Institution Name: The School of Management University of Texas at Dallas Executive & Professional Coaching Program Full Address 800 west Campbell Richardson, TX 75080 Fax: Phone: 972-883-2562 Email: coaching@utdallas.edu Web Address: http://som.utdallas.edu/executive/coaching/
Programs and Affiliations	<u>Certificate:</u> Graduate Certificate in Executive and Professional Coaching School/Department: School of Management/ Executive & Professional Coaching Program
Program Leadership Contact	School Leadership: Dr. David Springate, Assistant Dean Executive Education Certificate Leadership: Dr. Robert Hicks, Director of Executive & Professional Coaching
Source of Program Information	Judy Clovier 972-883-2562 Website
Admission Requirements	<u>Graduate Certificate:</u> Admission Requirements for the Graduate Certificate in Executive and Professional Coaching

	<ul style="list-style-type: none"> • A Bachelors Degree from an accredited University and five years of satisfactory work experience. <i>Exceptions may be granted upon petition, please contact the Program Director for details.</i> • A completed online application form which includes personal, employment and education information. • Three letters of recommendation (PDF file, approx. file size 19 KB), sent to Executive and Professional Coaching Program. • Official transcripts from all colleges attended, sent from the school directly to the Executive and Professional Coaching Program. • Receipt of \$200 application fee that is non-refundable <p>Application Form</p> <p>Application Procedure</p> <p>Applications are reviewed upon completion of all required steps, and admission decisions are made as soon thereafter as practicable. Candidates are notified shortly after the admission decision has been made. Early submission of all application material is strong recommended.</p> <p>The University of Texas at Dallas Executive and Professional Coaching Program Executive Education Programs</p> <p>P. O. Box 830688, SM 11 Richardson, TX 75083-0688</p> <p>Telephone: (972) 883-5900 Fax: (972) 883-6381 E-mail: coaching@utdallas.edu</p> <p><u>Non-degree Certificate</u>: Approved non-academic track for professional development:</p> <ul style="list-style-type: none"> - No transcripts - Resume - 2 Recommendations - Application fee
Section 3 – Coaching Program Academics	
Program Mission	<p>The Executive and Professional Coaching Program in the UTD School of Management, an ICF accredited coach training program, is taking a prominent role in educating great executive coaches. We know the value of coaching to executives, professionals, and the organizations they work for. We provide the very best in educational programs for those who want to improve their coaching skills or who wish to pursue executive and professional coaching as a profession.</p> <p>Convenient Distance Learning</p> <p>The Executive and Professional Coaching Program is designed for working adults and utilizes the very best in distance learning methodologies, making it convenient, efficient, and geographically</p>

	<p>independent for busy professionals. The Executive and Professional Coaching Program is for:</p> <ul style="list-style-type: none"> • Professionals interested in business and executive coaching as a profession. • Internal coaches upgrading their skills. • Certified coaches and other professionals desiring professional development. • Managers who wish to acquire the skills of coaching to increase their leadership capabilities. <p>A Flexible Approach</p> <p>The Executive and Professional Coaching Program offers the following completion options to better suit the education needs of coaching professionals:</p> <p>The Graduate Certificate in Executive and Professional Coaching is awarded after successful completion of an educational phase plus a coaching practicum and comprehensive examination (12 graduate credit hours). The requirements to earn the Graduate Certificate in Executive and Professional Coaching also meet or exceed the minimum standards required for the ACTP or Portfolio application process for professional coaching certification through the International Coach Federation (ICF).</p> <p>Professional Development: In addition to the graduate program, The Executive and Professional Coaching Program offers a series of quality non-credit short courses designed to provide meaningful educational opportunities for coaches seeking to earn coach education units (CCEU's) required for PCC and MCC re-certification by the International Coach Federation. These short courses are taught by world class coaching professionals and are open to the general public.</p>
<p>Why Coaching Program was created</p>	<p>Drs. Hicks and Feld are passionate about coaching but wanted to raise the bar from coach “training” to coach “education”. They wanted to serve the community needs. The program evolved from the EMBA program in order to provide qualified coaches for the EMBA program. They wanted to have a pool of excellent coaches to pull from. In addition, they wanted to increase coaching professional standards advancing ICF (a trade organization) to a profession.</p>
<p>What makes your coaching program unique?</p>	<p>Broad study of coaching education for graduate credit. Integrated curriculum, access to many experienced master coaches. The program helps the student coach develop their own coaching style</p>
<p>On what theoretical foundation are your coaching courses based?</p>	<p>Psychology? Multi Any one specific theorist? Multi-theoretical framework</p> <p>The Executive and Professional Coaching Program provides students with a thorough grounding in the theories, concepts, and skills needed to perform individual and group coaching within an organizational setting; while simultaneously developing proficiency for credentialing by the International Coach Federation (ICF).</p> <p>Upon successful completion of the educational phase plus the coaching practicum and comprehensive examination, students will earn 12 graduate credit hours and the student contact learning hours and mentored coaching</p>

	hours required by the International Coach Federation as part of its ACTP and portfolio application processes for professional certification.																								
<p>List of Coaching Courses Offered: P=prerequisite R=required E=elective O= online L=Live</p> <p>List of non-coaching courses required or pre-required for graduation</p>	<table border="0"> <thead> <tr> <th style="text-align: left;">Course Name</th> <th style="text-align: center;">P</th> <th style="text-align: center;">R</th> <th style="text-align: center;">E</th> <th style="text-align: center;">O</th> <th style="text-align: center;">L</th> </tr> </thead> <tbody> <tr> <td>Introduction to Executive & Prof. Coaching</td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Coaching in Business or Org Setting</td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Advanced Coaching Models and Methods</td> <td></td> <td></td> <td></td> <td style="text-align: center;">x</td> <td></td> </tr> </tbody> </table> <p>Two additional classes or required for the completion of the Graduate Certificate in Executive & Professional Coaching</p> <p>The graduate level curriculum is delivered using the best in distance learning methodologies, making it more convenient and available to busy professionals who seek to improve their coaching competencies through higher education. Students are taught by senior faculty with outstanding credentials and an extensive amount of real-world coaching experience within business settings.</p> <p>To earn a Graduate Certificate in Executive and Professional Coaching, students must successfully complete the following:</p> <ul style="list-style-type: none"> • Educational Phase (9 credit hours) • Supervised Coaching Practicum and Comprehensive Examination (3 credit hours) <p>The educational component of the program consists of a series of learning modules organized into three main content areas/courses (see above). A learning module is a class that meets once a week for four, six, or eight weeks, usually in the late afternoons or evenings on weekdays (however, weekend classes may occasionally be offered for convenience). Each session is from 60 to 90 minutes in length depending on the class. Course requirements include additional readings, writing papers, peer-coaching, and coaching clients.</p> <p>Supervision</p> <ul style="list-style-type: none"> • Supervised Coaching <p>All Graduate Certificate-seeking students will be required to coach others and receive supervised coaching. All Graduate Certificate-seeking students must meet minimum requirements for coaching practice and receive valued feedback from Master Certified Coaches in both an individual and group supervised coaching practicum. Students are also expected to coach and receive coaching from peers for self and professional development purposes. Students will also be expected to coach and receive coaching from peers for self and professional development purposes.</p>	Course Name	P	R	E	O	L	Introduction to Executive & Prof. Coaching				x		Coaching in Business or Org Setting				x		Advanced Coaching Models and Methods				x	
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	<p>3. Examination</p> <p>Prior to receiving the Graduate Certificate in Executive and Professional Coaching, students are required to pass a comprehensive examination that meets the standards set by the International Coach Federation. The exam consists of three parts:</p> <ul style="list-style-type: none"> • Written comprehensive exam • Live oral demonstration • Observation and evaluation of an actual coaching session
<p>Is a Thesis (T), Scholarship(S) or Research (R) required?</p>	<p style="text-align: center;">T S R</p> <p><u>Certificates</u>: No</p>
<p>If Yes to Research</p> <p>Is research being done by students of faculty interest or student driven?</p> <p>How do you fund the research?</p>	N/A
<p>Are Coaching practicum/internships offered? (Direct application, experience)</p> <p>Are student coaches supervised during practicum/internships? How?</p> <p>How many hours are required?</p>	<p>There are two components to the Practicum course:</p> <ol style="list-style-type: none"> 1. Individual sessions with a supervising coach. This segment begins after a student has passed the Academic Exam for the 200-series learning modules 2. Three small group supervised sessions <p>For the individual sessions, students will be required to submit recordings for review or (with their client's permission and their supervisor's concurrence) provide for real-time attendance by the supervising coach so that an evaluation of their coaching competence can occur (audio files are destroyed after discussion with coaching supervisor to protect confidentiality). Feedback and guidance will help students further develop their coaching skills. Students will be expected to provide their own coaching client or clients for the supervision process. It is preferred that clients be selected from organizational or professional settings. Occasionally, UTD may assist in providing clients in certain cases. All coaching clients must be approved by UTD</p> <p>A minimum of 6 sessions</p>
<p>Are independent studies in coaching offered?</p> <p>% Scholarship</p> <p>% Practice</p>	No
<p>Are your students required to be coached?</p>	Yes
<p>If yes, how many hours?</p>	<p>Minimum 1 hour per week during course work</p> <p>Minimum 6 sessions with practicum supervisor</p>
<p>How are your coaches selected for students?</p>	Coaches are selected based on student's developmental needs

	PhD. Guest lecturers are under the supervision of the Ph.D. who ultimately owns the course and is responsible for all grades.
Are Faculty active in Coaching Research	No
Section 6 - Coaching Program Success and Future	
How Do you Measure Program Success?	<u>Certificate</u> : Regional accreditation ACSB, Outcome reports, learning assessment on content, assessment at end of coursework, Course evaluations, exam scores, grades, , comprehensive exam % pass rate, # ICF Certifications (not required)
Where do you see your coaching program in 5 years?	Increased demand for a more advance program. More opportunities for students to coach. Demonstrate ROI, improve quality of coaches, building a coaching competence.
