

Global Accreditation Code of Conduct



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Introduction

Purpose

The purpose of this document is to articulate the policies and procedures that govern International Coaching Federation (ICF) accredited organizations to ensure ICF accredited organizations convey consistency and utmost quality within the industry.

Scope

Organizations seeking initial or renewal of ICF accreditation are responsible to clearly demonstrate compliance with all applicable ICF policies and criteria prior to, during and after official accreditation. This policy document establishes binding guidelines to ensure appropriate conduct of all ICF accredited organizations before and after an accreditation has been granted.

Good Faith

ICF requires each organization seeking accreditation, or currently holding an accreditation to engage in the process in good faith. Organizations must provide accurate and truthful information prior to and throughout the accreditation process. Any organization that fails to participate in good faith by falsifying information presented in the accreditation process or at any time prior may be subject to punitive measures at ICF's discretion.

For the purpose of this requirement, falsification is defined as the fabrication, in whole or in part, and through commission or omission, of any information provided by an organization to ICF. This includes but is not limited to providing false or misleading data related to accreditation status; providing false or misleading information regarding the course offerings; providing false or misleading outcomes data; providing false or misleading information in an effort to receive a postponement or an extension on an accreditation action; forging signatures of authorization; or engaging in any false or misleading advertising with respect to the accreditation status. However, the accredited provider may submit additional material that summarizes or otherwise explains the original information provided to ICF. These additional materials must be correctly identified, dated and accompanied by the original documents.

Accreditation Complaint Process

By virtue of the ICF accreditation received, organizations are obligated to participate in the formal Organization Complaint Process, if levied. The complaint process is an objective mechanism in which participants or members of the public can hold ICF accredited organizations accountable to the ICF Code of Conduct. For more information on this process, please click [here](#).

Definitions

Coach Education and Training Program

A course of study or combination of instructional material that may be broad in scope but follows a logical instructional sequence that promotes education relevant to 'coaching' as defined by ICF. The material has met the requirements of ICF, which is represented externally as an official accreditation (CCE, Level One, Level Two, or Level Three).

Director of Education (DOE)

The DOE will have full oversight over the organization's educational offerings. This will include the supervision and implementation of the coach education and training program and its ability to maintain alignment with the ICF Code of Conduct. This individual will also be held accountable for the consistent alignment with all other ICF policies and procedures, including oversight of the curriculum, instructional processes, and education of instructors.

Level One Accreditation (formerly ACSTH)

Level One accreditations include comprehensive instruction around the ICF Core Competencies, Code of Ethics and ICF definition of coaching. Level One accreditation is for at least 60 and up to 124 contact learning hours and is designated as ACC Accredited Education. Level One accreditation also includes Mentor Coaching, observed coaching sessions and a comprehensive final exam that evaluates a participant's coaching competency at the ACC Credential level. Graduates from a Level One education and training programs may apply for the Associate Certified Coach (ACC) Credential using the Level One application path if they meet the credentialing application requirements.

Level Two Accreditation (formerly ACTP)

Level Two accreditations include comprehensive instruction around the ICF Core Competencies, Code of Ethics and ICF definition of coaching. Level Two accreditation is for at least 125 and up to 175 contact learning hours and is designated as PCC Accredited Education. Level Two accreditation also includes Mentor Coaching, observed coaching sessions and a comprehensive final exam evaluates a participant's coaching competency at the PCC Credential level. Graduates from a Level Two education and training programs may apply for the Professional Certified Coach (PCC) Credential using the Level Two application path if they meet the credentialing application requirements.

Level Three Accreditation

Level Three accreditations include comprehensive instruction around the ICF Core Competencies, Code of Ethics and ICF definition of coaching. Level Three accreditation is for 75 contact learning hours and is designated as MCC Accredited Education. Level Three accreditation also includes Mentor Coaching and observed

coaching sessions. Graduates from a Level Three education and training programs may apply for the Master Certified Coach (MCC) Credential if they meet the MCC credentialing application requirements.

CCE Accreditation

Continuing Coach Education (CCE) is intended for education organizations and institutions who are interested in having their education and training program accredited by the International Coaching Federation (ICF). CCE accreditations are designed for supplemental and continuing education for those wishing to acquire new learning and professional development and no singular program may exceed 40 clock hours. However, multiple segments of 40 hours may be linked as a progressive continuing education development path. CCE is for those wishing to acquire new learning, professional development and/or those who are renewing their ICF Credential.

Resource Development (RD)

Constitutes education offered (content) outside the ICF Core Competencies, which contributes to the professional development of a coach. Examples of RD content include education around business development, assessment tools, personal development, and presentation of research or reference materials.

Synchronous Learning (SL)

Refers to a learning environment in which the cohort participates in a live voice-to-voice or face-to-face classroom setting. 'Lecture' is an example of synchronous learning in a face-to-face environment, where learners and teachers are all in the same place at the same time (i.e., live interaction through any means, including lecture, telephone conference, and webinar).

Asynchronous Learning (AL)

Is a self-paced teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people (i.e. recorded content, reading books and homework).

Blended Learning

Is a formal education program in which a participant learns at least in part through online delivery of content and instruction with some element of participant control over time, place, path or pace.

Code of Conduct

1. Fraud

- 1.1. Misrepresentation by omission or commission found in any material submitted to ICF will result in immediate revocation of the organization's application or accreditation status at the discretion of ICF.

2. Organization and Employee Conduct

- 2.1. It is incumbent on organizations to ensure that all coach educators of their accredited education offerings are bound to the ICF Code of Ethics regardless of membership or credential. If an individual(s) breaches the Code, it is compulsory that the organization take action to remedy the situation. If negligence is found, ICF reserves the right to take corrective measures against the parties involved.
 - 2.1.1. If ICF staff discovers negligence on behalf of the organization or individual(s) involved in the accredited organization's operations, ICF reserves the right to take remedial punitive actions against the parties involved and/or revoke the organization's accreditation. Such situations are carefully evaluated, and outcomes are decided on a case-by-case basis.
- 2.2. Organizations that are accredited by ICF, regardless of their educational offerings (CCE, Level One, Level Two, or Level Three) are obligated by virtue of the ICF accreditation received, to be in full compliance with the ICF Code of Conduct. This, in turn, subjects the organization to participate in the formal Organization Complaint Process, if levied. The Organization Complaint Process is an objective mechanism in which participants or members of public can hold ICF accredited organizations accountable to the ICF Code of Conduct, for more information on this process, click [here](#).

3. External Reference to ICF

- 3.1. The standalone 'ICF' acronym may be utilized when stating a specific program's accreditation, an individual's affiliation with ICF, or when describing ICF as an entity; all of which must be crafted in a way that clearly conveys ICF's role in the industry in a factual manner. This applies to all marketing material in which an affiliation is stated or implied, including Google ad words.
 - 3.1.1. Acceptable: "We offer an accredited ICF education and training program which will meet the coach-specific education requirements for an ICF Credential."
 - 3.1.2. Unacceptable: "We offer ICF Certification Courses."

3.2. Organizations or the educational offerings within them are not permitted to use ICF trademarks or any language that conveys a direct or implied affiliation with ICF in a program name, course title, organization name, etc. This practice contributes to market confusion and has the potential to mislead the public who are not privy to the nuances of the ICF accreditation system, therefore, it is prohibited. ICF staff has the latitude to determine what conveys 'implied affiliation.'

3.2.1. Usage of any ICF designation and/or acronym is indefinitely prohibited: ICF, ACC, PCC, MCC, CCE, Level One, Level Two, Level Three (e.g. Associate Certified Coach Education Program, PCC Coach Education, ICF Coach Education).

3.3. ICF's intellectual property (IP) (e.g. ICF Core Competencies, ICF Code of Ethics, etc.) is required to be adequately cited in all material that is provided to the public (i.e. marketing, website, curriculum, course work, etc.).

3.4. ICF accredits the organization, not just the organization's specific educational offerings (i.e. a course's curriculum); it is incumbent on the organization to clearly convey that relationship to the public.

3.5. Prior to accreditation, ICF defines the application process to start once the full application has been submitted to our Global offices. Making any claim contrary to this, will be considered intentional misrepresentation and subsequently an ICF Code of Ethics violation.

4. ICF Organization Logo Usage

4.1. Logo guidelines established in the ICF Brand Identity Manual are applicable to all organizations; however, the following policy language is an addendum to that particular manual which incorporates program specific logo policies and guidelines.

4.2. Program logos (Level One, Level Two, Level Three, CCE) may be utilized in a way that conveys an accredited organization's direct affiliation to ICF.

4.2.1. ICF accredits organizations, not just curriculum of specific courses. This concept needs to be clearly conveyed in one's marketing language and logo usage.

4.2.1.1. Level One logo guidelines will be available upon accreditation approval.

4.2.1.2. Level Two logo guidelines will be available upon accreditation approval.

4.2.1.3. Level Three logo guidelines will be available upon accreditation approval.

4.2.1.4. CCE logo guidelines will be available upon accreditation approval.

4.3. If an organization is found to have deliberately misappropriated any ICF logo, ICF holds the right to revoke or suspend the organization's accreditation.

4.3.1. This includes prematurely displaying accreditation logos before an accreditation has been awarded by ICF. Organizations may only reference an ICF Accreditation in their marketing information, website, or materials after they have been officially granted by the ICF. Because submission of an application does not guarantee the organization will be granted ICF Accreditation, referencing an ICF Accreditation prior to official receipt is misleading and potentially unethical. Making a false claim is a breach of the ICF Code of Ethics.

4.4. The standalone ICF Global Member logo is for individual global members only; organizations may not utilize this logo to convey an overarching ICF affiliation.

4.4.1. Individual staff members of an organization may utilize the ICF Global Membership logo (if in good standing as an ICF Global Member) on their respective personal/biography web page.

5. Distribution of Accredited Courses

5.1. ICF accredited courses may be offered in one or multiple physical locations throughout the international community by the organization and instructor specified in the formal application. If the accredited organization has a 'partnership' with a third party (secondary organization, that is physically or virtually hosting the education program), the following requirements must be met:

5.1.1. The material provided, regardless of location, must remain identical to the originally accredited curriculum.

5.1.2. The organization's "headquarters" must be the entity that distributes the program to affiliates and administers certificates of completion to the cohorts.

5.1.3. A DOE must be in place to oversee the distribution schema and is tasked with accurately assessing the integrity of material presented for all third parties regardless of language. This measure is in place to ensure no possible degradation of material or misalignment with the ICF Core Competencies.

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- 5.1.3.1.** The DOE is required to sustain the integrity of all material and will be held accountable for any degradation or misalignment. It is incumbent on this individual who serves as ICF's primary contact to be aware of all program affiliations and their respective compliance.
- 5.1.4.** It is incumbent on the DOE to alert ICF of any partnership with secondary organizations for record keeping purposes.
- 5.1.5.** The education program that is being delivered at the secondary organization must have the same staff (instructors, observers, mentors, examiners, etc.) that were submitted with the original application. No other instructors, observers, mentors, or examiners can be used to deliver this program.
- 5.1.5.1.** If additional personnel are added to the accredited program faculty, the DOE must notify ICF of these changes to ensure the individual(s) hold the required credentials.
- 5.2.** If the above requirements are met, it is incumbent that both organizations explicitly state the partnership between the two parties, in a transparent manner. The relationship must be clearly conveyed in any material that alludes to an ICF affiliation.
- 5.2.1.** An ideal example: "(Program ABC) is being offered by the (original organization ABC) in partnership with (secondary organization ABC)"
- 5.2.2.** Secondary organizations are prohibited from utilizing the ICF accreditation levels logos in any capacity, regardless of partnership.
- 5.2.3.** If ICF determines the above policy is not being adhered to the fullest, the organization and DOE that holds the ICF accreditation will be held responsible. Therefore, ICF staff will have the latitude to suspend or revoke an organization's accreditation.
- 5.2.4.** Any partnership or affiliation is absolutely prohibited unless the above requirements have been met.
- 6.** With respect to any documentation or program content, images, graphics, etc. that are submitted in support of an application and/or accreditation and which are used in offering the program and training content, the organization is and shall remain in compliance with the applicable copyright and intellectual property
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laws of each country in which the organization operates the program, including obtaining and providing ICF with a current copy of any license(s) granted by the owner of content used which is not your own original content/work product or for which you do not own copyright to the same. Where content or work product is subject to a valid license, you shall submit a copy of the same with your application. Failure to provide the same shall be grounds for ICF holds the right to revoke or suspend the organization's accreditation.

7. Operational Standards (Level 1, Level 2 and Level 3 Only)

7.1. The following operational standard must be met by all organizations.

Should any of the below standards not be met by the organization, or if ICF determines that there is not sufficient support to determine compliance with any of these criteria, the application will be denied, and the contact person listed in the application will be notified.

7.2. Organizations seeking ICF accreditation are not required to conduct a pilot program when applying for provisional ICF accreditation. However, for all education/training programs, the completion of one (1) pilot program, utilizing the content as presented in the application, is a prerequisite for eligibility for full ICF accreditation.

7.2.1. Provisional ICF accreditation enables organizations to assert that the content and curriculum outlined in their education/training programs have undergone review and approval in alignment with ICF accreditation standards. During the provisional accreditation period, providers are not authorized to issue ICF-accredited certificates of completion, display the ICF accreditation logo, or market themselves as fully ICF accredited.

7.2.2. Following provisional approval, ICF will furnish the organization with specific language that can be used to communicate their ICF accreditation status accurately.

7.2.3. To successfully complete the ICF accreditation process, all providers with provisional ICF accreditation must graduate at least one class comprising a minimum of five (5) participants. This graduating class should have completed the entire education program, incorporating curriculum content consistent with the intended accreditation application, within one (1) calendar year from the date of submission of the application.

7.3. All organizations are required to have a publicly accessible website that includes a comprehensive explanation of the accredited organization's education offerings. The website must include:

7.3.1. Title of education offerings

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- 7.3.2.** Number of contact hours
 - 7.3.3.** Dates / locations of educational offerings
 - 7.3.4.** Language(s) that are used
 - 7.3.5.** Delivery Method(s)
 - 7.3.6.** Intended participants and pre-requisites for individuals to enroll
 - 7.3.7.** Contact phone number/email hours
 - 7.3.8.** Organizational contact list (primary contact, organization administrator)
 - 7.4.** All organizations are required to submit the following documents to the ICF at the time of application:
 - 7.4.1.** Disability / Discrimination / DEIJ statement
 - 7.4.2.** Complaint / Grievance policy
 - 7.4.3.** Enrollment Agreement
 - 7.4.4.** Partial Completion Policy
 - 7.4.5.** Payment / Fees Policy(s)
 - 7.4.6.** Transparent fee schedule (can be part of the enrollment agreement)
 - 7.4.7.** Established Business Enterprise (physical published address)
 - 7.4.8.** Organization administrative contact information (commercial only)
 - 7.4.9.** Refund Policy (can be part of the enrollment agreement)
 - 7.4.10.** Transfer of credit policy (transfer credit accepted for any Level 1, Level 2 education offering, but not for CCE hours)
 - 7.4.11.** Illness Policy (can be part of the enrollment agreement)
 - 7.4.12.** Ethical Marketing Agreement
 - 7.4.13.** Organization owner(s) – percentage of ownership
- 8. Content Standards (Level 1, Level 2, Level 3 Only)**
- 8.1.** The education program's curriculum must address these areas:
 - 8.1.1.** [ICF Code of Ethics](#)
 - 8.1.2.** [ICF Core Competencies](#)
 - 8.1.3.** [ICF Definition of Coaching](#)
 - 8.1.4.** Eighty percent of the course must cover the ICF Code of Ethics, Core Competencies and Definition of Coaching. Twenty percent can include Resource Development (RD) material.
 - 8.1.5.** Fifty percent of all lecture time must be synchronous, allowing the opportunity for real-time interaction between the teacher and the participants.
 - 8.2.** The total number of hours should reflect the clock hours (sometimes referred to as “seat time / lecture time”) required to deliver this content. Break / mealtimes cannot be counted.
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8.2.1. This information is used by ICF to determine the total number of hours for accreditation, the balance between synchronous and asynchronous delivery, and the balance between coach-specific education and other content that is a part of your offering but may not be considered as coach specific education (i.e., Resource Development).

8.3. Should any of the following standards be found as "non-compliant" or if ICF determines that there is not sufficient support to determine compliance with any of these standards, the accreditation will be denied or revoked, and the contact person will be notified.

9. Observed Coaching Sessions (Level 1, Level 2, Level 3 Only)

9.1. ICF considers observed coaching sessions with feedback provided to the participant a vital component of quality coaching education. Practicing coaching and receiving feedback from qualified observers is a cornerstone for ICF accredited organization's educational offerings.

9.2. Observed coaching sessions:

9.2.1. Are sessions in which a participant is coaching any client, fellow participant, or another person as a method for practicing their coaching skills

9.2.2. Do not have a minimum length, but should be long enough for a coaching conversation

9.2.3. Are observed by an instructor / observer who is responsible for providing written feedback to the participant based on the use of the ICF Core Competencies in the coaching session.

9.2.3.1. May be observed live or recorded

9.2.3.2. Count as part of the total instructional hours of the education offering

9.2.4. Level One education offerings are required to provide a minimum of five (5) observed coaching sessions for each participant. Written feedback must be provided for at least three (3) of the five sessions.

9.2.5. Level Two education offerings are required to provide a minimum of six (6) observed coaching sessions for each participant. Written feedback must be provided for at least four (4) of the six sessions.

9.2.6. Confidentiality: Organization should only be submitting records in which they have received explicit permission from the client / participant to provide recording(s) of their coaching sessions to be reviewed by ICF staff and performance evaluation assessors for the purposes of assessing the quality and methods of the coaching.

10. Mentor Coaching Requirements (Level 1)

- 10.1.** For purposes of ICF-credentialing: Providing professional services to develop the required coaching skills needed to obtain an ICF Credential. It consists of coaching and feedback in a collaborative, appreciative, and dialogue process based on (observed or recorded) coaching to increase the coach's capability and alignment with the ICF Core Competencies. Mentor Coaching for an ICF Credential focuses on developing coaching skills and not on the exploration of challenges of the coaching professional practice, such as building a business or achieving work/life balance.
- 10.2.** The ICF requires that a Level One education offering provides a minimum of 10 hours of Mentor Coaching as a part of the educational offering.
- 10.3.** These 10 hours of coaching should be integrated into the total education offering and occur periodically throughout the course.
- 10.4.** Mentor Coaching must be based on coaching sessions that the Mentor Coach has listened to live or via recordings.
- 10.5.** The Mentor Coaching experience must extend over a period of at least three months.
- 10.6.** Group mentoring may count for a maximum of seven hours toward the mentoring requirement. The group being mentored may not consist of more than 10 participants.
- 10.7.** A minimum of three of the 10 mentoring hours must be one-on-one coaching with the mentor

11. Mentor Coaching Requirements (Level 2)

- 11.1.** For purposes of ICF-credentialing: Providing professional services to develop the required coaching skills needed to obtain an ICF Credential. It consists of coaching and feedback in a collaborative, appreciative, and dialogue process based on (observed or recorded) coaching to increase the coach's capability and alignment with the ICF Core Competencies. Mentor Coaching for an ICF Credential focuses on developing coaching skills and not on the exploration of challenges of the coaching professional practice, such as building a business or achieving work/life balance.
 - 11.2.** The ICF requires that a Level Two education offering provides a
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minimum of 10 hours of Mentor Coaching as a part of the educational offering.

- 11.3.** These 10 hours of coaching should be integrated into the total education offering and occur periodically throughout the course.
- 11.4.** Mentor Coaching must be based on coaching sessions that the MentorCoach has listened to live or via recordings.
- 11.5.** The Mentor Coaching experience must extend over a period of at least three months.
- 11.6.** Group mentoring may count for a maximum of seven hours toward the mentoring requirement. The group being mentored may not consist of more than 10 participants.
- 11.7.** A minimum of three of the 10 mentoring hours must be one-on-one coaching with the mentor

12. Performance Evaluation (Level 1 and 2 Only)

- 12.1.** Level One and Two education offerings must administer a final performance evaluation in a formal testing environment, meaning a formal coaching session between the participant and a client. The final

performance evaluation must, at a minimum, contain an actual observation of coaching at least one half-hour (30 minutes) in length which is graded as a final performance evaluation.

- 12.2.** Standards: The performance evaluation must be graded at or above the ICF Credential ACC (Level One) or PCC (Level Two) level, which is described in the minimum skill requirements. Participants must receive written feedback/scoring for their performance evaluation that provides information regarding their performance on each of the ICF Core Competencies. Performance evaluation reviewers must hold an ICF Credential at the PCC or MCC level and competently understand the ICF Core Competencies and Code of Ethics.
- 12.3.** Procedure: Performance Evaluation recordings will be sent to qualified ICF assessors to be evaluated. This process is to ensure that the recording was assessed at the ACC (Level One) or PCC (Level Two) Credential level within the program. If the recording does not pass at the ACC (Level One) or PCC (Level Two) Credential level, the organization will be able to resubmit new recordings for a fee of \$150 USD. This retake process can be completed a total of two (2) times. If the

recordings still do not receive passing scores at that point, the organization will not be awarded a Level Accreditation.

- 12.4.** Confidentiality: Organizations should only be submitting recordings in which they have received explicit permission from the client/participant to provide recording/s of their coaching sessions to be reviewed by ICF staff and performance evaluation assessors for the purposes of assessing the quality and methods of the coaching.

13. Faculty Standards (Level 1 / Level 2 / Level 3 Only)

13.1. Instructors

- 13.1.1.** ICF requires that all instructors who are teaching the required ICF content (Definition of Coaching, Core Competencies, and Code of Ethics) hold one of the three ICF Credentials (ACC, PCC or MCC).
- 13.1.2.** Those that are teaching other optional content not directly related to the (Definition of Coaching, Core Competencies, and Code of Ethics) are not required to hold an ICF Credential.

13.2. Observers

- 13.2.1.** (Level One) ICF requires that all those serving as observers of participant coaching sessions and providing written or verbal feedback hold one of the three ICF Credentials (ACC, PCC or MCC).
- 13.2.2.** (Level Two) ICF requires that all those serving as observers of participant coaching sessions and providing written or verbal feedback hold one of the three ICF Credentials (ACC, PCC or MCC).

13.3. Mentors (Level 1 / Level 2 / Level 3 Only)

- 13.3.1.** ICF requires that all Mentors for Level One accreditations hold an ICF ACC with one renewal cycle, PCC or MCC credential. Mentors must have a comprehensive understanding of the ICF Core Competencies and Code of Ethics.
- 13.3.2.** ICF requires that all Mentors for Level Two accreditations hold an ICF PCC or MCC credential. Mentors must have a comprehensive understanding of the ICF Core Competencies and Code of Ethics.
- 13.3.3.** ICF requires that all Mentors for Level Three accreditations hold an ICF MCC credential. Mentors must have a comprehensive understanding of the ICF Core Competencies and Code of Ethics.

13.4. Performance Evaluators/Examiners (Level 1 / Level 2 Only)

- 13.4.1.** The ICF requires that all evaluators/examiners for Level One and Two hold an active ICF PCC or MCC credential. Examiners must have a comprehensive understanding of the ICF Core Competencies and Code of Ethics and completed the ICF PCC Marker training.

13.5. Director of Education (DOE) (Level 1, Level 2 and Level 3 Only)

- 13.5.1.** The Director of Education provides oversight of curriculum, organizational compliance with ICF, instructional processes, education of instructors, and all observation and examination processes. The DOE must meet the requirements set for in 2.4.1 (Level One and Two).
- 13.5.2.** The Director of Education provides oversight of curriculum, organizational compliance with ICF, instructional processes, education of instructors, and all observation and examination processes. The DOE for Level Three accreditations hold an ICF MCC credential.
- 13.5.2.1.** This position does not have to be full-time, and the individual can be hired from outside the organization to fill this role.

13.6. Application Requirements

- 13.6.1.** The accredited organization will be required to submit a list of all their faculty members, noting each person's current ICF Credential level. The organization will also need to describe the processes in place to train instructors and observers, as well as the process to evaluate these faculty members. Please know that if faculty members listed on the application do not hold an ICF Credential there could be a delay in application review, or the application could be denied.

14. Incremental Renewal Process (IRP) (Level 1, Level 2 and Level 3 Only)

- 14.1.** December 1, 2013, ICF began the Incremental Renewal Process. The IRP will be a series of six surveys that will be administered bi-annually during Level One / Level Two/Level Three accreditation's three-year accreditation cycle. Each survey will require various articles, depending on where the accreditation is in the renewal process.
- 14.2.** Surveys can request the following information:
- 14.2.1.** General organization and participant body's demographics
 - 14.2.2.** Self-study questions on organization and education practices
 - 14.2.3.** Sample Certificates of Completion
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- 14.2.4.** Curriculum information.
 - 14.2.5.** Faculty information.
 - 14.2.6.** Website information
 - 14.2.7.** List of participants who have graduated for quality-survey purposes
 - 14.2.8.** Recordings of observed sessions or performance evaluation exams
 - 14.2.9.** Three recordings will be collected during the three-year cycle and organizations must submit recordings in which they have received explicit permission from the client / participant to provide recording(s) of their coaching sessions to be reviewed by ICF staff and performance evaluation assessors for the purposes of quality assurance.
 - 14.2.10.** Document the evaluation process and grading criteria used for the final performance evaluation.
 - 14.2.11.** Submit the written feedback for the recording(s) and word for word transcripts.
- 14.3.** Organizations will receive the aforementioned survey (through email) that will need to be completed and submitted for review. Please review to your approval communication for the specific schedule.
- 14.3.1.** After 60 days, if the survey response has not been received the organization's accreditation will be placed on temporary suspension. For the organization to remain in good standing with ICF, the tardy survey as well as the next renewal period survey must be completed. This will be communicated to the organization through e-mail. If the two surveys are not submitted 60 days after the secondary survey has been administered (8 months total from the original survey); organization will be officially suspended, and its ICF accreditation will be revoked. At this point, the organization will need to re-apply through the formal application process.
- 14.4.** In the unforeseen instance that one's IRP final review is delayed on ICF's behalf, the ICF staff will grant an interim accreditation to the organization(s) in question, so long as they maintain a Level One, Level Two, or Level Three coach education offering. The provisional accreditation period will remain valid for the duration of the final survey review process and no longer.
- 14.4.1.** This interim accreditation does not constitute an organization's official renewal; an official accreditation will be granted and conveyed once the comprehensive review has been completed. The interim accreditation will allow graduates of Level One, Level
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Two, and Level Three coach education to apply for ICF Global Membership and ICF Credentialing without interruption.

15. CCE Content

- 15.1.** CCE course offerings are considered supplemental and continuing education for those wishing to acquire new learning. It should not be used as initial learning for original credential applications and is designated for those who are renewing their ICF Individual Credential or seeking continuing education and professional development. This content must be in alignment with (Definition of Coaching, Core Competencies, and Code of Ethics) and refining the client coaching relationship.
- 15.2.** A basic coaching curriculum that serves a cohort with no prior experience should be filed under a Level One or Two accreditation. CCE courses are not typically utilized by individuals to apply for their first ICF Credential.
- 15.3.** CCE educational offerings can include a portion of RD content that complements the CC related curricula. Examples of RD content include education around business development, assessment tools, personal development, and presentation of research or reference materials.
- 15.4.** If you deliver education that only qualifies as Resource Development CCE (education in personal development, coaching assessments or tools, business building, or other material that falls outside of the ICF Core Competencies), the program is not eligible for CCE accreditation.

16. CCE Accreditation Operations

- 16.1.** If ICF has not received the necessary course materials required to go forward with an accreditation six months after the posted event date, the application will be listed as “withdrawn” and refund issued. At this point, the organization will need to re-apply through the formal application process.
- 16.2.** CCE accreditation application fees are non-refundable and do not guarantee that accreditation will be granted.
- 16.3.** CCE accreditation is valid for one calendar year.

17. Demonstration of Learning

- 17.1.** An established system is in place and available for ICF staff to review prior to application submission.

- 17.1.1.** An established system is one that is interactive, user-friendly and robust.
- 17.1.2.** Website/system login (if applicable) must be provided to ICF staff.

17.2. Attendance and participation of AL must be verified either electronically or during SL time and in a manner that can be demonstrated to an ICF Accreditation Coordinator.

17.3. Demonstration of AL learning must be well-documented and verifiable. ICF will require a robust verification of AL; proof of a verification model must be demonstrated within the CCE application

17.3.1. Triad/Fishbowl- Participant will demonstrate technique presented in AL(practice with instructor present).

17.3.2. Testing- Participant will complete written exam in which AL is verified in some capacity by instructor/organization. An example of the test must be available to the ICF Accreditation Coordinator and uploaded in the application.

17.3.3. Journaling or Paper- Participant will create a piece of work that summarizes/expands upon AL, which will be submitted to the instructor(s) for approval. Criteria for acceptable submission must be outlined for ICF Accreditation Coordinator.

17.3.4. Other- CCE applicants will be given an opportunity to create and outline a verification model that ensures demonstrated learning of the AL material within the application.

17.3.4.1. A documented demonstration of learning is required.

17.3.4.1.1. Validity of these methods will be decided on a case-by-case basis; acceptance of the model is at the Accreditation Coordinator's discretion.

18. Past Unethical Behavior

18.1. The ICF Coaching Education has the latitude to suspend, revoke, or deny an application based on previous behavior of an 'organization' or individual's integral to the organization's operations. Instances of unethical or questionable behavior prior to an organization's submission (for accreditation by ICF) can be a legitimate barrier to the application process itself and subsequent accreditation.



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