



International Coach Federation

Program

Accreditation Code
of Conduct

ICF Program Coordination Team

Table of Contents

Purpose	2
Organisational Scope	2
Good Faith.....	2
Definitions.....	3
Program.....	3
1. Fraud	4
2. Organization and Employee Conduct	4
3. Permitted Program Language.....	4
4. Logo Usage Guidelines.....	4
5. Distribution of Approved Courses	5
6. Operational Standards-(<i>ACTP/ACSTH Only</i>)	5
7. Content Standards-(<i>ACTP/ACSTH Only</i>).....	6
8. Faculty Standards-(<i>ACTP/ACSTH Only</i>)	6
9. Incremental Renewal Process (IRP)-(<i>ACTP/ACSTH Only</i>).....	7
10. Observed Coaching Sessions (<i>ACTP/ACSTH Only</i>)	8
11. Mentor Coaching Requirements (<i>ACTP Only</i>).....	8
12. Performance Evaluation (<i>ACTP Only</i>)	8
13. CCE Program Operations (<i>CCE Only</i>).....	9
14. CCE Program Content-(<i>CCE Only</i>)	9
15. CCE Blended Learning Policy - (<i>CCE Only</i>).....	9
16. Past Unethical Behavior.....	10

Purpose

The purpose of this document is to articulate the policies and procedures that govern International Coach Federation (ICF) accredited & approved programs to ensure ICF affiliated educational offerings convey consistency and utmost quality within the industry.

Scope

Organizations seeking initial ICF-approval/-accreditation or renewal of ICF-approval/-accreditation are responsible to clearly demonstrate compliance with all applicable ICF policies and criteria prior to, during and after official approval/accreditation. This policy document establishes binding guidelines to ensure appropriate conduct for all ICF-approved/-accredited programs before and after a particular offering has been granted approval/accreditation.

Good Faith

The ICF requires each organization seeking program approval/accreditation, or currently holding an approved/accredited program status, to engage in the process in good faith. Programs must provide accurate and truthful information prior to and throughout the approval/accreditation process. Any program that fails to participate in good faith by falsifying information presented in the approval/accreditation process or at any time prior may be subject to punitive measures at the 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 the ICF. This includes but is not limited to providing false or misleading data related to its accreditation status; providing false or misleading program information; 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 approval/accreditation status.

However, the program may submit additional material that summarizes or otherwise explains the original information submitted to the ICF. These additional materials must be properly identified, dated and accompanied by the original documents.

Definitions

Program

A course of study or combination of instructional material that is presented in a manner that promotes continuing education of the coaching science. Material is designed to meet requirements of the ICF, which recognizes the materials as valid and in alignment with the ICF Core Competencies in some capacity.

Director of Training (DOT)

The DOT will have full oversight of the ICF-accredited/-approved program. This will include the oversight and implementation of the 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 training of instructors.

Accredited Coach Training Program (ACTP)

A start-to-finish coach-training program, the ACTP includes comprehensive instruction around the ICF Core Competencies, Code of Ethics and ICF definition of coaching. The ACTP also includes Mentor Coaching, observed coaching sessions and a comprehensive final exam that evaluates a student's coaching competency. Graduates of an ACTP may apply for an individual ICF Credential using the ACTP path.

Approved Coach Specific Training Hours (ACSTH)

ACSTH programs are approved on an hour-by-hour basis and may or may not be a full coach-training program depending on the number of student contact hours. Students completing all hours from an ACSTH may apply for an individual ICF Credential via the ACSTH path.

Continuing Coach Education (CCE)

The ICF approves Continuing Coach Education (CCE) programs. These offerings are meant for individuals who have a foundation of basic coach knowledge (and ICF credential) and are intended as supplemental training for those wishing to acquire additional learning and/or those who are renewing their ICF Credential.

Core Competency (CC)

Refers to material pertaining to the [ICF Core Competencies](#)

Resource Development (RD)

Constitutes training offered outside the ICF Core Competencies that contributes to the professional development of a coach. Examples of RD include training regarding business development, assessment tools or marketing.

Synchronous Learning (SL)

Refers to a learning environment in which everyone takes part at the same time. 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 student-centered 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).

Blended Learning

Is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student 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 program's application or approval status.

2. Organization and Employee Conduct

- 2.1. It is incumbent on organizations to ensure that all coach trainers of an approved or accredited program 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 remedial actions against the parties involved.
- 2.2. If an organization breaches the ICF Code of Conduct, ICF reserves the right to take remedial punitive actions against the parties involved.
- 2.3. If gross negligence is found on behalf of the organization or individual(s), ICF reserves the right to revoke the program's accreditation/approval; the outcome will be decided on a case-by-case basis.

3. Permitted Program Language

- 3.1. When stating that a particular program has been approved or accredited by ICF on promotional materials/websites, there are two distinctions that organizations must abide by.
 - 3.1.1. ACSTH and CCE programs are "approved" by the ICF
 - 3.1.2. ACTP programs are "accredited" by the ICF.
 - 3.1.2.1. This language must be clearly distinguished in all promotional material.
 - 3.1.3. Only specific programs can be approved or accredited by ICF; organizations themselves are never given accreditation or approval by the ICF; implying so is considered misrepresentation.
 - 3.1.4. Prior to approval; ICF defines the application process to begin once the full application has been submitted to our offices. Making any claim contrary to this will be considered misrepresentation.

4. Logo Usage Guidelines

- 4.1. Logo guidelines established in the [ICF Brand Identity Manual](#) are applicable to all organizations.
- 4.2. This language is an extension of that particular manual to incorporate specific program guidelines.
 - 4.2.1. If an organization is found to have intentionally misused any ICF logo, ICF has the right to revoke or suspend the program's accreditation/approval if negligence is found.
 - 4.2.1.1. This includes prematurely displaying program logos before an approval has been awarded by the ICF.
 - 4.2.1.2. The standalone ICF individual member logo is for individual members only; organizations may not utilize this logo unless on an individual's staff members personal bio page.
 - 4.2.2. ACTP logo guidelines can be found [here](#).
 - 4.2.3. ACSTH logo guidelines can be found [here](#).
 - 4.2.4. CCE logo guidelines can be found [here](#).

5. Distribution of Approved Courses

- 5.1. Once a program has been approved/accredited by ICF it may be offered in one or multiple physical locations throughout the international community by the originally approved organization and instructors outlined in the application.
- 5.2. If the approved/accredited program has a partnership with a third party (secondary organization, that is physically hosting the training), the following requirements must be met:
 - 5.2.1. The material provided, regardless of location, must remain identical to the originally approved curriculum.
 - 5.2.2. The originally approved organization's "headquarters" must be the entity that distributes the program to affiliates and administers certificates of completion to the cohorts.
 - 5.2.3. There must be a specified DOT who oversees the distribution and can accurately assess 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.
 - 5.2.3.1. The DOT must sustain the integrity of all material and will be held accountable for degradation of course materials. The DOT will be ICF's main contact, requiring competency and awareness of all program affiliations.
 - 5.2.4. The originally approved/accredited organization must alert the ICF of this partnership with the secondary organizations for record keeping purposes.
 - 5.2.5. The program that is being delivered at the secondary organization must have the same instructors, observers, mentors and examiners that have previously been submitted with the approved/accredited training program. No other instructors, observers, mentors or examiners can be used to deliver this program.
 - 5.2.5.1. If additional personnel are added to the approved/accredited program faculty, the organization must notify ICF of these changes to ensure the individual(s) hold the required credentials.
 - 5.2.6. If the above requirements are met, it is incumbent that both organizations explicitly state the partnership between the two parties, in a manner not to confuse potential students. The relationship must be clearly stated in all marketing efforts, promotional material and certificates of completion.
 - 5.2.6.1. An ideal example: "(Program ABC) is being offered by the (original organization ABC) in partnership with (secondary organization ABC)"
 - 5.2.6.2. It is prohibited for the secondary organization to use any ICF program logos in any capacity, regardless of partnership.
 - 5.2.7. Any partnership or affiliation is absolutely prohibited, unless the above requirements have been met by the organization.
 - 5.2.8. If ICF determines the above policy is not being adhered to the fullest, the organization that holds the ICF approval/accreditation will be held responsible. Therefore, ICF staff will have latitude to suspend or revoke a programs approval/ accreditation.
- 5.3. Organizations may offer a portion of their originally approved/accredited program as separate educational offerings. However, the content must remain identical to the originally approved curriculum (e.g. an organization can offer the last module of their ACTP or ACSTH as a CCE offering to the public as an ICF approved course).

6. Operational Standards-(ACTP/ACSTH Only)

- 6.1. Programs are required to have a publicly accessible website that includes a comprehensive and publicly accessible description of the program being offered. The website for the program must include the following content:
 - 6.1.1. Title of the program
 - 6.1.2. General program vision and goals

- 6.1.3. List of classes/modules/parts
 - 6.1.4. Number of hours of student contact time
 - 6.1.5. Learning goals
 - 6.1.6. Coaching philosophy/model/approach
 - 6.1.7. Listing of lead instructors
 - 6.1.8. Dates and locations of when and where the program is to be delivered
 - 6.1.9. Language(s) used in program delivery
 - 6.1.10. How the program is delivered (e.g. face-to-face, webinar, telephonic, combination)
 - 6.1.11. Intended participants
 - 6.1.12. Requirements students must meet to enter the program
 - 6.1.13. Policies on payment of tuition and fees
 - 6.1.14. Policies on withdrawals and refund
- 6.2. Training programs are required to have a minimum of five graduates in order to submit the initial application; this is to ensure an objective assessment of the program's integrity.

7. Content Standards-(*ACTP/ACSTH Only*)

- 7.1. The program's curriculum must address these areas:
 - 7.1.1. [ICF Code of Ethics](#)
 - 7.1.2. [ICF Core Competencies](#)
 - 7.1.3. [ICF Definition of Coaching](#)
 - 7.1.4. Eighty percent of the course must cover the ICF Code of Ethics, Core Competencies and Definition of Coaching. Twenty percent can cover Resource Development (RD) material
 - 7.1.4.1. Eighty percent of all lecture time must be synchronous, allowing the opportunity for real-time interaction between the teacher and the students.
- 7.2. The total number of hours should reflect the clock hours (sometimes referred to as "seat time/lecture time") required to deliver this content. Break/meal times cannot be counted.
 - 7.2.1. This information is used by the ICF to determine the total number of hours for approval, the balance between synchronous and asynchronous delivery, and the balance between coach-specific training and other content that is a part of your program but may not be considered as coach specific training. (i.e., Resource Development)
- 7.3. Should any of the following standards be found as "non-compliant" or if the ICF determines that there is not sufficient support to determine compliance with any of these standards the approval will be denied/revoked and the contact person will be notified.

8. Faculty Standards-(*ACTP/ACSTH Only*)

- 8.1. Instructors
 - 8.1.1. The 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). Those that are teaching other optional content as listed in part 6 of this application are not required to hold an ICF Credential.
- 8.2. Observers
 - 8.2.1. The ICF requires that all those serving as observers of student coaching sessions and providing written feedback hold one of the three ICF Credentials (ACC, PCC, or MCC).
- 8.3. Mentors (*ACTP only*)

8.3.1. The ICF requires that all Mentors for ACTPs hold an ICF PCC or MCC credential. Mentors must have a comprehensive understanding of the ICF Core Competencies and Code of Ethics.

8.4. Examiners (ACTP only)

8.5. The ICF requires that all examiners for ACTPs hold an ICF PCC or MCC Credential. Examiners must have a comprehensive understanding of the ICF Core Competencies and Code of Ethics.

8.6. Director of Training- DOT (ACTP only)

8.6.1. The Director of Training provides oversight of the curriculum, instructional processes, training of instructors, and all observation and examination process. The DOT must meet the requirements set for in 8.6.2 or 8.6.3 (contingent on the county where the program is located).

8.6.1.1. This position does not have to be full time; and individual can be hired from outside the organization to fill this role.

8.6.2. For programs in the United States and Canada

8.6.2.1. ACTPs in the U.S. and Canada are required to have a DOT who holds the ICF MCC credential.

8.6.3. For programs outside the United States and Canada

8.6.3.1. For ACTPs outside of the U.S. and Canada only, the Director of Training may either hold the MCC credential or meet the alternative requirement, which is to subscribe to the ICF's definition of Coaching, Code of Ethics and Core Competencies, and to commit to attaining the MCC within three years.

9. Incremental Renewal Process (IRP)-(ACTP/ACSTH Only)

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 the ACSTH/ACTP programs three year approval cycle. Each survey will require various articles, depending on where the program is in the approval process.

9.1. Surveys can request the following information:

9.1.1. General demographics

9.1.2. Curriculum information

9.1.3. Faculty information

9.1.4. Website information

9.1.5. List of students who have graduated for quality- survey purposes

9.1.6. Recordings of observed sessions or exams for re-review

9.1.6.1. Three recordings collected during three year cycle

9.1.6.2. Organizations must submit recordings in which they have received explicit permission by the client/student to submit 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.

9.2. The email will contain a link to the online survey that will need to be completed and submitted for review.

9.2.1. After 60 days, if the survey response has not been received, the program's accreditation/approval will be placed on temporary suspension. In order for the approved/accredited program to remain in good standing with ICF, the tardy survey as well the following survey (next-renewal period survey) must be completed. If the two surveys are not submitted 60 days after the secondary survey has been administered (8 months total from the original survey); the program will be officially suspended and the ICF accreditation/approval will be terminated. At this point the organization will need to re-apply through the formal application process.

10. Observed Coaching Sessions *(ACTP/ACSTH Only)*

The ICF considers observed coaching sessions with feedback provided to the student a vital component of quality coaching training. Practicing coaching and receiving feedback from qualified observers is a requirement for all programs.

10.1. Observed coaching sessions:

- 10.1.1. Are sessions in which a student is coaching any client, fellow student, or other person as a method for practicing their coaching skills
- 10.1.2. Do not have a minimum length, but should be long enough for a coaching conversation
- 10.1.3. Are observed by an instructor/observer who is responsible for providing written feedback to the student based on the use of the ICF Core Competencies in the coaching session
- 10.1.4. May be observed live or recorded
- 10.1.5. Count as a part of the total instructional hours of the program

10.2. Training programs seeking approval as an ACSTH must meet the following requirements for Observed Coaching Sessions:

- 10.2.1. A minimum of five observed coaching sessions for each student. Written feedback based on the ICF Core Competencies must be provided for at least three of the five sessions.

10.3. Training programs seeking approval as an ACTP must meet the following requirements for Observed Coaching Sessions:

- 10.3.1. A minimum of six observed coaching sessions for each student. Written feedback must be provided for at least four of the sessions.

11. Mentor Coaching Requirements *(ACTP Only)*

-For purposes of credentialing, Mentor Coaching means a student being coached on their coaching skills rather than coaching on practice building, life balance or other topics unrelated to the development of an applicant's coaching skill. Mentoring is intended to serve as a developmental process for the student that takes place in a repetitive cycle of receiving feedback regarding student coaching, reflecting on this feedback and practicing new skills. The focus must be on the development of skills using the ICF Core Competencies.

11.1. The ICF requires that an ACTP provide a minimum of 10 hours of Mentor Coaching as a part of the approved program.

- 11.1.1. These 10 hours of coaching should be integrated into the total program and occur periodically throughout the course of the training.
- 11.1.2. Mentor Coaching must be based on coaching sessions that the Mentor Coach has listened to live or via recordings.
- 11.1.3. The Mentor Coaching experience must extend over a period of at least three months.
- 11.1.4. 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.
- 11.1.5. A minimum of three of the 10 mentoring hours must be one-on-one coaching with the mentor

12. Performance Evaluation *(ACTP Only)*

12.1. ACTP programs must administer a final exam in a formal testing environment. The final PE must, at a minimum, contain an actual observation of coaching at least one half-hour in length which is graded as a PE. The PE must be graded at or above the ICF PCC level, which is described in the Minimum Skills Requirements for PCC.

12.2. Students must receive written feedback/scoring from their exam that provides information regarding their performance on each of the ICF Core Competencies.

- 12.3. ACTP's must use an ICF PCC or MCC Credential-holder as an examiner. Examiners must competently understand the ICF Core Competencies and ethical standards.
- 12.4. ACTP programs must have graduated at least one class, including a complete exam process, prior to being approved as an ACTP.

13. CCE Program Operations *(CCE Only)*

- 13.1. If ICF has not received the necessary course materials required to go forward with an approval 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.
- 13.2. CCE program application fees are non-refundable and do not guarantee program approval.
- 13.3. CCE program approvals are valid for one calendar year.

14. CCE Program Content *(CCE Only)*

- 14.1. CCE course offerings are specifically designed to serve coaches with an established foundation of knowledge (coaching basics).
 - 14.1.1. Basic coaching material that serves a cohort which has no previous experience should be filed under an ACSTH and will not be approved for CCE hours.
 - 14.1.2. CCE courses should not be utilized by individuals to apply for their first ICF credential.

15. CCE Blended Learning Policy *(CCE Only)*

-For asynchronous learning (AL) to be eligible for Core Competency CCEUs; the following conditions below must be adhered to:

Two-to-One Ratio of AL versus SL:

- 15.1. For every delivery of AL to count as CC CCEUs, there needs to be at least an additional 50% of SL discussion following the module. (two-to-one ratio)
 - 15.1.1. Example: A 10-hour AL module will need an additional five hours of synchronous discussion, for a total 15 CC hours class. This ensures concepts are understood, material can be reviewed, discussion of complex concepts can be facilitated, and sense of community is established.
 - 15.1.2. Any discrepancies in this ratio will be counted as RD hours.

Demonstration of Learning:

- 15.2. *An established system* is in place and available for ICF staff to review prior to application submission.
 - 15.2.1. An established system is one that is interactive, user-friendly and robust.
 - 15.2.2. Website/system login (if applicable) must be provided to ICF staff.
- 15.3. *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 Program Coordinator.
- 15.4. *Demonstration of AL learning* must be well-documented and verifiable. The ICF will require a robust verification of AL; proof of a verification model must be demonstrated within the CCE application.
 - 15.4.1. Triad/Fishbowl- Participant will demonstrate technique presented in AL (practice with instructor present).
 - 15.4.2. 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 Program Coordinator and uploaded in the application.
 - 15.4.3. Journaling or Paper- Participant will create a piece of work that summarizes/expands upon AL, which will be submitted to instructor(s) for approval. Criteria for acceptable submission must be outlined for ICF Program Coordinator.
 - 15.4.4. 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.
 - 15.4.4.1. A documented demonstration of learning is required.

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

16. Past Unethical Behavior

16.1. Instances of unethical or questionable behavior prior to a program's submission for approval/accreditation by ICF can be a legitimate barrier to the application process itself and approval. The ICF accreditation team has the latitude to suspend or revoke a program's application based on previous behavior of a program or individual integral to the program's operations.