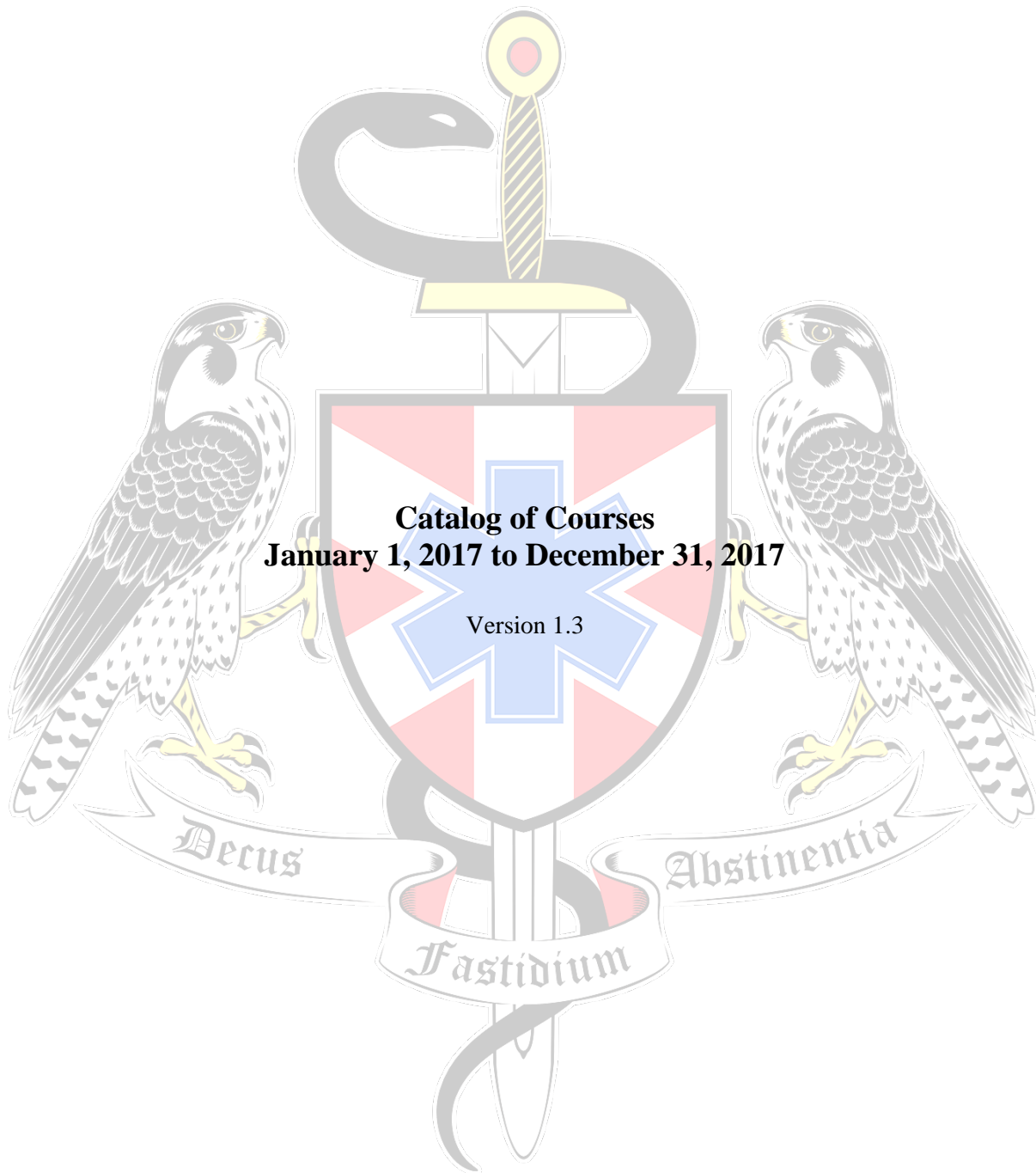


School Catalog

Academy for Professional Development Inc.



Catalog of Courses
January 1, 2017 to December 31, 2017

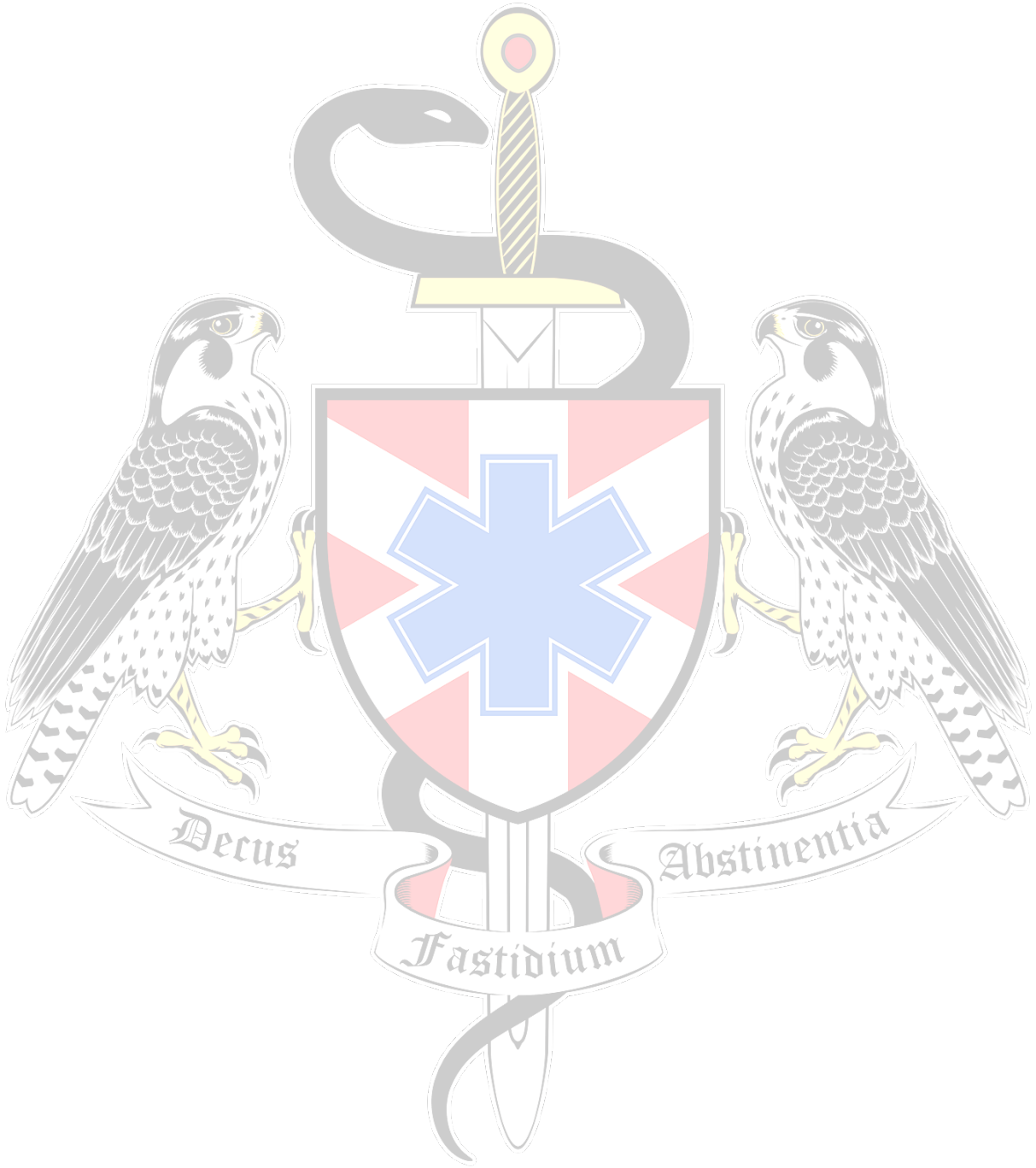
Version 1.3

1209 Woodrow Avenue Suite A4, Modesto Ca 95350
Office (510) 888-0349 Fax or (209) 300-7822
www.afpdus.com

Revised 10/23/17

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Academy for Professional Development
General Catalog
2016 – 2017

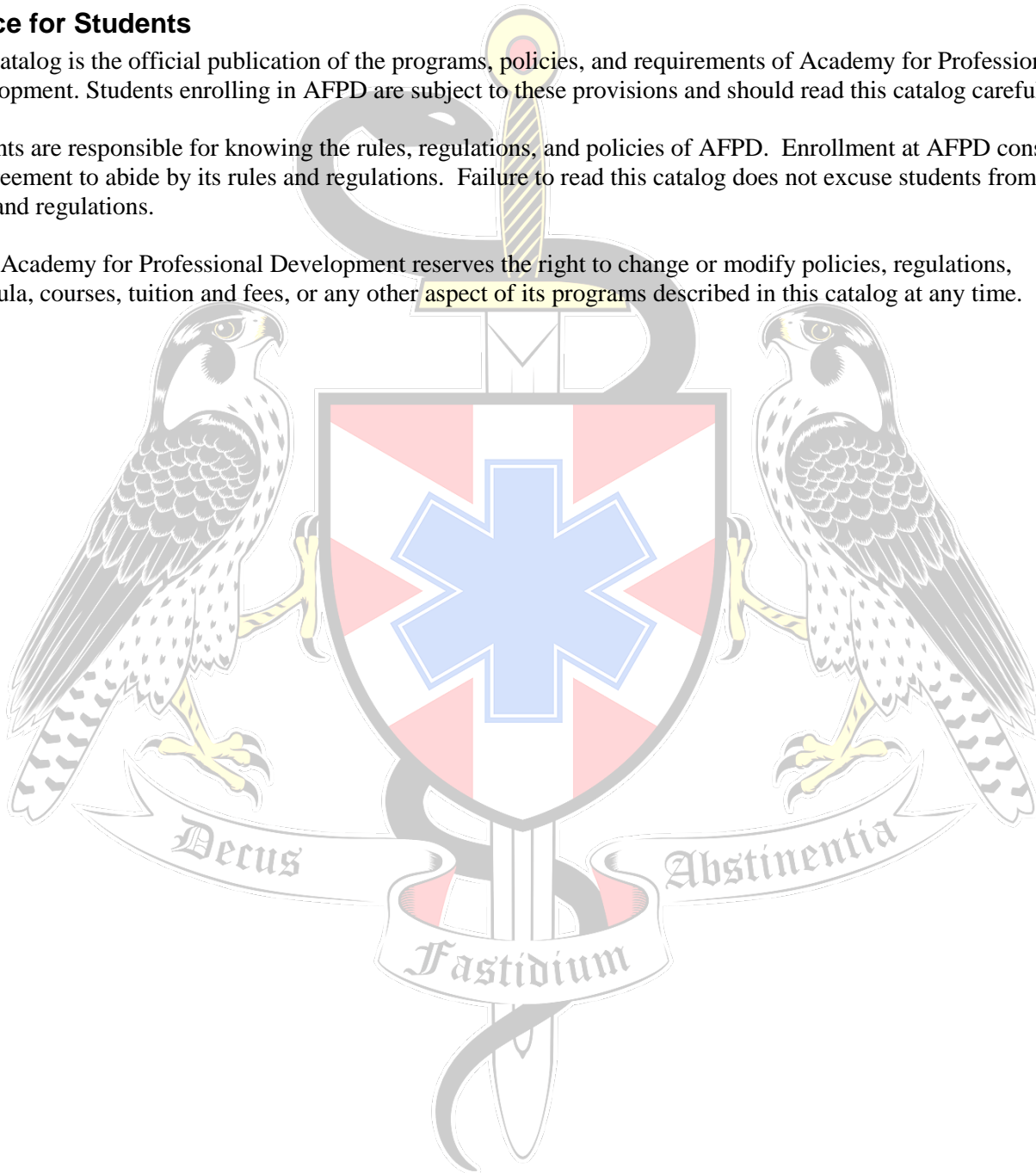
Effective Date: January 1, 2017 to December 31, 2017

Notice for Students

This catalog is the official publication of the programs, policies, and requirements of Academy for Professional Development. Students enrolling in AFPD are subject to these provisions and should read this catalog carefully.

Students are responsible for knowing the rules, regulations, and policies of AFPD. Enrollment at AFPD constitutes an agreement to abide by its rules and regulations. Failure to read this catalog does not excuse students from such rules and regulations.

Note: Academy for Professional Development reserves the right to change or modify policies, regulations, curricula, courses, tuition and fees, or any other aspect of its programs described in this catalog at any time.



About this Catalog

This School Catalog is issued to all prospective and currently enrolled students. This catalog serves as a guide for school policies and regulations during their stay at, Academy for Professional Development. This Catalog documents pertinent information about the school, its programs, faculty, facilities and services, and operational systems and procedures. However, this document does not serve as a contract between student and school or the school and employee. This document can and shall be updated on a regular basis without notice.

Students enrolled and attending courses with AFPD are only subject to the rules, regulations, fees and other, under the catalog they were enrolled under and signed the Attestation for. Any catalog changes that may affect current students and faculty under a prior catalog will be notified by official memorandum.

The school reserves the right to modify any part of this School Catalog at any time as deemed appropriate by the school's administration. Further, the information contained in this School Catalog may be changed without notice although all possible efforts will be exerted to ensure the accuracy of its contents and that the same are properly communicated to the students and all concerned parties.

This School Catalog is in effect from the school, January 1, 2017 to December 31, 2017. During this period, all approved updates and catalog supplements will be attached herewith as Catalog Addendum duly notated in particular section(s) referencing the original page number(s) for proper guidance.

BPPE Notation for Students

Academy for Professional Development is a private institution approval by the California Bureau for Private Postsecondary Education. (BPPE) Approval to operate means the institution is compliant with minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of title 5 of the California code of Regulations.

Academy for Professional Development has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under Federal law.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the school Performance Fact sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. Or ACAOM at 14502 Greenview Drive, Suite 300B, Laurel, MD 20708, telephone number (301) 313-0855 or by fax (301) 313-0912, e-mail: coordinator@acaom.org.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

Accreditation Status

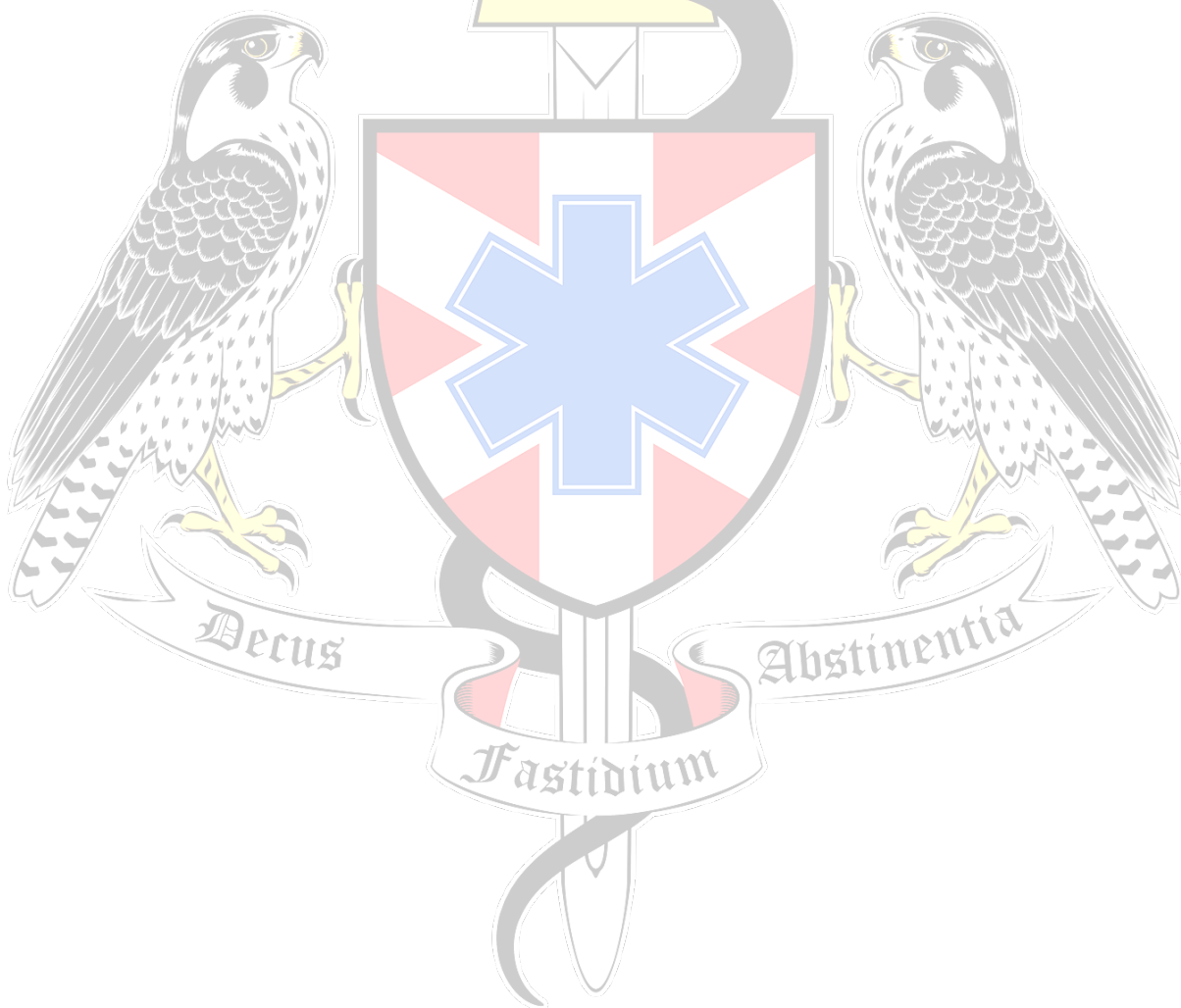
This institution is not accredited by an accrediting agency recognized by the United States Department of Education. These programs do not lead to licensure in California or other states. A degree program that is unaccredited or from an unaccredited institution is not recognized for some employment positions, including but not limited to, positions with the State of California. A student enrolled in an unaccredited institution is not eligible for federal financial aid.

Review Documents

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Adoption of Forms

This institution has adopted forms that are to be used in the administration of its programs. Student files and employee files are maintained through the use of these forms to assure a consistency in the contents of files and the format of student records. Forms are normally created by the Registrar or are approved by the Registrar. The forms are available from the records office where the originals of the officially adopted forms are stored. The forms are computer generated and back up files are maintained. A master set of forms is available in the records office. A master list of forms is also available in the records office. All instructors and administrators are required to use the adopted forms. Should a new document be deemed needed, instructors and administrators may draft a form to be used and submit it to the Registrar's Office so that it may be adopted after appropriate review. The adoption and use of official forms are considered an essential administrative control.



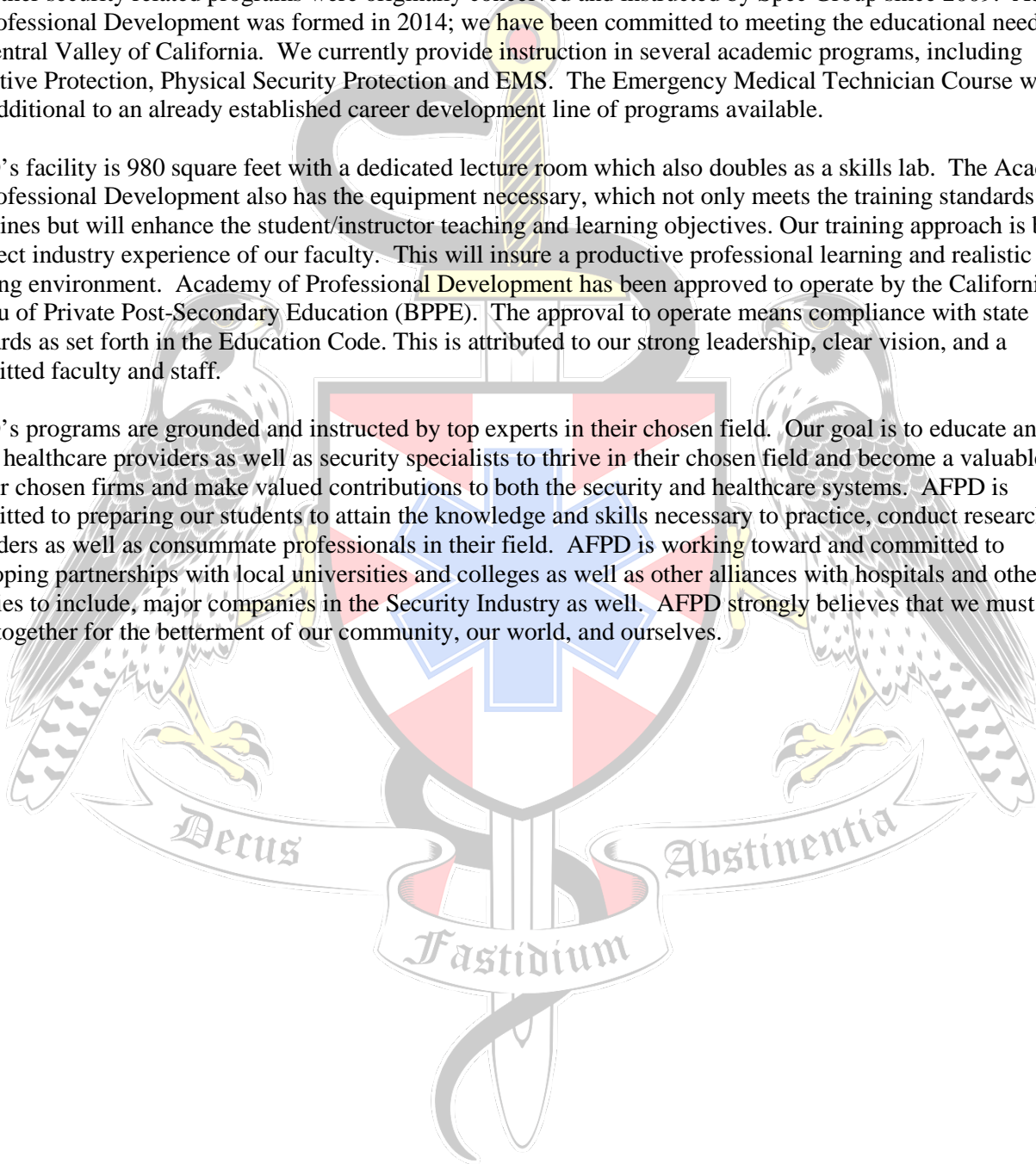
Foreword

Academy for Professional Development is located in the heart of the Central Valley of California. AFPD is a private institution of higher education and is closely aligned with several E.M.S agencies, as well as many professional security companies.

The inception of AFPD's vocational programs and foundation, Executive Protection/Close Protection courses along with other security related programs were originally conceived and instructed by Spec Group since 2009. Academy for Professional Development was formed in 2014; we have been committed to meeting the educational needs of the Central Valley of California. We currently provide instruction in several academic programs, including Executive Protection, Physical Security Protection and EMS. The Emergency Medical Technician Course will be a nice additional to an already established career development line of programs available.

AFPD's facility is 980 square feet with a dedicated lecture room which also doubles as a skills lab. The Academy for Professional Development also has the equipment necessary, which not only meets the training standards and guidelines but will enhance the student/instructor teaching and learning objectives. Our training approach is based on direct industry experience of our faculty. This will insure a productive professional learning and realistic teaching environment. Academy of Professional Development has been approved to operate by the California Bureau of Private Post-Secondary Education (BPPE). The approval to operate means compliance with state standards as set forth in the Education Code. This is attributed to our strong leadership, clear vision, and a committed faculty and staff.

AFPD's programs are grounded and instructed by top experts in their chosen field. Our goal is to educate and train future healthcare providers as well as security specialists to thrive in their chosen field and become a valuable asset to their chosen firms and make valued contributions to both the security and healthcare systems. AFPD is committed to preparing our students to attain the knowledge and skills necessary to practice, conduct research and be leaders as well as consummate professionals in their field. AFPD is working toward and committed to developing partnerships with local universities and colleges as well as other alliances with hospitals and other care facilities to include, major companies in the Security Industry as well. AFPD strongly believes that we must all work together for the betterment of our community, our world, and ourselves.



Institutional Mission

The mission and goal of this institute is to:

- Provide Outstanding and Quality training in specialized career track professional programs.
- Provide realistic learning environments to mimic real life situations.
- Instill Professionalism, Honor, Integrity and Ethics.
- Provide the local community with professional, trusting, and competent trained individuals.

Institutional Goals

To provide a higher level of education that not only meets standards but exceeds them

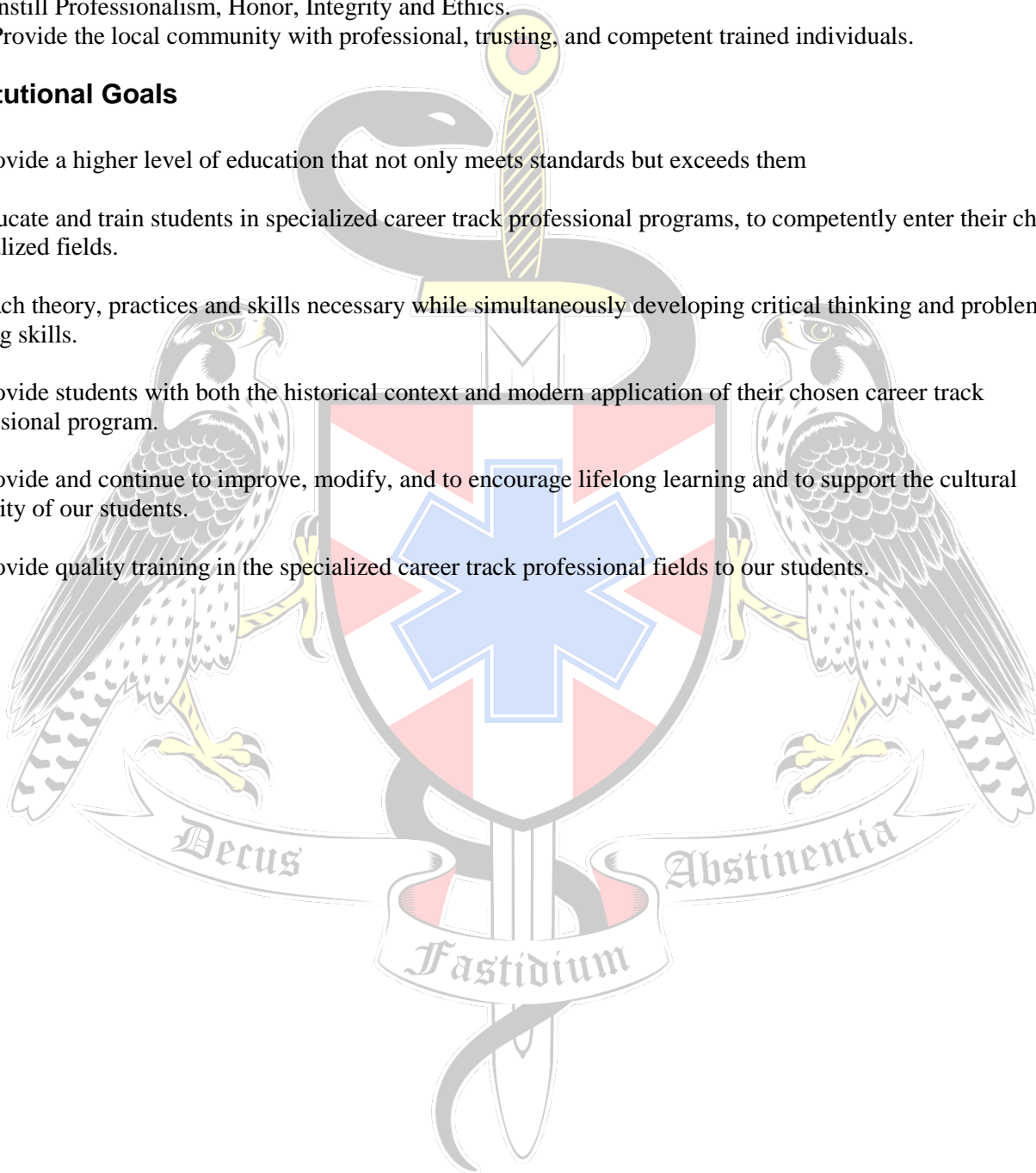
To educate and train students in specialized career track professional programs, to competently enter their chosen specialized fields.

To teach theory, practices and skills necessary while simultaneously developing critical thinking and problem-solving skills.

To provide students with both the historical context and modern application of their chosen career track professional program.

To provide and continue to improve, modify, and to encourage lifelong learning and to support the cultural diversity of our students.

To provide quality training in the specialized career track professional fields to our students.



Presidents Message

I want to take this opportunity to welcome you to Academy for Professional Development. This excellent educational experience will be positive, exhilarating, engaging, rewarding and cutting edge. We are committed to providing you with the best educational experience possible and to help prepare you for the next steps in your professional career.

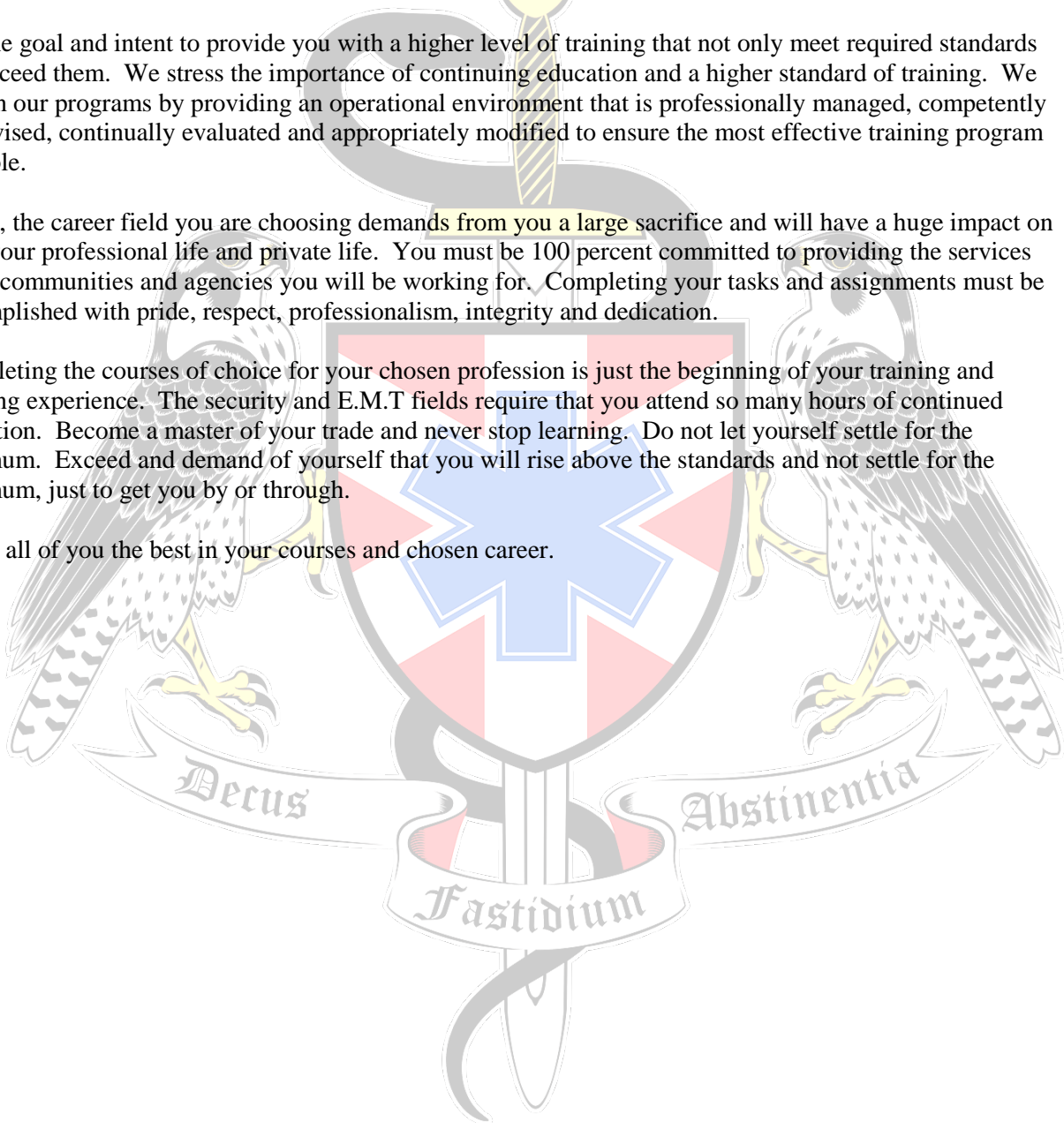
Academy for Professional Development will be one of your main keys to a successful future for you as a true professional in the world of E.M.S and Security. Our distinguished faculty brings a wealth of experience with real world experience who have worked or are still working in their chosen profession.

It is the goal and intent to provide you with a higher level of training that not only meet required standards but exceed them. We stress the importance of continuing education and a higher standard of training. We sustain our programs by providing an operational environment that is professionally managed, competently supervised, continually evaluated and appropriately modified to ensure the most effective training program possible.

Lastly, the career field you are choosing demands from you a large sacrifice and will have a huge impact on both your professional life and private life. You must be 100 percent committed to providing the services to the communities and agencies you will be working for. Completing your tasks and assignments must be accomplished with pride, respect, professionalism, integrity and dedication.

Completing the courses of choice for your chosen profession is just the beginning of your training and learning experience. The security and E.M.T fields require that you attend so many hours of continued education. Become a master of your trade and never stop learning. Do not let yourself settle for the minimum. Exceed and demand of yourself that you will rise above the standards and not settle for the minimum, just to get you by or through.

I wish all of you the best in your courses and chosen career.



Accreditations and Recognitions

Approvals

Bureau for Private Postsecondary Education (BPPE)

2535 Capitol Oaks Drive, Suite 400, Sacramento California, 95833

www.bppe.ca.gov

Mountain Valley Emergency Medical Services

1101 Standiford Ave, Suite D1

Modesto, CA 95350

Tel: (209) 529-5085

Fax: (209) 529-1496

Board of Registered Nursing (BRN)

Physical Address

Board of Registered Nursing

1747 North Market Boulevard, Suite 150

Sacramento, CA 95834

Mailing Address

Board of Registered Nursing

P.O. Box 944210

Sacramento, CA 94244-2100

Phone Numbers

Main Phone: (916) 322-3350

National Association of Emergency Medical Technicians

PO Box 1400

Clinton, MS 39060-1400

Physical Address:

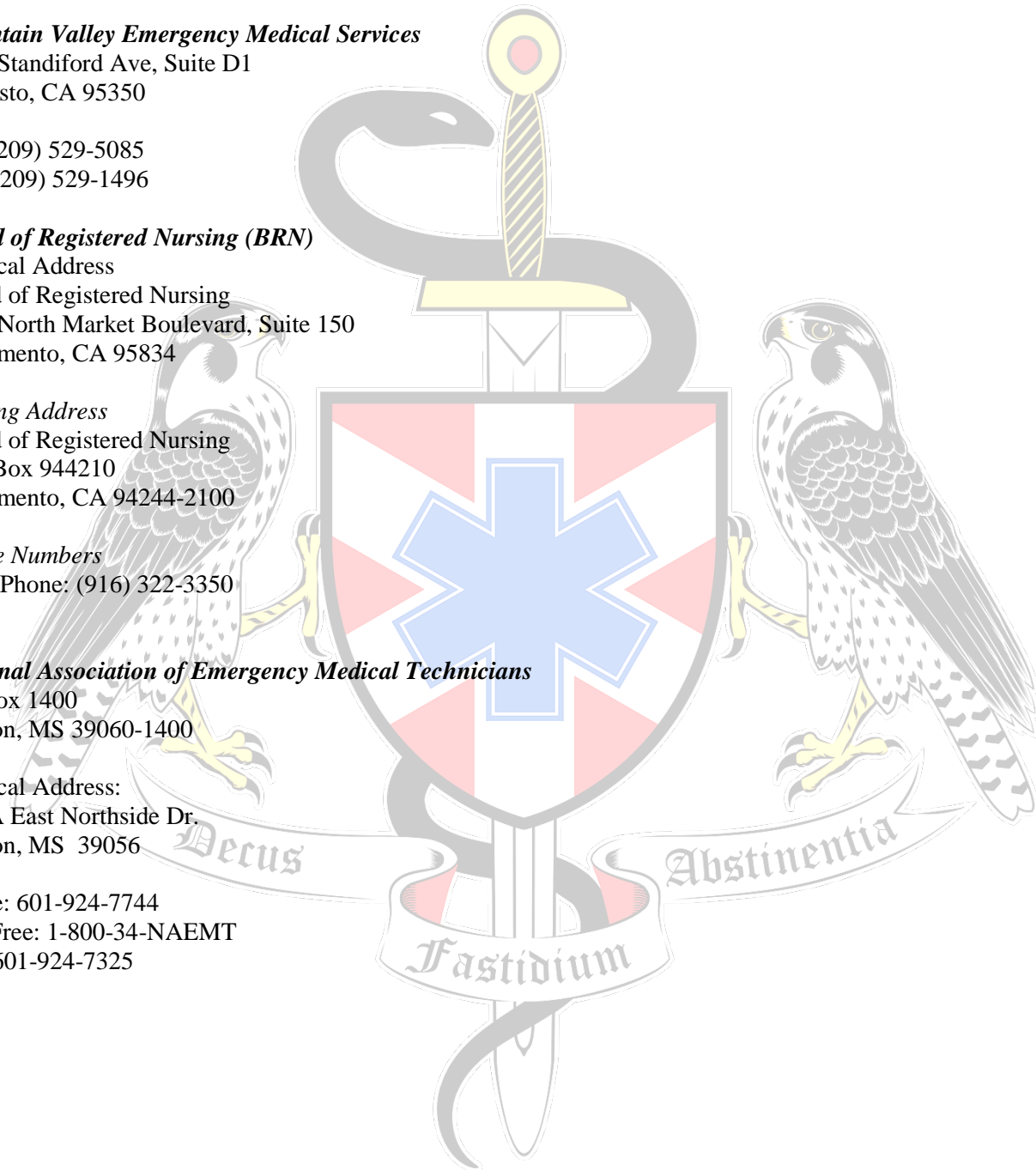
132-A East Northside Dr.

Clinton, MS 39056

Phone: 601-924-7744

Toll Free: 1-800-34-NAEMT

Fax: 601-924-7325



Academy of Professional Development Staff

Teaching Contracts

A written contract which is signed by an instructor and designated administrator will state the nature of the expectations of the institution and the responsibilities of the instructor. These written contracts form a permanent part of the instructor's personnel file. The forms are executed in duplicate, the institution retains the original and the duplicate (or photocopy) is provided to the instructor at the time the document is signed. In the event that the document is mailed to the institution the instructor will receive a photocopy by return mail. The written contract will specify the course or courses to be taught, the specific dates and times during which the course will be offered and the reporting responsibilities of the instructor.

Faculty Qualifications and Continuing Education

This institution shall employ instructors who possess the academic, experiential and professional qualifications to teach, including a minimum of three years of experience, education and training in current practices of the subject area they are teaching. If an instructor does not possess the required three years of experience, education and training in the subject area they are teaching, the institution shall document the qualifications the instructor possesses that are equivalent to the minimum qualifications.

Each instructor shall maintain their knowledge by completing four hours of continuing education courses in his or her subject area, classroom management or other courses related to teaching.

The institution shall not employ or continue to employ an instructor who was adjudicated in a judicial or administrative proceeding as having violated any provision of the Act or this chapter, or as having committed any act that would constitute grounds for the denial of a license under Section 480 of the Business and Professions Code.

Faculty Evaluation

Faculty performance is measured by various means. Students are provided with evaluation forms so that the administration can assess student satisfaction with the instructors. The Chief Academic Officer is authorized to perform class audits in order to assess, further, faculty performance. The administration also interviews students, informally, to obtain spontaneous feedback from students regarding their experiences and their satisfaction with the educational services provided. A more formal evaluation of the performance of instructors will be scheduled at least annually. It will be performed in a manner set by the Chief Academic Officer. In the event that complaints are received from students, a more frequent schedule may be adopted at the discretion of the Chief Academic Officer.

Faculty Involvement in Institutional Activities

This institution encourages faculty involvement and recognizes the difficulties inherent with a faculty comprised of part time individuals. Nevertheless, the faculty will be regularly consulted regarding course content and the adoption of new courses.

Outside Employment - Faculty

It is understood that this institution's faculty members are part-time workers and that most faculty members will hold outside employment. Such employment is understood and accepted.

Passwords

No employee shall place a password on any file, on any computer, at any time. Passwords to the institution's database or access to other files may be required. The Chief Executive Officer is the only individual authorized to password protect a file, directory, sub-directory or other component of any computer, file, or program belonging to, or in use by this institution.

Personal Computers

All employees are advised that the personal computers, networked or not, owned by this institution are subject to inspection by the institution's representative, at any time, without notice.

Employees are encouraged to use the institution's computer resources only for official business of the institution.

>>>No right of privacy exists. The computers used by employees are for official purposes only. <<<

Security of Software

It is the responsibility of the institution's data management supervisor to assure the security of software purchased by this institution.

Faculty

Jerame Ayers

Mr. Ayers has 15 years of experience in numerous capacities within the high-end security industry ranging from military, federal to private sector applications specializing in management, business functions, consulting and specialized instruction. Following his completion of service with the US Army, Mr. Ayers accepted a position with the United States Department of State and maintained his deployment overseas in counter terror functions. Mr. Ayers returned stateside after serving time with the regions Consulate General and staff of 2700 diplomatic employees and was responsible with his team for the overall protection of the diplomatic mission. Mr. Ayers returned stateside and obtained a position within the Department of Energy and was responsible with the protection of Special Nuclear Materials and related scientific programs regarding nuclear proliferation. Simultaneous to his Department of Energy service Mr. Ayers continued his experience in the high-end security arena. These pursuits for continued professional development lead to key roles in the realm of Executive Protection and evolutionary training efforts throughout California and Internationally. Jerame earned a Bachelor of Science in Criminal Justice Administration.

Vince Inaudi

Mr. Inaudi is recently retired law enforcement veteran of 25 plus years. He has extensive experience in the law enforcement which included, patrol, report writing, court room testimony, Field Training, impact weapons instructor, Firearms Instructor and defensive tactics. He was promoted to Sergeant where he was directly in-charge of all training, administration/budgeting, special investigations, internal affairs investigations, special operations/command post operations. He also helped develop and was responsible for, "Continuity of Operations Planning" for the City and was assigned to the County Wide Emergency Area Planning Board. During his career, Mr. Inaudi was assigned to a joint narcotics investigations unit which was supervised by the California Department of Justice, Bureau of Narcotic Enforcement. While assigned, he worked numerous high-profile narcotic cases/investigations which included, under-cover narcotic stings, investigations of, Mexican National Methamphetamine Drug Labs and Cartel. These cases were intensive requiring many hours of moving and stationary surveillance including infiltrations, still and video photography. Some of these cases were directly assigned to the United States Attorney General's Office for Prosecution in Federal Court, Fresno California Division.

Roger Gehring

20 Year Retired US Navy Seal, Multiple Instructions. Mr. Gehring Served 20 years as a USN SEAL and retired in September 2006. During his enlistment, Mr. Gehring traveled the world and gained tools of the trade & operational experience. A summary of his accomplishments is: Certifications in Applied Explosive Course, Mid-South Institute Shaw's Shooting School, Demolition Range Safety Officer, Diving Supervisor, Range Safety Officer, Advanced Operator Training, Basic Underwater Demolition SEAL Training, Master Training Specialist, Terrorist Level II Training, Small Arms instructor. Roger was the lead Petty Officer Supervisor for Alpha & Delta platoons, JCET exercise to the Republic of Maldives & SEAL Delivery Vehicle Dive Supervisor for Rim Pac 98, supervising 8 complex Naval Special Warfare Diving Operations, & teach second nature response training and dexterity training, to name a few.

Larry Ayers

Casper Police Department, City of Myrtle Point. Chief Larry J. Ayers (ret.) is a native of Sacramento, California. He holds a Bachelor of Arts Degree in Criminal Justice from California State University-Sacramento. He attended the State of Wyoming Law Enforcement Academy, State of Oregon Department of Public Safety Standards and Training, Oregon Executive Development Institute and the U.S. Department of Interior Bureau of Indian Affairs Police Academy Certification. Chief Ayers holds his Executive Certification issued by the State of Oregon Department of Public Safety Standards and Training. Chief Ayers began his law enforcement career with the Sacramento Police Department as a student trainee in Community Relations from 1972-1973. Casper Police Department, WY. From 1973-1993. He completed assignments as a Patrol Officer, Field Training Officer, Criminal Investigations/Intelligence Officer, Certified Police Instructor, Uniform Patrol Sergeant, Shift Training Sergeant, Asst. Criminal Investigation Division Commander. Was employed by Public School Districts in Wyoming and Oregon applying knowledge and experience in maintaining the safety security for the learning environment. From Nov. 1996 to Aug. 2000 he served as Chief of Police for the Coquille Indian Tribe, North Bend, Oregon and the City of Myrtle Point, Oregon.

Rodney Shockley

A twelve-year veteran of the US Navy, Rodney was honorably discharged following a distinguished career in naval aviation and shipboard intelligence. His hard work and dedication earned him several individual awards as well as the opportunity to attend officer candidate school to earn a commission as a naval officer.

Rodney continued his government service with the US Secret Service where he distinguished himself by being designated a USSS firearms instructor in his rookie year, at the time, an unprecedented distinction. Rodney also served as shift lead on the Steve Forbes and senator Bill Bradley protective details during the 2000 Presidential campaign. Rodney's expertise in Advance Protective Security Surveys also earned him the distinction as one of three agents tasked to create the USSS's Counter Surveillance tactics program.

Rodney also has over ten years' experience as an industry trainer having taught, various systems of self-defense and investigative based trainings to name just a few areas. Rodney holds a BA in Sociology from the University of West Florida.

Dave Hunter

Mr. Hunter grew up in the Martinez, CA. and has been in the Emergency Medical Field for 25 plus years. He graduated from Chabot College with his paramedic degree. During Mr. Hunter's 25 years of experience, he was employed by, American Medical Response as an Emergency Medical Technician, San Leandro, American Medical Response as a Paramedic, Contra Costa County, and American Medical Response as a Paramedic/Preceptor, Alameda County and Medi-Flight of Northern California, Modesto, Flight Medic, Medical Director, Pacific Dive and Rescue, Martinez CA. Mr. Hunter currently works as a flight paramedic with Mercy Air Modesto.

Mr. Hunter has worked most of his years in the East Bay Area, Oakland and Fremont. For the past five years he has been working out of Memorial Medical Center Modesto as flight paramedic with MA.

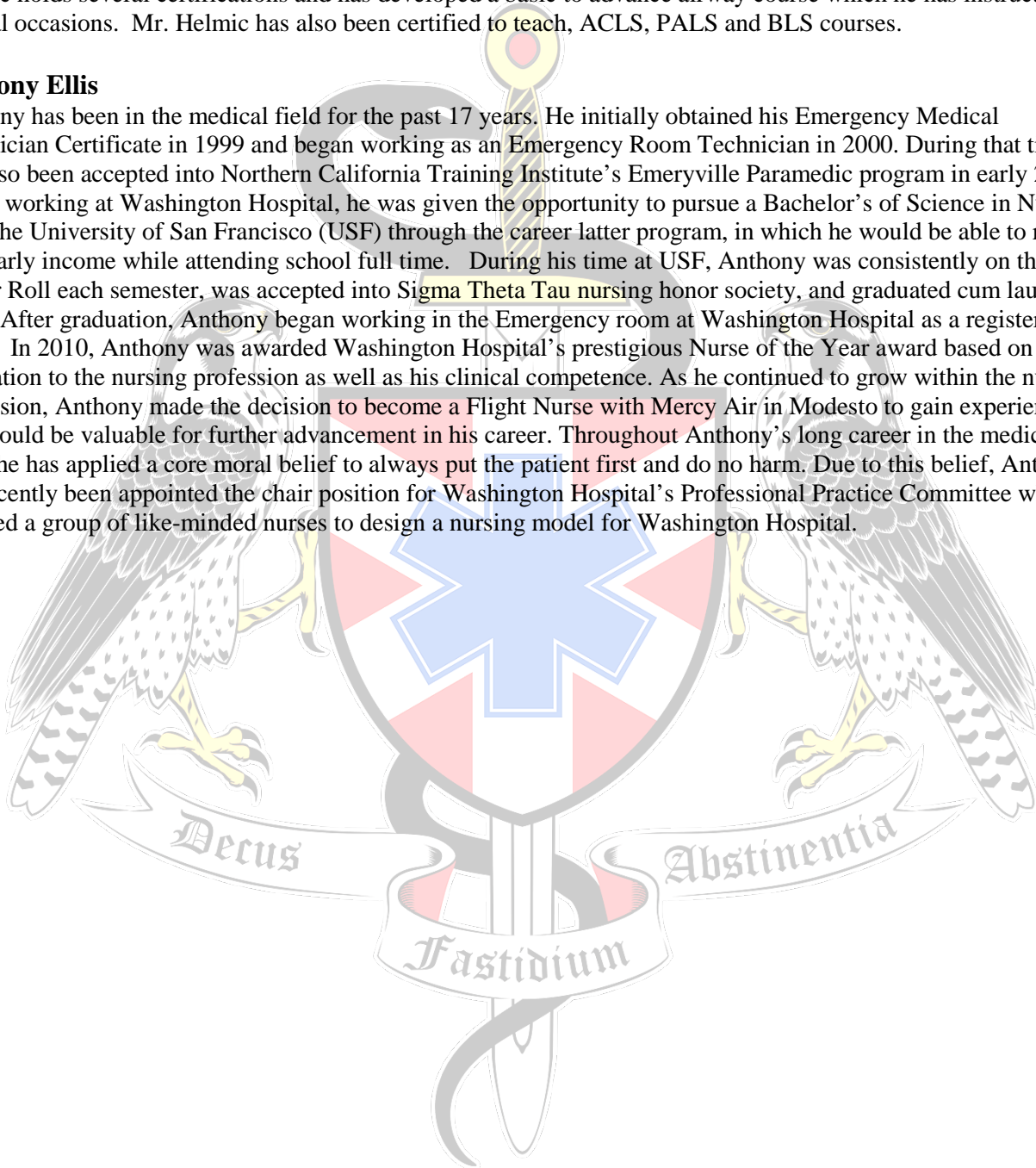
Mr. Hunter has a love for water and helping people. Mr. Hunter is an avid swimmer and is certified in dive and open water rescue. Mr. Hunter was one of the founders and Medical Director of, Pacific Dive Rescue. Mr. Hunter has worked offshore power boat races where he and his team were involved in several open water rescues. Mr. Hunter was directly involved with and invented a device which was placed inside rescue baskets which assists with stabilizing the patients head and neck. Mr. Hunter is currently the E.M.S. Program Director for, Franco Consulting Inc. D.B.A. Spec Group. We are pleased to have Mr. Hunter as part of our training team. He has a vision for the E.M.T and other medical programs that are being provided. His vision is to help build the training facility into a prestige's, number one training facility in the central valley.

William Loyd Helmick

Mr. Helmick graduated the, Iowa Wesleyan College in 1988 with a BSN degree. He currently works as an Emergency Department Nurse for Washington Hospital. During Mr. Helmick's career he held various titles within the E.M.S. Field ranging from Cardiac Surgical RN to flight nurse for various air ambulance services. During Mr. Helmick's career, he was responsible for managing and supervising personnel as well as budget oversight. Mr. Helmick holds several certifications and has developed a basic to advance airway course which he has instructed on several occasions. Mr. Helmick has also been certified to teach, ACLS, PALS and BLS courses.

Anthony Ellis

Anthony has been in the medical field for the past 17 years. He initially obtained his Emergency Medical Technician Certificate in 1999 and began working as an Emergency Room Technician in 2000. During that time, he had also been accepted into Northern California Training Institute's Emeryville Paramedic program in early 2000. While working at Washington Hospital, he was given the opportunity to pursue a Bachelor's of Science in Nursing from the University of San Francisco (USF) through the career latter program, in which he would be able to retain his yearly income while attending school full time. During his time at USF, Anthony was consistently on the Honor Roll each semester, was accepted into Sigma Theta Tau nursing honor society, and graduated cum laude in 2007. After graduation, Anthony began working in the Emergency room at Washington Hospital as a registered nurse. In 2010, Anthony was awarded Washington Hospital's prestigious Nurse of the Year award based on his dedication to the nursing profession as well as his clinical competence. As he continued to grow within the nursing profession, Anthony made the decision to become a Flight Nurse with Mercy Air in Modesto to gain experience that would be valuable for further advancement in his career. Throughout Anthony's long career in the medical field, he has applied a core moral belief to always put the patient first and do no harm. Due to this belief, Anthony has recently been appointed the chair position for Washington Hospital's Professional Practice Committee where he directed a group of like-minded nurses to design a nursing model for Washington Hospital.



Celeste Ayers

Mrs. Ayers has been working in the supply chain discipline for fourteen years. She is currently the Division Sourcing and Procurement Manager for Parker Hannifin Corporation, Racor Division based in Modesto, California. In addition to establishing and leading supply chain strategies she leads a team of supplier development and trade compliance specialists that manage the challenges of a dynamic global supply chain. Her experience in supply chain, materials, procurement and customer relationship management along with extensive expertise in United States trade compliance regulations has radically transformed supply chain operations within the Racor Division. In addition to international trade management, Mrs. Ayers professional background includes inventory management, production planning/scheduling, procurement management and process change implementation. She has successfully used these skills to improve the profitability of not only Parker Hannifin Corporation, but two private businesses owned by herself and her husband.

As an entrepreneur and a believer in giving back to the community Mrs. Ayers is actively involved in local professional organizations such as APICS and manufacturing counsels. She has served on the APICS Gold Rush Chapter Board of Directors since 2009 as the Vice President of Education and as of 2011 she has filled the role of President. Under her direct the chapter has received several awards from the APICS Community for educational development and membership growth. It was through her involvement in APICS that Mrs. Ayers realized her passion for teaching. She continues to teach APICS Certification courses for APICS National the APICS Gold Rush Chapter in addition to undergraduate and graduate level operations management and logistics courses for Golden Gate University. In 2010, 2011 and 2012 Mrs. Ayers received the APICS Gold Rush Chapter “Instructor of the Year” award. In 2013, she also received recognition from Ceres High School’s Manufacturing Academy as a student mentor and educator. In January 2014, Golden Gate University recognized Mrs. Ayers as the Ageno School of Business/Operations Management Department’s Adjunct Professor of the Year.

Mrs. Ayers’ educational background includes a Bachelor of Science degree in Management from California State University, Stanislaus in Turlock, CA and an MBA in Operations/Supply Chain Management from Golden Gate University. In addition to her formal education she maintains two APICS certifications in Certified Fellow in Production and Inventory Manager (CFPIM) and Certified Supply Chain Professional (CSCP).

Administration

Larry Ayers, CEO/President
Jerame Ayers, COO/Secretary
Phil Schaadt, CFO/Treasurer
Vince Inaudi, Chief Academic Officer

Managers

Vince Inaudi, Operations Manager
Vince Inaudi, Records Officer

Directors

David Hunter, E.M.T. Program Director
Anthony Ellis, E.M.T. Clinical Director
Vince Inaudi, Student Services Director
Vince Inaudi, Director of Compliance
Christopher Smith, E.M.T. Lead Instruct
Medical Director, Vacant

General

Catalog Update Policy

The policy of this institution is to update the official school catalog annually, in January of each year. Annual updates may be made by the use of supplements or inserts accompanying the catalog. If changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

Policy – Distribution of This Catalog and Program Brochures

This institution makes its current catalog and current program brochures available to the public at no charge. Individuals who wish to obtain a copy can make arrangements by simply calling the school's office or may access this publication on the institution's website.

Advertising Policies

All individuals authorized to create and contract for advertising must submit a copy of all proposed copy to the CEO's office or to the Records Officer who maintains a file of all representative advertisements published by the institution. All advertising will comply with state law. No overstatements or misrepresentations will occur.

Archiving of BPPE Documents

The CEO will copy and retain all documents and correspondence created for submission to the Bureau for Private Postsecondary Education. These documents will be archived as originally submitted, that is, the archived documents will contain all exhibits that were submitted with the petition, application or other main document. Each submission will bear the date of preparation or the submission date.

Compliance Reviews

A comprehensive compliance audit of this institution will be performed at least annually. The review is to be performed at the request of the Chief Executive Officer and performed by the Director of Compliance or his/her designee. The findings of such compliance audits will be archived. The statement of findings shall be accompanied by a statement of proposed remedies. The statement of remedies will contain references to specific negative findings, specific changes in policies as may be required, and specific recommendations for the establishment of changes in, or the adoption of new procedures. The CEO will determine which policies and which procedures will be adopted and will monitor the remedies to ascertain effectiveness.

Compliance Training

This institution has adopted a policy that assures that key persons within the organization are properly trained regarding the California Education Code and the corresponding regulations that pertain to a private postsecondary educational institution in California. Individuals holding the following positions are required to receive compliance training as a condition of employment or continuing employment.

The Chief Executive Officer
The Chief Financial Officer
The Chief Academic Officer
The Director of Compliance
The Records Officer (Registrar)
The student admissions counselors

The faculty. The individual designated to assure compliance with the requirements of oversight agencies is the CEO. The job descriptions of the above enumerated positions contain references to compliance related activities. For specific listings of those responsibilities, please read those job descriptions that are updated from time to time.

The training, which assures compliance, occurs at the time an individual is hired. The training is provided either by the individual's immediate supervisor. The Chief Executive Officer and Chief Financial Officer are charged with the independent study of the C.E.C. and the regulations. The student counselors are under the direct supervision of the Chief Executive Officer and are trained to follow proper counseling and enrollment procedures to assure that each student receives the benefit of full disclosures as required, and that enrollment agreements are properly drafted, and copies properly provided to students. The Chief Financial Officer is responsible for the proper maintenance of the financial records of the students and the institution and reports, on compliance matters, directly to the CEO who is ultimately responsible for the leadership and training required to assure continuing compliance. The CEO will select a Director of Compliance to assist in these regards.

Instructional Location

1209 Woodrow Avenue Suite A4
Modesto, CA 95359

Financial Stability – Bankruptcy History

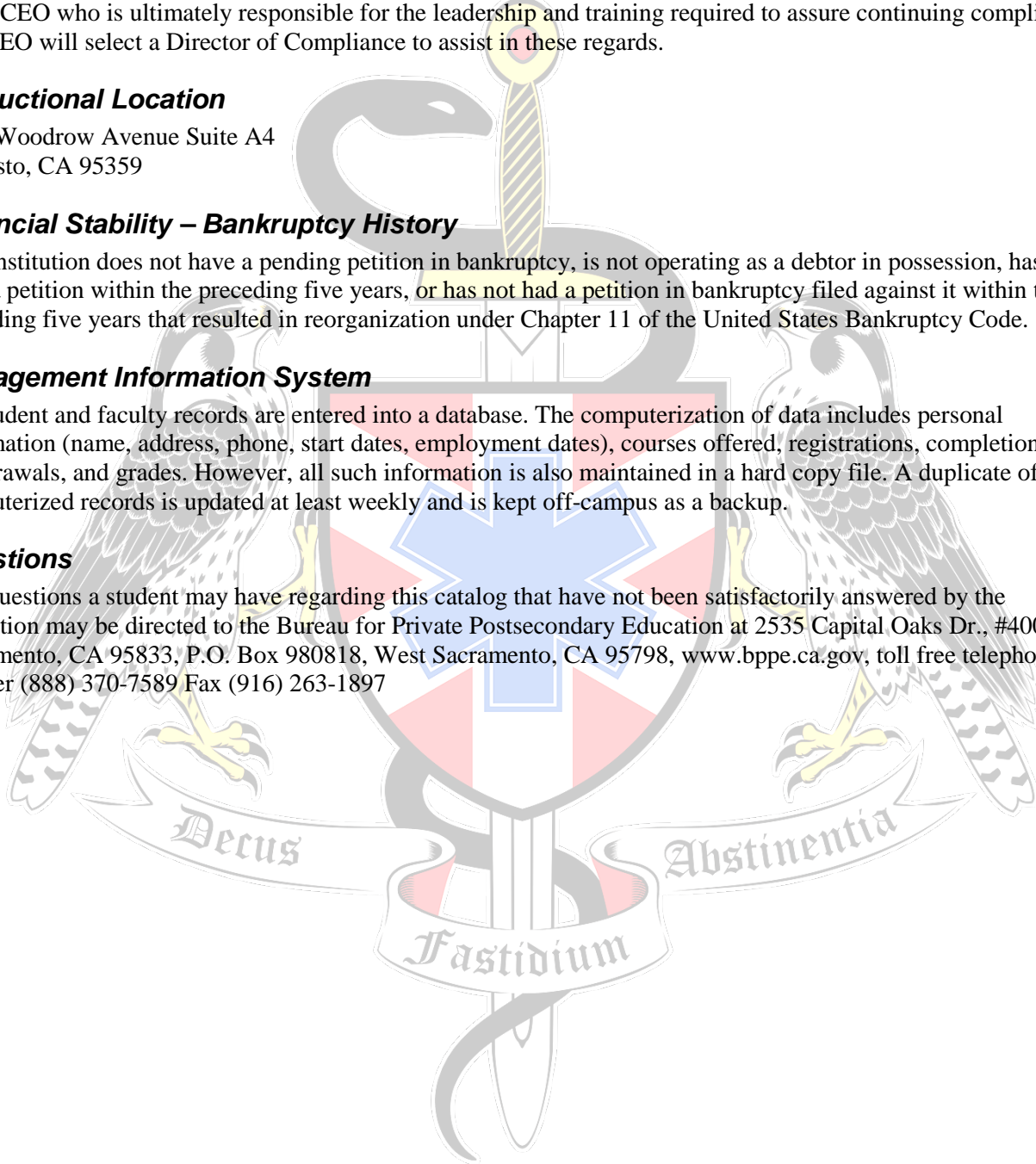
This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Management Information System

All student and faculty records are entered into a database. The computerization of data includes personal information (name, address, phone, start dates, employment dates), courses offered, registrations, completions and withdrawals, and grades. However, all such information is also maintained in a hard copy file. A duplicate of the computerized records is updated at least weekly and is kept off-campus as a backup.

Questions

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Dr., #400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798, www.bppe.ca.gov, toll free telephone number (888) 370-7589 Fax (916) 263-1897



School Calendar

Term	Dates	Term	Dates
WINTER	Jan 2 – Mar 22	SUMMER	Jul 1 – Sep 20
SPRING	Apr 1 – Jun 21	FALL	Sep 30 – Dec 20

Holidays Observed

Jan 1	New Year's Day
Jan 21	Martin Luther King Day
Feb 18	Presidents' Day
May 27	Memorial Day
Jul 4	Independence Day
Sep 2	Labor Day
Oct 14	Columbus Day
Nov 11	Veterans Day
Nov 21-22	Thanksgiving Day
Dec 24-25	Christmas Day

*Classes are not in session on above days

Schools Facilities and Equipment

The main campus currently leases classroom and office space from Spec Group. The campus is located at, 1209 Woodrow Ave. Suite A4, Modesto, CA 95360.

Live fire gun ranges are located at, Location #1 Linden Gun Range 828 S. Hewitt Road Linden Ca 95236 and Location #2 California Shooting Sports, 2045 W Brigsmore Ave, Modesto, CA 95350.

Basic to advanced firearms safety, techniques and other skills are worked on and skills enhanced using airsoft weapons.

All Clinical related courses for E.M.T B program will take place at the main campus.

The institutions facility is located on the first floor of a one story commercial building. The building is about 20 years old with new upgrades and is about 10,000 square feet. Parking to include handicap access is available surrounding the location. Each classroom is able to hold a maximum of 30 students for all classroom activities. There is a total of 4 training bays/classrooms that will provide one's educational program. The institution has all essential hookups for all electronics, laptops, equipment and overhead projector.

Additionally, there are administrative offices for administration and staff, and communal reception areas for students and faculty.

Equipment Inventory and Maintenance Policy

To guard against financial loss, to help insure the consistency of the instructional programs and the administrative services, all equipment owned by the institution will be inventoried and that inventory will be maintained, in the financial office, by the Chief Financial Officer.

Another goal of this policy is to assure that the institution purchases all software used on campus, whether by instructors, students or staff, and that no illegally copied software is used.

Admissions Policies & Recognition of Credits

Academy for Professional Development admits as regular students those who are high school graduates, and holders of high school graduation equivalency certificates (GED) or transcript. Academy for Professional Development has not entered into an articulation or transfer agreement with any other college or university. The school does not accept ability to benefit (ATB) students.

The general criteria for admission are:

1. Student must pay all applicable fees, as per the current published fee schedule at the time of the signing or entering into an enrollment contract or the student may make periodic payments while enrolled in the program without incurring finance charges.
2. No Ability to Benefit Students will be admitted. At least a high school graduation or its equivalent is required.
3. Student must have graduated from high school, or earned a GED and be at least 18 years of age
4. Submit one copy of their photo ID
5. Students attending the E.M.T B course as well as security related courses must not have been convicted of a felony or any other charges which would prevent you from holding public office or possessing, using a firearm and or ammunition.

Enrollment Procedures

Interested parties may obtain an application for admission in person, email or by mail, at the official published address of the institution or the institutions website. Applicants must complete and sign the application form and submit acceptable certified documents, which verify that they have met all admission requirements for the program in which they wish to enroll. Students meeting all criteria will be considered for acceptance to the institution.

Of the students who are conditionally accepted, those who satisfy the terms and conditions for full admission to a program will, upon documented completion of those terms and conditions, be so admitted. If a conditionally accepted student is unable to provide acceptable documents or otherwise is unable to meet the admissions criteria, the student will not be allowed to register in further course work. Such provisions will be specified, in writing, prior to the student's initial enrollment in coursework.

Visa Related Services What if we have students like the Australians?

This institution does not admit students from other countries, so no visa related services are offered.

Language Proficiency

The following apply to students for whom English is not their primary language:

For a student whose high school or equivalent coursework was not completed in English, and for whom English was not a primary language, we will seek a score of 500 on a paper based TOEFL test or a score of 70 on the internet based test. The TOEFL requirement does not apply to students who have received their high school diploma or the equivalent at an academic institution which has provided the instruction in the English language.

Similarly, the TOEFL requirement does not apply to students who have completed coursework, in English, at the college level.

Language of Instruction

Instructions will be given in no language other than English.

English as a Second Language Instruction

This institution does not provide ESL instruction.

Student Policies and Procedures

Student Conduct

The Code of Student Conduct governs the behavior of our student body. The purpose of a published Code of Conduct is to state the specific authority and responsibility of the institution in maintaining social discipline, to outline the process for a legitimate grievance, and to establish the procedures to be followed to ensure “due process,” which protects accused students from unfair imposition of penalties and sanctions.

Daily responsibility for good conduct rests with all students, faculty and staff. All members of this institute are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others.

Students are expected to behave professionally and respectfully at all times. Students are subject to dismissal for any inappropriate or unethical conduct or for any act of academic dishonesty. Students are expected to dress and act accordingly while attending this institution. At the discretion of the school administration a student may be dismissed from school for reasons including, but not limited to:

- Coming to class in an intoxicated or drugged state.
- Possession of drugs or alcohol on or around campus.
- Possession of unauthorized weapon on campus.
- Behavior creating a safety hazard to other person(s).
- Disobedient or disrespectful behavior to other students, an administrator or instructor.
- Stealing or damaging the property of another.
- Dishonesty
- Cheating
- Falsification of documents
- Violent behavior (verbal/Non-verbal/Physical)
- Violation of safety policies during skills or firearms training

Any students found to have engaged in such conduct will be asked to leave the premises immediately. Disciplinary action will be determined by the Chief Executive Officer of this institution and such determination will be made within 10 days after meeting with both the chair of the department in which the student is enrolled and the student in question.

Non-discrimination Policy

This institution is committed to providing equal opportunities to all applicants to programs and to all applicants for employment. Therefore, no discrimination shall occur in any program or activity of this institution, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran’s status, or any other classification that precludes a person from consideration as an individual. Please direct any inquiries regarding this policy, if any, to the Chief Operations Officer who is assigned the responsibility for assuring that this policy is followed.

Searches & Privacy Issues

All areas of the campus/office are subject to access, inspection and search. It is the official position of this institution that, to assure the safety of students, the integrity of records and the proper operation of this institution, students, employees, consultants, contract workers, do not have a right of privacy insofar as their workstation is concerned. All files, desks, file cabinets, credenzas, bookshelves, computer files, computer disks, back-up devices, in short, all items of this sort found on campus are presumed to be the property of the institution and are, as such, subject to inspection, review or search, without prior warning or authorization of any sort. Similarly, all texts, learning resource materials, files (computerized or hard copy), equipment videos, tapes, in short, all items belonging to the institution are to remain on campus at all times. No employee, instructor, or staff member may remove items from the premises without prior written authorization from an immediate supervisor.

Academic Freedom

Academy for Professional Development is committed to assuring full academic freedom to all faculty. Confident in the qualifications and expertise of its faculty members, the college encourages its faculty members to exercise their individual judgments regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made within the context of the courses as currently published, and providing that the instructional methods are those official sanctioned by the institution, methods for which the institution has received oversight approval.

Academy for Professional Development encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views, however controversial, as long as they believe it would advance understanding in their specialized discipline or sub-disciplines.

Sexual Harassment

This institution is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment, we believe that it is necessary to affirmatively confront this subject and express our strong disapproval of sexual harassment. No one associated with this institution may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual's body; or display sexually suggestive objects or pictures at any facility or other venue associated with this institution. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

Complaints

A student, or any member of the public, may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll free (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet web site www.bppe.ca.gov.

Privacy Act

It is this institution's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act. It is our intent to protect the privacy of a student's financial, academic and other school records. We will not release such information to any individual without having first received the student's written request to do so, or unless otherwise required by law.

Attendance Policy – All Programs

Students are required to attend 100% of the scheduled sessions throughout the entire program. When a student falls below 100% attendance they will be given a verbal warning by their instructor and placed on probation for the remainder of the program. The student will be notified of their probation status and they will be required to meet with the Chief Academic Officer.

Academic Probation and Dismissal Policies

The Chief Academic Officer may place a student on academic probation if the student is not making satisfactory academic progress as per this institution's published policy. The student's grade point average will be monitored at the end of each enrollment period as the grades are posted. Should the student's GPA fall below that required for graduation, a student may be placed on academic probation. This will result in a formal advisory, which will be sent to the student by mail, explaining the reason for the probation. If the student wishes to appeal the formal advisory, the student is to submit a written request for an administrative academic review to the school main campus:

The Academy for Professional Development
1209 Woodrow Avenue Suite A4 Modesto, CA 95359

After the completion of the currently enrolled term, the student will have two additional terms to bring his or her grade point average up to or exceeding the minimum standard of the institution. Thereafter, the student's failure to achieve satisfactory academic progress may result in dismissal from the program. The Chief Academic Officer will offer assistance in locating a suitable tutor, should such service be requested by the student. Any student seeking a tutor is financially responsible for the cost of all such tutoring.

Leaves of Absence

Should circumstances be such that a leave of absence is to be requested, a student must submit an application for a leave of absence to the main campus:

The Academy for Professional Development
1209 Woodrow Avenue Suite A4 Modesto, CA 95359

The written notice must contain a statement of the nature of the request. At the discretion of the Chief Academic Officer, a leave may be granted for a reasonable time, as warranted by the circumstances. If a student repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, the Chief Academic Officer may, in his/her sole discretion, dismiss a student from the program and issue the appropriate refunds as may be required.

Student Grievance Procedures – Student Rights

Most problems or complaints that students may have with the school or its administrators can be resolved through a personal meeting with the student's instructor or a counselor. If, however, this action does not resolve the matter to the satisfaction of the student, he/she may submit a written complaint to the main campus:

The Academy for Professional Development
1209 Woodrow Avenue Suite A4 Modesto, CA 95350

Although Academy for Professional Development does have an internal policy regarding grievances, this policy in no way shall affect the students right to file a complaint with, the Bureau of Post-Secondary Education at the following, Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov

The written complaint must contain a statement of the nature of the problem, the date the problem occurred, the names of the individuals involved, copies of documents if any, which contain information regarding the problem, evidence demonstrating that the institution's complaint procedure was properly followed, and the student's signature. The student can expect to receive a written response within ten business days. Student's rights are set forth at various places in this catalog. Contact the school director if you require additional information.

Complaint procedures
Right to Cancel
Student Tuition Recovery Fund
Notice Concerning Transferability of Credits
Student Grievance Procedures
Student Rights to Inspect Records and Obtain Transcripts
Non-Discrimination Policy
Academic Freedom
Sexual Harassment

Student Appeals

If a student believes that he or she is deserving of an exception to the regulations and policies of this institution, that student may write to the Chief Executive Officer at the main address of the institution. The written communication should state the nature of the circumstances which the student believes should be considered by the administration in the application of its policies and regulations regarding dismissal, academic probation, administrative drops, extensions for the time needed to complete a grade, or other matter of concern.

Financial Records of Students

The financial records of students will be maintained in each student's master file. The financial record will show all charges, the reasons for each charge, each credit, and a current balance due, if any.

Student Services

This institution does not provide orientations, airport reception services, housing assistance or other services. Further, this institution maintains a focus on the delivery of educational services. Should a student encounter personal problem which interfere with his or her ability to complete coursework, this institution will provide assistance in identifying appropriate professional assistance in the student's local community but does not offer personal counseling assistance.

In any event, the findings and determination of the Chief Executive Officer shall be final and not subject to further review or reconsideration. The Chief Executive Officer shall endeavor to make determinations regarding issues appealed to the institution within 30 days of the institution's receipt of such an appeal.

Student Orientation

Student orientations are given on the first day of each course to inform students of school policies, transportation/housing service information, and other pertinent information. Final payments and paper work will be given and received. Students will receive their student Identification cards with their student ID number on it.

Student Advising

The Student Service Staff is present during school hours to assist students with any issues/questions they may have.

Placement Services

This institution does not provide placement assistance.

Student Housing

This institution has no responsibility to find or assist a student in funding housing.

This institution does not operate dormitories or other housing facilities. This institution does not provide assistance, nor does it have any responsibility to assist students in finding housing. Housing in the immediate area is available in two story walkup and garden apartments. Monthly rent for a one-bedroom unit is approximately \$1,200 a month. (www.apartmentguide.com)

Educational Assistance

Although Academy of Professional Development does not offer job placement assistance to its students, educational assistance is readily available. If any student wishes to pursue a degree in higher education, either after completing their courses or during their enrollment, AFPD will assist the student by providing useful materials to them, such as university brochures, catalogs, and registration materials. In addition, we will arrange appointments for the student to meet with the appropriate counselor to discuss admission and transfer requirements.

Financial Aid and Loans

The school does not participate in either State or Federal financial aid programs, nor does it provide financial aid directly to its students. A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

Loan Repayment

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

Financial Aid Disclosures

If a student obtains a loan to pay for an educational program, the student will have to repay to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds.

Refund Policy

The amount owed to the student equals the institutional charge for the instruction divided by the total number of clock hours in the period of attendance multiplied by the number of clock hours the student has not attended prior to withdrawal. No refunds are due once the student has received more than 60% of the clock hours of instruction in any given period of attendance.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog.

If an institution has collected money from a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the institution has not paid the money to the third party at the time of the student's withdrawal or cancellation, the institution shall refund the money to the student within 45 days of the student's withdrawal or cancellation.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

This institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Dr., #400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798, www.bppe.ca.gov, toll free telephone number (888) 370-7589 or by fax (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Student's Right to Cancel

A notice of cancellation shall be in writing, and a withdrawal may be effectuated by the student's written notice to the school administrative office, 1209 Woodrow Avenue Suite A4, Modesto, CA 95350 or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. The institution shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250).

The institution shall issue a refund for unearned institutional charges if the student cancels an enrollment agreement or withdraws during a period of attendance. The refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. The institution shall pay or credit refunds within 45 days of a student's cancellation or withdrawal.

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first-class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Student Records and Transcripts

Student records for all students are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. Should a student find, upon review, that records that are inaccurate or misleading, the student may request that errors be corrected? In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of \$25.00 for two copies. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution is paid current.

Transcripts

Students' grades are entered into the data management system. Computerized transcripts are provided to students at time of graduation, and will be provided, for a fee, upon receipt of a request and payment of the applicable fee. The Registrar's Office will normally provide transcripts as soon as possible, and will always respond within 14 working days. If a student requests that a transcript be provided to a third party, that request must be in writing.

The Right to Access Records

With a few exceptions provided by law, students may see any of their school records upon request. Access must be granted no later than 15 working days after written request. Students also have the right to challenge the contents of their educational records and to enter their viewpoints in the records under established procedures.

Privacy of Student Records

The privacy and integrity of student records is a fundamental concern at this institution. To this end, no student records will be released to any party without the prior written authorization of the student. The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C... 1232g) and the regulations adopted thereunder (34 C.F.R... 99) and California Education Code 6100 Et. Seq. set out the requirements designed to protect the privacy of students concerning their records maintained by the campus. Several aspects are of particular importance: 1) access to student records, 2) the release of the records or data contained in the records, and 3) the rights of a student to a hearing to challenge the contents of the student's records.

There are specific exceptions to the privacy rights of students. This institution may be required to make student records available to authorized auditors of various oversight agencies. These agencies include, at the time of this writing, the Bureau for Private Postsecondary Education and (if this institution applies for accreditation) the official representatives of the accrediting agency.

Student records are, at the time of this writing or revision, of two types: Financial Records and Academic Records. The Registrar is the official responsible for the maintenance of these records. Each individual student record will contain a list that indicates persons requesting or receiving information from the student's record.

Family Educational Rights and Privacy Act (FERPA)

Under the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, and California Education Code 67-100ff, all students have the right to inspect and review their official school records in accordance with provisions of the aforementioned act and within the school guidelines. Educational institutions shall not release educational records without written consent of the student, subject to exceptions provided by law.

Disclosure of Student Records

With several exceptions provided by law, CAEI cannot release information concerning students to third persons without the written consent of the student. Permission must be given by the student for information in their file to be used as reference checks for credit or employment evaluation by third parties and the student must file a declaration to this effect, which will be kept in the student's file(s). The declaration can be all-inclusive or on a case-by-case access basis. (The provision of financial data to authorized agencies is not a violation of the Buckley Amendment). The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal tax purposes. Parents requesting information may generally be granted access upon submission of a signed statement to the CAEI or other evidence of federal income tax dependency.

Release of Educational Records Information

This institution is required to provide information regarding a student's records to the Bureau for Private Postsecondary Education. This institution is required to grant access to oversight agencies in the event that an audit of files is required for any legal purpose. Further, this institution could be required to, and would provide information regarding a student's records, including granting access for audit, to any accrediting agency approved by the federal government's department of education, as part of the institution's application for accreditation process.

Also, any appropriate person might be granted access to part of a student's file in connection with an emergency if such access was deemed, at the time, to be probably needed to protect the health and safety of a student or of another person or persons.

This institution would comply with any legal order from a court or other agency to provide documents required by subpoena or judicial order.

Otherwise, the contents of a student's file are considered confidential and no party will be granted access or copies of those records without the prior written consent of the individual student.

Credits and Transfer of

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

“The transferability of credits you earn at The Academy for Professional Development Inc. is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the diploma or certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The Academy for Professional Development Inc. to determine if your diploma or certificate will transfer.”

Recognition of Credit Policies

1. This institution does not award credit for satisfactory completion of CLEP or other comparable examinations. This institution does not award credit for experiential learning.
2. This institution has not entered into an articulation or transfer agreement with any other institution.

Student Recovery Fund Disclosure

(STRF)

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.
You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:
 - a. You are not a California resident, or are not enrolled in a residency program, or
 - b. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

"It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number."

Grades and Standards for Student Achievement

Satisfactory Progress

Grades are awarded on a pass / fail basis. Checklists are used by instructors to record student acquisition and mastery of assorted skills. Students must achieve a “pass” rating on all quizzes and skill demonstrations.

Repetition of Courses

If a student earns a D or F in a course, the course may be repeated one time. When repeated, the second of the two earned grades will count toward the grade point average. The previous grade will not count toward the grade point average.

Grading Policy for Pass/Fail Standards on Quizzes

All students will be required to achieve a cumulative score of 80% on all quizzes in order to qualify to take the final exam.

Pass / Fail Standard on Tests

All students will be required to score an 80% or higher to qualify for a completion certificate.

Pass / Fail Standards on Skills Examinations

All students will be required to hand in a completed weekly skills course evaluation sheet prior to taking the final skills exam. All students must have passing marks on all skills in order to qualify to take the final skills exam. The weekly skills course evaluation sheets must be signed and dated by an instructor for each skill attempted. Passing or failing marks on weekly skills are evaluated by the student’s cognitive understanding of the skills and achievement of the skills psychomotor objectives. All students will be required to pass the final skills examinations with 90% proficiency. The standard of 90% proficiency will be graded by evaluation and monitoring of skill time limits and critical criteria for each skill.

Makeup Procedures for Quizzes and Tests

All students will be allowed 5 (five) makeup quizzes. Makeup’s are only for quizzes that were graded below the 80% pass requirement. Quiz make ups will be given 0/5 hours before class begins on any day prior to the final skills testing. Only one Quiz can be taken on any given day. All students will be allowed 1 (one) makeup final exam. The makeup final written exam will not be re-administered on the same day as the failed final exam. The written final makeup exam must, however, be taken no later than 14 days after the original failed final exam was administered.

If the student has not completed the coursework and earned a grade at the end of the program, the instructor may issue one of the following grades.

Drops (Withdrawals)

Student Drops: A student may drop a course: (see withdrawals)

It is the STUDENT'S responsibility TO OFFICIALLY WITHDRAW from a class whenever the student determines that he or she can no longer attend the class. Failure to withdraw a class officially may result in a failing grade and or a financial obligation to the institution.

Administrative Withdrawals: An instructor may withdraw a student from a class:

Instructors may withdraw students whose attendance record is such that the student cannot possibly meet the minimum attendance required by the instructor's published attendance policy for the course which is to be distributed to the students with the course syllabus during the first scheduled class session. Further, instructors may drop students with a fewer number of absences for reasonable cause. Instructors may drop students from their class rolls immediately upon determining that the student is no longer actively enrolled. The instructor will affect the withdrawal by utilizing the File Update form to the records officer or any student counselor. The form is available from the records office and must be signed and dated by the instructor. The Records Officer's mailbox may be used to deliver the notice to the administration. Transcripts will reflect administrative withdrawals as stated in the policy regarding withdrawals and grades.

I - Incomplete

If the program has not been completed, the instructor may grant an I on a two-month extension of the term, at no additional tuition cost, when the student is making satisfactory progress and the instructor believes that an extension of time will permit satisfactory completion. At the end of this period, a final grade must be recorded.

W - Withdraw

The student may withdraw from any program before the end of the term. At the end of the term, the instructor may withdraw the student from the program and issue a W when the instructor believes the student's progress is insufficient to warrant an extension. A student who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

No Grade (NG)

"NG" represents no grade and indicates that the instructor did not submit a final grade at the time grades were due. A grade of "NG" is recorded in consultation with the Office of the Registrar. An "NG" must be converted to a final grade by the end of the next quarter.

Other

Grading System

The instructor determines the course requirements and methods of evaluating student performance. Grades can be given for attendance, quizzes, tests, oral or written projects, reports, and standardized tests. Instructors will inform students of the class requirements and the grading procedures at the beginning of the course. At the end of each quarter, the Director of Operation posts students' grades for every course undertaken. Standard letter grades are used, and the conversion equivalents of the grades are shown in the following table:

Grade	Description Grade	Point
A	Excellent	4.0
B	Above Average	3.0
C	Average	2.0
D	Below Average	1.0
F	Failed	0.0
I	Incomplete	N/A
NG	No Grade	N/A
P	Passed	N/A
W	Withdrawal	N/A

Programs

Library Resources

No formal library is needed to meet the instructional needs of the students. General library materials would not be compatible with the objectives of these programs as the acquisition of specialized knowledge and hands-on-skills are the essential elements for completion of the programs offered.

The learning resources that the school has which do relate to our programs of study and which support the lessons conveyed in our curricula, include:

- Publications provided by BSIS for the State of California which include the Security Guard Guide, Power to Arrest Manual.
- Department of Defense Standard Operating Procedures printed reference materials related to combat training and executive protection.
- Student handbooks created by our instructors who possess direct experience in US combat operations in Afghanistan and Iraq and in other high threat environments.
- State and Federal Intelligence web portals such as the GOA (US Government Accountability Office)
- Jones and Bartlett Learning, American Academy of Orthopedic Surgeons, Emergency Care in the Streets 7th Edition
- Jones and Bartlett Learning, American Academy of Orthopedic Surgeons, Emergency Care and Transportation of the Sick and Injured, 10th Edition
- APICS Certified Supply Chain Professional Student Workbook
- APICS Certified Supply Chain Professional PowerPoint Slide Workbook
- APICS Certified in Production and Inventory Management (CPIM) Basics of Supply Chain Management Student Workbook
- APICS Certified in Production and Inventory Management (CPIM) Master Planning of Resources Student Workbook
- APICS Certified in Production and Inventory Management (CPIM) Detailed Scheduling and Planning Student Workbook
- APICS Certified in Production and Inventory Management (CPIM) Execution and Control of Operations Student Workbook
- APICS Certified in Production and Inventory Management (CPIM) Strategic Management of Resources Student Workbook

Program SOC Codes

E.M.T.	Executive Protection Specialist	Physical Security Specialist
29-2041 Emergency Medical Technicians 29-2040 Emergency Medical Technicians and Paramedics	33-0000 Protective Service Occupations 33-1099 First-Line Supervisors of Protective Service Workers, All Other 33-9000 Other Protective Service Workers 33-9030 Security Guards and Gaming Surveillance Officers 33-9032 Security Guards	33-0000 Protective Service Occupations 33-1099 First-Line Supervisors of Protective Service Workers, All Other 33-9000 Other Protective Service Workers 33-9030 Security Guards and Gaming Surveillance Officers 33-9032 Security Guards
Certified Supply Chain Professional	Basics of Supply Chain Management	Master Planning of Resources
11-9199.04 - Supply Chain Managers	11-9199.04 Supply Chain Managers 11-3071.03 Logistics Managers 11-3000 Operations Specialties Managers 11-3071.03 Logistics Managers 11-9199.04 - Supply Chain Managers	43-5061.00 - Production, Planning
Detailed Scheduling and Planning	Execution and Control of Operations	Strategic Management of Resources
43-5061 Production Planning	11-3071.03 Logistics Managers 11-3000 Operations Specialties Managers	11-9199.04 Supply Chain Managers 11-3071.03 Logistics Managers 11-3000 Operations Specialties Managers 11-3071.03 Logistics Managers 11-9199.04 - Supply Chain Managers

EMT-B Program

We use up to date training aids, so the students are practicing with the same materials that they would use in real world settings. All equipment is designed for EMS use and includes:

Oxygen	Padding	Defibrillators
Oxygen masks	Back boards	CPR barrier devices
Nasal cannulas	Cervical spine collars	Rope
Oxygen regulators	Eye patches	Webbing
Airway management tools	Litter carriers	Carabiners
Bandages	Sheers	Helmets
Tape	Manikins	Materials to treat shock
Splints	Suction devices	Gurney.
Gauze	Medical sprays and Neosporin like products	

EMT Program Admission

- To be admitted to this program the applicant must satisfactorily document his or her possession of a valid American Heart Association BLS-CPR certification.
- (EMT ONLY) must take and pass drug test, and be current on vaccinations
- Students must not have been convicted of a felony or any other crime that would prevent them from holding public office. Live scan finger prints are required.
- Student may access learning resources by asking any staff member during normal business hours. Staff members are also available to provide research assistance. Computers are available with internet access for student use. Students will be required to use and will need access to the web with specific login and password requirements to access training materials. It is highly recommended you bring a laptop computer with you. If you do not have access to one, we can have one available to you on loan. We must have two weeks prior notice as special request for a leased computer.

Professions – Requirements for Eligibility for Licensure

Emergency Medical Technician (EMT-B)

EMT Certification Requirements for Mountain Valley Emergency Medical Services Agency:

Upon successful completion of our EMT course, students will be allowed to take the National Registry for Emergency Medical Technicians test who is the certifying authority for California and all its counties. Once student becomes certified as a National Registry EMT, they will be able to register for their California EMT certification. Below are the requirements for eligibility to register through the Mountain Valley Emergency Medical Services Agency. (www.mvemsa.org)

- Provide a current National Registry Card for initial EMT Certification.
- Complete an EMS Personnel Application with an original signature.
- Provide a Signed Eligibility Statement, it must have an original signature
- Proof of completion of a DOJ background check.
- Provide an original of your EMT Course Completion Record.

APICS Certification

Please note that there are requirements for applicants to take the CSCP examination. This is an APICS rule, and candidates must have a completed “authorization to test” prior to registering for the CSCP exam with APICS. The requirements are:

1. A bachelor’s degree OR
2. 5 years related experience in a supply chain function OR
3. Another APICS certification (ie. CPIM) or certification from ISM/NAPM (ie. CPM, CPSM)

Security Programs

Firearms, (pistols), Personal computers, network computers and servers along with standard peripherals are utilized.

Program specific Criteria for Admission

Executive Protection Specialist

- The student must possess a current BSIS Guard Card.
- FBI and DOJ clearance to possess firearms

Physical Security Specialist

- The student must have a current BSIS Guard Card.
- FBI and DOJ clearance to possess firearms

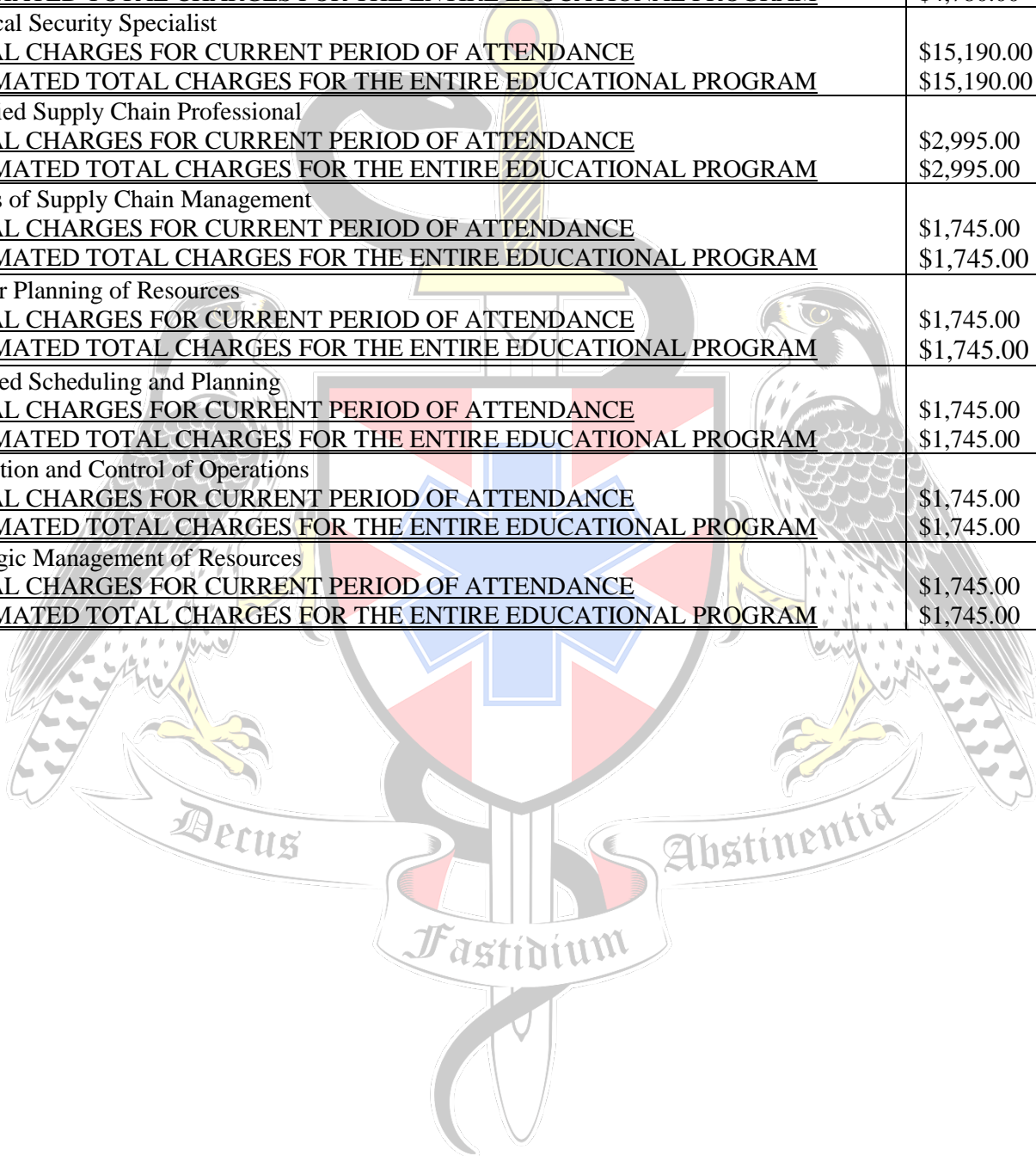
Program Fees and Tuition

All fees are subject to change from time to time, without notice.

	E.M.T.	Executive Protection Specialist	Physical Security Specialist	Certified Supply Chain Professional
Tuition:	\$565.00	\$4,200.00	\$14,500.00	\$2,450.00
Enrollment Fee:	\$650.00	\$85.00	\$120	\$150.00
Materials and Books:	\$420.00	\$125.00	\$200	\$600.00
Uniforms 1 Sets:	\$250.00	\$175	\$175	\$0.00
Finger Print Fees:	\$0.00	\$95.00	\$95.00	\$0.00
Background/Drug test	\$100.00	\$100.00	\$100.00	\$0.00
STRF Fee:	0.00	\$0.00	\$0.00	\$0.00
Total Fees:	1985.00	\$4,780.00	\$15,190.00	\$3,200.00

	Basics of Supply Chain Management	Master Planning of Resources	Detailed Scheduling and Planning	Execution and Control of Operations	Strategic Management of Resources
Tuition:	\$7500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Enrollment Fee:	\$200.00	\$150.00	\$150.00	\$150.00	\$150.00
Materials and Books:	\$100.00	\$95.00	\$95.00	\$95.00	\$95.00
Uniforms 2 Sets:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Finger Print Fees:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FISDAP:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Background Check:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
STRF Fee:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees:	\$7,800.00				

E.M.T.					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$1975.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$1975.00
Executive Protection Specialist					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$4,780.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$4,780.00
Physical Security Specialist					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$15,190.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$15,190.00
Certified Supply Chain Professional					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$2,995.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$2,995.00
Basics of Supply Chain Management					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$1,745.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$1,745.00
Master Planning of Resources					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$1,745.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$1,745.00
Detailed Scheduling and Planning					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$1,745.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$1,745.00
Execution and Control of Operations					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$1,745.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$1,745.00
Strategic Management of Resources					
<u>TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE</u>					\$1,745.00
<u>ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM</u>					\$1,745.00



Programs and Learning Outcomes Specific

APICS Courses Overview and Order of Programs

APICS Certified in Production and Inventory Management (CPIM)

Course	# of Hours	# of Weeks/Sessions/Hours
Basics of Supply Chain Management	40	5 weeks with 2 sessions per week at 4 hours each
Master Planning of Resources	32	4 weeks with 2 sessions per week at 4 hours each
Detailed Scheduling and Planning	32	4 weeks with 2 sessions per week at 4 hours each
Execution and Control of Operations	32	4 weeks with 2 sessions per week at 4 hours each
Strategic Management of Resources	32	4 weeks with 2 sessions per week at 4 hours each

APICS Certified Supply Chain Professional (CSCP)

Course	# of Hours	# of Weeks/Sessions/Hours
Certified Supply Chain Professional	64	

Name of Program	APICS Certified Supply Chain Professional
Program Description	This program assists the student who already has some academic and/or working experience in operations and supply chain management. The program is designed to provide students with the fundamental knowledge required to identify, analyze and improve global supply chains and prepare for the APICS certification exam. Exploration of the global supply chain will include an end-to-end view of the impacts of globalization, supplier and customer relationship management, logistics, security, compliance and information technology enablement.
Program Mission	The mission of this program is to provide the student the means to effectively work in various roles within the global supply chain in a variety of industries as well as provide the fundamental knowledge to successfully pass the APICS Certified Supply Chain Professional (CSCP) certification examination.
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively operate in any function within the management of global supply chains regardless of industry. The student will also be prepared to take the APICS Certified Supply Chain Professional (CSCP) certification examination.
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.
Total Clock Hours	64 Hours
Final Tests or Exams	Testing for this program is comprised of skills testing at the end of each module and the Final Exam as well as in class assignments.
Required Internship or Externship	None
Module Title	Description of topics covered in this module
<i>Fundamentals of Supply Chain Management (20 Hrs.)</i>	
<p>1. A - Supply Chain Management Concepts – This module will give the student an introduction to the basic concepts of supply chain management. This foundational module covers the objectives, benefits and common designs of global supply chains.</p>	

Student Learning Outcome

- Be able to describe supply chain entities, structures, flow, and processes
- Successfully identify the of the SCOR model and its application
- Students will be able to define supply chain management strategies, objectives, key terms, and benefits
- Provide a basic explanation of accounting and finance in supply chains

2. **B - Supply Chain Alignment and Business Strategy** – This module outlines the business planning hierarchy and the requirement for alignment for each of the major business strategies for competitive advantage while mitigating the impact of the Bullwhip Effect in balancing demand and supply and profitability.

Student Learning Outcome

- Explain how the major business plans align to create an overall business strategy
- Differentiate between the major business strategies for competitive advantage
- Define the Bullwhip Effect and how the business planning process and alignment can mitigate its effect

3. **C - Supply Chain Design and Improvement Considerations** – This module outlines the process for supply chain design and the considerations to be reviewed based on supply chain strategy and the methods of continually improving competitive advantage.

Student Learning Outcome

- Provide a definition for the marketplace and SWOT analysis
- List the supply chain design considerations and differentiate between efficient and responsive supply chain implementation differences
- Explain the concept of continuous improvement and identify the major steps and tools used for facilitating improvement

4. **D - Inventory Management** – This module provides a foundational understanding of inventory and management of this key asset from aggregate to item management objectives that support the organization's financial goals.

Student Learning Outcome

- Outline the main inventory classifications and costs
- List the six reasons for holding the right amount of inventory
- Explain where inventory can be found on the company's financial statements and how inventory impacts the bottom line

5. **CR1 – Module 1 Case Study Review & Study Planning** – In this module the students will review the content of Module 1 sections A through D with the instructor in an outline format. At the end of the session students will review their Module 1 study plan and make any adjustments if necessary.

Student Learning Outcome

- Demonstrate understanding of Module 2 sections A through E concepts through the completion of case study assignments
- Review and revise if necessary the Module 2 study plan

6. **E - Logistics Fundamentals** – This module examines logistics from a complete supply chain perspective including considerations in network design and partner types and selection.

Student Learning Outcome

- Define the role of logistics in the modern supply chain
- Differentiate between 3PL and 4PL operations and advantages and disadvantages to each option
- Explain the concept of reverse logistics

7. **F - Market Segmentation** – In this module the importance of market segmentation and methods of dividing up markets to align with customer groups is explained along with how to establish an effective Voice of the Customer process to ensure market segment alignment success.

Student Learning Outcome

- Define market segmentation and the major methods of segmentation
- Explain how market segmentation and marketing should be aligned
- Identify techniques for collecting the Voice of the Customer

8. **G - Demand Planning** – This module introduces the concept of demand management from planning perspective; including the role of forecasting and explaining the major elements of forecast characteristics and techniques, order management and customer service.

Student Learning Outcome

- Define forecasting and explain the major forecasting characteristics and methods
- Explain the demand management process from creation to implementation
- Identify the linkages between the demand elements

9. **H - Customer Relationship Management (CRM) Concepts** – This module focuses on the customer by explaining the concept of Customer Relationship Management (CRM) as a function of supply chain management; outlining the scope, elements and benefits as well as the challenges of implementing the CRM process from within the organization and within the customer base.

Student Learning Outcome

- Define the concept of CRM and outlining the scope, elements and benefits
- Explain the challenges of CRM implementation and provide examples on how those challenges can be overridden
- Identify key customer information required in a CRM system and explain how the information is used to improve customer service

10. **I - Supply Management Concepts** – This module explains the role of supply management in the supply chain from sourcing strategies, make-versus-buy analysis to supply relationships in the organization and their impact on customer service.

Student Learning Outcome

- Define the concept of Total Cost of Ownership (TOC) and provide examples
- Identify the different types of supply selection strategies and provide an explanation for their advantages and disadvantages
- Explain the linkage between CRM and Supplier Relationship Management

11. **CR2 – Module 1 Exam & Study Planning** - In this module the students will review the content of Module 1 with the instructor in an outline format prior to taking the Module 1 examination. Following the exam students will create their Module 1 reading and study plan.

Student Learning Outcome

- Demonstrate understanding of Module 1 vocabulary and content by completing a multiple choice examination
- Create a study plan for Module 2

Supply Chain Strategy, Design and Compliance (24 Hrs.)

1. **A – Sustainability** – This module introduces the concept of sustainability in supply chains from a theory, influences and regulatory approach. Sustainability is rapidly becoming a major component of growth and change in modern global supply chains.

Student Learning Outcome

- Identify and explain the Triple Bottom Line of sustainability
- Define sustainability from the three main perspectives – including objectives and influences
- List the roles and influences of the UN Global Compact and the Global Reporting Initiative

2. **B - Risk Management** – This module explores the real-world concern for risk management within a supply chain from definitions of risk, risk response and process for elimination.

Student Learning Outcome

- Define risk and its major components from a supply chain perspective
- Differentiate between mitigation and the other responses to risk
- Explain the ISO 31000 process for risk management

3. **C – Globalization** – In this module globalization and its impact on modern supply chains covering import/export requirements, consideration in operational design and implementation.

Student Learning Outcome

- Define globalization and the implications on the modern supply chain in managing imports and exports
- Identify the major types of trading blocs and documentation
- Explain Hofstede’s Cultural Dimensions and the implications for those working in a global environment

4. **D – Logistics** – This module covers and introduction to logistics and its role within the supply chain; transportation, storage, handling and implications on customer service and the types of technology required to effectively and efficiently manage a logistics operation.

Student Learning Outcome

- Identify and provide the objectives and considerations for the major types of transportation
- Explain the tradeoffs in storage and handling options and implications on customer service
- Define the major technologies used in managing logistics operations in a global supply chain

5. **E - Managing the Supply Chain** – This module examines the best practices in planning and measurement of supply chain performance; including planning objectives, key indicators for performance based on supply chain strategy and use of metrics to drive improvement.

Student Learning Outcome

- Explain the role of SCOR® in the management of a supply chain
- Differentiate between efficient versus responsive supply chains using the SCOR® attributes
- Define S&OP and explain the steps, including major inputs and outputs at each step in the process

6. **CR1 – Module 2 Case Study Review & Study Planning** - In this module the students will review the content of Module 2 sections A through E with the instructor. At the end of the session students will review their Module 2 study plan and make any adjustments if necessary.

Student Learning Outcome

- Demonstrate understanding of Module 2 sections A through E concepts through the completion of case study assignments
- Review and revise if necessary the Module 2 study plan

7. **F – Technology** – This module explores the role of technology in increasing visibility throughout the supply chain; types of technology are reviewed as well as how to calculate the return on investment for a technological infrastructure investment.

Student Learning Outcome

- Identify the main types of supply chain planning technology and required support technologies
- Understand the need for and how to calculate return on investment (ROI) for a technology project
- Explain the functions of an ERP system and its main applications

8. **G - Influencing and Prioritizing Demand** – This module examines the product design process through marketing to selling of a product and how these processes influence each other and demand.

Student Learning Outcome

- Differentiate between the different methods of product design
- Explain the main objectives of marketing and how product design influences the marketing approach of a product
- Provide an explanation on how to match customer orders (demand) to supply using the available-to-promise method in prioritization of orders

9. **H - Customer Relationship Management (CRM)** – In this module students will be introduced to the concept of Customer Relationship Management (CRM) including the key features, technology used to facilitate this process and the benefits and challenges of implementation in an organization.

Student Learning Outcome

- Explain the key CRM requirements in each stage of the product life cycle, by customer type and segment
- Identify the major technologies used to manage customer relationship data and the requirements for successfully implementation
- Communicate how marketing and sales impact the CRM process – benefits and challenges in implementation

10. **I - Supplier Relationship Management (SRM)** – This module reviews the Supplier Relationship Management (SRM) concept and explores the differences to the traditional supplier selection approach from selection, development to performance measurement. Technologies used to support the SRM strategy are also explored in this module.

Student Learning Outcome

- Differentiate between traditional supplier selection and the SRM strategy
- Define and explain the six stages of the SRM strategy and the role of strategic alliances
- Identify the key requirements for SRM technologies and how to measure SRM performance

11. **J - Inventory Planning and Control** – This module outlines the importance of inventory planning and control within an organization. Exploring inventory types, ordering methods and the importance of inventory accuracy for plan implementation.

Student Learning Outcome

- Explain the role of inventory in both manufacturing and service environments including classifications and sub-classifications
- Differentiate between the inventory ordering methods and successfully complete basic computations
- Define inventory accuracy and describe its benefits and the methods of achieving and maintaining accuracy

12. **CR2 – Module 2 Exam & Study Planning** - In this module the students will review the content of Module 2 with the instructor in an outline format prior to taking the Module 2 examination. Following the exam students will create their Module 3 reading and study plan.

Student Learning Outcome

- Demonstrate understanding of Module 2 vocabulary and content by completing a multiple choice examination
- Create a study plan for Module 3

Implementation and Operations (16 Hrs.)

1. **A - Supply Chain Dynamics** – In this module the principles of demand management are explored including forecasting techniques and synchronization of supply and demand.

Student Learning Outcome

- Communicate the types of demand variability and their causes
- Explain the concept of the Bullwhip Effect and provide examples
- Describe the process for establishing supply can demand synchronization and explain the benefits to the supply channel

2. **B - Managing Supply from Internal Sources** – In this module students will learn about the internal planning hierarchy, including the inputs, outputs and decisions made at each stage of planning.

Student Learning Outcome

- Properly communicate the inputs and outputs of each stage of the planning hierarchy
- Calculate the demand and supply requirements for the Master Production Schedule, Material Requirements Plan and Distribution Requirements Planning
- Calculate capacity and identify actions for increasing or decreasing capacity

3. **C - Managing Supply from External Sources** – This module focuses on the management of the external supply base including how and what to communicate with the suppliers and standard methods of metric evaluation.

Student Learning Outcome

- Identify and describe the major mechanisms for communicating with suppliers
- Demonstrate an understanding of the important content to be shared with suppliers to ensure supply chain alignment
- Explain and differentiate between the various supplier metric methods and with advantages and disadvantages for each

4. **D – Implementing Demand Plans** – This module reviews the methods of prioritization of demand planning in multiple manufacturing environments and their influence on customer service and technology requirements.

Student Learning Outcome

- Explain the logic of demand planning using a master production schedule grid and the calculation of the MPS, ATP and PAB
- Demonstrate an understanding on how customer service levels impact the demand plan
- List the major technology requirements for demand data collection and analysis while also explaining the pros and cons of each

5. **E - Continuous Improvement** – This module explores the concept of continuous improvement through lean, quality management, theory of constraints and sustainability. Students will learn about the tools for each of these approaches.

Student Learning Outcome

- Provide definitions for each of the continuous improvement techniques
- Identify the basic continuous improvement tools
- Describe the concept of sustainability and why it has become a topic of importance in supply chain management

6. **CR1 – Module 3 Exam & Study Planning** – In this module the students will review the content of Module 3 with the instructor in an outline format prior to taking the Module 3 examination. Following the exam students will create their final exam study plan.

Student Learning Outcome

- Demonstrate understanding of Module 3 vocabulary and content by completing a multiple-choice examination
- Create a study plan for the final exam

Review & Final Exam (4 Hrs.)

1. **Course Review & Final Exam** – In this module the student will have to demonstrate what he or she has learned via practical exercises and a written final exam.

Student Learning Outcome

- Provide definitions for key vocabulary.
- Effectively and correctly complete computations required throughout the course (example – inventory stock levels).
- Determine the best option for supply chain improvement in different scenarios.
- Proven through a multiple choice written examination.

Name of Program	APICS Basics of Supply Chain Management	
Program Description	This program assists the student without any academic or practical work experience in operations and supply chain management. The program is designed to provide students with the fundamental knowledge required to effectively plan, source and lead manufacturing and distribution organizations. This program provides an overview of the entire planning hierarchy within an organization from strategic planning all the way through to shop-floor planning. In addition, this program also prepares students for the APICS Certified in Production and Inventory Management (CPIM) certification examination.	
Program Mission	The mission of this program is to provide the student the means to effectively work in various roles within a manufacturing or distribution organization as well as provide the fundamental knowledge required to successfully pass the APICS Certified in Production and Inventory Management (CPIM) Basics of Supply Chain Management certification exam.	
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively work in various roles within operations and supply chain management in distribution or manufacturing industries. The student will also be prepared to take the APICS Certified in Production and Inventory Management (CPIM) Basics of Supply Chain Management certification examination.	
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.	
Total Clock Hours	40 Hours	
Final Tests or Exams	Testing for this program is comprised of skills testing at the end of each module and the Final Exam as well as in class assignments.	
Required Internship or Externship	None	
Module Title	Description of topics covered in this module	Hours
<i>Basics of Supply Chain Management (40 Hrs.)</i>		
<p>1. Introduction to Supply Chain Management – This module establishes the foundation for the course, starting with the exploration of different manufacturing environments and the elements of the manufacturing supply chain.</p> <p><i>Student Learning Outcome</i></p> <ul style="list-style-type: none"> • Describe the components of the manufacturing business model and supply chain • Communicate the five objectives of manufacturing • Explain the concepts of priority planning and capacity management • Differentiate between traditional and cross-functional, as well as internal and external supply chains <p>2. Demand Management – This module reviews the importance of demand planning and management on business processes and addresses the characteristics of demand and forecasting techniques.</p> <p><i>Student Learning Outcome</i></p> <ul style="list-style-type: none"> • Explain the role and objectives of demand planning, forecasting and customer order management • Explain four major principles of forecasting and three principles of data collection and preparation as well as differentiate between qualitative and quantitative forecasting methods • Calculate and explain the logic of the major quantitative forecasting techniques 		

3. **Master Planning** – This module examines the phase of the Manufacturing Planning and Control (MPC) called Master Planning. This section includes the planning steps of Sales and Operations Planning and Master Scheduling and their balancing capacity planning steps.

Student Learning Outcome

- Differentiate between the planning horizons and levels of detail of business planning, S&OP, and master scheduling
- List four production strategies and their differences with respect to inventory, S&OP implementation
- Calculate the requirements for both the balancing of the S&OP inventory plan, master production schedule and available-to-promise
- Differentiate between rough-cut capacity planning and resource planning as means of capacity checks for each planning stage

4. **Material Requirements Planning** – In this module students will examine the basic concepts of the material requirements planning (MRP) process, which relies on the use of planning application software to support a set of business processes for the day-to-day management of the priority plan.

Student Learning Outcome

- Describe the relationship between MRP and the three other functions in the manufacturing planning and control hierarchy
- Perform simple bill of material (BOM) explosion and identify both independent and dependent demand items
- Successfully complete MRP calculations for a multiple level bill of material

5. **Capacity Management and Production Activity Control** – This module reviews the importance of capacity management at the shop-floor/work center level and the production activity control actions required in effectively managing supply chain operations.

Student Learning Outcome

- Calculate load, rated and demonstrated capacity for a work center
- Explain the concepts of backward and forward scheduling and order sequencing with examples
- Explain the difference in manufacturing planning and control, between capacity planning in the priority planning phase and the capacity control functions in the production activity control phase of the planning hierarchy

6. **Aggregate Inventory Management** – This module introduces the concept of inventory from a business-level perspective, examining its function, objectives, costs, financial implications and performance measures.

Student Learning Outcome

- Recognize at least five different classes of inventory that materials are transformed into during their flow through the production and distribution process
- Describe the major elements of the five types of inventory costs – item, carrying, ordering, stock out, and capacity-related costs
- Explain financial statements and their elements and their relationship to aggregate inventory

7. **Item Inventory Management** – In this module students will be introduced to the concept of item inventory management including its function, objectives, costs, and their role in business and financial success.

Student Learning Outcome

- Explain the relationship between ordering costs and carrying costs in determining and calculating the economic order quantity for an inventory item
- Describe and calculate order point and period review systems in ordering inventory
- Explain the steps of ABC Classifications and successfully complete classification for a sample set of inventory items

8. **Purchasing and Physical Distribution** – This module addresses two important components of the supply chain; purchasing and physical distribution by reviewing where the functions add value in the supply chain.

Student Learning Outcome

- Identify and explain the four different types of purchased items
- Explain the major strategies used for supplier selection and types of supplier relationships in a purchasing strategy
- Differentiate between pull and push distribution strategies and the implications for sales, marketing, production and finance

9. Lean and Quality Systems – This module provides a basic understanding of lean and quality systems, and the principles and tools used across the product and quality cycle.

Student Learning Outcome

- Identify the four phases in the product and quality cycle and the production and quality system implications in each phase
- Identify the eight types of waste and how the lean tools presented in the module help eliminate waste
- Explain the concept of total quality management (TQM) and the basic tenants of Six Sigma’s DMAIC process

Name of Program	APICS Master Planning of Resources	
Program Description	This program assists the student without any academic or practical work experience in operations and supply chain management. The program is designed to provide students with the fundamental knowledge required to effectively plan, source and lead manufacturing and distribution organizations. This program focuses on the planning stages within the Manufacturing Planning and Control stages of Sales and Operations Planning and Master Scheduling. In addition, this program also prepares students for the APICS Certified in Production and Inventory Management (CPIM) certification exams.	
Program Mission	The mission of this program is to provide the student the means to effectively work in various roles within a manufacturing or distribution organization as well as provide the fundamental knowledge required to successfully pass the APICS Certified in Production and Inventory Management (CPIM) Master Planning of Resources certification exam.	
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively work in various roles within operations and supply chain management in distribution or manufacturing industries. The student will also be prepared to take the APICS Certified in Production and Inventory Management (CPIM) Master Planning of Resources certification examination.	
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.	
Total Clock Hours	32 Hours	
Final Tests or Exams	Testing for this program is comprised of skills testing at the end of each module and the Final Exam as well as in class assignments.	
Required Internship or Externship	None	
Module Title	Description of topics covered in this module	Hours
Master Planning of Resources (32 Hrs.)		
10. Master Planning of Resources	– This module establishes the foundation for the course, starting with the explanation of the Manufacturing Planning and Control stages of the planning hierarchy and the key aspects of effective resource planning.	

Student Learning Outcome

- Explain the conflicting objectives of Manufacturing Planning and Control as well as the major factors that impact the planning system
- List and describe in detail the major characteristics of a well-designed Manufacturing Planning and Control system
- Summarize the major processes that constitute master planning of resources, including the inputs and outputs of Sales and Operations Planning and Master Scheduling

11. Forecasting Demand – This module explores the various forecasting techniques and requirements for each stage of planning in the Manufacturing Planning and Control system.

Student Learning Outcome

- Successfully complete calculations for the major forecasting models
- Explain how the selection of forecasting models relate to other demand planning and management alternatives
- Differentiate between and explain the interdependence of quantitative and qualitative forecasting models

12. Demand Management and Customer Service – This module builds upon the creation of forecasts by establishing the criteria for evaluating forecast performance and exploring how forecast performance impacts customer service in manufacturing and distribution environments.

Student Learning Outcome

- Calculate the mean absolute deviation and standard deviation of error and the tracking signal for a forecast
- Articulate the difference between Available to Promise and Capable to Promise and the influence of each on customer service
- Demonstrate the relationship between customer service and safety stock levels

13. Distribution Planning – This module reviews distribution network planning, distribution requirements planning (DRP) with its support systems and performance measuring in a distribution environment.

Student Learning Outcome

- Differentiate between functional and institutional distribution channels including network configurations for each
- Explain how distribution planning fits in the planning hierarchy – inputs and outputs and linkages to other planning stages
- Calculate distribution requirements plan from warehouse gross and net requirements

14. Sales and Operations Planning – This module introduces sales and operations planning (S&OP), the process, calculations and requirement changes for different environments. This is the first of two modules covering S&OP.

Student Learning Outcome

- Define S&OP and the key activities four guiding and controlling the business – including the participants and desired results at each planning stage
- Differentiate the planning process for the three production planning methods.
- Calculate inventory plans for the MTS environment and backlog plan for the MTO/ATO environments.

15. S&OP and Master Scheduling – This module examines the transition from S&OP into master scheduling explaining the desired inputs and outputs of these planning stages and the calculations required to complete the master schedule.

Student Learning Outcome

- Differentiate between S&OP and master scheduling – inputs, outputs and requirements.
- Explain how marketplace and customer expectations influence choice of manufacturing environment and master scheduling approach.
- Calculate projected available balance (PAB) and the available-to-promise (ATP) and explain their use in different manufacturing environments

16. Managing the Master Schedule – This module focuses on the techniques in managing the master scheduling process to support the production plan and business goals of the organization and performance measurement.

Student Learning Outcome

- Differentiate between the roles and authorities of the master scheduler and the executives in the master scheduling process
- Explain the inputs required for the master schedule’s management in the assemble-to-order environment and the objectives of the balancing rough-cut capacity plan (RCCP)
- Explain the concept of advanced planning and scheduling (APS) systems for finite scheduling systems and the balancing capacity plan

17. Final Exam – In this module students will have to demonstrate what he or she has learned via a written final exam.

Student Learning Outcome

- Provide definitions of key vocabulary used throughout the course
- Demonstration of effective use of planning techniques and successful computations of formulas utilized throughout the course
- Proven through a multiple-choice examination

Name of Program	APICS Detailed Scheduling and Planning
Program Description	This program assists the student without any academic or practical work experience in operations and supply chain management. The program is designed to provide students with the fundamental knowledge required to effectively plan, source and lead manufacturing and distribution organizations. This program focuses on the planning stages within the Manufacturing Planning and Control stages of Sales and Operations Planning and Master Scheduling. In addition, this program also prepares students for the APICS Certified in Production and Inventory Management (CPIM) certification exams.
Program Mission	The mission of this program is to provide the student the means to effectively work in various roles within a manufacturing or distribution organization as well as provide the fundamental knowledge required to successfully pass the APICS Certified in Production and Inventory Management (CPIM) Detailed Scheduling and Planning certification exam.
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively work in various roles within operations and supply chain management in distribution or manufacturing industries. The student will also be prepared to take the APICS Certified in Production and Inventory Management (CPIM) Detailed Scheduling and Planning certification examination.
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.
Total Clock Hours	32 Hours
Final Tests or Exams	Testing for this program is comprised of skills testing at the end of each module and the Final Exam as well as in class assignments.
Required Internship or Externship	None
Module Title	Description of topics covered in this module
Detailed Scheduling and Planning (32 Hrs.)	
1. Inventory Policies – This module establishes the foundation for the course, explaining the role of inventory in manufacturing companies and the element of inventory policies for aggregate inventory planning and the trade-offs in decision making.	

Student Learning Outcome

- List and explain the different types of inventory classifications and sub-classifications
- Explain how aggregate inventory policy interrelates with the company's customer service and operations efficiency objectives
- Describe how lot-sizing and safety stock policies support aggregate level policies in manufacturing and service industries

2. **Inventory Planning** – This module explores four major areas of inventory planning that are influenced by these policies and that will influence the detailed scheduling and planning of demand (priorities) and supply (capacity).

Student Learning Outcome

- Explain the difference between order point and periodic review methods and their application
- Define the difference between aggregate and disaggregate planning and their objectives
- Successfully define ABC Classification and create a cycle counting plan using the ABC Classification technique

3. **Information Used in the Material Planning Process** – This module introduces the basic information and inputs that are important to material planning.

Student Learning Outcome

- Differentiate among planning factors, inventory status data and historical and usage demand in material planning
- Explain the differences in material planning approaches used in different production environments
- List and define the five key performance characteristics of material requirements planning (MRP)

4. **MRP Mechanics: The Basics** – In this module the logic of material requirements planning (MRP) including the preparation of the plan and a step-by-step guide to calculation of the plan.

Student Learning Outcome

- Identify and list the major inputs and outputs to the MRP system
- Perform the explosion process for the material requirements plan
- Successfully complete the netting process converting gross requirements into net requirements

5. **Using MRP Outputs and Managing Projects** – This module covers how to prepare the material requirements plan including the evaluation of the plan and re-planning and the use in project management.

Student Learning Outcome

- Identify the types of changes that affect the material plan.
- Explain the significance of interactions between material requirements planning (MRP) and other manufacturing planning and control (MPC) process and functions
- Explain the purpose and characteristics of resourcing scheduling, the responsibility matrix, and project building

6. **Detailed Capacity Planning** – This module explores the major influences on the choice of capacity planning methods in different manufacturing environment.

Student Learning Outcome

- Explain the significance of flexibility of capacity scheduling, material or capacity planned first options and the influence on manufacturing environments
- Calculate rated and demonstrated capacity and explain their use in determining load
- Describe the major simulation and modeling techniques used in calculating load at work centers

7. **Detailed Capacity Management** – In this module students will explore capacity management processes used in different environments through capacity requirements planning (CRP).

Student Learning Outcome

- Summarize the phases of the CRP process and the role of simulations in determining work center load profiles
- Differentiate between the three flow scheduling techniques and explain the role of process structure in process flow scheduling

- Describe at least four key performance measures for capacity management in different environments.

8. Establishing Supplier Relationships – This module examines the factors that affect an organization’s choice of relationships with suppliers and the implications of these choices for scheduling and planning.

Student Learning Outcome

- List and explain the supplier capabilities to consider in a make-or-buy analysis
- Differentiate between the different supplier relationships and sourcing strategies and explain their advantages and disadvantages
- Describe at least six important areas of operational communication between supply chain partners

9. Supplier Partnerships – This module covers the concepts and techniques that are important to the management of supplier partnerships including supplier selection, development and measurement of performance.

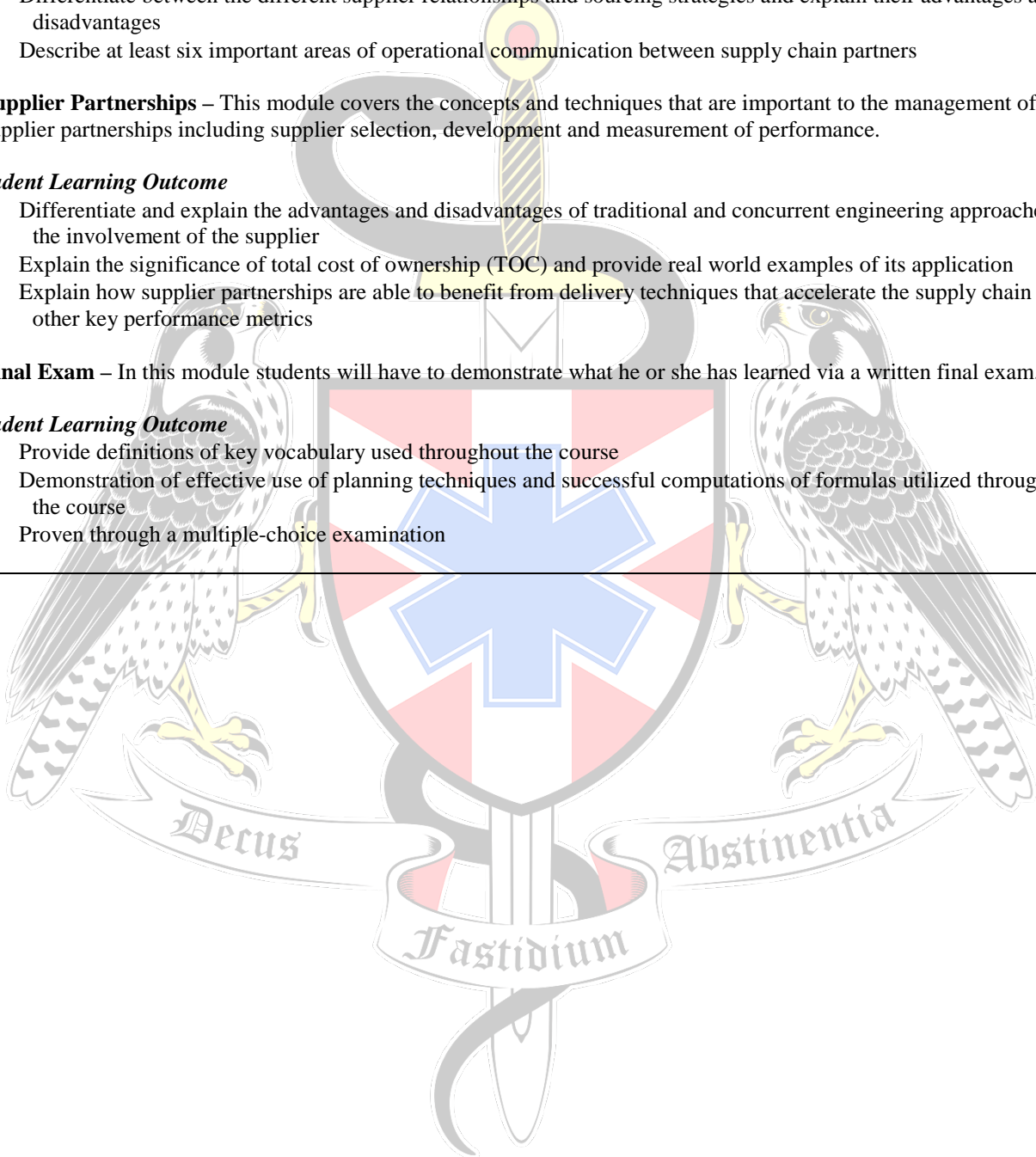
Student Learning Outcome

- Differentiate and explain the advantages and disadvantages of traditional and concurrent engineering approaches and the involvement of the supplier
- Explain the significance of total cost of ownership (TOC) and provide real world examples of its application
- Explain how supplier partnerships are able to benefit from delivery techniques that accelerate the supply chain and other key performance metrics

10. Final Exam – In this module students will have to demonstrate what he or she has learned via a written final exam.

Student Learning Outcome

- Provide definitions of key vocabulary used throughout the course
- Demonstration of effective use of planning techniques and successful computations of formulas utilized throughout the course
- Proven through a multiple-choice examination



Name of Program	APICS Execution and Control of Operations
Program Description	This program assists the student without any academic or practical work experience in operations and supply chain management. The program is designed to provide students with the fundamental knowledge required to effectively plan, source and lead manufacturing and distribution organizations. This program focuses on the planning stages within the Manufacturing Planning and Control stages of Sales and Operations Planning and Master Scheduling. In addition, this program also prepares students for the APICS Certified in Production and Inventory Management (CPIM) certification exams.
Program Mission	The mission of this program is to provide the student the means to effectively work in various roles within a manufacturing or distribution organization as well as provide the fundamental knowledge required to successfully pass the APICS Certified in Production and Inventory Management (CPIM) Execution and Control of Operations certification exam.
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively work in various roles within operations and supply chain management in distribution or manufacturing industries. The student will also be prepared to take the APICS Certified in Production and Inventory Management (CPIM) Execution and Control of Operations certification examination.
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.
Total Clock Hours	32 Hours
Final Tests or Exams	Testing for this program is comprised of skills testing at the end of each module and the Final Exam as well as in class assignments.
Required Internship or Externship	None
Module Title	Description of topics covered in this module
<i>Execution and Control of Operations (32 Hrs.)</i>	
<p>1. Planning, Execution, and Control Overview– This module establishes the foundation for the course, explaining how interfacing leads to effective execution and control of manufacturing plans and how facility layout impacts manufacturing plans.</p> <p><i>Student Learning Outcome</i></p> <ul style="list-style-type: none"> • Explain how to schedule production and process manufacturing plans relative to authorizing, releasing, prioritizing, and sequencing work • Identify the interfaces and data exchanges required to execute a plan • Demonstrate how various operating environments and layouts influence scheduling and workflow <p>2. Scheduling Production and Process Operations – This module covers a broad range of scheduling operations that the production and inventory professional must perform. This module explains product and operation scheduling, input and output control, prioritizing, bottleneck management, lead times, and preventive maintenance.</p>	

Student Learning Outcome

- Demonstrate knowledge of scheduling techniques that maximizes throughput
- Demonstrate an ability to use the input/output control and lead time techniques
- Demonstrate the ability to schedule maintenance

3. **Authorizing, Executing, and Reporting Activities for Push Systems** – This module focuses on authorizing, executing, and reporting activities for push systems including the methods for authorizing work, reporting work accomplished, and reporting the use of capacity and materials when applied in a system where for with authorized by means of work orders and/or schedules.

Student Learning Outcome

- Demonstrate knowledge of various techniques used to authorize activities
- Explain the various techniques used to execute and control operations
- Identify reporting activities and collection techniques

4. **Authorizing, Executing, and Reporting Activities for Pull Systems** – In this module students will focus on authorizing, executing, and reporting activities for pull systems including management of work activities, reporting work that is accomplished, and reporting consumption of capacity and material.

Student Learning Outcome

- Identify the manufacturing environments suitable for pull systems
- Recognize the various techniques used to authorize and execute activities in a pull system
- Explain the reporting activities and data collection in a pull environment

5. **Communicating Customer-Supplier Information and Controlling Resources** – This module covers both communicating customer-supplier information and controlling resources. Both of these activities are critical steps in executing and controlling plans.

Student Learning Outcome

- Demonstrate the ability to select tools to establish proper communication interfaces with customers and suppliers
- Recognize various internal communication responsibilities
- Identify appropriate requirements for storage, location, and transportation

6. **Quality and Continuous Improvement Initiatives – Basic Concepts** – This module promotes an understanding of the tools, processes, and effects of quality and continuous improvement initiatives on operations.

Student Learning Outcome

- Explain how to execute quality initiatives
- Demonstrate knowledge of how to implement a continuous improvement plan
- Explain how quality and continuous improvement tools can be used to gain knowledge of constraints within production processes and operations

7. **Quality and Continuous Improvement Initiatives – Making it happen** – This module defines various methods of process improvement and waste reduction within production processes. This module builds upon the previous module covering the basics concepts.

Student Learning Outcome

- Understand the methods of process improvement
- Describe six proven ways to implement quality and continuous improvement initiatives that will result in process improvement and the reduction of waste

8. **Quality Management Processes** – In this module, students will focus on the process of measuring, evaluating, and responding to the effects of variations in quality management and supplier performance.

Student Learning Outcome

- Demonstrate knowledge of approaches and techniques for monitoring initiatives and continuous improvement efforts
- Explain the consequences of specifications and standards on product quality
- Demonstrate knowledge of assessment and corrective tools and the requirements placed on suppliers

- 9. Evaluating Performance of Production Operations** – This module covers collecting and maintaining data to ensure the accuracy and integrity of operational information. Data sources and requirements, accuracy of inventory records, and performance reporting are all presented in this module.

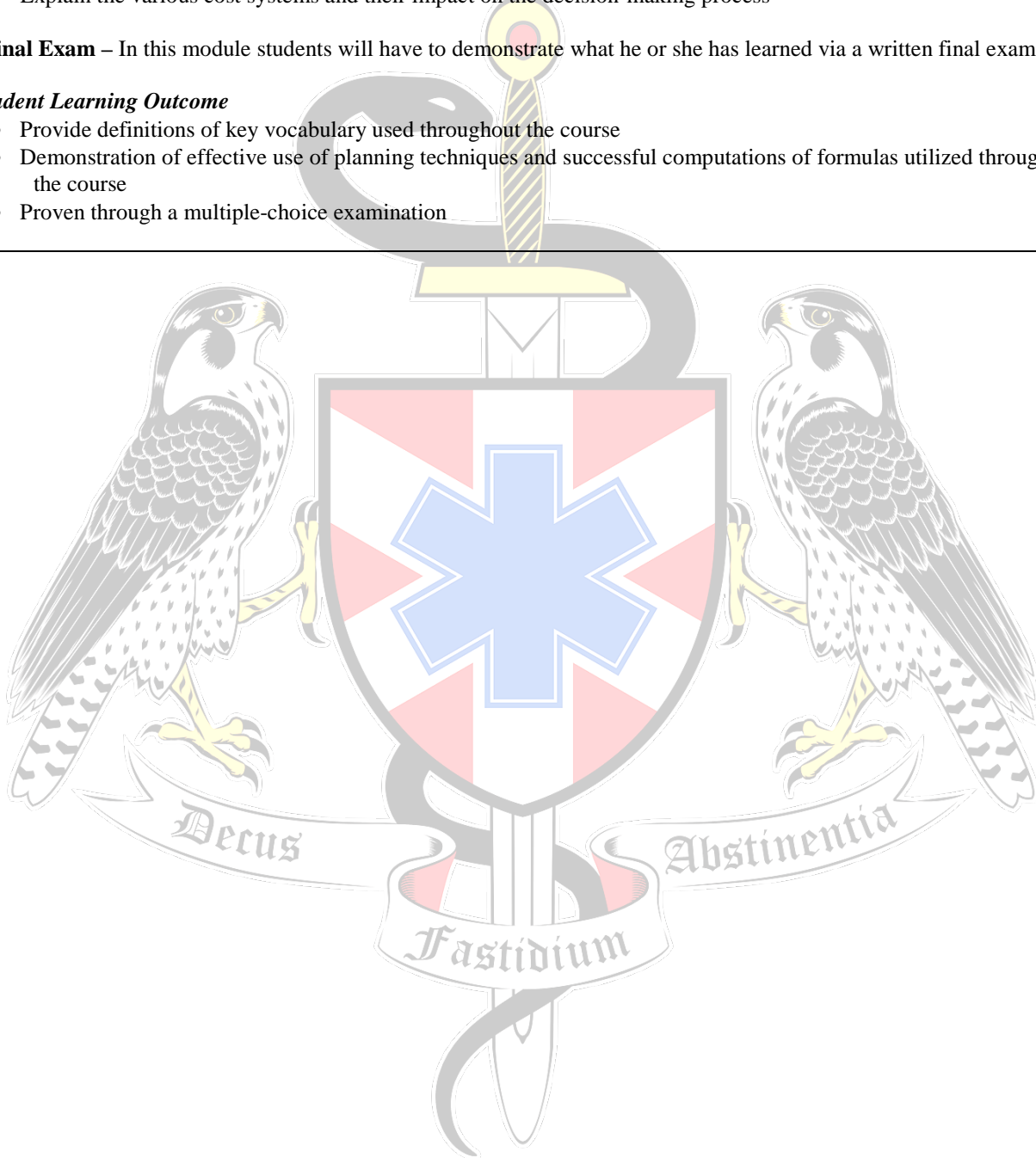
Student Learning Outcome

- Define the data required to support the production environment
- Demonstrate knowledge of performance measures and appropriate action to be taken
- Explain the various cost systems and their impact on the decision-making process

- 10. Final Exam** – In this module students will have to demonstrate what he or she has learned via a written final exam.

Student Learning Outcome

- Provide definitions of key vocabulary used throughout the course
- Demonstration of effective use of planning techniques and successful computations of formulas utilized throughout the course
- Proven through a multiple-choice examination



Name of Program	APICS Strategic Management of Resources
Program Description	This program assists the student without any academic or practical work experience in operations and supply chain management. The program is designed to provide students with the fundamental knowledge required to effectively plan, source and lead manufacturing and distribution organizations. This program focuses on building an understanding of concepts that require a combination of elements and higher thinking when it comes to differences between varied business environments and the impacts on operations and supply chain management.
Program Mission	The mission of this program is to provide the student the means to effectively work in various roles within a manufacturing or distribution organization as well as provide the fundamental knowledge required to successfully pass the APICS Certified in Production and Inventory Management (CPIM) Strategic Management of Resources certification exam.
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively work in various roles within operations and supply chain management in distribution or manufacturing industries. The student will also be prepared to take the APICS Certified in Production and Inventory Management (CPIM) Strategic Management of Resources certification examination.
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.
Total Clock Hours	32 Hours
Final Tests or Exams	Testing for this program is comprised of skills testing at the end of each module and the Final Exam as well as in class assignments.
Required Internship or Externship	None
Module Title	Description of topics covered in this module
<i>Strategic Management of Resources (32 Hrs.)</i>	
<p>1. Developing the Business Strategy – This module introduces and reviews the development of the business strategy, which establishes the framework for the remainder of the course.</p> <p><i>Student Learning Outcome</i></p> <ul style="list-style-type: none"> • Explain the significance of a company’s business strategy and be able to define the key external industry environment and competitive forces • Analyze the strengths and weakness of the company in relation to the industry, nature of competition with rivals, and relative strength to competitors • Successfully identify the different choices companies have for business strategy based on competitive analysis <p>2. The Global Environment and Sustainability – This module explores the impact of two particularly significant forces – the globalization of competition within industries and the growing influence of sustainability on managing business organizations and the supply chain.</p> <p><i>Student Learning Outcome</i></p> <ul style="list-style-type: none"> • List five important reasons for becoming a global competitor along with the challenges in implementation • Successfully explain the varied types of product design and the choices made in the product life cycle • Explain the important of sustainability to the organization, stakeholders, and the supply chain, linking corporate responsibility and organizational strategy 	

- 3. Operations Strategy** – This module explores the different operations strategies and the roles of product volume, variety, process layout, process technology and job design for each strategy choice. In addition, students will explore means for determining process selection success through performance measurements.

Student Learning Outcome

- Describe the objectives of operations strategy for each of the four basic process layouts
- Communicate the difference in operations strategy choice for levels of product volume and variety
- Successfully differentiate between centralized and decentralized organizational structures and between hierarchical and horizontal organization structures
- Demonstrate the importance of process measurement and metric creation for each operational strategy choice

- 4. Operations Strategy Choices and Financial Measurement** – In this module students will examine the key concepts and issues in two different areas of strategic management of resources; choices involved in developing the business and operations strategies of manufacturing and service organizations, and the role of financial measurement in planning and managing operations.

Student Learning Outcome

- Explain the choice of operational performance objectives to support the implementation of different competitive strategies as well as the role of performance objectives in the choice of manufacturing processes and layout
- Describe how process/layout choices support low-cost or differentiation strategies and the impact on capacity and flexibility of operations
- Successful create, analyze and interpret cash flow statements including the calculation of financial ratios

- 5. Aligning Operations with Supply Chain Partners** – In this module this student will review the key choices and issues that manufacturing, and service organizations face in aligning internal operations with supply chain partners.

Student Learning Outcome

- Explain the impact of flow of quality, speed, dependability, flexibility and cost management on supply chain network design and alignment
- Differentiate between lead and lag capacity strategies for both small and large-scale operations
- Explain the major supply chain strategies including objectives, advantages and disadvantages of each

- 6. Infrastructure Systems** – In this module students will explore the key infrastructure choices and issues that manufacturing, and service organizations face in implementing an operations strategy.

Student Learning Outcome

- Demonstrate the process for benchmarking an organization's operations and explain the six different types of benchmarking
- Explain the importance of a quality program within an organization and successfully identify the key elements of prevention, measurement and corrective action
- Describe the four decision factors that influence the choice in an information infrastructure system and the impact on operations size

- 7. Change Management** – In this module students will cover the methods used to assess, prevent, and recover from business failures and how to lead projects that drive change.

Student Learning Outcome

- Explain Kotter's eight steps to transformation of a business process.
- Describe the requirements for successfully preparing management, employees, and external stakeholders for change
- Explain and successfully outline the process for developing a project and managing it through to completion

- 8. Final Exam** – In this module students will have to demonstrate what he or she has learned via a written final exam.

Student Learning Outcome

- Provide definitions of key vocabulary used throughout the course
- Demonstration of effective use of planning techniques and successful computations of formulas utilized throughout the course
- Proven through a multiple-choice examination

Security Courses Overview and Order of Programs

Name of Program	Executive Protection Specialist AKA: Protection Agent/Shift Leader
Program Description	This program assists the student who is already a licensed security guard. The task is to acquire the techniques and principles used in executive protection details. Core topics in executive protection are covered and field exercises are included. The program is presented as an intensive 10 days, 80-hour program with an emphasis on field exercises. Home study will be required. This program is designed to teach the student the techniques and principles of executive protection. The program covers the range of fundamental executive protection activities and services, protective motorcade operations, history of terrorism, terrorist operations, hostage survival, surveillance detection, individual protective measures, threat assessments, emergency action planning, personal data protection, pre-incident facility survey.
Program Mission	The mission of this program is to provide the student the means to work in protection industry and to perform duties and tasks as an executive protection agent as well as a shift leader.
Program Objectives	Upon completion of this program the student will possess the skills necessary to effectively operate in the security and executive protection fields as a Protection Agent as well as take on the roles and responsibilities of a shift leader. The student is trained to manage an operational team that is employed by an employer or per contract.
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.
Total Clock Hours	Ten (10) Days / 80 Hours
Final Tests or Exams	Testing for this security program is comprised of skills testing and constant evaluation of students during the practical portions/exercises of the courses. Written exams are administered at the end of each module.
Required Internship or Externship	None
Module Title	Description of topics covered in this module
<p>1. Intro to Protective Service – This module will give the student insight regarding Protective Service Detail. A lot of law enforcement officers and security personnel are being tasked with protecting, witnesses, foreign dignitaries, state dignitaries without proper training. This intro course along with the other modules will give the student the knowledge and skills to accomplish their tasks.</p> <p>Student Learning Outcome</p> <ul style="list-style-type: none"> • Understanding the difference between general security and protective services. • History of the US Secret Service and how and why the civilian protection industry has evolved. • Students will be verbally tested and challenged during this module and must pass a written exam. <p>2. Purpose of Protection / Risk Management – In this module student will become more familiar with close protection, and what it is. The student will learn ways to develop and how to develop protection strategies to reduce risks and threats.</p> <p>Student Learning Outcome</p> <ul style="list-style-type: none"> • Students must define the purpose of protection when covering personal protection, business/corporate protection, governmental and facility protection. • The students will understand the difference in protection strategies that are required of agents who are employed. • Students will define; answer verbally to questions given by the instructor and by means of an exam. <p>3. Responsibility/Fundamentals and Objectives – In this module the student will learn what the responsibilities are of the close protection team and its agents. The fundamentals and objectives of protecting a client will be discussed. After the conclusion of this module. The student will have a good basis of how close protection works and operates and what their responsibilities are and what each team member's responsibility is. They will learn the basics of working alone or in a team environment.</p>	

Student Learning Outcome

- Students will demonstrate to the faculty of each role and responsibility for each position utilized within a close protection team.
- Identify communication needs for close protection.
- Students will understand and implement individual or team assigned roles and responsibilities.
- Pass a verbal, written exam and physically demonstrate each position required to the instructor within the protection team.

4. **Protocols and Objectives** – In this module the student will learn the roles and responsibilities of close protection and will understand the skills required to create and maintain a secure environment for their client. Regardless if they are at home, on business or on travel. They will learn what personal attributes are needed to become an effective close protection agent.

Student Learning Outcome

- Students will have an understanding of etiquette
- Personal and professional greetings are learned.
- Students will learn the proper attire and dress for events.
- Students will know what the difference is between personal hygiene and client needs.
- Students will be required to pass an equipment check list of items to have on hand.

5. **Surveillance and Types** – In this module the student will learn about the different types of surveillance used by not only the team but the adversaries as well. The student will understand the importance and the differences between surveillance and counter surveillance.

Student Learning Outcome

- Students will demonstrate their aptitude in static, foot, mobile and technical surveillance procedures.
- Students will understand and apply surveillance actions to recognizing counter surveillance used by differing adversary actions.
- Utilize numerous surveillance devices to collect intelligence data.
- Pass a written exam to being able to deploy all relevant surveillance equipment.

6. **Route Analysis / Surveys** – In this module the student will learn what a route analysis is, the importance of having route analysis completed and a route plan in place for safe evacuation if needed. This module will focus on route analysis planning for, moving in a vehicle and throughout a building. The student will become familiar with safe houses or havens and how to establish them.

Student Learning Outcome

- Students will be able to plot, primary route of travel, secondary route of travel, third route of travel, and the fourth route of travel.
- Students will identify choke points, ambush points, and control points.
- Students will demonstrate their knowledge by written assessments and pass or fail on field exercises.

7. **Personality Traits / Professional Standards** – In this module the student will learn about personality traits that are essential needed to become an effective agent and team member. We will also discuss professional standards and how to interact with clients and protected individuals. Etiquette will also be discussed.

Student Learning Outcome

- Students learn to match their personality with their principle or client to form a proper protection agent mindset.
- Students will understand how to deal with high maintenance clients.
- Students will learn to balance security and personal needs of a client to dealing with medical issues of a client.
- Students must pass a written exam and interview.

8. **Elements of Close Protection** – In this module the student will learn about the elements needed and required to make a safe environment for the protected person(s) which encompass, how to gather intelligence for risk management, how to find and interview skilled additional personnel who have the means and capability to carry out specific job tasks, technical issues and solutions along with, policies/procedures/protocols along with, chain of command/control and supervision.

Student Learning Outcome

- Students will understand individual protective measures.
- Recognize indicators of a threat.
- Utilize Force Options.
- Complete understanding of an entire protection team movement and logistical needs.
- Students must pass a written exam and prove themselves during field exercises that information being taught has been retained.

9. **Adversary and Adversary Types** – In this module the student will learn and have a good working knowledge of which his/her client's adversaries would be. The student will learn about internal threat and industrial espionage to local street gangs up to and including the various terrorist groups.

Student Learning Outcome

- Understand the difference between perceived adversaries, actual attack on target adversaries and adversaries of chance.
- Apply planned to quick reaction options of a force multiplier or close protection team. Individual and team options.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

10. **Assaults / Improvised Weapons** – In this module the student will learn about what an assault is and how various assaults are carried out against a potential client. They will learn how to effectively respond and react to various assaults and how to mitigate them. The student will also learn about weapons systems that could be potentially used up to and including, homemade improvised weapons.

Student Learning Outcome

- Knowledge in weapon deployment by adversaries.
- Gains knowledge of different weapon systems utilized against soft and hard targets.
- Understanding of Improvised Explosive Devices.
- Able to utilize administrative processes in protection methods to armed solutions.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

11. **Attack, types and preparation** – In the module the student will learn about the various ways an adversary may attack his/her client, residence, family or place of business. The student will also learn how would be attackers will plan for their attacks.

Student Learning Outcome

- Knowledge in direction action or small arms on small arms tactics.
- Understanding of Standoff Attacks and how these weapons are prepared and deployed.
- Practical application of surveillance technics and technology.

Pass a written exam; provide solutions during question and answers session with faculty.

Working with The Client 9 hours

1. **Foot Movements** - This module the student will learn the different types of foot formations from single agent to multiple agent detail. Students will learn placements from one agent to multiple agents. Foot formations will be practiced. The student will learn, the state and roles within the protection detail while on foot explain and demonstrate the range of communication needed. In this module and this course, the student will be given more time for actual practical exercises than in previous courses.

Student Learning Outcome

- Well versed in team formations.
- Well versed in individual placement when working individually.
- Understanding of Angles of Attack or AOA.
- Students will be tested physically and will rotate through each position and required to demonstrate their responsibility.

2. **Motorcade** – In this module the student will learn about motorcades and what they consist of. They will also gain a understanding of the basic principles of a protective motorcade and how to avoid potential threats. They will learn about single vehicle to multiple vehicle motorcades along with the responsibilities of each vehicle in the motorcade along with the responsibilities of each member of the team.

Student Learning Outcome

- Knowledge learned of the differences when utilizing a sedan, SUV, or dedicated 4x4 vehicles for use in protection.
- Demonstrates all required positions during an active protection convoy.
- Understand vehicle positioning.
- Students must pass a field exercise proving their knowledge in Motorcade.

3. **Arrivals and Departures** – In this module the student will learn about the proper procedures and tactics used when arriving and departing a location whether it is through a complex or a motorcade.

Student Learning Outcome

- Utilizes curb side arrival and departure methods.
- Properly utilizes radio etiquette during arrival and departure.
- Demonstrates the proper defensive blocking maneuver of the motorcade.
- Students must pass a field exercise proving their understanding of Arrivals and Departures.

Dignitary Protection 9 hours

1. **Purposes** – In this module the student will learn about the various types of protection and levels of protection.
2. **Identifying Threat Levels** – In this module the student will learn how to interview clients and witnesses to using open source intelligence to identify potential threats and their levels.

Student Learning Outcome

- Understanding domestic and international research methods of open source data.
- Utilize multiple teams in research collection of in country contacts to establish threat levels.
- Comprehension on establishing creditable threats.
- Students will be required to pass and prove their knowledge during active class participation with faculty.

3. **Terms and Definitions** – In this module the student will learn the various definitions and terms used in the industry and their meaning.

Student Learning Outcome

- Each student will be knowledgeable and be able to recite each definition related to the Diplomatic Protection role.
- Students will be tested by faculty throughout the course and also by a written exam.

5. **Close Proximity / Working with the Client 2** – In this module the student will learn how to effectively work with their clients and utilize various techniques used to provide a safe environment for their clients ranging from, close proximity to protective security surveillance.

Student Learning Outcome

- Provide direction action solution with a client or principle.
- Utilize methods learned on working within arm's reach of a client.
- Comprehension of threat and being close to the client or principle.
- Trained not to be drawn into the battle.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

6. **Attack on Client** – In this module the student will learn how to effectively handle a physical attack on their client. This will range from, vehicle down drills evacuations, how to effectively deal with an attacker and how to safely cover and conceal the protected person from the attack.

Student Learning Outcome

- Students will be able to effectively deal with low threat attackers to high threat situations.
- Demonstrate and apply open hand to reaction to stand off weapon deployment solutions. Be able to react individually to deploying team based tactical solutions.
- Deal and provide solutions with regards to the media.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

7. **Advances and Site Surveys** – In this module the student will learn the various techniques used to conduct site surveys and advance work. The student will learn how to conduct site surveys and how to complete advance work assignments. Advance work assignments encompass, threat assessments, route analysis, risk assessments, trip planning and itinerary, and various other.

Student Learning Outcome

- Able to deploy with confidence an Advance Team or take part directly as a member in intelligence collection duty.
- Having the proper understanding and knowledge in creating and presenting surveys to relevant managers.
- Applies aptitude on logistical needs of an advance team.
- Students will be tested by practical application exercises and required to pass a written exam.

A.R.M.S / Hand to Hand Tactics 14 hours

In this module, the student will learn basic hand to hand defensive tactics techniques.

Student Learning Outcome

- Students will be able to be an effective striker.
- Knowledge in weapon take away.
- Understanding the indicators of distraction.
- Students will be physically tested by training faculty.

Shift Leader/Supervisor Responsibilities 9 hours

In this module, the student will learn about the traits and requirements to be a successful shift leader/supervisor. Student will also learn about their roles and responsibilities and how to be an effective leader.

Student Learning Outcome

- Recognize leadership traits and how to deploy employees based on strength and weakness.
- Understand the dynamics of human personalities.
- Motivation to develop proactive place and polices.
- Deal with irate clients to employees.
- Able to create work schedules and rotating shifts.
- Students will be tested by written exam and mentored by training faculty.

Drills / Scenarios / Practical's 30 hours

1. **Surveillance and Surveillance Detection** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Recognize and assess proper surveillance techniques.
- Effectively management a surveillance team.
- Utilizing initiative in proactive surveillance.
- Understands the difference between being on active surveillance verse observing for Surveillance Detection.
- Proven through field exercise.

2. **Foot Movements and Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and will be required to demonstrate proper revolving foot movements depending on client positioning.
- Knowledge in applying force options to reacting to attack on client drills. Students will be forced to protect themselves, the team and their client.

- Students will be physical tested numerous times until the training faculty observes them working as a team.

3. **Motorcade (embarking / disembarking)** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate proper communication.
- Understands and deploys personal properly during embarking and disembarking.
- Students displaying reasoning why certain positions rotate properly.
- Students will be physical tested numerous times until the training faculty observes them working as a team.

4. **Site Surveys and Threat Assessments** -- In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate and apply in the field all site surveys and provide relevant assessments during mock client/principle travel.
- Students will be physical tested numerous times until the training faculty observes them working as a team.

5. **Route Analysis** - In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate and apply in the field all proper route assessments during mock client/principle travel.
- Students will be physical tested numerous times until the training faculty observes them working as a team.

6. **Agent / Officer Safety Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding to apply proper use of force options matching the escalation of force scenario.
- Students will be tested by pass or fail under the supervision of the training faculty.

7. **Attack on Client Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and be required to apply proper use of force options matching the escalation of force scenario.
- Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
- Students will be tested by pass or fail under the supervision of the training faculty.

8. **Estate Security Assessment** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and be required to apply proper use of force options when covering an estate.
- Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
- Students will be tested by pass or fail under the supervision of the training faculty.

9. **Business Security Assessment** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

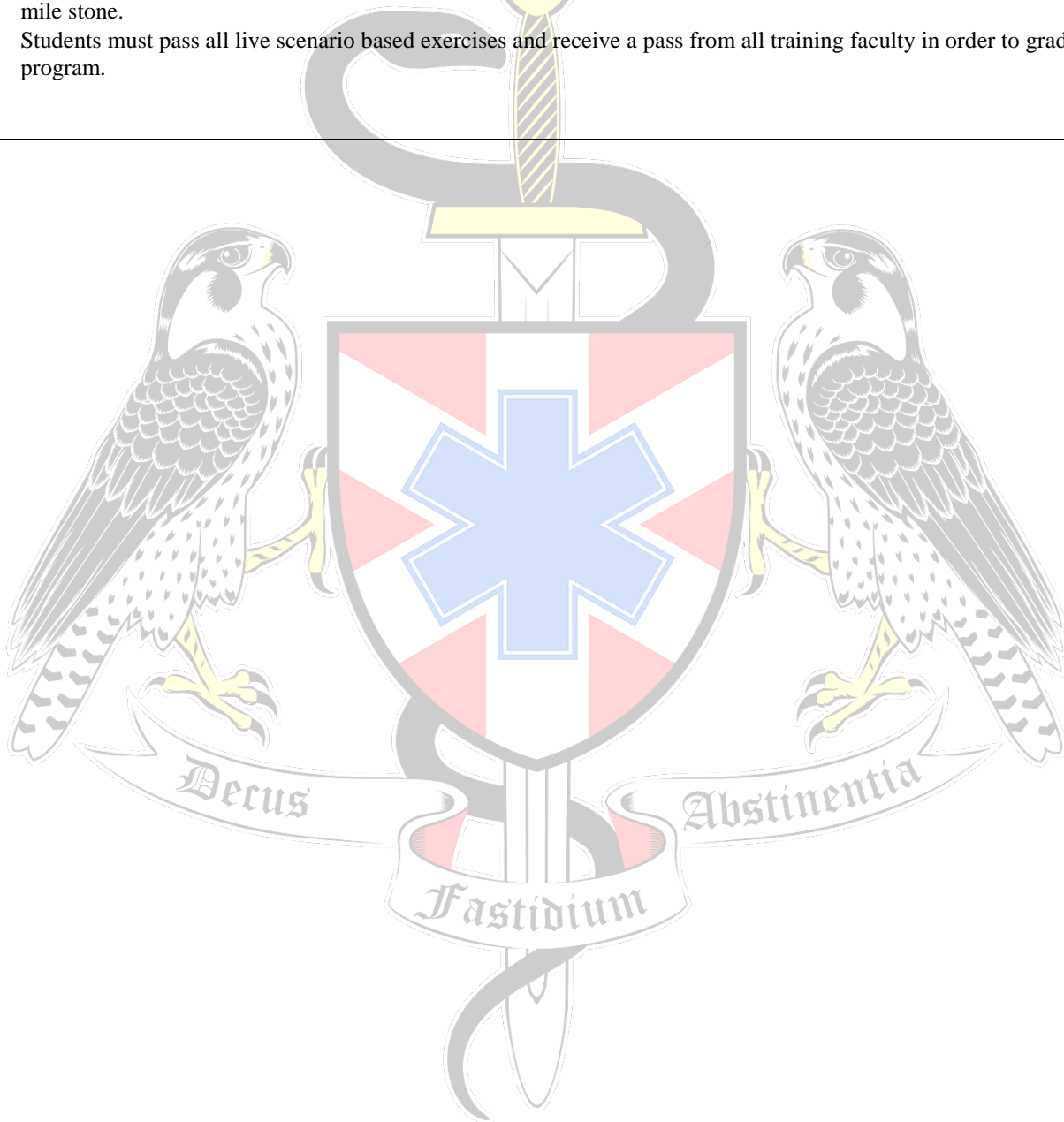
- Students will have the understanding to apply proper use of force options matching the escalation of force scenario.
- Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
- Understand and apply knowledge in the protection of corporate locations or meeting places.

- Students will be tested by pass or fail under the supervision of the training faculty.

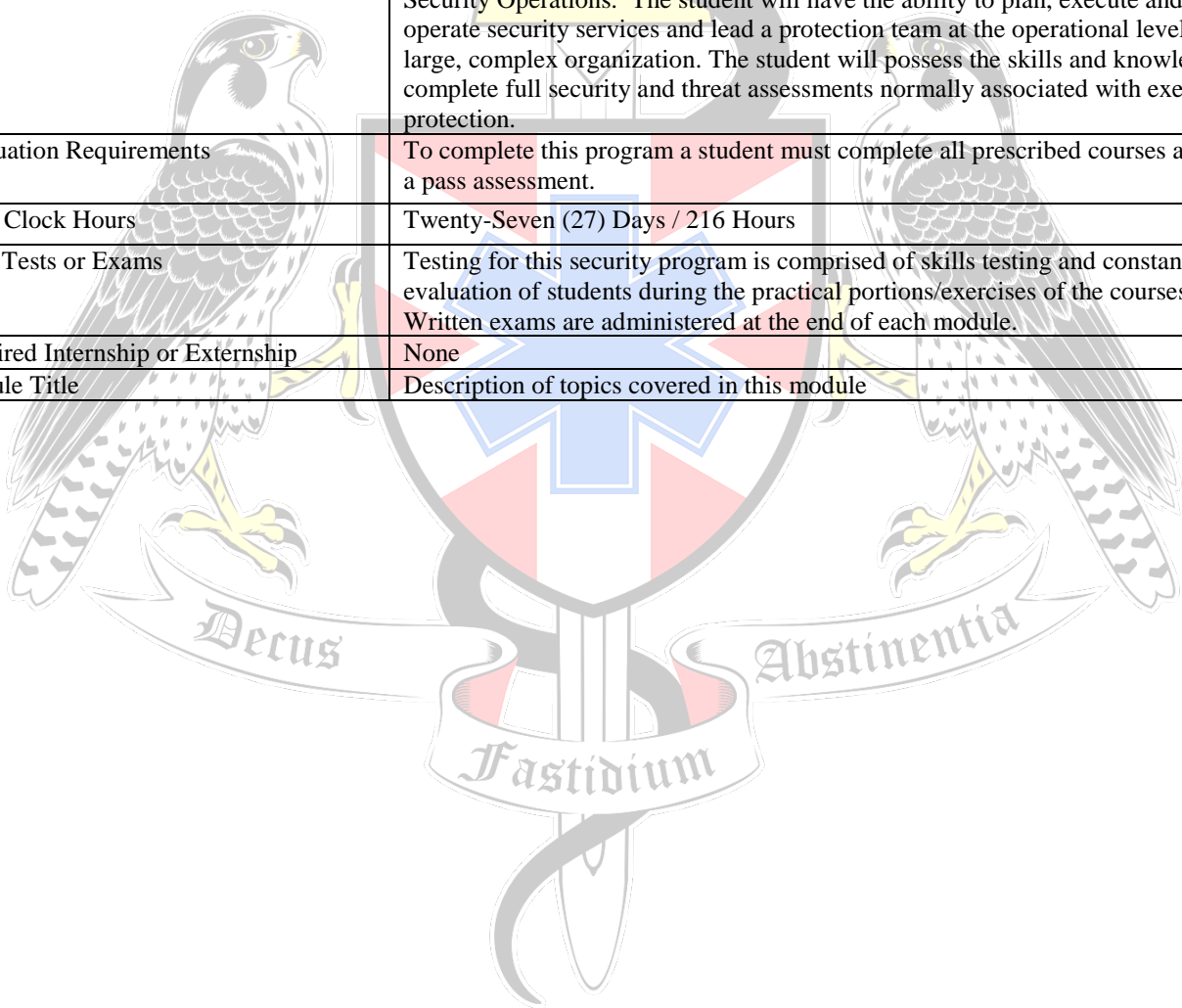
10. **Full Scenario (Client Protection)** - - In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will be tested under controlled scenarios; those scenarios are created based off low threat to extreme threat situations that those in the protection industry can find themselves active in.
- Students must be physical and mentally ready for force options and applications of a hostile force.
- Understanding of all training gained throughout the course will provide students with the means to pass this real to life mile stone.
- Students must pass all live scenario based exercises and receive a pass from all training faculty in order to graduate the program.



Name of Program	PHYSICAL SECURITY SPECIALIST AKA: Management/Security Director
Program Description	This 27 days, 216-hour program, is designed to assist the student who can commit to this longer program of study. This program not only includes all topics covered in the Executive Protection Specialist program but in greater depth and additional modules of instruction will strengthen the student's understanding of physical security services. This program serves individuals who wish to become more than just an operator or shift leader. This program is serves individuals who wish to develop working knowledge and acquire the skill sets which enable them to work as a detail leader/Director of Security or other management category.
Program Mission	The mission of this program is to provide the student the means to manage an ENTIRE security protection detail and the understanding of planning the protective strategy of a security plan for a person, facility or combination of both.
Program Objectives	Upon completion of this program the student will possess the advanced skills necessary to effectively operate in the security and executive protection fields as a Security Director as well as take on the roles and responsibilities of a Director of Security Operations. The student will have the ability to plan, execute and operate security services and lead a protection team at the operational level for a large, complex organization. The student will possess the skills and knowledge to complete full security and threat assessments normally associated with executive protection.
Graduation Requirements	To complete this program a student must complete all prescribed courses and earn a pass assessment.
Total Clock Hours	Twenty-Seven (27) Days / 216 Hours
Final Tests or Exams	Testing for this security program is comprised of skills testing and constant evaluation of students during the practical portions/exercises of the courses. Written exams are administered at the end of each module.
Required Internship or Externship	None
Module Title	Description of topics covered in this module



Close Protection (Advance) 20 hours

1. ***Intro to Protective Service*** – This module will give the student insight regarding Protective Service Detail. A lot of law enforcement officers and security personnel are being tasked with protecting, witnesses, foreign dignitaries, state dignitaries without proper training. This intro course along with the other modules will give the student the knowledge and skills to accomplish their tasks.

Student Learning Outcome

- Understanding the difference between general security and protective services.
- History of the US Secret Service and how and why the civilian protection industry has evolved.
- Students will be verbally tested and challenged during this module and must pass a written exam.

2. ***Purpose of Protection / Risk Management*** – In this module the student will become more familiar with close protection, and what it is. The student will learn ways to develop and how to develop protection strategies to reduce risks and threats.

Student Learning Outcome

- Students must define the purpose of protection when covering personal protection, business/corporate protection, governmental and facility protection.
- The students will understand the difference in protection strategies that are required of agents who are employed.
- Students will define; answer verbally to questions given by the instructor and by means of an exam.

3. ***Responsibility/Fundamentals and Objectives*** – In this module the student will learn what the responsibilities are of the close protection team and its agents. The fundamentals and objectives of protecting a client will be discussed. After the conclusion of this module. The student will have a good basis of how close protection works and operates and what their responsibilities are and what each team member's responsibility is. They will learn the basics of working alone or in a team environment.

Student Learning Outcome

- Students will demonstrate to the faculty of each role and responsibility for each position utilized within a close protection team.
 - Identify communication needs for close protection.
 - Students will understand and implement individual or team assigned roles and responsibilities.
- Pass a verbal, written exam and physically demonstrate each position required to the instructor within the protection team.

4. ***Protocols and Objectives*** – In this module the student will learn the roles and responsibilities of close protection and will understand the skills required to create and maintain a secure environment for their client. Regardless if they are at home, on business or on travel. They will learn what personal attributes are needed to become an effective close protection agent.

Student Learning Outcome

- Students will have an understanding of etiquette
- Personal and professional greetings are learned.
- Students will learn the proper attire and dress for events.
- Students will know what the difference is between personal hygiene and client needs.
- Students will be required to pass an equipment check list of items to have on hand.

5. ***Surveillance and Types*** – In this module the student will learn about the different types of surveillance used by not only the team but the adversaries as well. The student will understand the importance and the differences between surveillance and counter surveillance.

Student Learning Outcome

- Students will demonstrate their aptitude in static, foot, mobile and technical surveillance procedures.
- Students will understand and apply surveillance actions to recognizing counter surveillance used by differing adversary actions.
- Utilize numerous surveillance devices to collect intelligence data.
- Pass a written exam to being able to deploy all relevant surveillance equipment.

6. **Route Analysis / Surveys** – IN this module the student will learn what a route analysis is, the importance of having route analysis completed and a route plan in place for safe evacuation if needed. This module will focus on route analysis planning for, moving in a vehicle and throughout a building. The student will become familiar with safe houses or havens and how to establish them.

Student Learning Outcome

- Students will be able to plot, primary route of travel, secondary route of travel, third route of travel, and the fourth route of travel.
- Students will identify choke points, ambush points, and control points.
- Students will demonstrate their knowledge by written assessments and pass or fail on field exercises.

Elements of Close Protection – In this module the student will learn about the elements needed and required to make a safe environment for the protected person(s) which encompass, how to gather intelligence for risk management, how to find and interview skilled additional personnel who have the means and capability to carry out specific job tasks, technical issues and solutions along with, policies/procedures/protocols along with, chain of command/control and supervision.

Student Learning Outcome

- Students will understand individual protective measures.
- Recognize indicators of a threat.
- Utilize Force Options.
- Complete understanding of an entire protection team movement and logistical needs.
- Students must pass a written exam and prove themselves during field exercises that information being taught has been retained.

9. **Adversary and Adversary Types** – In this module the student will learn and have a good working knowledge of which his/her client's adversaries would be. The student will learn about internal threat and industrial espionage to local street gangs up to and including the various terrorist groups.

Student Learning Outcome

- Understand the difference between perceived adversaries, actual attack on target adversaries and adversaries of chance.
- Apply planned to quick reaction options of a force multiplier or close protection team. Individual and team options.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

10. **Assaults / Improvised Weapons** – In this module the student will learn about what an assault is and how various assaults are carried out against a potential client. They will learn how to effectively respond and react to various assaults and how to mitigate them. The student will also learn about weapons systems that could be potentially used up to and including, homemade improvised weapons.

11. **Attack, types and preparation** – In the module the student will learn about the various ways an adversary may attack his/her client, residence, family or place of business. The student will also learn how attackers will plan for their attacks.

Student Learning Outcome

- Knowledge in direction action or small arms on small arms tactics.
- Understanding of Standoff Attacks and how these weapons are prepared and deployed.
- Practical application of surveillance techniques and technology.

Pass a written exam; provide solutions during question and answers session with faculty.

Working with The Client 18 hours

1. **Foot Movements** - This module the student will learn the different types of foot formations from single agent to multiple agent detail. Students will learn placements from one agent to multiple agents. Foot formations will be practiced. The student will learn, the state and roles within the protection detail while on foot explain and demonstrate the range of communication needed. In this module and this course, the student will be given more time for actual practical exercises than in previous courses.

Student Learning Outcome

- Well versed in team formations.
- Well versed in individual placement when working individually.
- Understanding of Angles of Attack or AOA.
- Students will be tested physically and will rotate through each position and required to demonstrate their responsibility.

2. **Motorcade** – In this module the student will learn about motorcades and what they consist of. They will also gain a understanding of the basic principles of a protective motorcade and how to avoid potential threats. They will learn about single vehicle to multiple vehicle motorcades along with the responsibilities of each vehicle in the motorcade along with the responsibilities of each member of the team.

Student Learning Outcome

- Knowledge learned of the differences when utilizing a sedan, SUV, or dedicated 4x4 vehicles for use in protection.
- Demonstrates all required positions during an active protection convoy.
- Understand vehicle positioning.
- Students must pass a field exercise proving their knowledge in Motorcade.

3. **Arrivals and Departures** – In this module the student will learn about the proper procedures and tactics used when arriving and departing a location whether it is through a complex or a motorcade.

Student Learning Outcome

- Utilizes curb side arrival and departure methods.
- Properly utilizes radio etiquette during arrival and departure.
- Demonstrates the proper defensive blocking maneuver of the motorcade.
- Students must pass a field exercise proving their understanding of Arrivals and Departures.

Dignitary Protection 25 hours

1. **Purposes** – In this module the student will learn about the various types of protection and levels of protection.

Student Learning Outcome

- Understanding the differences in Dignitary Protection.
- Recognizing different political, religious or other factors specific to Dignitary Protection.
- Geographical knowledge is gained to additional requirements with foreign travel.
- Students will be required to pass a written examination.

2. **Identifying Threat Levels** – In this module the student will learn how to interview clients and witnesses to using open source intelligence to identify potential threats and their levels.

Student Learning Outcome

- Understanding domestic and international research methods of open source data.
- Utilize multiple teams in research collection of in country contacts to establish threat levels.
- Comprehension on establishing creditable threats.
- Students will be required to pass and prove their knowledge during active class participation with faculty.

3. **Terms and Definitions** – In this module the student will learn the various definitions and terms used in the industry and their meaning.

Student Learning Outcome

- Each student will be knowledgably and be able to recite each definition related to the Diplomatic Protection role.
- Students will be tested by faculty throughout the course and also by a written exam.

4. **Close Proximity / Working with the Client 2** – In this module the student will learn how to effectively work with their clients and utilize various techniques used to provide a safe environment for their clients ranging from, close proximity to protective security surveillance.

Student Learning Outcome

- Provide direction action solution with a client or principle.
- Utilize methods learned on working within arm's reach of a client.
- Comprehension of threat and being close to the client or principle.

- Trained not to be drawn into the battle.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

6. **Attack on Client** – In this module the student will learn how to effectively handle a physical attack on their client. This will range from, vehicle down drills evacuations, how to effectively deal with an attacker and how to safely cover and conceal the protected person from the attack.

Student Learning Outcome

- Students will be able to effectively deal with low threat attackers to high threat situations.
- Demonstrate and apply open hand to reaction to stand off weapon deployment solutions. Be able to react individually to deploying team based tactical solutions.
- Deal and provide solutions with regards to the media.
- Pass a written exam and prove educational aptitude through physical completion of realistic scenario based skill milestones under the supervision of training faculty.

7. **Advances and Site Surveys** – In this module the student will learn the various techniques used to conduct site surveys and advance work. The student will learn how to conduct site surveys and how to complete advance work assignments. Advance work assignments encompass, threat assessments, route analysis, risk assessments, trip planning and itinerary, and various other.

Student Learning Outcome

- Able to deploy with confidence an Advance Team or take part directly as a member in intelligence collection duty.
- Having the proper understanding and knowledge in creating and presenting surveys to relevant managers.
- Applies aptitude on logistical needs of an advance team.

Students will be tested by practical application exercises and required to pass a written exam.

Documentation Review and Critique 12 hours

1. **Field Notes** – In this module the student will learn what field notes are, their importance, how to write them and what they should contain. Student will have to demonstrate their ability to properly document given scenarios. They will then be reviewed and critiqued.

Student Learning Outcome

- Understanding of Field Notes and what they are.
- Understand the various uses and importance of field notes.
- Students will be given several scenarios and will have to properly document and demonstrate ability to properly take notes for later use.

2. **Activity Reports** – In this module the student will learn what activity reports are, their importance, how to write them and what they should contain. Student will have to demonstrate their ability to properly document given scenarios. They will then be reviewed and critiqued.

Student Learning Outcome

- Student will understand what activity reports are and how they are used.
- Student will understand why activity reports are important and why they are needed.
- Students will be given several scenarios and will have to properly document and demonstrate ability to properly complete various forms of activity reports.
- Student will have to incorporate and use their notes to properly document what is needed in an activity report.

3. **Incident Reports** -- In this module the student will learn what incident reports are, their importance, how to write them and what they should contain. Student will have to demonstrate their ability to properly document given scenarios. They will then be reviewed and critiqued.

Student Learning Outcome

- Understanding of incident reports and how they are used and why.
- Understand the importance of a well written incident report.
- Students will be given several scenarios and will have to properly document and demonstrate ability to properly write an incident report based on their field notes and activity reports.

4. **Investigation Reports** -- In this module the student will learn investigation reports are their importance, how to write them and what they should contain. Student will have to demonstrate their ability to properly document given scenarios. They will then be reviewed and critiqued.

Student Learning Outcome

- Student will explain the differences between an investigation report and an incident report.
- Student will demonstrate, by writing, a detailed investigative report which contains a synopsis, a detail and conclusion.
- Students will be given several scenarios and will have to properly document and demonstrate ability to properly write an investigative report based on, their field notes, incident reports as well as activity reports.

5. **POST Orders** - In this module the student will learn what post orders are, their importance, how to write them and what they should contain. Student will have to demonstrate their ability to properly document given scenarios. They will then be reviewed and critiqued.

Student Learning Outcome

- Understanding what POST Orders are and how they are used and will understand the various factors which make up particular post orders.
- Student will present a detailed post orders based on a fictitious business they are assigned to secure.
- Student will have to demonstrate how to write POST orders.

Shift Leader/Supervisor Responsibilities 9 hours

In this module, the student will learn about the traits and requirements to be a successful shift leader/supervisor. Student will also learn about their roles and responsibilities and how to be an effective leader.

Student Learning Outcome

- Recognize leadership traits and how to deploy employees based on strength and weakness.
- Understand the dynamics of human personalities.
- Motivation to develop proactive place and polices.
- Deal with irate clients to employees.
- Able to create work schedules and rotating shifts.
- Students will be tested by written exam and mentored by training faculty.

Drills / Scenarios / Practical's 30 hours

1. **Surveillance and Surveillance Detection** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Recognize and assess proper surveillance techniques.
- Effectively management a surveillance team.
- Utilizing initiative in proactive surveillance.
- Understands the difference between being on active surveillance verse observing for Surveillance Detection.
- Proven through field exercise.

2. **Foot Movements and Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and will be required to demonstrate proper revolving foot movements depending on client positioning.
 - Knowledge in applying force options to reacting to attack on client drills. Students will be forced to protect themselves, the team and their client.
 - Students will be physical tested numerous times until the training faculty observes them working as a team.
3. **Motorcade (embarking / disembarking)** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate proper communication.
 - Understands and deploys personal properly during embarking and disembarking.
 - Students displaying reasoning why certain positions rotate properly.
 - Students will be physical tested numerous times until the training faculty observes them working as a team.
4. **Site Surveys and Threat Assessments** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate and apply in the field all site surveys and provide relevant assessments during mock client/principle travel.
 - Students will be physical tested numerous times until the training faculty observes them working as a team.
5. **Route Analysis** - In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate and apply in the field all proper route assessments during mock client/principle travel.
 - Students will be physical tested numerous times until the training faculty observes them working as a team.
6. **Agent / Officer Safety Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding to apply proper use of force options matching the escalation of force scenario.
 - Students will be tested by pass or fail under the supervision of the training faculty.
7. **Attack on Client Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and be required to apply proper use of force options matching the escalation of force scenario.
 - Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
 - Students will be tested by pass or fail under the supervision of the training faculty.
8. **Estate Security Assessment** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and be required to apply proper use of force options when covering an estate.
- Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
- Students will be tested by pass or fail under the supervision of the training faculty.

9. **Business Security Assessment** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding to apply proper use of force options matching the escalation of force scenario.
- Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
- Understand and apply knowledge in the protection of corporate locations or meeting places.
- Students will be tested by pass or fail under the supervision of the training faculty.

10. **Full Scenario (Client Protection)** -- In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will be tested under controlled scenarios; those scenarios are created based off low threat to extreme threat situations that those in the protection industry can find themselves active in.
- Students must be physical and mentally ready for force options and applications of a hostile force.
- Understanding of all training gained throughout the course will provide students with the means to pass this real to life mile stone.
- Students must pass all live scenario based exercises and receive a pass from all training faculty in order to graduate the program.

A.R.M.S / Hand to Hand Tactics 32 hours

In this module, the student will learn basic hand to hand defensive tactics techniques.

Student Learning Outcome

- Students will be able to be an effective striker.
- Knowledge in weapon take away.
- Understanding the indicators of distraction.

Students will be physically tested by training faculty

Detail Leader Roles and Responsibilities 18 hours

In this module, the student will learn the roles and responsibilities and job duties specific to a detail leader/Supervisor. The student will learn the traits of a good supervisor/detail leader and will learn how to delegate, manage, supervise, discipline, and schedule.

Student Learning Outcome

- Recognize leadership traits and how to deploy employees based on strength and weakness.
- Understand the dynamics of human personalities.
- Motivation to develop proactive place and polices.
- Deal with irate clients to employees.
- Able to create work schedules and rotating shifts.
- Students will be tested by written exam and mentored by training faculty.
- Running direct reporting teams or providing oversight on deployed teams.
- Create proper reporting documents of employee action.
- Establish command and control directives of new teams during deployment of employees.
- Utilize weapon classification.
- Report and documentation review
- Establishing timelines. Inspect what you expect.
- Establish and implement a reporting method when covering ITAR or International Trade and Regulation requirements.

Director of Security Operations 18 hours

In this module, the student will learn the roles and responsibilities of this position including, but not limited to; supervision, managing, progressive discipline, internal investigations, how to manage and deal with difficult personnel, how to set up and review operational plans and emergency management plans.

Student Learning Outcome

- Recognize leadership traits and how to deploy employees based on strength and weakness.
- Understand the dynamics of human personalities.
- Motivation to develop proactive place and polices.
- Deal with irate clients to employees.
- Prove by means of creating a rotating schedule for employees on shift.
- Design and create proper employee reporting documents.
- Individual to Division level operational planning.
- Stress testing of policy and procedures.
- Recognizing of sexual harassment in the work place.
- Develop an active shooter response plan.
- Able to create work schedules and rotating shifts.
- Students will be tested by written exam and mentored by
- Training faculty.
- Utilizing lower management reporting to support state and federal reporting requirements.
- How to delegate

How to develop emergency operation plans and POST orders as well as, review process

Surveillance/Surveillance Detection 48 hours

1. ***Surveillance and Surveillance Detection*** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Recognize and assess proper surveillance techniques.
- Effectively management a surveillance team.
- Utilizing initiative in proactive surveillance.
- Understands the difference between being on active surveillance verse observing for Surveillance Detection.
- Proven through field exercise.

2. ***Foot Movements and Drills*** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and will be required to demonstrate proper revolving foot movements depending on client positioning.
- Knowledge in applying force options to reacting to attack on client drills. Students will be forced to protect themselves, the team and their client.
- Students will be physical tested numerous times until the training faculty observes them working as a team.

3. ***Motorcade (embarking / disembarking)*** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate proper communication.
- Understands and deploys personal properly during embarking and disembarking.
- Students displaying reasoning why certain positions rotate properly.
- Students will be physical tested numerous times until the training faculty observes them working as a team.

4. ***Site Surveys and Threat Assessments*** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate and apply in the field all site surveys and provide relevant assessments during mock client/principle travel.
- Students will be physical tested numerous times until the training faculty observes them working as a team.

Emergency Operations and Planning

1. **Emergency Operations and Planning** – In this module the student will learn the basics surrounding Emergency Operations and Planning.

Student Learning Outcome

- Students will understand the various types of emergency operation plans. They will identify the differences between the various, family plans vs business, special events and what factors to be considered for each plan type.
 - Student will implement procedures of how to operate and coordinate with state local and federal E.M.S personnel.
 - Student will pass a written exam and demonstrate retained knowledge to the faculty.
2. **Route Analysis** - In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Demonstrate and apply in the field all proper route assessments during mock client/principle travel.
 - Students will be physical tested numerous times until the training faculty observes them working as a team.
3. **Agent / Officer Safety Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding to apply proper use of force options matching the escalation of force scenario.
 - Students will be tested by pass or fail under the supervision of the training faculty.
4. **Attack on Client Drills** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work.

Student Learning Outcome

- Students will have the understanding and be required to apply proper use of force options matching the escalation of force scenario.
 - Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
 - Students will be tested by pass or fail under the supervision of the training faculty.
5. **Estate Security Assessment** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students will have the understanding and be required to apply proper use of force options when covering an estate.
 - Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
 - Students will be tested by pass or fail under the supervision of
6. **Business Security Assessment** – In this module the student will have to demonstrate what he or she has learned via practical exercises and field work. The student will be tasked with several scenarios.

Student Learning Outcome

- Students must apply proper use of force options matching the escalation of force scenario.
- Apply proper tactical solutions during field exercises from low threat solutions to high threat kidnapping scenarios.
- Understand and apply knowledge in the protection of corporate locations or meeting places.

- Students will be tested by pass or fail under the supervision of the training faculty.

7. **Full Scenario** (Client Protection) – In this module the student will prepare for and demonstrate their ability to protect a potential client. They will also have to demonstrate their ability to put together a protection plan for a single day.

Student Learning Outcome

- Students will be tested under controlled scenarios; those scenarios are created based off low threat to extreme threat situations that those in the protection industry can find themselves active in.
- Students must be physical and mentally ready for force options and applications of a hostile force.
- Understanding of all training gained throughout the course will provide students with the means to pass this real to life mile stone.
- Students must pass all live scenario based exercises and receive a pass from all training faculty in order to graduate the program.

8. **Full Scenario** (Advance Work) – In this module the students will have to demonstrate and perform advance work for a potential client.

Student Learning Outcome

- Students will be tested under controlled scenarios; those scenarios are created based off low threat to extreme threat situations that those in the protection industry can find themselves active in.
- Implement all risk assessments.
- Utilize Route Reconnaissance.
- Implement the proper logistical coverage for the advance teams.
- Understanding of all training gained throughout the course will provide students with the means to pass this real to life mile stone.
- Students must pass all live scenario based exercises and receive a pass from all training faculty in order to graduate the program.

9. **Basic / Intermediate / Advance Firearms** (Airsoft) – In this module the student will learn and have to effectively and safely demonstrate basic to advance firearms techniques and tactics utilizing airsoft weapons.

Student Learning Outcome

- Deploy personal weapon system on target.
- Demonstrates proper safe handling.
- Utilize team tactics.
- Utilize individual tactics.

10. **Basic / Intermediate / Advance Firearms** (live fire) - In this module the student will learn and have to effectively and safely demonstrate basic to advance firearms techniques and tactics utilizing live fire weapons.

Student Learning Outcome

- Students will demonstrate non-dynamic room entry.
- Utilize the Pie Method.
- Demonstrate dynamic room entry.
- Team Communication in the Urban Environment.
- All Students will be tested by a written test and pass a range test with the faculty.

11. **Night Infiltration/Night Operations** – In this module the student will learn how to effectively protect a client during night time/ dark hours. This scenario will encompass vehicle down drills, client under attack drills along with, estate protection and how to utilize various forms of security technologies.

Student Learning Outcome

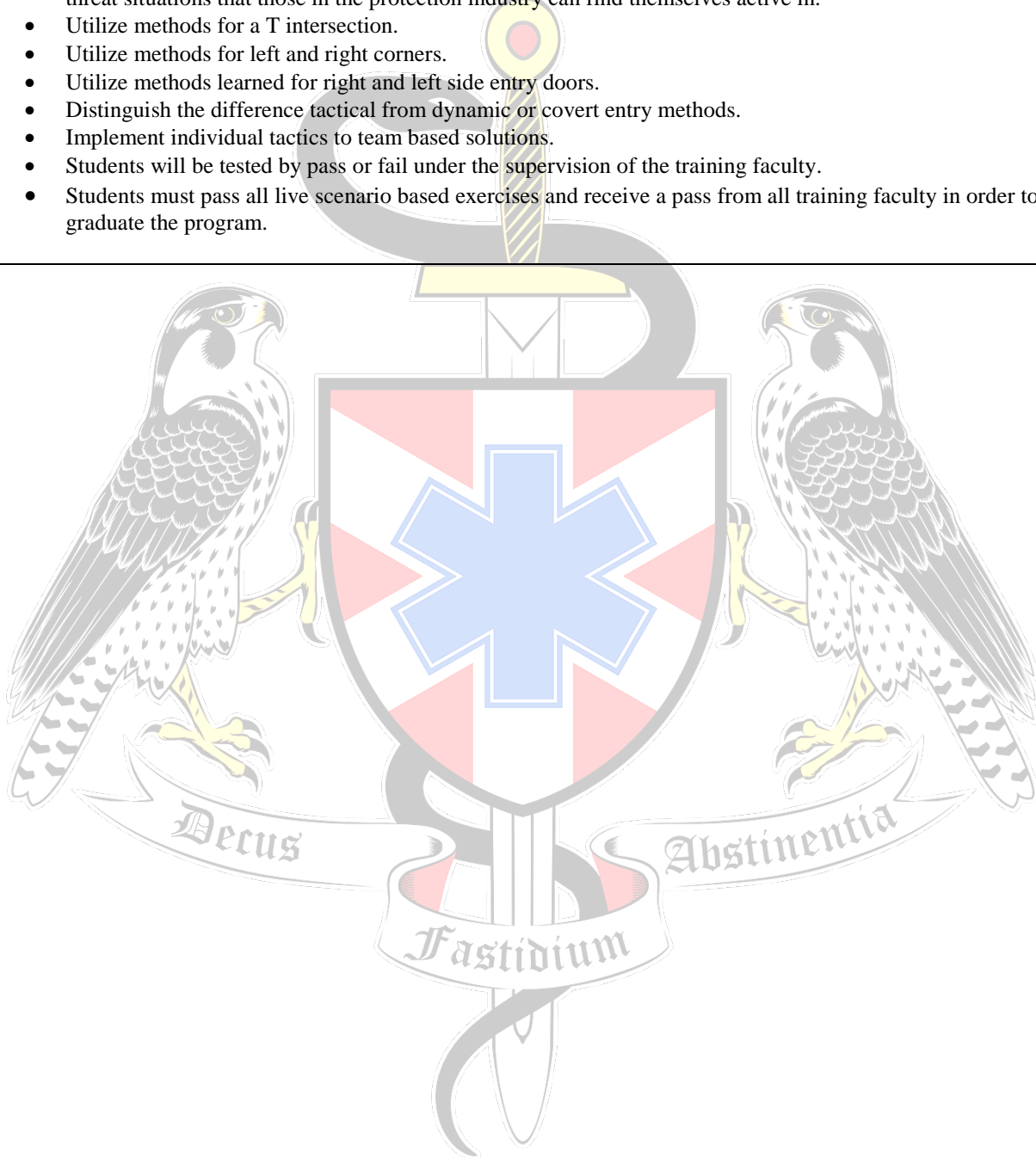
- Students will be tested under controlled scenarios; those scenarios are created based off low threat to extreme threat situations that those in the protection industry can find themselves active in.
- Utilize and recognize the limitation of force options during night house.
- Students must be physical and mentally ready for force options and applications of a hostile force.
- Understanding of all training gained throughout the course will provide students with the means to pass this real to life mile stone.

Close Quarters Combat 48 hours

In this module students will learn how to effectively evacuate a client who is under attack utilizing close quarters combat techniques.

Student Learning Outcome

- Students will be tested under controlled scenarios; those scenarios are created based off low threat to extreme threat situations that those in the protection industry can find themselves active in.
- Utilize methods for a T intersection.
- Utilize methods for left and right corners.
- Utilize methods learned for right and left side entry doors.
- Distinguish the difference tactical from dynamic or covert entry methods.
- Implement individual tactics to team based solutions.
- Students will be tested by pass or fail under the supervision of the training faculty.
- Students must pass all live scenario based exercises and receive a pass from all training faculty in order to graduate the program.



Medical Related Programs

Name of Program	EMT-B
Program Description	The Emergency Medical Technician program introduces students to the practical assessment skills and techniques of emergency medical care that are defined as being within the responsibilities of an Emergency Medical Technician. The program provides students the training necessary to develop their skills in recognizing symptoms of illnesses and injuries and to follow the proper procedures required for emergency care.
Program Mission	The mission of our Emergency Medical Technician I (EMT) program is to provide training for those individuals who desire more than basic first aid training and to contribute to the professional delivery of approved EMT training in the local community.
Program Objectives	The objective of this program is to provide training to individuals, who desire to become certified as a Emergency Medical Technician in the state of California who provide rapid in-field treatment and transport to higher medical providers.
Graduation Requirements	To complete this program a student must complete all prescribed modules and earn a grade of "pass".
Total Clock Hours	This program is 162 hours in length
Final Tests or Exams	Yes
Required Internship or Externship	No
Module Title	Module Description
<i>Foundations of EMS 20 hours</i>	
In this module, the student will learn about the well-being of the EMT, proper techniques of lifting and moving of patients, medical terminology, basic anatomy and physiology and life span development	
<p>Student Learning Outcomes.</p> <ul style="list-style-type: none"> • Students will be prepared to take the National Registry of Emergency Medical Technicians certification examination for EMT-Basic. • The students will understand the history of EMS • Students will obtain knowledge of human anatomy. • Students will learn and retain proper medical terminology of related EMS equipment used. • Students will understand a multitude of differing factors and statistics for prolonging one's life span. • Students will demonstrate the knowledge and skills required to provide basic pre-hospital emergency medical care and transportation of the sick and injured. • Students will be prepared to pass the required California State certification examination for EMT-Basic 	
<i>Airway Management 9 hours</i>	
In this module, the student will learn about proper airway management, respirations and artificial ventilations and review their CPR skills.	
<p>Student learning outcomes.</p> <ul style="list-style-type: none"> • Students will know the differences in airway management, correct respirations to give and show the proper method when utilizing artificial ventilation on a patient. • Students will recognize, and will demonstrate to the faculty how to manage and protect the airway in adult and pediatric patients. • Students will learn and explain faculty the differences between Oxygenation vs ventilation. • The student will learn and demonstrate the use of Basic Life Support utilizing airway tools. • Students will demonstrate proper respirations while doing • Cardio Pulmonary Resuscitation. • Students will be required to pass mandated clinical skills testing given by the faculty. 	

Patient Assessment 21 hours

In this module, the student will learn about scene size up and safety, primary assessment, vital signs and monitoring devices, assessment of medical and trauma patients, reassessment, critical thinking and decision making, communication and documentation.

Student Learning Outcomes.

- The student will learn about and will be shown how to perform a full patient assessment a proper head to toe exam.
- Students will learn the differences between medical vs trauma.
- Students will be required to verbalize a plan of action for the treatment and transport of the patient. Based on a faculty given scenario.
- Students will demonstrate and perform to faculty a full patient assessment.

Medical Emergencies 20 hours

In this module, the student will learn about general pharmacology, respiratory emergencies, cardiac emergencies, diabetic emergencies, allergic reactions, poisoning and overdosing, abdominal emergencies, behavioral and psychiatric emergencies & suicide, hematologic and renal emergencies.

Student Learning Outcomes.

- Students will recognize and by demonstrating to the faculty he or she will know how to treat patients with a multitude of medical emergencies.
- Students will demonstrate and apply their knowledge to meet such medical scenarios to the proper use of medications related to the emergency.
- Students will recognize different indicators of general emergencies, trauma based emergencies or mental based emergencies.
- Student will demonstrate their knowledge and provide proper action by means of life like scenarios administered by the faculty.

Trauma Emergencies 41 hours

In this module, the student will learn about bleeding and shock, soft tissue trauma, chest and abdominal trauma, musculoskeletal trauma, environmental emergencies.

Student Learning Outcomes.

- The students will demonstrate their mental comprehension and then apply proper techniques and understanding of different types of shock related to trauma.
- Students will demonstrate by applying physically the proper management of bleeding control to include the proper use of the tourniquet.
- The students will be required to pass a scenario provided by the faculty when dealing with tourniquet and show proper management of that tourniquet.

Operations 19 hours

In this module, the student will learn about EMS operations, hazardous material, multiple casualty incidents and incident management, highway safety and vehicle extrication, EMS response to terrorism.

Student Learning Outcomes.

- The student will demonstrate the use of the MSDS and operations of a hazmat scene to include decontamination and transport of exposed patients.
- Students will demonstrate and apply learned knowledge when dealing with multiple casualties.
- Student will apply triage during multiple casualty incidents.
- Student will demonstrate their understanding of law enforcement response and EMS.
- Students will create a mock Incident Command Scenario and mentored by faculty.

Skills Assessment 32 hours

Skills Assessment
Intravenous (IV) Monitoring
Cardiopulmonary Resuscitation and Obstructed Airway
Application of Skills.

Student outcome

- Student will demonstrate to faculty the proper identification of a patient IV and how to flush the IV or lock.
- Students will apply knowledge and through means of demonstration to the faculty physically utilize and clear an obstructed airway.
- Students will be required to pass a skills test and physically prove their knowledge to the faculty with regards to becoming an EMT-B.



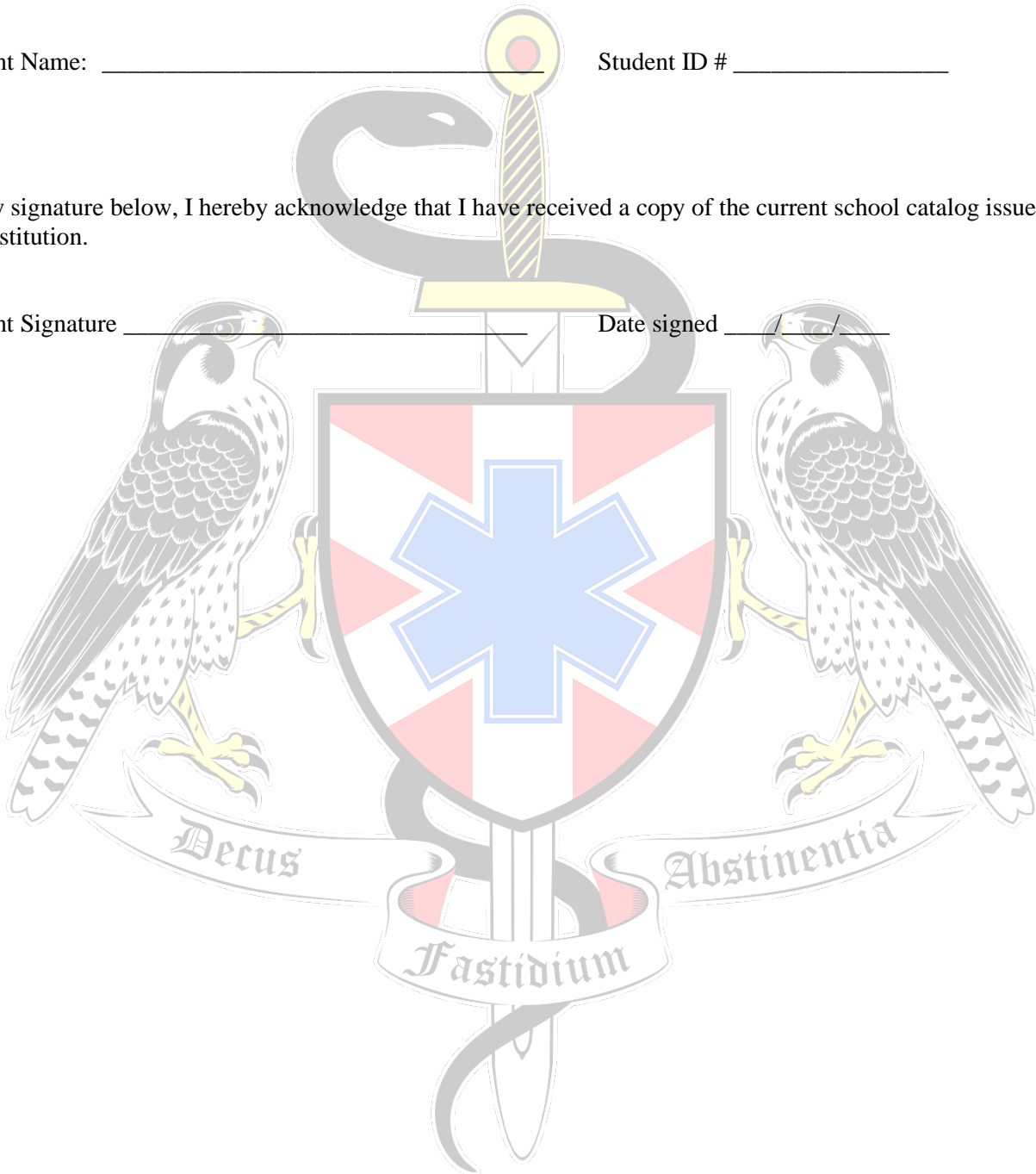
Student Attestation

Verification of Receipt of Catalog

Student Name: _____ Student ID # _____

By my signature below, I hereby acknowledge that I have received a copy of the current school catalog issued by this institution.

Student Signature _____ Date signed ____/____/____



Copies to be placed into student file

