

Level 1 Accreditation Application

International Coaching Federation

Welcome

Thank you for your interest in ICF accreditation, the global premier accrediting body for coach-specific education and training. At ICF, it's our mission to uphold rigorous standards in the coaching profession, ensuring excellence in education that cultivates coaches worldwide. Your application will be carefully reviewed by an ICF Accreditation Excellence Manager, who may reach out for additional information or clarification. Please be attentive for correspondence from icfheadquarters@coachingfederation.org and check your spam folder to ensure you receive our messages promptly. Our commitment to thorough evaluation means the review process may take up to 12 weeks.

ICF Coaching Education provides accredited providers with a competitive advantage, enhancing both the quality of their offerings and their stature within the industry. We believe that superior education leads to exceptional coaches, and that accreditation with ICF will unquestionably elevate your program's credibility while expanding your reach within the global coaching community. Coaches worldwide recognize ICF as the industry leader and rely on us for guidance on both initial training and continuing education. Thank you for your dedication to advancing coaching excellence.

Required Consent

Statements of Agreement, Compliance and Limitations:

As a condition of submission of this application for organization accreditation/approval, we hereby acknowledge and agree to the following binding terms and conditions:

- 1) We shall continuously comply with the rules, regulations and procedures of the ICF approval/ accreditation process;
- 2) The ICF has sole discretion to issue, amend and/or revoke the rules, regulations and procedures governing such approval/accreditation process;
- 3) We will abide by any decision of the ICF regarding the matters of approval/accreditation, including, but not limited to changes in rules, regulations and procedures and the revocation of credentials, approvals and/or accreditation;
- 4) The application fees for Accreditation(s) are fees for the review of the application only and payment of the same does not guarantee organization approval or accreditation;
- 5) All fees paid to ICF for Accreditation(s) are non-refundable, and that ICF retains the exclusive right to increase such fees without prior notice;
- 6) That ICF and the applicable ICF committees, members and/or volunteers have the right to validate/verify the accuracy of any and all information and documentation we provide in the course of the application process, and that if requested by ICF to provide additional or supplemental information or documentation in support of the application that we shall do so in a timely and responsive manner;

- 7) We agree to strictly adhere to the rules, regulations and procedures of the ICF approval and accreditation process and that ICF has the sole and exclusive discretion to issue, amend and/or revoke the rules, regulations and procedures governing such approval/accreditation process.
- 8) We agree that we shall abide by any decision of ICF regarding the matters of approval/accreditation, including, but not limited to changes in the rules, regulations and procedures from time to time as well as the revocation or suspension of credentials, approvals and/or accreditation;
- 9) The approval or accreditation of this organization, if granted by ICF, will apply only to the specific organizational program operated by the owner(s) identified in this application and that such approval or accreditation shall not apply to nor may it be transferred to, licensed or used by any franchisee, licensee, or secondary distributor of any kind or by any organization that does not use the existing infrastructure identified in the application and administered directly by the disclosed organization owner(s) and/or Director of Training. Any such organizations will be treated as new organizations and must file separate, independent applications for approval or accreditation;
- 10) As an training organization, we are required to submit written transcripts of recorded coaching sessions and that such transcripts shall be in the same language as the recorded sessions;
- 11) With respect to any documentation or educational content, images, graphics, etc. that we submit in support of this application and which we use in offering the educational and training content, we are in and shall remain in compliance with the applicable copyright and intellectual property laws of the United States and each country in which we operate our organization, including obtaining and providing ICF with a current copy of any license granted to us by the owner of content we use which is not our own original content/work product or for which we do not own copyright to the same. Where our content or work product is subject to a valid license, we shall submit a copy of the same with our application. Our failure to provide the same shall be grounds for ICF to decline further consideration of the application or deny the same;
- 12) ICF has the right to audit our organization at any time to ensure our continued compliance with the applicable requirements of the ICF Accreditation(s), and that we shall fully cooperate with such conformance audits, including, but not limited to ICF's review of files, classes, faculty, student records and interviews with students and staff by an authorized ICF auditor;
- 13) We will reimburse ICF for the reasonable and documented direct costs of such audit(s) incurred by the ICF in connection with the audit;
- 14) We shall generate and maintain all required and documented student records, including, but not limited to evaluations of each student's progress and the attendance/participation for each individual training course;
- 15) We shall comply within thirty (30) days with all written requests received from ICF for documentation, written responses, etc. required for
- 16) We shall promptly notify the ICF of material changes or amendments to our organization, its content and course materials, including, but not limited to:
- a. a change in ownership or the addition of a new organizational partner, including the transfer or sale of the organization or our business entity under which the program is provided;
 - b. a new principal contact person within our business entity and all information required for contact, i.e. telephone, email, fax and physical mailing address;

- c. a change to or addition of training location(s) disclosed in the application;
- d. a change to the method(s) of curriculum delivery, including the number of course hours;
- e. a change in program name;
- f. a new class added or a disclosed class removed, without the need to disclose minor changes to class curriculum;
- g. a new or changed certificate;
- h. a new Director of Training;
- i. a material change to the examination or the examination process.

As a further condition of our submission of this application for organization accreditation or approval, we hereby warrant and agree that:

- 1) As the organization provider identified in the application we are legally authorized to conduct business in each state(s) or country(s) in which we offer the program either as a sole proprietorship, limited liability company (LLC), partnership, or as a corporation or the corresponding business form of the country in which we operate;
- 2) We are and shall remain in full compliance with all applicable copyright and intellectual property laws of the United States, our home country and each country in which we operate or provide our program, training and services, including displaying appropriate copyright notices identifying the source and ownership of organization materials and training content;
- 3) If our program and training materials and content were not originally, uniquely or independently developed by us for our company, agency or organization, we shall secure and provide to ICF in advance a written and signed authorization/permission/license to make use of the education/training content and training materials included in our education/training which is not created or owned by or licensed to us for use in the education and training materials;
- 4) Our program is and shall continue to be taught and administered in strict alignment with the ICF "Definition of Coaching," the ICF Code of Ethics, the ICF Core Competencies and Code of Conduct as well as such ICF criteria as are required for the approval and continued accreditation of our program;
- 5) We shall defend, indemnify and hold harmless ICF, its affiliated entities, and their respective officers, directors, employees, contractors, agents and volunteers (Indemnified Parties) from and against any and all third party claims, actions, causes of action, losses, liabilities, judgments, injuries or damages to persons or property, costs and expenses, including reasonable attorneys' fees and court costs, incurred or to be incurred by or made against the Indemnified Parties and which arise out of or result from our negligent acts, errors or omissions, intentional or willful misconduct, infringement of copyright or other intellectual property rights, or any violation of the terms and warranties set forth in the ICF Organization Accreditation Application Terms, Conditions and Warranties. We further acknowledge that this warranty shall remain in effect throughout the application process, upon issuance of an ICF accreditation and will continue beyond the termination, expiration or revocation of the ICF accreditation for any reason.

That the application signatory is authorized to execute this application and make the representations and warranties contained herein.

☒ By checking this box, we consent.

Please click Next at the bottom of this page to begin the application.

Standard One: Mission/Vision of Education Learning Program

ICF Coaching Education Accreditation confers legitimacy and credibility to providers and curriculum and is required for programs that want to be included in the ICF online registry. A rigorous accreditation process signals a commitment to continuous improvement and provides a common language and consistent standards.

ICF Coaching Education Accreditation is open to all education and training programs that equip individuals with the ability to use coaching skills in how they interact with others. Accreditation is open to all education and training organizations that are educating and equipping coaches professionally, personally, and organizationally to maximize personal and professional potential, and want to be held to the highest industry standards.

Mission/Vision/Learning Philosophy

Please provide the following:

Public disclosure of an organizational mission and vision for being a coach education provider.

Learning philosophy that guides delivery and program management.

ICF Global Accreditation Code of Conduct

An agreement to abide by the standards and ICF Global Accreditation Code of Conduct by all providers who are approved for an ICF accreditation. [Click here to view the Code of Conduct](#)

Indicate consent

Name of Individual consenting

☐ I consent to abide by the standards and ICF Global Accreditation Code of Conduct

Being accredited by ICF is the gold standard for coaching education globally. Tell us why you chose to become a coaching education provider.

Standard Two: Administration, Organization & Business Operations

ICF Coaching Education recognizes the impact that an organization's operations, policies, and administration have on any participant's experience. This section of the application addresses your standards and practices.

The information collected helps protect the ICF Brand as the standard of excellence by ensuring confidence that any participant enjoys quality and equity when engaging with your organization, program(s) and personnel throughout the relationship.

It also affirms that ICF Coaching Education generates credibility with purchasers and expects accredited providers to demonstrate consistent delivery of quality and equity.

Organization Ownership

Please provide the name(s) and e-mail(s) who are owner(s) of this organization. If the education offering is conducted by a college or university, please list the names of the appropriate deans and program directors. If co-owned, list all owners and the percentage of ownership each holds.

Name	Title	Email	% of Ownership
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What type of organization/institution do you identify as:

Publicly Accessible Website

Please provide the URL for the organization's Publicly Accessible Website that states:

- Title of the education offerings (Program Name)
- Clear instructions on how to contact the organization

If this is an internal or non-public facing program, please type "Private/internal program, no ESS listing needed" in the text box below.

Standard Two Documentation

Please provide documentation for the items below:

Policy Type	Organization's Policy
Disability/Discrimination/DEIJ statement	

Complaint/Grievance policy	
Enrollment Agreement	
Partial completion policy	
Payment/Fees policy	
Refund policy	
Transfer of Credit policy	
Illness policy	
Ethical marketing agreement	
Business License (evidence of incorporation or registration as business)	No document provided

Standard Three: Ethics, Integrity & Transparency

In ICF, we firmly uphold the belief that transparency, integrity, and ethical principles are essential pillars to the credibility and trustworthiness of any accredited institution. Ethical standards play a critical role in shaping organizational culture, maintaining integrity, and supporting long-term success.

Ethical practices must establish a framework for enforcing quality and equity. Both providers and program personnel are entrusted with the responsibility of exemplifying ethical obligations to showcase continuous fostering of improvement at the heart of every coach education program.

Accredited providers are required to engage in a continuous cycle of demonstrating integration of ICF Values, Code of Ethics, and the Code of Conduct into their ethical practices throughout the duration of their accreditation. This is achieved through initial assessments and ongoing evaluations conducted by ICF Coaching Education.

Ethics, Integrity & Transparency

Please provide a written statement outlining the ethical, integrity and transparency standards expected in your organization.

Ethical Practices

Ethical practices act as guiding principles for ethical decision-making and establishing standards of behavior. Please describe ethical practices integrated into your organization to cultivate a supportive and respectful workplace environment, foster trust among personnel, participants, and the community, and instill a culture of accountability within your institution.

Request for GDPR-Compliant Student Data Submission

As part of the accreditation process, we require organizations to provide student data for those students who have explicitly opted in to sharing their information with us, in accordance with the General Data Protection Regulation (GDPR). Please [click here](#) to learn more and download instructions for providing participant Information in accordance with GDPR.

Student Data Submission Requirements:

1. Opt-In Consent: Please ensure that any student data you submit is only for those students who have given explicit,

informed consent for their data to be shared with ICF. This consent must be in line with the processes outlined in your GDPR-compliant consent procedures. [Student Opt-In document linked here.](#)

2. Data Scope: The data submitted should include only relevant information necessary for the accreditation process, such as names, emails, enrollment and program completion dates. No additional or sensitive personal data should be provided.

3. Consent Documentation: By submitting this data, you confirm that the appropriate consent has been obtained from each student. Please ensure that you have adequate records of each student's opt-in consent, in case further verification is required.

4. Data Security & Privacy: The student data must be submitted in a secure format, in line with GDPR requirements. We are committed to maintaining the highest level of data protection and privacy, and the information will only be used for accreditation and verification purposes. Data shared with ICF will be stored for a total of two (2 years).

Please upload a contact list of enrolled and graduated participants to verify participant learning, program completion, and graduation.

No document provided

Standard Four: Education & Training

ICF-accredited providers will be designated with levels of accreditation (Levels 1, 2 and 3) to provide a more direct and clearer path to an ICF Credential. These name changes seek to eliminate jargon and to clearly communicate in the language of a non-coach participant so that the path for progressive development over time is clearer from the moment of introduction to that of becoming a professional coach in any context, academic or commercial.

Confidentiality

Organization should only be submitting recordings for which they have received explicit permission from the client/participant to submit recordings 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.

Program Details

Please provide a brief description of your program. Keep in mind this information will be used for ICF review and will also be posted to the Education Search Service (ESS) for prospective participants to find information regarding your accredited program, if approved. *If this is an internal or non-public facing program, please type "Private/internal program, no ESS listing needed" in the Program Description text box*

Title of Program

All education/training programs can apply for provisional accreditation before running a pilot program. Please leave the below field blank if you have not yet run the pilot program.

When is the completion date listed on the certificate of completion for the pilot program?

Program Description

Delivery Method: Please indicate how your accredited program will be delivered.

- **Synchronous Learning (SL)** refers to a learning environment allowing synchronous (real-time) interactions between faculty and participants. This may include time spent in direct instruction, real-time discussions, observation and feedback or practice coaching sessions, and mentoring participants.
- **Asynchronous Learning (AL)** refers to a learning environment outside of real-time interaction between faculty and participants. These may include outside reading, writing, research, journaling, and various other activities that may occur outside of the synchronous setting.

What coaching specialties are present within this program? (hold down CTRL on PC or Command on Mac to select more than one option; limit your selection to 7)

Program Languages

Please indicate in what language(s) your program is delivered (hold down CTRL on PC or Command on Mac to select more than one option):

Program Locations

Please indicate the location(s) in which education and training will be delivered. List only locations where you have a physical facility for any in-person portion of this offering (hold down CTRL on PC or Command on Mac to select more than one option).

Graduating Class Participants

All accredited providers must have at least one graduating class of at least five (5) participants that has completed the full education program with curriculum content consistent with the intended accreditation application.

ICF reserves the right to contact participants to confirm their completion of the education/training program and to request an evaluation of their experience. This contact will be made via an electronic survey with all results kept as confidential.

Education/Training programs should provide contact information only for those participants that have given permission for their information to be shared with ICF.

Please provide Name and Email address of at least five (5) Graduates.

Graduate Name	Email Address

Course List

No response provided

- At least 50% of all education must be delivered in synchronous activities and 80% focused on the ICF Core Competencies. The remaining 50% of the education and education hours can be delivered asynchronously and remaining 20% focused on subjects not directly related to the ICF Core Competencies.
- Contact hours: Clock hours spent in synchronous (real-time) interactions between faculty and participants. This may include time spent in direct instruction, real-time discussions, observation and feedback or practice coaching sessions, and mentoring participants.
- Homework/Independent study: Clock hours spent outside of real-time interaction between faculty and participants (asynchronous). These may include outside reading, writing, research, journaling, practice coaching and various other activities that may occur outside of the synchronous setting. All asynchronous hours require some method of validating that the activity was completed by the participant.

Total Synchronous hours/percent		Total Asynchronous hours/percent		Total Core Competency related training hours/percent		Total Resource Development related hours/percent	

Total Core Competency Hours Delivered

Please confirm the total number of Core Competency related education/training hours for this program:

Total Resource Development Hours Delivered

Please confirm the total number of Resource Development related education/training hours for this program:

Total Contact Hours Delivered

Please confirm the total number of contact hours for this program:

Five (5) Observed Coaching Sessions for each Participant

ICF considers observed coaching sessions a vital component of quality coaching education. Level 1 accredited providers 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.

- Observed coaching session definition: Sessions in which a participant is coaching any client, fellow participant or another person as a method for practicing their coaching skills.
Time requirement: ICF does not have a minimum length requirement for observed coaching sessions. Sessions should be long enough for a coaching conversation.
- Structure: Observed coaching sessions are observed by an instructor/observer who is responsible for providing written feedback to the participant, noting the participant's use of the ICF Core Competencies in the coaching session. These sessions may be observed live or through a recorded session. Observed coaching sessions count as part of the total instructional hours of the program.

No document provided

No document provided

10 hours Mentor Coaching

- Level 1 accreditations are required to provide 10 hours of Mentor Coaching over a three (3) month or longer period of time.
- Mentor Coaching definition: a participant being coached on their coaching skills rather than on practice building, life balance or other topics unrelated to the development of a participant's coaching skill. Mentoring is intended to serve as a development process for the participant that takes place in a repetitive cycle of receiving feedback regarding participant coaching, reflecting on this feedback and practicing new skills. The focus must be on the development of skills using the ICF Core Competencies.
- Structure: Minimum of 10 hours of Mentor Coaching. These 10 hours should be integrated into the total contact hours and occur periodically throughout the course of the contact hours. Group mentoring may count for a maximum of seven (7) hours toward the mentoring requirement. The group being mentored may not consist of more than 10 participants. A minimum of three (3) of the 10 mentoring hours must be one-on-one mentoring. All Mentor Coaching should be completed verbally.

Performance Evaluation

- Level 1 accredited providers must administer a final performance evaluation in a formal testing environment. The final performance evaluation must, at a minimum, contain an actual observation of coaching at least 20 minutes to one hour in length which is graded as a final performance evaluation.
- Standards: The performance evaluation must be graded at or above the ICF Credential ACC level, which is described in the minimum skill requirements for ACC. 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, Code of Ethics and successfully complete the PCC marker Assessor Training.

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 Credential level within the program. If the recording does not pass at the ACC Credential level, the organization will be able to resubmit new recordings for a fee of \$250 USD. This retake process can be completed a total of two (2) times. If the recordings still do not receive passing scores at that time, the education program will not be awarded the Level 1 accreditation.

Please submit one (1) recording of an actual participant coaching session that was used for the final performance evaluation and received a passing evaluation. Coaching demonstrations by faculty members cannot be submitted for evaluation. Transcripts need to be in the same language used in your recording. Please note that you may need to compress the audio recording into a ZIP file depending on the file size.

*Performance Recording 1
(MP3, WMA or WAV)*

No document provided

No document provided

No document provided

Transcript Requirements

If ICF does not offer a performance evaluation in your language, you will need to submit a transcript with the language used in your recording and an English translation of the transcript. Available languages in which an ACC performance evaluation can be completed are:

- English
- French
- German
- Hungarian
- Italian
- Polish
- Spanish

- Swedish

Is your performance evaluation in one of the available languages listed above?

Standard Five: Teaching & Instruction

We evolve and innovate our current global program accreditation model to maintain the highest standards for coach-specific education and to ensure ICF remains the standard-bearer for excellence.

Your organization is making a real and measurable difference in people's lives, which is why we're passionate about making sure our coaches and the organizations that train them are well-equipped to do their jobs.

Level 1 accreditations must meet the following key standards areas:

- ICF Credentialed Faculty and Staff
 - **Director of Education:** Directors must hold an active ICF PCC or MCC credential and subscribe to the ICF definition of coaching, Code of Ethics and Core Competencies.
 - **Specific job responsibilities:**
 - Curriculum and class offerings: ensure the curriculum being taught is the same as the curriculum accredited by ICF as a part of the submitted Level 1 accreditation application.
 - Instructional process: ensure content is delivered by methods noted in the submitted Level 1 accreditation application, and also that all time requirements for classes are met.
 - Education of instructors: train program instructors in alignment with the Train the Trainer program outlined in the submitted Level 1 accreditation application.
 - Examination processes: ensure performance evaluation process is being followed exactly as noted in the submitted Level 1 accreditation application.
 - **Instructors:** All instructors who are teaching content based on the ICF definition of coaching, ICF Core Competencies and Code of Ethics must hold one of the three ICF Credentials (ACC, PCC or MCC). Those teaching other optional content not related to the ICF Core Competencies, definition of coaching or the Code of Ethics are not required to hold an ICF Credential.
 - **Observers:** All those serving as observers of participant coaching sessions, and those responsible for providing written feedback, must hold one of the three ICF Credentials (ACC, PCC or MCC).
 - **Mentors:** All mentors must hold an ICF Credential at the ACC (must complete at least one full cycle of their credential with renewal), PCC or MCC level. Mentors must competently understand the ICF Core Competencies and Code of Ethics.
 - **Performance evaluation reviewers:** All performance evaluation reviewers must hold an ICF Credential at the PCC or MCC level. Performance evaluation reviewers must competently understand the ICF Core Competencies, Code of Ethics and successfully complete the ICF PCC Marker Assessor Training.

- Faculty are well educated/trained – Accredited providers must demonstrate how all current or prospective faculty have received training and development in facilitating adult learning and engagement in the classroom (in-person and virtual) and in the use of the technology they will rely on. Accredited providers are to evaluate faculty by both the participants they are teaching and the Director of Education.

Participant to Faculty Ratio

A ratio of 20 participants to 1 faculty leader is recommended, however there is no current requirement for the maximum # of participants per instructor. All participants must have the equal opportunity to participate in all synchronous learning activities. What is your participant to faculty ratio?

Faculty

Please identify all current faculty members and the faculty role they serve in.

Name	Email Address affiliated with active ICF Credential	Role(s)
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Faculty Professional Development

How do all current and prospective faculty received professional development in facilitating adult learning and engagement in the classroom (in-person and virtual) and in the use of the technology they will rely on.

Please upload a sample feedback form that is completed by the Director of Education or participants.

No document provided

Standard Six: Learning Experience & Support

In order for accredited providers to prepare and create great coaches, they must do more than teach skills and techniques. Organizations need to focus on the delivery methods, environment, and resources as those could make or break the participant's learning experience.

For each of the items below, please describe how you organization focuses on it.

Career Development

The accredited provider that supports the participant in career development create the best experiences. Accredited providers need to provide guidelines and insights into the factors that influence a thriving coaching practice, whether internal or external.

This could be by providing written materials, studies, or online materials to support the knowledge and skill building needs of the end-user. It could also include research projects with the potential to inform the future of coaching for their practice or the profession.

Participant Advising

Organizations will provide materials and referrals to specialized coaches, coaching programs, business resources and services. Moreover, it is important to engage in discussions about the future of coaching and specializations in order to deepen the understanding that the coaching education is only the beginning, and that other knowledge and proficiencies will be needed to become a successful coach.

Learning Methods Used

Accredited providers need to create a blended learning experience for the end-user. This could include a mix of: instructor led discussions, whiteboard, storytelling, interactive methods, peer to peer, case studies, practical/hands on coaching, demonstrations, practicum, media and e-learning, video, webinars, web-based and audioconferencing.

Open & Free Learning Environments

Organizations will create inclusive and equitable environments with reasonable accommodations for disabilities and underrepresented identities. Safe, and transparent, in which facilitators demonstrate vulnerability and integrity.

Support for Alumni

The participant may be going from the program to a solo practitioner role. The community build in the during the education and training program can be intentionally leveraged to support the participant in moving forward. While the organization is not

required to lead Alumni events and communities, facilitating the discussion and development should be included in the education and training.

Standard Seven: Assessment, Evaluation & Effectiveness

ICF-accredited providers must undertake and submit a set of self-study surveys annually. These surveys serve as a concise compliance assessment to verify the organization's adherence to all ICF accreditation standards and requirements. Please indicate your agreeance with completing these surveys by checking the box below.

If granted accreditation, you agree to fulfilling accreditation incremental or renewal surveys annually or as directed by ICF Coaching Education. You also agree to uphold compliance standards by partnering with ICF to maintain the gold standard of coaching education. It is agreed that you will assess and integrate feedback and data collected by ICF Coaching Education into your practice.

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