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Policies and Procedures

ACTP PROGRAM – STUDENT INFORMATION

I. FOUNDATIONAL CLASSES

A. General Information

1. Payment Policy

All recurring credit card payments will be processed regularly based on the date students enter the program. Should an account become delinquent, ILCT reserves the right to take any of the following actions:

- Withdraw the student from the training program with forfeiture of monies paid to date.
- Assess a monthly late fee of \$25 per occurrence.

Should a check be returned or a credit card declined, we will assess a fee of \$25 for each occurrence.

A student must have paid all tuition prior to receiving a certificate of completion. For information on an account, e-mail Edwina@lifecoachtraining.com. All checks should be made payable to the Institute for Life Coach Training and mailed to Edwina at the address listed on the second page of the manual.

2. Cancellation Policy

A \$480 deposit is required to hold space in the foundational class. Students may transfer or cancel without penalty up to 14 days before the course begins. If a student cancels or transfers within 14 days of the course start date, ILCT will refund the tuition paid, minus an administrative fee of \$100, upon return of and our receipt of, the Foundational Guidebook in good condition. The materials are to be returned at the student's expense. If unforeseen circumstances arise that prevent a student from completing the course, ILCT will transfer the registration to another Foundational class. This may only occur twice. Transfer to a specialty foundational class may only take place within the first two weeks.

3. Termination Policy

ILCT reserves the right to terminate a student's participation in our program if certain behaviors are present such as:

- a. An inability to demonstrate teamwork and respect for others in the class,
- b. Non-payment of tuition,
- c. Inability to follow redirection,
- d. Disruptive influence in the class or via email,
- e. Subversive activities (triangulation).

4. Observations

ILCT Faculty may occasionally observe and participate in any Foundational or Advanced ILCT class. The purpose for these observations is for:

1. the observer to be able to give specific feedback to the ILCT instructor after the call is completed ---that will help them learn specific technical and teaching skills
2. the observer to learn specific technical and teaching skills.

Either purpose is necessary in order for instructors to learn the skills necessary to instruct a particular class in a manner consistent with the ICF core competencies

This statement serves as notification to all students of possible observations.

B. Class Completion Requirements

1. Attendance

Credit for a student's attendance is given ONLY for complete sessions, regardless of the reason for the absence. Arriving late or leaving a session early will disqualify a student's attendance.

A student must be present for at least 35 of the 40 hours of training in order to receive a certificate of completion.

If students miss a class, they are encouraged to connect with their classmates to discuss material missed and listen to the session(s) on our website. For credit, however, a student must be present in the virtual classroom.

2. Buddy Coaching

During the training with ILCT, a student will be participating in "Buddy Coaching" with other students in their class. This part of our training was designed to provide an opportunity for all students to practice their coaching skills and reinforce the learning from the classes. It is an essential component in our training.

The Buddy Coaching sessions are a required part of the class work. Because this is a classroom requirement, they may not count as client coaching hours toward certification or to meet the requirement of the Foundational Competency Practicum.

Students may only miss two of their Buddy Coaching sessions. Additional absences will result in no credit for the Foundational Class.

Three students form a triad (or four for a quad) for Buddy Coaching. Within that group each student will serve as client, coach, or observer on a rotating basis. The designated observer will complete a feedback form for each person who serves as the “coach”. The feedback form will be emailed to each member of the group and the instructors within one week of each buddy session. The instructors will mark the receipt of each feedback form in the attendance record.

Students will be assigned randomly to each Buddy Coaching group in an effort to foster rapport, direct communication amongst students, and to learn from the different styles of classmates.

Additional Comments:

- a. It is the responsibility of the “observer” to send the form to other members of the Buddy Coaching group and the instructor. Failure to send the form will result in no credit for that buddy session. (Appendix IV)
- b. If there are only two people present on the call, the person playing the client will fill out the feedback form.
- c. When there are coaching sessions, observers will evaluate the coach based on the criteria listed on the feedback form. In the Foundational class it would be rare for someone to receive marks above Level 3 prior to the last third of the class, if then. One of the goals for buddy coaching is to demonstrate increasing coaching competency over time.

2. Foundational Student Coaching Assessment

The Foundational Student Coaching Assessment is designed to evaluate basic coaching skills once a student completes the foundational class and to assure that skills are at a level of basic coaching competency.

Basic coaching competency means:

- 1) The coach is asking open-ended questions
- 2) The coach turns the session over to the client
- 3) The coach follows the basic t-grow model (topic, goal for the session, reality, options/possibilities, way forward)
- 4) The coach is not giving advice or suggestions
- 5) The coach refrains from making assumptions and imposing their values on client
- 6) The coach is collaborative rather than directive.

If a student does not meet the minimum levels for basic coaching competency, they will then be required to obtain 10 hours of mentor coaching from an ILCT Foundational instructor who is ICF certified at the PCC level or above.

They may not enroll in the Foundational Competency Practicum or the Advanced Skills Practicum class until they have successfully demonstrated to the Mentor Coach a level of basic coaching competency.

Certificates for those who successfully complete the course and meet a level of basic coaching competency requirements will state that on the certificate.

Those students who fail to pass at the basic coaching competency level will not receive certificates.

Foundational Coaching Assessors

Students who wish to become Foundational Coaching Assessors will have completed the Certified Life Coach requirements and the Advanced Skills Practicum. They are also required to register and participate in the Supervision Class/Practicum.

- a. Students who become assessors will receive one hour of client coaching contact credit for every 3 students whose coaching they evaluate.
- b. Assessors will provide instructors and administration the coaching evaluation form. If they find that someone does not meet the basic requirements for coaching competency, they will notify the instructors immediately.

4. Written Multiple Choice Exam

The written Multiple Choice exam is given after the completion of the Foundational class and consists of 41 multiple-choice questions and an open book exam. A student has one and one-half (1 1/2) hours to complete the exam and must pass at the 70% level. This exam must be completed and passed as a requirement for the Certified Life Coach credential offered by ILCT as well as the Professional Certified Coach credential offered by ICF. **The student has 60 days from the date of their last class to take the exam. If they have not completed the final exam sixty days after the last class, they will be required to pay \$100 to receive another link to take the exam.** A student has three (3) opportunities to pass the exam.

Students are sent a link to the multiple-choice exam via email. Once they click on the link, they are taken to the exam. At the end of the exam, each student is asked to enter their name, as they would like it to appear on their certificate.

Each student receives an individual link, which may not be shared with anyone else. If a link is shared, a student's response may be overwritten and exams would have to be retaken.

The responses should reflect a student's own best thinking. Consulting or discussing the exam with other students while taking the exam is considered unethical.

5. Evaluations

Evaluations of our program are important for us to ensure continual improvement. We value the feedback of our students. Students will be sent a link for a final evaluation of the class and the instructors. In order to receive a certificate, a student must complete this evaluation. Students' responses and comments are anonymous.

6. Certificates

Certificates for the Foundational Class will be provided via email once the following items have been completed:

- a. All payments for the class have been made;
- b. No more than 5 classes have been missed;
- c. Buddy Coaching requirements have been met;
- d. Completion of class evaluation;
- e. Completion of Foundational Student Coaching Assessment; and
- f. Completion of the multiple-choice exam at the 70% or above level.

II. CEs

Please visit this link <http://lifecoachtraining.com/about/CEUs.shtml> to learn about the availability of CEs. A listing of organizations and their requirements for CEs is explained on this link. If an organization is not listed, CEs are not provided. On the website there is a form that may be downloaded should you desire to apply for CEs. Once you have read all of the information on the website, if you have any questions, please contact Edwina Adams at 972-867-1915. CEs are not awarded until the completion of the class. All eligibility requirements must be met prior to the awarding of any CEs. CEs are not awarded for Advanced Classes.

We strongly recommend that you check with your individual state regulatory agency to determine whether or not you are eligible for continuing education credit by participating in this telecourse. Not all boards will accept teleclass format for CE credit. In addition, CE requirements change yearly. Please visit the website for the most up-to-date information.

III. ADVANCED CLASSES

A. Prerequisites

A minimum of 20 hours of coach training is required for all advanced classes. A minimum of 30 hours of coach training and/or specific prerequisites for each course is required for any advanced class. Please see each course description for required prerequisites. All advanced courses meet ICF's CCE requirements.

B. General Information

1. Payment Policy:

A \$200 deposit is required for all classes over eight hours to reserve a space. Full payment is expected for any class eight hours or under.

Should a check be returned or a credit card declined, we will assess a fee of \$25 for each occurrence.

You must have paid all tuition prior to receiving a certificate of completion.

For specific information on your account, E-mail Edwina@lifecoachtraining.com. All checks should be made payable to the Institute for Life Coach Training and mailed to Edwina at the address listed on the second page your manual.

2. Cancellation Policy:

If you cancel within 10 days of the course start date, we'll refund the deposit or tuition paid. After that time, the refund will be prorated upon return of and our receipt of, any materials sent for any class over six hours. All materials are to be returned at your expense. If unforeseen circumstances arise that prevent you from completing the course, we will transfer your registration to another class. (See the table below for refund information.)

Class Hours	Cost of Class	Length Attended	Admin Fee
12	\$450	2 classes	\$175.00
20	\$995	2 classes	\$200.00

C. Class Completion Requirements

1. Attendance

The attendance requirements for Advanced Classes vary depending on the length of the class.

Credit Hours Earned	Hours Permitted to be Missed
4	None
8	One (1)
12	Two (2)
15 or above	Three (1 hour classes) or two (1 ½ hour classes)

2. Buddy Coaching

For some advanced classes with ILCT, a student will be participating in “Buddy Coaching” with other students in a class. This part of our training was designed to provide an opportunity for all students to practice their coaching skills and reinforce the learning from the classes. It is an essential component in our training.

The Buddy Coaching sessions are a required part of the class work. Because this is a classroom requirement, they may not count as client coaching hours toward certification.

Students may only miss one of their Buddy Coaching sessions. Additional absences will result in no credit for the Class.

Note to Edwina: Send email to Advanced Class instructors asking about Buddy Coaching so we can determine the requirements.

Three students (minimum) form the triad (or four for a quad) for Buddy Coaching. Within that group each student will serve as client on coach on a rotating basis. The third (or third and fourth) student(s) will serve as the “observer” and complete a feedback form for each person who serves as the “coach”. The observer form will be emailed to other members of the group and the instructors at the end of each session. The instructors will mark in the attendance form receipt of each observed session.

Students will be assigned randomly to each Buddy Coaching group in an effort to foster rapport, direct communication amongst students, and to learn from the different styles of classmates.

Additional Comments:

1. It is the responsibility of the “observer” to send the form to other members of the Buddy Coaching group and the instructor. Failure of the observer to send the form may result in no credit for the class.
2. If there are only two people present on the call, the person playing the client will fill out the form evaluating the “coach”.
3. Observer(s) will evaluate the coach based on the criteria listed on the evaluation form. What instructors expect to observe is progress over the length of the class.

3. Evaluations

Evaluations of our program are important for us to ensure continual improvement. We value the feedback of our students. Students will be sent a link for a final evaluation of the class and the instructors. In order to receive a certificate, a student must complete this evaluation. Students’ responses and comments are anonymous.

4. Certificates

Certificates for any Advanced Class will be provided via email once the following items have been completed:

- a. All payments for the class have been made;
- b. Attendance requirements are met
- c. Buddy Coaching requirements have been met (where applicable)
- d. Completion of class evaluation;
- e. With either the Advanced Skills Practicum or the Foundational Competency Practicum, the final observed coaching session must be successfully passed.

IV. ILCT ACTP Graduation Requirements

To meet the requirement for graduation from the ILCT's Accredited Coach Training Program and apply for the Professional Certified Coach (PCC) credential offered by the International Coach Federation (ICF), 130 hours of coach training must be successfully completed. These requirements are as follows:

- Complete all requirements for the 40-hour Foundational Course.
- Pass the written examination at 70% or above. Please See Appendix I for explanation of the written examination.
- Document a minimum of 50 hours of coaching.
- Complete the Foundational Competency Practicum of 20 hours, which includes three of the required six observed coaching sessions.
- Advanced Skills Practicum (20 hours), which includes three of the required six observed coaching sessions.
- Ethics class (8 hours).
- Practice Made Perfect class (12 hours).
- Complete an additional 30 hours of electives from our various advanced offerings. (See Advanced Class Listings at <http://www.lifecoachtraining.com/courses/advanced/index.shtml>)

ILCT students must also successfully complete:

- Six (6) observed coaching sessions: Three (3) of these sessions are completed in the Foundational Competency Practicum. Three (3) additional sessions will be completed in the Advanced Skills Practicum.
- A written case study of a coaching client from initial engagement to status 4-6 months later or at termination. Please see Appendix II for detailed information
- Document an additional 50 hours (100 hours cumulative) of client coaching (excluding Buddy Coaching) prior to taking the oral examination.
- The Final Oral Examination. This is a coaching demonstration with two ICF certified coaches, one who is coached by you and the other an observer. Both will assess your coaching, and you must pass at the PCC level. Please see Appendix III for detailed information.

Once you have completed all of the above, the educational and testing requirements of our Accredited Coach Training Program and the ICF will have been met. At this point, you may apply directly to the ICF for either the ACC or the PCC credential. Please visit their web site at <http://www.coachfederation.org/ICF/For+Current+Members/Credentialing/> to download an application and determine what other requirements must be met.

For a comparison of all ICF credentials, please check the above link for a comparison available in an Adobe Acrobat PDF format.

Certified Life Coach Credential

ILCT offers our own internal certification, a Certified Life Coach, which has high professional standards and requires the same number of hours as the Associate Certified Coach (ACC) credential offered by the ICF. The requirements are as follows:

- Complete the 40-hour Foundational Course

- Pass the written examination at 70% or above. Please See Appendix I for explanation of the written examination.
- Document a minimum of 50 hours of coaching
- Complete the Foundational Competency Practicum of 20 hours, which includes three of the required six observed coaching sessions

1.

Appendix I

Written Multiple-Choice Exam

The written Multiple Choice exam is given after the completion of the Foundational class and consists of 41 multiple-choice questions and an open book exam. A student has one and one-half (1 1/2) hours to complete the exam and must pass at the 70% level. This exam must be completed and passed as a requirement for the Certified Life Coach credential offered by ILCT as well as the Professional Certified Coach credential offered by ICF. **The student has 60 days from the date of their last class to take the exam. If they have not completed the final exam sixty days after the last class, they will be required to pay \$100 to receive another link to take the exam.** A student has three (3) opportunities to pass the exam.

Students are sent a link to the multiple-choice exam via email. Once they click on the link, they are taken to the exam. At the end of the exam, each student is asked to enter their name, as they would like it to appear on their certificate.

If the link fails to work from your email, please copy and past the link into your browser window.

EACH STUDENT RECEIVES AN INDIVIDUAL LINK, WHICH MAY NOT BE SHARED WITH ANYONE ELSE. IF A LINK IS SHARED, A STUDENT'S RESPONSE MAY BE OVERWRITTEN AND EXAMS WOULD HAVE TO BE RETAKEN.

The responses should reflect a student's own best thinking. Students are not allowed to consult or discuss the exam with other students.

Appendix II

The Developmental Case Study

One part of the final examination as a candidate for graduation from the ILCT ACTP is a written paper that analyzes the student's work with a client. It is intended to be a longitudinal case study, based on coaching with an individual client over 6-12 months or more. The assignment is an opportunity for students to demonstrate their learning by documenting the flow of coaching with a client.

Please assign the client an "alias" or simply use initials, to preserve confidentiality.

Each case study will examine the development of the coaching alliance and relationship, the relationship of the client's goals to the learning and actions taken, and elements which were effective and successful and those which were less effective and successful. The case study also includes an assessment of the student's learning from a retrospective point of view. (The study may also include the learning during the process of coaching the client as well).

The written case study should address in some fashion the issues and elements listed below. Be judicious in how fully the report on any one aspect of the case is; the maximum length for this assignment is 2500-3500 words. The case study must be typed and submitted as a computer file, readable by a PC.

After the case study has been read and assessed, the student will have an opportunity to present it as an alumni teleclass call if desired.

Elements to include in the case write up:

- Illustrate a developmental view—how the coaching and the client progressed over the time period of 6-12 months or longer.
- Define the beginning situation: the client's goals, their coachability, the coaching alliance created, your initial view of their strengths, skills and assets.
- Explore the middle period of the coaching: What key obstacles and snags showed up over the course of the coaching? How were they addressed? What new or changed goals emerged?
- What strengths were visible and present at the start of the coaching to you and/or to the client? Did other strengths emerge?
- How did the client's work draw on strengths?
- Describe how the coaching alliance was created and how it developed.
- What life coaching tools and strategies did you use? What was the impact on the client?
- What ethical issues came up, and how were they handled?
- Did any therapy-oriented issues show up? If so, how were these handled?
- What breakthroughs and/or significant progress did the client make? What value did the client receive from the work?
- What shifts or transformations in attitude, skills or behavior did the client make? By you?
- How did you and the client reach closure on your work together? Was there a last session that consciously closed the work?

- Coaching is inter-developmental, we say. How did you learn, stretch and grow through the work with this client?
- What went well in the work, from your viewpoint as coach? What might you have done more effectively or skillfully with this client?

Once you have completed the Case Study, please forward it to Edwina@lifecoachtraining.com for review by one of our assessors.

Appendix III

Final Oral Examination

An oral evaluation by two ICF certified coaches (PCC or MCC) in which one of the coaches is the client and the other coach evaluates the student's coaching of the client. The assessors use the ILCT Competency Assessment Evaluator Worksheet (Appendix V) and combine and average their scores to assign a final assessment for each competency. The student may repeat the oral exam three. The cost to complete the exam a second time is \$200. The candidate must achieve a score of 5 or above on each competency.

The student will coach for 25 to 30 minutes and will demonstrate all 11-core competencies at the PCC level. This means for each core competency the skill **MUST** be demonstrated at the PCC level. For information on what skill level is required for the PCC, visit the ICF web site at www.coachfederation.org or the ILCT Student Lounge.

Procedures for the oral exam

1. The Developmental Case Study must be submitted and approved prior to sitting for the Oral Exam.
2. When a certification candidate has completed 130 hours of coach training and the developmental case study is approved, s/he may sit for the final exam. They contact the Administrative offices and provide several days and times for the Oral Examination.
3. Students may request assessors; otherwise the Administrative Office assigns the student's exam to assessors.
1. A student who fails to pass the oral exam may retake it up to two times with a minimum of two weeks between each retake. The charge for a retake is \$200.
2. The exam may be recorded for ILCT re-accreditation with ICF.
3. The assessors will meet to communicate the results of the exam to the student either by email or via phone.

The Administrative Office is notified of the results and the evaluators submit the forms for placement in the student's records.

The Institute for Life Coach Training

Foundational Course Buddy Coaching Observer Form

Client:
Coach:

Date:
Observer:

The coach:	1	2	3	4	5
	Not Observed	Sometimes	Regularly About ½	Established	Well Integrated
Creates and sustains rapport with client [CC#3]	1	2	3	4	5
Demonstrates appropriate use of voice, eg. tone, and language [CC#7]	1	2	3	4	5
Turns the agenda over to the client by asking something like, "What do you want coaching on today?" [CC#2]	1	2	3	4	5
Asks the client what she wants to take away/ accomplish by the end of the coaching conversation [CC#2]	1	2	3	4	5
Consistently demonstrates active listening [CC#5]	1	2	3	4	5
Summarizes and reflects back to client appropriately [CC#5]	1	2	3	4	5
Stays with the client's vision until the client really experiences his/her desires(s) [CC#6 and #8]	1	2	3	4	5
Consistently uses open-ended questions [CC#6]	1	2	3	4	5
Uses silence as a tool to enhance the coaching process [CC#4]	1	2	3	4	5
Asks permission to insert or try something new [CC#3]	1	2	3	4	5
Is fully present with the client and flexible; dancing in the moment. [CC#4]	1	2	3	4	5
Consistently responds in a non-directive manner; does not give suggestions or advice; elicits client's wisdom [CC#4]	1	2	3	4	5
Begins to show and use intuition [CC#4]	1	2	3	4	5
Makes direct statements to the client that reframe or articulates what the client has said. [CC#7]	1	2	3	4	5
Follows the client's energy; listens for increase in enthusiasm and develops it [CC#8]	1	2	3	4	5

Assists the client to create awareness by stating what you have perceived for the benefit of the client's learning or moving forward [CC#8]	1	2	3	4	5
Asks the client for forward movement/action [CC#10 & 11]	1	2	3	4	5
Assists client to set clear and doable intentions [CC#9 & 10]	1	2	3	4	5
Asks the client what she/he is taking away from the coaching to anchor learning. [CC#11]	1	2	3	4	5
Asks the client what support she/he needs [CC #11]	1	2	3	4	5
Shows good time-keeping of the call [CC#2]	1	2	3	4	5

Observer Comments:

What I liked about the coaching was:

What I would have like to have seen more of was:

What I would have like to have seen less of was:

Ideas/thoughts for things to do differently or a different approach: