Guide for Course Designers and Instructors:
Course Accreditation and Instructor Authorization Sessions

The accreditor will welcome the group, facilitate a brief introduction, and explain the purpose of the session. The session will be recorded on video.

Instructors will be invited to elaborate on their training background and experience specifically related to the course content. The accreditor will also ensure attendees are acquainted with the instructor authorization rubric and course (if applicable) rubric which are contained in the accreditation matrix for the course.

CONTENTS

COURSE ACCREDITATION SESSION OVERVIEW

ICAgile accredits courses against internationally-recognized Learning Outcomes (LOs) and assesses the domain and content knowledge of instructors to ensure high-quality learning experiences for course participants. Course Accreditation Sessions are conducted via a live videoconference meeting and typically last 3 hours.

Both the course designer and the instructors will be asked to present and answer questions throughout the session, allowing the ICAgile accreditor to achieve the following:

1. Determine that the course content covers all LOs for the relevant certification.

2. Evaluate the flow and structure of the course design to ensure it meets the overall guidelines for good learning experiences.

3. Ensure the instructors can explain how the accredited course material maps to the relevant ICAgile LOs. This allows ICAgile to ensure a consistent foundation for those certified globally.

4. Vet the instructors' domain knowledge in the subject they intend to teach and their ability to teach the topic.

   • Every instructor will be expected to present a 10 minute portion of the course as if they were teaching it in a class

5. Ensure every instructor can explain the ICAgile Learning Roadmap and certification model and can answer questions about ICAgile certifications in the classroom.

INSTRUCTOR AUTHORIZATION SESSION OVERVIEW

To ensure high-quality learning experiences for course participants, ICAgile meets with every instructor before s/he is authorized to teach an ICAgile-accredited class for certification. Instructor Authorization Sessions are conducted via a live videoconference meeting and can last up to 2 hours depending on the number of instructors attending.

The ICAgile accreditor will lead the session to achieve the following:

1. Ensure the instructors can explain how the accredited course material maps to the relevant ICAgile LOs so ICAgile can ensure a consistent foundation for those certified globally.

2. Vet the instructors' domain knowledge in the subject they intend to teach and their ability to teach the topic.

   • Every instructor will be expected to present a 10 minute portion of the course as if they were teaching it in a class

3. Ensure every instructor can explain the ICAgile Learning Roadmap and certification model and can answer questions about ICAgile certifications in the classroom.

HOW TO PREPARE FOR A SESSION

1. COMPLETE (FOR ACCREDITATIONS) OR REVIEW (FOR INSTRUCTOR AUTHORIZATIONS) THE COURSE ACCREDITATION MATRIX

If you are preparing for a Course Accreditation Session:

Please contact us to request the course accreditation matrix for the course you would like to accredit. The course designer should use the matrix to map an existing course to it or to guide them in building a new course. Please refer to Appendix A which provides tips for developing an engaging course. Along with your course accreditation matrix, you will also receive ICAgile slides which you will be required to show during your class.

If you are preparing for an Instructor Authorization Session:

Please request the completed course accreditation matrix from your organization for the course you want to be authorized to teach. It is the instructor's responsibility to review the completed matrix prior to the session.

2. UPLOAD MATERIALS

Your session calendar invite will include a link to a secure folder where you need to upload the following materials at least 48 hours prior to the session:

- Completed course accreditation matrix
- Course materials
- Course slides
- Handouts
- Any additional relevant course content
- LinkedIn profiles or CVs for the instructors

3. REVIEW RUBRICS

Please review both the course and instructor rubrics, located in the course accreditation matrix, if you are preparing for a Course Accreditation Session. If you are preparing for an Instructor Authorization Session, please review the instructor rubric. These rubrics are included as Appendix B and Appendix C here as well.

4. BE READY TO TEACH THE COURSE

The ICAgile accreditation or authorization session is typically one of the final steps before a course is delivered. All instructors should come to the session ready to deliver the relevant content and will be expected to deliver a piece of the course during the session.

For Instructor Authorization sessions, ICAgile highly recommends that each instructor co-train with an authorized instructor prior to attending a session.

WHAT TO EXPECT DURING A SESSION

Generally, the Course Accreditation Session agenda is as follows:

1. Introductions & background	~ 20 minutes
2. Overview of ICAgile's accreditation and certification model	~ 15 minutes
3. Course Designer presents the content of the course *For multiple instructors, each should present for at least 10 minutes.* *A 15-minute break will be taken as needed during this portion.*	~ 90 minutes
5. Collaborative discussion	~ 30 minutes
6. Feedback and next steps	~ 10 minutes

Generally, the Instructor Authorization Session agenda is as follows:

1. Introductions & Session Expectations	~ 20 minutes
2. Overview of ICAgile's accreditation and certification model	~ 15 minutes
3. Each instructor will present for at least 10 minutes	~ 40 minutes
4. Collaborative discussion	~ 30 minutes
5. Feedback and next steps	~ 10 minutes

INTRODUCTIONS AND SESSION EXPECTATIONS

The accreditor will welcome the group, facilitate a brief introduction, and explain the purpose of the session. The session will be recorded on video.

Instructors will be invited to elaborate on their training background and experience specifically related to the course content. The accreditor will also ensure attendees are acquainted with the instructor authorization rubric and course (if applicable) rubric which are contained in the accreditation matrix for the course.

OVERVIEW OF ICAGILE'S ACCREDITATION AND CERTIFICATION MODEL

The accreditor will provide an overview of ICAgile's accreditation and certification model. S/he will highlight the ICAgile Learning Roadmap, define how the different levels of certifications work, and explain the role of instructors in awarding certifications after completing an ICAgile-accredited course.

If the instructor is already familiar with ICAgile from a previous session, the accreditor will highlight any recent changes and ask the instructor to reiterate their understanding.

The accreditor will then convey ICAgile's key messages which instructors are expected to cover when delivering an ICAgile-accredited course:

1. ICAgile offers both knowledge and competence-based certifications.

2. The roadmap focuses on all the disciplines needed to achieve and sustain organizational agility.

3. The roadmap is designed for evolution to stay ahead of industry trends.

4. Community experts from around the globe contributed knowledge to the various learning tracks.

5. ICAgile's methodology-neutral approach allows individuals and organizations to focus first on "being Agile" as a means of "doing Agile."

6. ICAgile regularly monitors feedback on its LOs and instructors, and operates in a spirit of transparency and continuous improvement.

COURSE DESIGNER PRESENTS THE CONTENT OF THE COURSE

The course designer will be asked to explain the flow and structure of the course and show how the design meets ICAgile's guidelines and LOs. Please note that this only occurs during accreditation sessions, not instructor authorization sessions.

INSTRUCTOR PRESENTATIONS

Each instructor will present a block (approx 10 minutes) of the content as if they are teaching a live class. This allows the accreditor to evaluate their teaching style and participant engagement.

COLLABORATIVE DISCUSSION

This portion of the session focuses on answering questions, identifying any areas for improvement, and assessing the instructors' domain and content knowledge.

The accreditor will record scores in the course and/or the instructor rubric, which are located in the course accreditation matrix.

- For a course to be accredited, the content must meet all the LOs and the course design needs to be "satisfactory" or better.

- For the   instructor to become authorized to deliver the class, they must score "proficient" in at least three of the topic areas and no less than "satisfactory" in any topic area.

FEEDBACK AND NEXT STEPS

The accreditor will request feedback from the session participants in regard to their experience with the accreditation session and the course LOs. Lastly, the accreditor will identify next steps and reiterate any action items related to the session.

WHAT TO EXPECT AFTER A SESSION

After the session, the accreditor will send an email indicating the result of the session to the administrators (both ICAgile and the Member Organization's administrators) and the session participants.

If the course passed accreditation, the ICAgile admin team will request course-related details prior to adding the course to the catalogue of accredited classes. Each authorized instructor will also be recorded in a list of ICAgile Authorized Trainers and their authorization will be linked to the specific classes they may teach.

APPENDIX A:
WHAT GOOD LOOKS LIKE
FOR AN ICAGILE-ACCREDITED CLASS

BACKGROUND AND ICAGILE PHILOSOPHY

The ICAgile-accredited designation signifies that a course not only meets proven Learning Outcomes (LOs), but it is also designed and delivered in a way that maximizes learning and helps participants flex their Agile mindset. To help Member Organizations design top-quality courses, we have prepared these tips and guidelines. This guidance is primarily intended for face-to-face classes and will soon contain more content relevant to Digital Learning.

ICAgile supports tailored, relevant, and engaging learning experiences. To that end, design and delivery mechanisms can vary in terms of number of slides, facilitated exercises, modularized delivery, etc.

We accept and encourage courses delivered with minimal slides provided the LOs are adequately covered and the participant workbook enables a record of the learning experience. Also, these courses normally have more wallware to help reinforce the participants' learning.

PRINCIPLES FOR DESIGNING HIGH-QUALITY LEARNING EXPERIENCES

- Incorporate extensive practical content and allow plenty of time for participants to explore the topics through group conversations and activities.

- Where possible, follow principles of adult learning and brain science, such as those provided by Training from the Back of the Room.

- Ensure that each activity (including icebreakers) is germaine to the course LOs and maximizes learning opportunity.

- Create interesting slides that use images rather than dense text. If text is needed, put it into the workbook or a handout.

- Limit lecture segments to no more than ~10 minutes to allow for changes in delivery modality.[1]

- Carefully consider the use of slides and look for ways to integrate tools, techniques, games, and facilitated activities to cover key LOs.

- Include a mechanism for participants to take notes, as brain science points to a significant increase in retention when participants write rather than read material.

- The ICAgile Learning Outcomes are not a course design - the course designer is expected to build the course in a way that flows logically and covers the learning outcomes in a sequence which makes sense in terms of their design approach. It is quite reasonable for a single LO to be covered in multiple places in a class or for a single part of the class to cover multiple LOs.

- The acceptance criteria in the LOs have been written using Bloom's Taxonomy and indicate the level of depth with which topics should be covered.

---

[1] Please see Sharon Bowman's Micro-Courses under "Engage the Brain: 5 Ways to Create Interactive Slides" for some good examples.

SUPPORTING DELIVERABLES

DELIVERABLE	DESCRIPTION	PRIORITY
Pre-work/ prerequisites	Preparatory information, experience and prior learning that course participants must have in order for this to be a valuable learning experience.	Should *Must for advanced classes.*
Slide deck	Set of slides the instructor will use to present the course content.	Must *Unless the class is designed to be presented without slides.*
Participant workbook	At the least a copy of the slide deck the instructor presents, could be a more focused workbook with supporting content, notes etc. For courses designed without slides, a workbook with relevant content sections for note taking is mandatory.	Must
Handouts	Additional handouts which may be pertinent to specific exercises or activities in the class.	Should
Learning Outcomes (LOs) [2]	Reference to the LOs for the class (this may be in handout form, electronic distribution, or pointing the class to the relevant sections on ICAgile.com.)	Must
Exercise Guidelines	Scenarios and other briefing for exercises used in the class.	Should
Worked Examples	Handouts or electronic copy of exercise results so participants can see a good practice example for tools or techniques used in the class.	Could
Wallware	Posters and information radiators for the walls of the classroom. May be produced in the class or in advance.	Could *In the case of a class without slides the expectation is that there will be more wallware.*
Timeline	A schedule showing when which topics should be covered and where exercises and activities fit into the flow.	Should
Instructor Guide	Guidelines for the key topics, how the class should flow, instructions for exercises, debrief and learning points from each exercise, priority of activities, link to LOs, other content which will be useful for an instructor who is not the course designer to present the course.	Should *Must if the class will be delivered by multiple instructors.*
Useful References	A handout or electronic communication with references and links pertinent to the topics covered in the class.	Could
Pre & Post Course Readings	Additional information which could either prepare the participants for the class or provide additional help afterwards. This is especially useful for courses that take place over distance or an extended period of time.	Could

[2] For advanced classes, consider reviewing the corresponding expert-level competencies for this track. ICAgile will make these available upon request.

APPENDIX B:
COURSE DESIGN RUBRIC

This table is the rubric the accreditor will use to assess the course content:

CRITERIA	PROFICIENT	SATISFACTORY	INADEQUATE
Class Meets All Learning Outcomes (LOs)	All LOs are covered in the course content.	N/A	One or more learning outcomes are missing.
Class Meets Overall Design Guidelines	The course has logical flow, sufficient hands-on activities, sufficient opportunity for conversation and Q&A, and is designed for adult learning (e.g., TBR).	Missing one or two of: sufficient hands-on activities, opportunity for Q&A, conversation and self-exploration.	The course is simply a set of PowerPoint slides with very little interaction or collaboration opportunities.

APPENDIX C:
INSTRUCTOR EVALUATION RUBRIC

This table is the rubric the accreditor will use to assess the instructors:

CRITERIA	PROFICIENT	SATISFACTORY	INADEQUATE
Instructor understands the intent behind the LOs and will be able to deliver the class in a fluid format.	Instructor understands the intent behind the LOs and will be able to deliver the class in a fluid format.	The instructor can jump around the content without getting lost and ensures the LOs are covered.	The instructor gets lost in the sequence of the content and will miss topics in delivery. They have to follow the sequence of the script and cannot deviate.
Instructor exhibits the Agile mindset in action.	The instructor conveys the Agile mindset in every aspect of the conversation with the accreditor, seeking feedback, showing humility and concern for the participant's learning.	The instructor is open to learning and curious, understands and can explain the key aspects of the Agile mindset.	The instructor exhibits behavior which is anti-Agile mindset.
The instructor brings real Agile experience to their role.	The instructor has stories to tell which emphasize and reinforce the key areas of the LOs, they can talk about working in multiple Agile environments using different approaches and can explain the context for the selections which were made.	The instructor has worked in at least two Agile teams for at least one year with a single approach. They know that approach well and can explain why it works in the context they used it in.	The instructor's personal experience of Agile is very limited or only theoretical.
The Instructor's ability to teach the class	The instructor presents in a style which is deeply interactive, engaging, confirms learners' understanding and focuses on the learner rather than the content	The instructor has a clear grasp of the content, uses varied techniques to engage with the participants and is learner focused	The instructor is unable to convey the content effectively, presents in a flat, lecturing style and doesn't confirm understanding
The instructor understands and exhibits a growth mindset around their ability to teach the class and their knowledge of Agile values, principles and practices.	The instructor actively solicits new ideas, is looking for ways to enhance their teaching style and is eager to experiment with different teaching modes.	The instructor is curious but may not be comfortable adapting without guidance or support from a more experienced person.	The instructor "knows it all" and refuses to consider different ways of presenting the content.