

*For the Field. By the Field. In the Field*

Learning Solution Accreditation Application

January 2017

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# HANDBOOK: Overview, Eligibility, and Requirements

## Overview

The Institute for Performance Improvement (TI*f*PI) accredits learning solutions, including discrete courses and courses that make up a curriculum. The learning solutions may consist of:

* Instructor-led workshops
* Online (synchronous & asynchronous) training
* Self-study or Independent study courses
* Structured on-the-job or practicum-based training
* Blended or mixed-media courses

The accreditation was developed for owners and managers of workforce development programs, such as, chief learning officers (CLO), training and development (T&D) managers, organizational development (OD) managers, who want external validation by an independent third party that their learning solutions comply with standards for instructional integrity, and are effective and sustainable. TI*f*PI serves as the independent third party. TI*f*PI, incorporated in the State of Illinois, was created to promote school improvement as evidenced by sustained gains in student achievement and workforce development as measured by evidence-based credentials.

The process of getting external validation of a workforce development program is called *accreditation*. However, once accredited organizations may refer to their programs as *certified*.

*Accreditation is a process by which a program is evaluated against defined standards and recognition is awarded by a third party if in compliance with the standards”* (Association Trends, 2016)

## The Benefits to Accreditation: Why Accredit

Earning an accreditation means that an independent third party validated that the program complies with standards for instructional integrity and organizational support. This, in turn, can:

* Distinguish the program in the marketplace
* Give customers confidence that the owner exerted due diligence in the program’s design and execution
* Help learners make more informed decisions about where to invest their time and money when pursing development
* Give stakeholders especially senior management confirmation that their programs are effective
* Enable sponsors and stakeholders to make informed decisions about how to promote and market programs and maintain their relevance in the marketplace

## Accreditation Standards

Accredited learning solutions must satisfy the following standards:

* Potential – Recognition of an Opportunity
* Partnering – Engagement of Stakeholders
* Planning – Alignment of the Content and Delivery Method to the Opportunity
* Proof – Confirmation of the Program’s Viability & Feasibility
* Practice – Reinforcement of Behaviors to Build Capacity
* Pursuit – Monitoring the Application of the Content
* Promotion – Measurement of Impact
* Promise – Continuous Improvement

A more complete description of these standards is in Appendix A at the end of this document. These standards are met by satisfying three requirements:

1. Eligibility
2. Instructional Integrity
3. Organizational Commitment

## The TI*f*PI Premise

Accredited workforce development programs that rely on learning solutions must demonstrate gains in workers’ knowledge and skills where those changes are aligned with the organization’s mandate. This requires instructional integrity and organizational commitment to be effective and sustainable.

## Eligibility Requirements

To be eligible to apply for the TI*f*PI Accredited Learning Solution, the Learning Solution should have:

* + A well-defined purpose
  + Been tested in the marketplace to confirm its viability
  + Organizational commitment

The program owner or sponsor must commit to a statement that it supports and communicates the behaviors expected of learners; learners’ superiors; course sponsors; developers; and contractors. Eligibility Requirements must be satisfied before going to the next step.

To satisfy the Eligibility Requirements:

1. Complete the Eligibility Application form that asks for a written description of:
   * + **Purpose**: why was the learning solution developed; what was the driver behind it
     + **Demographics**: industry/size; reach-local/regional, multi-national; security level/type required of reviewers
     + **Structure**: how the program organized; what is the delivery format; what is the age of program; what is the average number of attendees (usage); how frequently is it offered
     + **Accommodations**: what security clearances or other accommodations will be required of reviews to evaluate the program
2. Read and sign the following documents:
   * **Rights and Obligations**: What behaviors and commitments are expected of Learners; Instructors; Course Sponsors; Learning Developers; Contractors; and other vested parties\*\*
   * **Agreement**: What privileges and responsibilities you get for being accredited.
3. Submit all documents to IDBadges@tifpi.org. If you have questions, please contact Judy@tifpi.org.

\*\*Examples of Rights and Obligations of Learners, Instructors/Course Administrators, and program Sponsors/Owners are in Appendix A.

The Eligibility Application forms are in Appendix B of this document and can be found separately online at TifPI.org as Accreditation Eligibility.

## Instructional Integrity Requirements

The learning solution should demonstrate each of the nine Instructional Design Development (CIDD) standards:

|  |  |  |
| --- | --- | --- |
| 1. Address Sustainability 2. Align the Solution 3. Assess Performance | 1. Collaborate and Partner 2. Elicit Performance Practice 3. Engage Learners | 1. Enhance Retention and Transfer 2. Ensure Context Sensitivity 3. Ensure Relevance |

A complete description of the CIDD standards and their supporting performances are in Appendix A of this document. All nine must be met to earn the accreditation. There are three ways to satisfy the Instructional Integrity Requirements.

* + 1. Confirm the solution was developed by a Certified Instructional Designer Developer (CIDD).

–or-

* + 1. Have the program lead designer apply for and earn the CIDD certification. The CIDD requires a 1-page description for each standard, artifacts that demonstrate the standards, and an attestation from a client. The descriptions and artifacts go through a double-blind review. The forms are in Appendix B of this document.

–or-

1. Undergo an external audit of the program to confirm its design and delivery satisfies the Instructional Integrity Requirements. The audit includes a review of a sample of the instructional components and interviews with two or more of the following: the program manager, sponsor, instructor, client, or user. All nine standards must be met to earn the accreditation.

The forms for this requirement are in Appendix C of this document and can be found on line at <www.tifpi.org,> Certifications, Instructional Design.

## Organization/Sponsor Requirements

The learning organization or program sponsor should demonstrate due diligence and commitment to following domains:

1. Analyze - identified the need or opportunity for the learner, organization, or marketplace
2. Focus – derived the rationale for the learning solution based on the results of the analysis
3. Resource - committed resources (human, technology, and financial) to support the delivery, maintenance, and improvement of the learning solution
4. Prove – created meaning from the data captured about participation and application to show impact and sustainability
5. Forecast - monitored learner, organizational, or marketplace needs to assure continued relevance and effectiveness

The process for satisfying the domains includes completing a form and participating in an interview that collectively demonstrates key activities in the domains:

1. Analyze – describing the process used to identify the need or opportunity for the learner, organization, or marketplace and the data derived from the process.
2. Focus – describing the rationale for the justification of this learning solution based on the results of the analysis.
3. Resource - describing the resources (human, technology, and financial) used to support the delivery, maintenance, and improvement of the learning solution.
4. Prove – describing the data collected and giving evidence that shows impact and sustainability.
5. Forecast – describing the forecasting methods used to identify trends in learner, organizational, or marketplace needs so to assure continued relevance and effectiveness.

The Forms to be filled out for the Organization/Sponsor Domains are in Appendix D of this document

## Summary

Once all documentation is received, the interviews conducted, and site visits completed for the audit, the organization will receive, either during the interviews or in a separate document, the following information:

* + Which requirements and domains were satisfied
  + Which still need improvement
  + Recommendations on how to improve the instructional integrity of the learning solution or its organization commitment
  + A mutually agreed on timeline for making the improvements

### Accreditation in Full

When the solution has satisfied all nine of the instructional integrity requirements and all organizational/sponsor domains it will receive:

* A digital mark showing the program is an “Accredited Learning Solution”
  + The right to attach or display the mark on learning and marketing materials

### Provisional Accreditation

The organization will be awarded the accreditation provisionally if all nine of the instructional integrity requirements were met; however, the five organization/sponsor domains were partially satisfied.

If an organization is accredited provisionally it will receive:

* A mutually agreed on timeline with action steps for achieving full accreditation.
* A digital mark showing the learning solution is a “Recognized Learning Solution”
* The right to attach and display the mark on learning and marketing materials

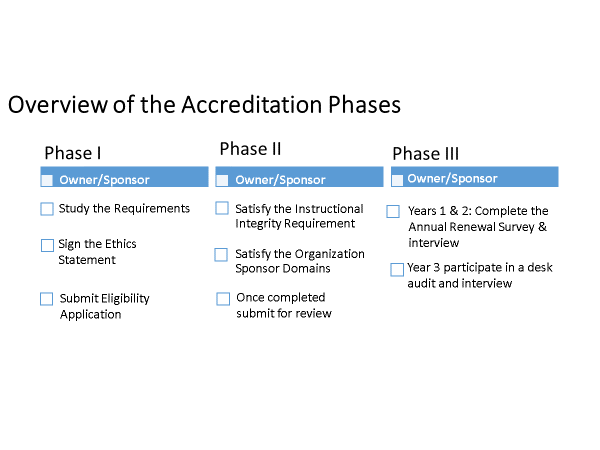
Once the actions steps are completed and the domains satisfied, the learning solution will be fully accredited.

### Annual Renewal

Years 1 and 2: The organization/sponsor is expected to complete a short annual electronic survey and participate in an annual interview.

Year 3: The organization/sponsor is expected to complete and submit a questionnaire and participate in an interview that collectively describe how each of the following were addressed:

* Demographic changes
* Solution content changes
* Solution structure changes
* Organizational structure changes



### Accreditation Fees

|  |  |
| --- | --- |
| Phase | Fee |
| Eligibility | $1200 |
| Instructional Integrity   1. Solution is developed by a CIDD   OR  lead designer achieves the CIDD  Or  undergo an audit of materials & participate in interviews | 1. No other fee is required 2. An additional $750 to process the CIDD application 3. $1500 to review materials for day one of instructor-led   $1050 to review each additional day |
| Organizational Domains  Complete form & interviews | $2950 in total |
| Annual Review  Year 1: Survey & interview  Year 2: Survey & interview  Year 3: Re-audit of the organization standards with focus on sustained and forecast | $500  $500  $2500 |
| Fees for additional programs and alternative delivery methods | * The eligibility fee is waivered for subsequent learning solutions that are part of a series. * The eligibility fee for additional learning solutions not part of a series is discounted by 15%. * The fee for auditing learning solutions using a different delivery mode will be quoted separately. |

## **Appendix A: Accreditation Standards and CIDD Standards**

### Contents:

* + - 1. Accreditation Standards
      2. Examples of Rights and Obligations of Learners, Instructors/Course Administrators, and program Sponsors/Owners
      3. Instructional Integrity Standards

## Accreditation Standards – 8 P’s of Performance

|  |  |
| --- | --- |
| **Potential** | **Recognition of an Opportunity**   * 1. Conduct a study to determine baseline data/metrics that gives evidence of the opportunity or performance gap.   2. Describe the discovered or confirmed problem or opportunity in terms of its current and potential impact on the organization and its stakeholders.   3. Describe the baseline data/metrics that will be used to measure the program’s effectiveness. |
| **Partner** | **Engagement Stakeholders**  2.1 Describe the intended audiences who would benefit from the program including participants, sponsors, other functions, and customers.  2.2 Describe how the various audiences participated in the processes of creating the program. |
| **Plan** | **Alignment of elements with the opportunity**  3.1 Describe how the program through its objectives, design, content, and delivery methods addresses the opportunity or need.  3.3 Describe how the program adds value. |
| **Proof** | **Confirmation of the program’s viability and feasibility**  4.1 Conduct formative tests on the program’s elements to ensure content accuracy, usability, and relevance; and the feasibility and practicality of the design elements and delivery methods.   * 1. Conduct user tests on the required administrative and delivery infrastructure to confirm capacity and utility. |
| **Practice** | **(Reinforce) Build Capacity**  5.1 Describe the methods used to transfer knowledge, increase skills, and build competence.  5.2 Describe the assessments used to reinforce learning and support transfer.  5.3 Describe the methods or techniques used to support transfer of the desired behaviors to the job. |
| **Pursue** | **(Monitor) Track usage**   * 1. Monitor and report participation and stakeholder perceptions at pre-determined frequency.   2. Analyze the data collected to identify changes and trends to identify the need for corrective action, reinforcement, and celebration. |
| **Promote** | **(Measure) Track Impact**   * 1. Collect data relevant to the baseline or agreed on metrics at pre-determined milestones.   2. Analyze and report the data collected to measure change, improvement, and trends.   3. Use the results for corrective actions, celebration, and continuous improvement. |
| **Promise** | **(Improve) Sustain and Improve Results, Productivity, or Profitability**   * 1. Use ongoing performance data to improve program elements or the required supporting infrastructure.   2. Commit resources to improve the program.   3. Regularly report the effectiveness of the improvements. |

## Rights and Obligations

### Example of Learner Rights and Obligations

|  |  |
| --- | --- |
| As a Learner, you have a right to: | As a Learner, you have the obligation to: |
| 1. Be informed of your rights and obligations. | 1. Read and/or listen to your rights and obligations. |
| 1. Be treated with courtesy, respect, and impartiality, regardless of your age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics. 2. Be tested on your learning with measures that are aligned with the learning objectives and in a manner best suited for the expected learning outcome. 3. Receive an explanation orally or in writing as to the structure of the learning event, what is expected of you, and to whom your learning progress will be reported. 4. Receive feedback on your learning progress orally or in writing in a manner that is informative and constructive. 5. Receive special accommodations if you have a difficulty in comprehending the language of the learning or in executing the learning activities. | 1. Treat others with courtesy and respect during the learning event. 2. Ask questions if you are uncertain about how the learning is structured, what you will be asked to do, and what will be done with any test results or observations of your performance or behavior during the learning event. 3. Read or listen to the instructional information. 4. Participate in the learning activities and assessments 5. Inform the instructor or course administrator in advance if you require any special accommodations or if you have a physical condition or illness that may interfere with your ability to comprehend the content or participate in the instructional activities. |

### Example of Instructor or Course Administrator Rights and Obligations

|  |  |
| --- | --- |
| As an Instructor, Facilitator, Coach, or Course Administrator, you have a right to: | As an Instructor, Facilitator, Coach, or Course Administrator, you have the obligation to: |
| 1. Be informed of your rights and obligations. | 1. Read and/or listen to your rights and obligations. |
| 1. Be treated with courtesy, respect, and impartiality, regardless of your age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics. 2. Be given access to the learning content and technologies prior to delivery, have time to prepare for delivery, practice your delivery techniques, and receive coaching on how to improve delivery where that coaching is in a manner best suited for the expected learning outcome. 3. Receive an explanation orally or in writing as to the structure of the learning event, what is expected of you, and to whom an assessment of your delivery and facilitation skills and effectiveness will be reported. 4. Receive feedback on your delivery and facilitation orally or in writing in a manner that is informative and constructive. 5. Receive special accommodations if you have a difficulty in executing the learning activities. | 1. Treat others with courtesy and respect during the learning event. 2. Ask questions if you are uncertain about how the learning is structured, how to execute the learning activities, and what information is to be shared with participants and their supervisors. 3. Prepare in advance by studying the instructional contents and tactics, practice your delivery and becoming proficient in the technologies used to deliver the content, tests, and instructional tactics. 4. Give participants clear and accurate information and instructions about the learning structure, activities, and testing practices. 5. Maintain confidentiality of learners’ performance confidences. 6. Inform the program sponsor or owner in advance if you require any special accommodations or if you have a physical condition or illness that may interfere with your ability to deliver or demonstrate the course content or participate in the facilitation of the instructional activities. 7. Work collaboratively with program sponsors and colleagues. 8. Stay current in the instructional content and delivery technology. 9. Avoid any actual or semblance of conflict of interest from which you will or may derive benefits not equitably offered others. |

### Example of Program Sponsor/Owner Rights and Obligations

|  |  |
| --- | --- |
| As program Sponsor or Owner, you have a right to: | As program Sponsor or Owner, you have the obligation to: |
| 1. Be informed of your rights and obligations. | 1. Find out your rights and obligations. |
| 1. Be treated with courtesy, respect, and impartiality, regardless of your age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics. 2. Be given access to information about a learning solution including the accumulative performance of learners, instructors/facilitators/coaches, course administrators, delivery technology, instructional tactics, and learners. 3. To know what others expect of you. 4. To be informed of proposed changes to a learning solution, including a shift in the target population profile, a modification of an instructional tactic or learning outcome, the need for a different delivery or assessment technology. 5. Receive feedback on your leadership, guidance, and support in a manner that is informative and constructive. | 1. Treat others with courtesy and respect. 2. Inform learners, instructors/facilitators/coaches, and course administrators of your goals and expectations for the learning program and its relationship to the business, of them and others in similar roles, and of the learning solution; the criteria and metrics you use to evaluate their performance and the program’s performance. 3. Provide the financial, technological, and human resources required to deliver, maintain, and improve the program. 4. Put processes in place to identify changes in the marketplace, the workplace, or in the learners’ work that may impact the integrity of the program, its relevance, and its market viability in the future. 5. Work collaboratively with program sponsors and colleagues. 6. Champion learning throughout the organization and your customer base. 7. Avoid any actual or semblance of conflict of interest from which you will or may derive benefits not equitably offered others. |

## Instructional Integrity Standards (CIDD)

These international, theory-free, model-free ID Standard have been identified through a rigorous practice analysis. Each standard has a definition and a list of performances. Solution development is specific to the creation of learning products and events. Therefore, any tasks related to defining needs, audience, task requirements, delivering the learning solution, or evaluating post-course effectiveness is **not** discussed in solution development certifications (and may discussed in other certification credentials). Focus on the development of effective solutions with these nine standards.

#### Addresses Sustainability

**Definition:** Considers thebestusage of resources (time, money, materials, staffing, technologies, etc.) now and in the future. Performances that demonstrate this standard:

* Selects tools and methods that can be replicated at minimal costs and time.
* Builds in techniques that allow subject experts and instructors to modify the learning solution without requiring the solution to go through a complete revision cycle for each modification.
* Recommends tools and techniques that improve the learner’s learning environment and better match the learner’s needs.
* Recommends tools and techniques that improve the learning solution’s cost effectiveness.
* Leverages content, solution development processes, and solutions for reuse and for lowest cost of reproduction.
* Develops solutions that can be turned over to a different team that will support or teach it over time.
* Develops solutions that include planned future review cycles.
* Remediates expensive one-time solutions with follow-up that allows learners to access elements of that learning solution.
* Explains improvements to original learning design where such improvement created savings, improved learning, improved functionality, generated better data to the sponsors.

#### 

#### Aligns Solution

***Definition:*** *To create or change relationships among parts of the solution (internal to the solution)* or between the solution and its parent organization or sponsors (external to the solution). Performances that demonstrate this standard:

* Maps the instructional elements to defined project and audience requirements.
* Sequences learning elements and content appropriately for defined learners.
* Modifies planned instructional elements in order to make those elements more effective.
* Selects appropriate content for the solution.
* Maps content to appropriate instructional elements.

#### Assesses Performance

**Definition:** evaluate what the learner does within the learning environment using a specific set of criteria as the measure or standard for the learner’s progress. Performances that demonstrate this standard:

* Creates metrics or rubrics that guide the assessment of performance within the learning environment
* Creates effective assessment tools(1) to support the assessment process.
* Creates instructions for using the performance tools.
* Pilot tests tools to assure that the tool measured the appropriate performance.
* Modifies tools based on feedback from pilot testing.
* Ensures that resulting data drives feedback to the learner, to the instructor, to the sponsoring organization, or to the instructional design process for future modification.

1. Assessment tools may include any technique to observe, track, measure, or record assessment (e.g., polls, surveys, self-assessments, tests, interactive activities in Elearning modules, checklists, observation worksheet, etc.)

#### Collaborates and Partners

**Definition:** Works jointly with sponsors and other members of the solution development team to develop the solution. Performances that demonstrate this standard:

* Addresses sponsor’s issues and needs by listening to requests for modifications, offering solutions to modification requests, and reporting progress.
* Participates in the project team through:
  + Identifying project issues.
  + Attending and participating in meetings.
  + Reporting regularly
  + Generating ideas to resolve issues, improve sustainability, and enhance learning solution.
* Negotiates changes to solution involving other team members during development and solution testing.
* Plans solution product tests with the sponsor and intended audience so that the right solution elements have been developed and tested.
* Executes product tests and reports test results.
* Works with content experts to identify content, relevant work processes and procedures, and appropriate feedback and assessment techniques.

#### Elicits Performance "Practice"

**Definition:** ensures that the learning environment and practice opportunities reflect the actual environment in which the performance will occur. Performances that demonstrate this standard:

* Creates practice opportunities that mimic work tasks and work processes.
* Chooses elements of the “real” work environment, tools, and technology to include in the practice learning environment.
* Scripts steps and interactions.
* Creates the full spectrum of support materials to ensure that learning occurs.

#### Engages Learner

**Definition:** captures and keeps the participant’s attention and interest through active participation, practice opportunities, feedback, and reflection. Performances that demonstrate this standard:

* Uses techniques that gain learner’s attention.
* Provides opportunities for the learner to gain confidence through active involvement, such as discussion, practice, self-assessment, group activities, individual activities, etc.
* Provides activities at the appropriate level for the audience.
* Adjusts activity levels as learner gains skill and confidence.
* Provides opportunities for constructive feedback appropriate to audience level.
* Provides feedback techniques that give learners performance-specific information.
* Provides opportunities for learners to give input on their learning experience, when appropriate.

#### Enhances Retention and Transfer

**Definition:** ensures that the learning environment creates and measures recall, recognition, and replication of desired outcomes. Performances that demonstrate this standard:

* Chooses elements of the “real” work environment, tools, and technology to include in the practice learning environment.
* Measures readiness for learning.
* Triggers relevant previous experience.
* Provides interim self-assessment or skill measurement opportunities.
* Incorporates tools for on-the-job performance.
* Provides opportunities for learner to integrate changed skills based on feedback.
* Provides feedback techniques that give learners information relevant to enhancing performance, retention, and transfer.

#### 

#### Ensures Context Sensitivity

**Definition**: considers the conditions and circumstances that are relevant to the learning content, event, process, and outcomes. Performances that demonstrate this standard**:**

* Creates solutions that acknowledge:
* Culture – workplace, learner, language, society, work group, individual’s demographic benchmarks (education, gender, age, disabilities, global vs regional, etc.)
* Prior experience
* Relationships to work -- the degree to which the learning content and activities reflect “real” work and work tools (e.g., are we using generic content designed only for learning purposes or accessing working content that is maintained for work process purposes)
* Variability in content – that some content is more critical, more frequent, or more difficult.
* Verifies that materials reflect the capabilities of audience (e.g., readability – localization, plain language, global English, physical capabilities, technology limitations, etc.).
* Maps to other learning opportunities
* Aligns content with learning objectives and desired outcomes

#### Ensures Relevance

**Definition:** creates content and activities that address the learner’s background and work experiences. Performances that demonstrate this standard**:**

* Explain the needs of the learning audience and how the proposed solution addresses those needs.
* Describes for the learner what the learning process and outcomes will be.
  + Objectives
  + Schedules
  + Course outline
  + Module structures, such as overview, questions, content, review
* Creates activities that connect learner’s previous experience and background to the learning process and outcomes.
* Ensures that feedback opportunities address the learner’s performance.

## **Appendix B: Accreditation Eligibility Application**

### Contents:

1. Applicant Information Form
2. Program purpose, demographics, structure, and accommodations
3. Rights and Obligations
4. Statement of Agreement

### Instructions for the Eligibility Application:

1. You may enter your information directly in this application OR copy the forms and create a new file. Whichever you choose, do a *save as* and rename the file as: Organization’s Name (or acronym) Accreditation Eligibility. Please use the same file naming format for all supporting documentation AND add artifact #\_ if required. For example: ABC Corp Accreditation Eligibility Certificate 1.
2. Put Accreditation Eligibility Application in the subject line

### Applicant Eligibility Information Form

Name of Individual Submitting the Application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Street Address: (Where certificate can be sent): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City/State/County/ZIP or Postal Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email (Where information and requests can be sent): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email (Where digital mark can be sent): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Purpose, Demographics, Structure, Special Accommodations

In one to three pages, provide the following information. Use the headers for each section.

**Purpose**: Describe why the learning solution was developed; what was the driver behind it. What metrics did you used to support your decision to create this solution?

**Demographics**: Describe the industry/size of the market; the scope of the market-local/regional, multi-national.

**Structure**: Describe how the program is organized; the delivery format; the age of program; the average number of attendees (usage); and how frequently is it offered.

**Accommodations for reviewers:** Describe thesecurity level or type that would be required of reviewers and any other accommodations reviewers might need to examine course materials or conduct interviews.

### Rights and Obligations

Describe how and when you communicate the rights and obligations of learners, instructors or course administrators, and course owners or sponsors. You may attach a copy of the documents you use.

Please initial here that you do meet this requirement: \_\_\_\_\_

* or

Commit to building an ethics statement or Rights and Obligation Statements for your organization.

Note there are sample Rights and Obligation Statements in Appendix A that you may modify and adopt for your organization. Put your explanation here about how you plan to address this.

Please initial here that you plan to meet this requirement: \_\_\_\_\_

### Application Agreement

I am applying for the Accredited Learning Solution offered by The Institute for Performance Improvement (TI*f*PI) on behalf of [insert name of self, sponsor, or organization] and I affirm that the sponsoring organization or owner have met the eligibility requirements. If awarded the accreditation, I understand that the sponsoring organization or owner:

* Will be required to commit to the annual renewal.
* Agree to allow TI*f*PI to use the organization’s name in announcements regarding the accreditation.
* Agree to use the designation title and digital mark only as approved by TI*f*PI*.*
* May forfeit the designation if there is any misuse or misrepresentation of the designation.

I understand that obtaining the Accreditation designation is an indication the learning solution has met the standards as evidenced by the information and exhibits submitted.

I further understand that:

* The standards and process for achieving and maintaining the accreditation may be revised from time to time.
* An incomplete application will be returned.
* Applications that contain erroneous or misleading information may result in denial of the application, revocation of the accreditation, and forfeiture of the application fee.
* TI*f*PI will not be responsible for lost or damaged application materials.
* This application and all accompanying and subsequently submitted materials will become the property of TI*f*PI upon submission.
* Accreditation may be revoked for the following reasons, among others:
* Any misrepresentation in the application, whether intentional or unintentional.
* The learning solution no longer meets one or more of the standards.
* Non-payment of applicable fees.

If the application is not accepted, I understand that I will be notified as to what portion(s) have not been met. I will have an opportunity to meet those specific within a pre-agreed on period without additional charge beyond the balance of the original submission fee. After the original submission and one resubmit, I may be charged an additional fee for a third review or an on-site visit.

I also understand that, if the learning solution does not meet the standards, I will be advised as to which standard(s) were not met. I have the right to appeal this decision to TI*f*PI within 60 days of notification of not meeting the standard(s). At that time, another impartial reviewer appointed by TI*f*PI I will re-evaluate my application.

I attest that I have read and agree to the Application Agreement and hereby authorize TI*f*PI to contact the individual(s) chosen by me to participate in interviews as required.

### Declaration and Release

In consideration of this application for the accreditation, I do hereby:

* + Release, discharge, and hold harmless, individually and collectively, TI*f*PI and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any decision, action, or omission relating to this application, the failure to grant Accreditation, the revocation of the accreditation, or the accreditation standards;
* I also understand and agree that in considering this application, TI*f*PI may make inquiry of such persons or entities, inspect such records, and make and retain copies of such materials as they deem appropriate.
* I further authorize TI*f*PI to provide a copy of this Declaration and Release to those entities contacted about this application.
* Signing the Application Agreement indicates my agreement to the terms of this Declaration and Release.



## Appendix C: Instructional Integrity Requirements

* 1. If a Certified Instructional Designer Developer developed the learning solution, complete the following:

Name of the CIDD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please initial here that you meet this requirement: \_\_\_\_\_

* or   
  1. If the lead designer who developed the learning solution will apply for the CIDD, complete the following:
* First Name: Middle Name or Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Job Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Note: This instructional designer/developer is required to have at least eighteen months of experience working in instructional design and development.   
    
  Please initial here that the instructional designer listed plans to meet this requirement: \_\_\_\_\_

Note: To get the complete CIDD application, visit TI*f*PI.org, certifications, instructional design

* or
  1. To undergo an audit, please complete the following:

Name of the person who will coordinate the audit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please initial here that you plan to meet this requirement: \_\_\_\_\_

## Appendix D: Organizational Commitment Domains

### Instructions for the Organizational Commitment Domains:

You may copy this appendix and create a new file allowing you to enter your information directly in to this new file. Then, use *Save as* and rename the file as: Organization’s Name (or acronym) Accreditation Domains. Please use the same file naming format for all supporting documentation AND add artifact #\_ if required. For example: ABC Corp Accreditation Domain. Put Accreditation Domains in the subject line

To satisfy the domains, provide the information requested in one to three pages.

1. Analyze – describe the process used to identify the need or opportunity for the learner, organization, or marketplace and the data derived from the process supporting the need for a learning solution.
2. Focus – describe the rationale for the justification of this solution based on the results of the analysis.
3. Resource - describe the resources (human, technology, and financial) used to support the delivery, maintenance, and improvement of the learning solution.
4. Prove – describe the data collected giving evidence that shows impact and sustainability
5. Forecast – describe the forecasting methods used to identify trends in learner, organizational, or marketplace needs and, when acted on, assure the continued relevance and effectiveness of the learning solutions.

Interview Component

The interview component will allow your team to share detailed information about the program with interviewers. Please, provide the names, position, role, and contact information of one to three people who can be interviewed in support of this requirement.



Appendix E: Annual Survey Questions

Annual surveys will include the six questions in bold plus 2-3 other questions from this table.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Getting Results** | **Value The ID** | **Function & Services** |
| Organizations | **How does the organization track and measure results or transfer of learning?** | **How does the learning and development function value its instructional designers/developers?** | **How does the organization fund and resource learning and development functions?**  How does the organization match instructional design and development skills to learning solution projects? |
| Instructional Designers | Are instructional designers involved in or have access to results of learning transfer studies? | Do instructional designers/developers feel heard and valued within their organizations?  Does leadership value instructional designers’/developers’ continued professional development? | Are instructional designers’/developers’ salaries or contracted services increasing?  Do instructional designers/developers see the opportunity for career advancement as professionals and as leaders? |
| Learners | **Do learners believe that they are expected to apply what they learn and that their managers will follow up to ensure that learning has been applied?**  Do learners feel confident in their ability to perform new tasks in their daily work environment? | Do learners recognize the difference in the learning experiences created by some instructional designers/developers? | **Do learners feel that their feedback on their own learning experience changes future learning experiences?** |