ACCOMPLISHMENT COACHING

2026 Course Catalog

Courses Start June 13th, 2026

Administration Office

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The digital version of the US Course Catalog is most current and supersedes any previously issued Catalogs. The Course Catalog is a yearly publication effective January 1, 2026 thru December 31, 2026 and can be found on our website at **www.AccomplishmentCoaching.com**

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As a prospective student at Accomplishment Coaching, we encourage you read the School Performance Fact Sheet and the Course Catalog in its entirety to get a full understanding of how the programs work, our teaching methods, cost of tuition and payment options, school policies and other information important to know prior to enrollment. These documents are required to be provided to you prior to signing the Enrollment Agreement.

ORGANIZATION

OWNER AND STAFF

Christopher McAuliffe, MCC
Founder & CEO

ADMINISTRATIVE STAFF

Lina Lampard

Nicole Gerstenslager

FACULTY STAFF

Jodi Larson, MCC

Kerry Zurier, MCC

Denise Yamada, PCC

STANDARDS AND LICENSING

Accomplishment Coaching operates based on the standards and ethics set forth by the International Coaching Federation (ICF) located at 2365 Harrodsburg Rd., Suite A325, Lexington, KY 40504. The ICF can be reached by phone at 1-888-423-3131. The ICF is not a recognized accreditor by the US Department of Education so federal financial aid is not available at this time.

Accomplishment Coaching is a private institution approved to operate by the California Bureau of Private Postsecondary Education in compliance with California Private Postsecondary Act of 2009 as set forth in the CEC and 5, CCR.

No licensure exists in California for the coaching profession.

FACULTY STAFF (PROGRAM LEADERS)

Each of our Program Leaders are graduates of the Coaches' Training Program and have met or surpassed the minimum requirements for their position.

Christopher McAuliffe, MCC

A professional coach since 1996, Christopher has produced unprecedented breakthrough results with a wide spectrum of clients across the country. Christopher has a passionate commitment to the development of coaching as an honorable and honored profession.

Christopher holds a Master Certified Coach (MCC) credential and is twice Past-President of the San Diego Professional Coaches Alliance. Also, Christopher has worked with the International Coaching Federation-IRB for over eight years in the area of Coaching Ethics – investigating and adjudicating ethical and consumer complaints against coaches.

From over 25 years of experience, Christopher brings the knowledge and wisdom of a master coach. With over 500 coaches trained by him personally in small groups around the world, he brings the power and understanding of a master trainer, as well.

Christopher is the Founder and CEO of Accomplishment Coaching.

Jodi Larson, MCC

Jodi Jan Larson is known for her humble and egoless leadership that leaves deep and wide impact. She is an extraordinary Coach and Trainer with vast experience in the development and implementation of training curriculum. Her work has been foundational in generating the profession of Coaching as we know it today. Jodi has been coaching and training coaches and other leaders for over 20 years.

Jodi's passion is the support and development of coaches and leaders, which is evidenced by over 20,000 coaching hours and countless training seminars to her credit. She trains internationally, having trained coaches in over 12 countries. She was the co-founder of the first ICF chapter in Dallas, Texas, and was instrumental in creating the foundation for what is now the International Coach Federation. Jodi has authored three textbooks on coaching and was a member of the Certification Team for the ICF for over a decade and is a recognized and sought-after trainer and leader for coach training seminars and events.

Jodi currently holds the title of Chief Development Officer as well as the position of Senior Leader at Accomplishment Coaching. Along with being accountable for the management and development of the

leadership team, she is responsible for the integrity and integration of the Accomplishment Coaching Coaches' Training Program and Leadership Development Program, always seeking to not just maintain but enhance the standard of the World's Finest Coach Training Program.

Kerry Zurier, MCC

Kerry has been a professional coach in private practice since 2003. Kerry's purpose is to create transformation on the planet and supporting people to live their ideal lives. Kerry holds an MCC (Master Certified Coach) credential through the International Coach Federation. She currently works one-on-one with individuals in her private practice designing full, thriving lives that they love.

Prior to becoming a coach, Kerry worked with Non-profit organizations providing Management Solutions to help them thrive. Kerry has also acted as Director for several Non-profit organizations such as Kids Korps USA, United Way of San Diego County and MEND – Mother's Embracing Nuclear Disarmament.

Kerry currently holds the position of Senior Leader at Accomplishment Coaching.

Denise Yamada, PCC

Denise Yamada has been in private practice as a personal and professional development coach since 2003. Denise took a circuitous route to coaching. After a highly successful career as a broadcast journalist for 23 years, this 7-time Emmy Award winner knew it was time to reinvent herself, so she started working with a coach!

After that brilliant move, Denise took her communication skills, along with her natural warmth and sense of humor, and brought them to the world of coaching. As a news anchor in San Diego, as well as a correspondent for Good Morning America, she interviewed everyone from Bill Clinton to Henry Kissinger, from Yoko Ono to the Rolling Stones. The skills of listening and asking questions that she honed in her first career now serve her clients in her second career. Her clients include entrepreneurs, CEOs, stay-at-home moms, Olympic hopefuls, other coaches—and always, people who want to lead more meaningful lives.

Denise currently holds the position of Senior Leader at Accomplishment Coaching.

ADMINISTRATIVE OFFICE

Contact: 619-238-3600 | Office@accomplishmentcoaching.com | P.O. Box 91471, San Diego, CA 92169

ADMINISTRATIVE STAFF

Lina Lampard, Operations Manager
Office@AccomplishmentCoaching.com

Nicole Gerstenslager, Business Ops Specialist
Nicole@AccomplishmentCoaching.com

PROGRAM LOCATIONS

The Coaches' Training Program (CTP) and Leadership Development Program (LDP) classes for 2025 are currently held live virtual or in-person at select venues in San Diego. A leader team member will greet all participants at the parking entrance of the building to grant them parking and building access and escort them to the training room.

Participants are sent a Welcome Letter via email at least 7 days prior to the first module meeting. The welcome letter includes their Leaders' cell phone number, time and day of first module including the zoom link and passcode or an address of the physical location to meet.

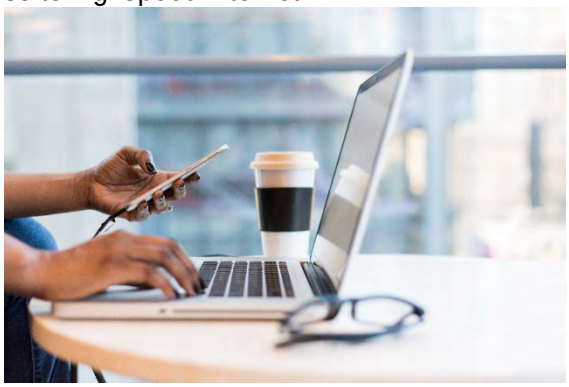
Maximum Class size is 24 students. 1:12 leader to participant ratio at capacity.

STUDENT SERVICES

No formal Student Services are offered at this time.

EQUIPMENT, LIBRARY & LEARNING RESOURCES

Participants are required to have the following equipment in order to participate in the program: a computer, cell phone or tablet with a webcam and microphone with access to highspeed internet.



Accomplishment Coaching uses Canvas, Learning Management System, to store all course material including handouts, exams, discussion boards and more. Our participant onboarding process starts when the participant receives their welcome letter and a document titled "Our best practices for digital learning" and "CTP Participant Overview". These are provided before the program begins and are an orientation for distance education methods and for using the LMS (Canvas). There are also orientation documents within Canvas available to participants before the program starts "Canvas overview for Participants. Leaders will also explain how to use the site and all its offerings during module 1.

Each program year consists of twelve two-day modules, and Canvas has all necessary resources broken up by module. Participants can click on "Module One" to view all the handouts, books, movies, and other resources they will need for that module. In addition, there are guidance and resource documents from the ICF as well as certification and credentialing information to support participants in building their coaching careers and businesses.

INTERNATIONAL STUDENTS

Accomplishment Coaching accepts international students however we do not provide visa services or vouch for student status.

Our programs are instructed in English therefore participants must be comfortable reading, writing, speaking, and comprehending conversational and academic English. This is equivalent of a test score of 61 on the Test of English as a Foreign language. We do not offer English language services at this time.

ABILITY TO BENEFIT POLICY

Ability to benefit is not available at this time.

ADMISSION STANDARDS

High School Diploma, GED or equivalent required. It is Accomplishment Coaching's policy to not accept credits earned at other institutions or through challenge examinations and achievement tests.

English proficiency: if English is not their first language, the applicant is required to either submit a transcript/certificate from an English post-secondary institution or pass the TOEFL exam with a minimum score of 6.

HOUSING

Accomplishment Coaching does not have dormitory facilities nor has any responsibility to find or assist a student in finding housing due to the low frequency of in-person modules for in-person or blended programs. We will provide a list of hotel accommodation nearby the training facility which is included in their onboarding documentation.

PROGRAM DESCRIPTION

METHODOLOGY, APPROACH AND STRUCTURE

The Accomplishment Coaching Coaches' Training Program is a core-competency based coach training program that includes personal development and transformational leadership development. We believe that good coaches grow others and great coaches grow themselves and others. As coach, we act as a shiny surface for the reflection of our clients and we must do our own work to provide a seamless reflection.

Ontology—the study of being—is our core methodology. We fondly refer to the Coaches' Training Program as a boot camp for love and being. We use over 300 tools and distinctions to support an individual's ability to distinguish between a default way of being and a way of being that is reflective of our highest and best self. Once we are actively aware of these distinctions, we can choose how we are being in any given situation. We believe choosing our state of being (not just what we are doing or not doing) is core to generating sustainable change. We marry both the ontological approach and the facilitative coaching approach (goal setting,

accountability, and action) to create results beyond the limits of the past.

This program is appropriate for those who want to build a private coaching practice and business; those who want to work as an internal coach within an organization; and those who want to develop their leadership in whatever profession they pursue. Additionally, the program is a vehicle for personal development that optimizes a person's quality of life—living from purpose, generating a future from possibility (versus probability and circumstances).

Graduates of the CTP can continue their education by participating in our Leadership Development Program (LDP). The LDP is a four-year program designed for coaches who are willing to embrace and fully empower our approach to Leadership Development. Those coaches who will support the Accomplishment Coaching brand and represent that brand with professionalism and a commitment to excellence. We invite people who are willing to empower the approach and empower the curriculum, totally. Therefore, we expect that participants will continue to build and develop their coaching practice, as well as be open and welcome training in improving their coaching skills. Students are also guided through the process for obtaining their Professional Certified Coach credential or Master Certified Coach credential through the International Coaching Federation once the requirements have been met. Coaches who successfully complete the LDP and obtain ICF credentials may apply to be a Program Leader if all the requirements for that position are met.

CONCEPTS BEHIND OUR COURSES—CORNERSTONES

Coaches lead, and Leaders coach™. Leadership is a fundamental part of being a coach. Coaching is a fundamental part of effective leadership. Our coaches know that in coaching another, they are providing leadership and partnership, and are clear about the responsibility and humble service that must always be included in this collaborative relationship.

Being is as important as Doing. Action without clarity of purpose, intention, and awareness of one's Being is insufficient for lasting change. Any meaningful and lasting change incorporates mindfulness (awareness) of one's own Being and the Being of others, along with actions required to produce the desired results.

Working from the future, with awareness of one's habitual patterns, is effective in producing breakthrough results. We train our coaches to create awareness of past and present circumstances and beliefs. We do not hold the past and present as limiting what's possible in the future. By creating this awareness, we can distinguish and choose between past/present constructs or created/future constructs, aware of the consequences of either choice.

Coaches must know how to be successful businesspeople and must develop effective methods of keeping their coaching skills healthy and growing.

Coaches must be responsible, caring professionals who are clear about their own boundaries, and the boundaries of the profession. Our coaches are trained in professional ethics and rules of conduct including the ICF Ethical Guidelines.

It's the coach's job to reveal the client's brilliance. We train our coaches to coach free from ego and personal agenda. By remaining outside the client's context, the coach can ask powerful questions that support the client to reveal any limits the present context has for the client on what is possible.

Any area where a coach has not addressed his/her challenges or issues in life becomes a blind spot for the coach and underserves the client. Our coaches know their strengths and their weaknesses. They have worked with their own blind spots to bring to light whatever they have been avoiding in life. While they are not perfect, our work encourages coaches to be in process in every area where there is a perceived challenge.

MISSION, VISION AND COURSE GOALS

Our **Mission:** Unleashing the Power and Possibility of humans.

Our **Vision**: The greatness of human beings unleashed – power and possibility for all.

Our goals for the CTP are to create the following with each participant:

- To have a thriving, successful coaching business or leadership initiative as defined by the participant.
- To have the knowledge and skills to maintain and grow his or her coaching practice or expand their leadership capabilities within their own environment.
- To be competent to coach individuals in any of the following areas or topics: Money, Time, Relationships, Career, Business, Creative Projects, Spirituality, Well Being, Making Choices, Dealing with Breakdowns, Commitment, and Creating a Life According to a Designed Future.
- To be proficient in all the ICF Core Competencies and to follow ICF Ethical Guidelines.
- To be a coaching professional—clear about the ethical, professional, emotional, and physical boundaries of the coaching profession; aware of the signs and indicators that a client is in need of a referral to another professional (e.g., human resources, therapist, medical doctor, etc.); able to make referrals when needed.
- To achieve major desired changes in his or her own life. It is a fundamental tenet of our program that the participant must have applied the power of coaching to his or her own life objectives as a foundation for being effective with clients.
- To use the tools and distinctions from the training to coach people during the course of the program. The participant values him/herself and makes a profound difference with other people.

Our goals for the LDP are to create the following with each participant:

- Gain more experience, play big and break through to the next level of being and effective coach.
- Presence – participants will grow their ability to be fully present, to have the presence of a coach and a leader, as well as the ability to give and receive feedback.
- Continue to grow a successful coaching practice.
- Commitment and Conflicts in Commitment – ability to create win/win solutions to everyday conflicts with commitments, including time, integrity, and more.
- Prepare participants to be Program Leaders of our Coaches' Training Program.

COURSE STRUCTURE

COACHES' TRAINING PROGRAM

Participants attend 12 monthly module intensives (once a month over the course of a year) where they directly interact (face-to-face) with the Program Leaders. Between module intensives, participants have weekly, hour-long, one-on-one coaching calls with a graduate Program Coach who also attends the module intensives. Participants work with their Program Coaches on a weekly basis to further hone their coaching skills and produce results in their goal areas. In addition, Program Coaches provide co-coaching. In co-coaching, the participant records coaching sessions and receives feedback and training within 7 days of recorded call being

submitted.

Each module the class meets from 10:00 am to 6:00 pm on Saturday and 9:00 am to 5:00 pm on Sunday. Each module has 14 participant contact learning hours for a total of 168 hours. The weekly Program Coaching provides an additional 48 hours for a total of 216 participant contact learning hours over the course of the program.

We use a variety of methods for delivering material—didactic training/teaching; exploration and discussion of topics; practice coaching; experiential exercises; guest speakers; and an experiential field trip. Each module emphasizes practice coaching—formally, with evaluators providing verbal and written feedback; and informally, as the group works together to learn coaching skills.

Peer interaction is a Coaches' Training Program learning objective and includes interacting with one another through video calls on Zoom during the program lessons for distance education. Breakout sessions are created for groups working together. In-person programs will also gather in groups to work in-class assignments. Each month, participants are paired up with a "Buddy" for practice, support, and accountability. We provide a course-specific blog along with conference calls to fulfill coursework and client goals between in-person and live virtual modules. Participants create both individual and group commitments to the monthly coursework, which becomes an important training tool in coaching groups and teams as well as developing leadership strengths.

Participants have the option to be evaluated each module, but to ensure each participant receives evaluations, the participant roster is rotated through. The evaluations are provided from observing the participant perform guest client coaching sessions. While being observed by a Program Leader, the participant is evaluated on their ability to demonstrate coaching skills within the criteria defined in the ICF Co-Coaching Evaluation Requirements. The Program Leader writes feedback for the guest client coaching session and provides the participant with a copy in 7-10 days of the evaluation.

Accomplishment Coaching also offers distance education when the following situations exist: absence, public emergency, or disaster. Our distance education method of instruction substitutes the in-person weekend modules with live Zoom training. For both in-person and distance education; course materials, assignments, exams, quizzes and support resources are available in Canvas, our Learning Management System. Through Canvas, participants can also send private messages to Leader team members and peers, view the course calendar and access the distance education Zoom link for live training modules. Canvas access is given to participants one week before the first module.

In order to determine whether each prospective participant has the skills and competencies to succeed in a distance education environment they must complete our online application, which includes details of their life experiences and reasons for participation, and then participate in a phone interview, conducted by a member of the Leadership Team, prior to the first training module. During the interview, prospective participants are asked about their intentions for joining the program, if they have any prior experience with coaching, if they've ever been to therapy, and what would take them out of the program and how best to support them if that situation arises. Additionally, participants are asked questions during the interview regarding their skills and competency to succeed in a distance education environment. These questions are around internet browsing competency, ability to learn new software, time management skills, ability to follow written instructions, ability to learn independently, ability to communicate effectively through writing, experience with taking online classes in the past, their home learning space, and their access to high-speed internet. Anyone who is deemed to not have the necessary skillset is excused from the program with a full refund. We also have a licensed Psychologist on retainer to review candidates if necessary.

Our participant onboarding process starts when the participant receives their welcome letter and a document titled "Our best practices for digital learning and "CTP Participant Overview". These are provided before the program begins and are an orientation for distance education methods and for using the LMS (Canvas). There

are also orientation documents within Canvas available to participants before the program starts “Canvas overview for Participants”.

The module lectures via distance education have been adapted with the use and requirement of webcams, high speed internet and through using Zoom. Each participant is required to be visible on screen throughout lectures. This allows participants to observe lectures in the same way they would in person, and the Leader is able to receive feedback from the ability to view the participants (their reactions, questions, facial expressions, etc.).

LEADERSHIP DEVELOPMENT PROGRAM

Participants attend the 12 monthly Coaches’ Training Program (CTP) module intensives (one a month over the course of a year) where they directly interact (face-to-face) with the Program Leaders and CTP participants. Between module intensives, CTP participants have weekly, hour-long, one-on-one coaching calls with an LDP Program Coach. Participants work with their Program Coaches on a weekly basis to further hone their coaching skills and produce results in their goal areas. In addition, Program Coaches provide co-coaching. In co-coaching, the participant records coaching sessions and receives feedback and training.

Each module the class meets from 9:00 am to 7:00 pm on Saturday and 8:00 am to 6:00 pm on Sunday. Each module has 14 participant contact learning hours for a total of 168 hours. Each module day also includes 4 hours of program set up and discussion of the current day of training for an additional 48 hours of LDP training. The weekly Program Coaching provides an additional 48 hours for a total of 288 participant contact learning hours over the course of the program.

We use a variety of methods for delivering material—didactic training/teaching; exploration and discussion of topics; practice coaching; experiential exercises; guest speakers; and an experiential field trip. Each module emphasizes practice coaching—formally, with LDP participants evaluating and providing verbal and written feedback at completion; and informally, as the group works together to learn coaching skills.

Peer interaction is a Leadership Development Program learning objective and includes interacting with one another through video on Zoom during the program lessons. Breakout sessions are created for groups working together. In-person programs will also gather in groups to work in-class assignments. Each month, participants are paired up with a “Buddy” for practice, support, and accountability. We provide a course-specific blog along with conference calls to fulfill coursework and client goals between in-person and live virtual modules. Participants create both individual and group commitments to the monthly coursework, which becomes an important training tool in coaching groups and teams as well as developing leadership strengths.

Accomplishment Coaching also offers distance education when the following situations exist: absence, public emergency or disaster. Our distance education method of instruction substitutes the in-person weekend modules with live Zoom training. For both in-person and distance education, course materials, assignments, exams, quizzes and support resources are available in Canvas, our Learning Management System. Through Canvas, participants can also send private messages to Leader team members and peers, view the course calendar and access the distance education Zoom link for live training modules. Canvas access is given to LDP participants 3 weeks before the first module.

The module lectures via distance education have been adapted with the use and requirement of webcams, high speed internet and through using Zoom. Each participant is required to be visible on screen throughout lectures. This allows participants to observe lectures in the same way they would in person, and the Leader is able to receive feedback from the ability to view the participants (their reactions, questions, facial expressions, etc.).

Our participant onboarding process begins at the end of the Coaches’ Training Program when participants are introduced to the Leadership Development Program and what it entails. After learning about the details

of the program, current CTP participants/prospective LDP participants are provided with Leadership Development Program onboarding paperwork to complete if they intend to join the program. Onboarding paperwork includes an overview of the Leadership Development Program, an agreement, an attendance agreement, and an application. The paperwork is then saved to the Accomplishment Coaching file server. Once paperwork has been submitted, qualified participants are contacted by the Leadership Development Program Leader with all the information they'll need to join the first training call. New participants are also added to both the Leadership Development Program and Coaches' Training Program Canvas courses.

PROGRESSION OF CLASSES

COACHES' TRAINING PROGRAM

The Coaches' Training Program is designed on a gradient so that the beginning of the program addresses basic coaching and leadership skills and concepts, the middle addresses more complex concepts and intensive practice coaching, and the end focuses on refining participants' coaching proficiency. Participants cannot take modules individually or start the program midway through. By the end of the program participants are trained to coach in a variety of coaching arrangements (individuals, teams, etc.). Each module is designed to address ICF core competencies, issues in coaching, the development of a coaching business (where appropriate), and the development and transformation of the coach and leader.

Over the course of the year the participant grows their speaking and listening skills. They start by being present to receive a person's communication. By the end of the program, they are using multi-dimensional speaking and listening, where they are speaking and listening on many levels at once (context, content, etc.).

Early on participants are trained to support clients in creating effective goals, to ask provocative coaching questions, and to track progress.

As the program progresses, the participants are expected to generate themselves as coaches and leaders more and more. At the beginning, the Program Leaders direct and guide the conversations and model coaching to a large degree. Towards the middle of the program, participants lead various group discussions and practice coaching their co-participants. Toward the end of the program, participants practice coaching one another to a much greater degree.

MODULE 1 *Distinguished Being and Essence*

Program Leaders introduce foundational ontological coaching distinctions. Program Coaches coach participants to discover what gets in the way of their being fully present with other people. We introduce beginning coaching skills including basic goal setting and establishing the coaching agreement.

MODULE 2 *Wellbeing and Survival Mechanism*

Participant's practice using the ICF core competencies and coach the demonstration client. We explore self-care, values, and priorities.

MODULE 3 *Context and Ethics of Coaching*

Participants practice coaching in context, as well as content, to provide lasting change. We address ethical issues in coaching including therapy vs. Coaching, mandated reporter requirements, mental health resources, and referring out clients. A guest psychologist teaches about making appropriate referrals. We explore service and acknowledgement as access to being.

MODULE 4 *Sales, Breakdowns and Action*

Participants develop skill with tools for dealing with breakdowns/problems. We discuss sales from an ontological perspective including pricing, valuing self as coach, and discovering clients. Other topics in this module are coaching on a gradient and coaching proficiencies.

MODULE 5 *Spirituality*

Participants explore their own spirituality and are trained in tools to do in-depth personal exploration. This work includes having the client explore larger issues of purpose, destiny, fate and hope. We discuss speaking and listening as a coach, making choices, and the nature of reality.

MODULE 6 *Money*

Participants distinguish their relationship to and patterns with money and we train them in numerous tools to work with clients in this area. We address accountability structures and project tracking. A guest bookkeeper teaches about keeping financial records for a coaching business. A guest attorney discusses the fundamentals of setting up a small business.

MODULE 7 *Time, Integrity, and ICF Core Competencies*

We train participants in reinvention and structures for success. They are expected to be very familiar with the core competencies at this point in the program and are working on expanding their skills where there are gaps in their proficiency.

MODULE 8 *Commitment*

Participants look at powerful modes of speaking and commitment issues. We address a variety of ways to market a coaching business as well as discussing what gets in the way of generating a full client practice. Participants coach guest clients to develop competency and prepare for an oral exam.

MODULE 9 *Relationship Coaching*

Participants develop skill in working with individuals and couples on their relationships and explore their own issues and patterns in relationship.

MODULE 10 *Group and Organizational Coaching*

We train participants to coach people within corporate settings, including marketing to businesses and coaching in a group.

MODULE 11 *Leadership*

Participants explore coaching individuals in leadership positions and being a leader as a coach. We also discuss managing client plateaus; resources for ongoing growth; and keeping inspired as a coach. Participants take a final written and oral exam to graduate the program.

MODULE 12 *Completion*

We train participants in completing projects and ending coaching with clients, including preparing them for what's next. We discuss professional coaching alliances—associates in coaching, co-coaching partners, and strategic alliances.

PROGRAM COACH 1 • The Foundations of Leadership

Your foundation solidly under you in every area of life, including your coaching business.

MODULE 1 *Distinguished Being and Essence*

In the first module of the Leadership Development program, Program Coaches distinguish where they currently are in their professional, personal, and practice development in order to establish support structures that allow for success. We look at producer plus consumer, what they are here for, breakthroughs and declaration, team, resilience, and stamina, and go back to the basics. We focus on generating Leadership Agility Capacity to expand and include it all vs.contract and exclude. Program Coaches take on practices such as eliminating one "Dirty Word in Coaching" from their vocabulary each week, generating their clear "what for" vision, and noticing Being and Not Being in self and others and journaling regularly on what takes them out of Being.

MODULE 2 *Wellbeing and Survival Mechanism*

This module we discuss resilience and stamina, well- being, essence of essence training, survival mechanisms, and victim/ responsibility. Program Coaches focus on Future Vision by creating a Visual Display and journaling how their future vision is a service. With the support of their coach and Leadership Development Program team, Program Coaches review where they are with their clients, their participants, and their relationships. Program Coaches create a project around their next level of Credential/Certification and regenerate their "Well-Being" tracker/Leader Care Check List. While looking at their well- being and Future Vision, Program Coaches journal on Service and how their Future Vision is a service.

MODULE 3 *Context and Ethics of Coaching*

Module three is focused on service, acknowledgment, and context. We focus on service by noticing what occurs, internally and externally, when there is conflict on the team and practicing providing a service instead. We also look at the connection between service and acknowledgment, and well-being. Program Coaches review their client files and think about what context each client is in and bring those thoughts to their coaching calls. They also interview three people in their lives to determine the context that is running the show. Program Coaches make a list of five people per week who they have not, or typically do not, acknowledge and choose one of those people per week to acknowledge.

MODULE 4 *Sales, Breakdowns and Action*

Module four is focused on sales. We go over the definition of sales, add the meaning, look at pressure and sales, being vs. sales, and people buying people not products. We distinguish the impact of these items as a coach, as a Program Coach, and as a leader. Referrals, target market, and sales cycles are reviewed to support Program Coaches in their own sales. Program Coach teams create a round robin of reflection with focus on what areas their "performance" is showing up. They take on a completion tool that they are resisting or not using with one relationship or issue this module. Program Coaches get complete with each of their clients and every important relationship in their lives.

MODULE 5 *Spirituality*

Module five relates spirituality and coaching, and Program Coaches take on a spirituality "project." Program Coaches practice powerfully declaring breakdowns and working all the way through to a new empowered place, review and reinvent their projects, and review their "Warrior For" experience to determine whether they are living life being a "Warrior For" their Life Purpose or living from their event. They review their current project or create a new project that moves forward one aspect of the infinity triangle. In support of their practice development, Program Coaches regularly attend their local ICF chapter or other professional coaching organization.

MODULE 6 *Money*

Module six focuses on money, current context to money, how it has changed or shifted, the money story you truly want to be telling, and what is next in the area. Program Coaches review what areas their money is still not handled and participate in practices and getting the support they need to get it flat from now on. They identify the next breakthrough that will shift their relationship to money and how it will impact them as a professional. Program Coaches get complete about the first half of the program and their future vision.

MODULE 7 *Time, Integrity, and ICF Core Competencies*

Module seven is focused on time and integrity. We define integrity, Program Coaches identify their relationship to integrity, where integrity is score keeping as a distraction from owning their own stuff, how integrity relates to their leadership breakthrough, and how integrity relates to their bigger "what for." They look at how they still struggle with time, what the context is, what is in the way of shifting the context, and what they have used to address their time context. Program Coaches also take a look at their overwhelm cycle goes and what they have distinguished since their Coaches' Training Program. They take on several practices to support their development through time and integrity, such as re-creating and re- empowering their integrity list and making a list of their "time crimes" and taking on one each week.

MODULE 8 *Commitment*

As module six is all about commitment, Program Coaches distinguish their relationship to commitment, if it has shifted, and how they are Being about it. We focus on desire and commitment, loss within commitment, competing commitment, and declared and undeclared commitment. We also look at avoiding possibility, declaration as a tool, getting clients, and problems as opportunities. Program Coaches list their commitments in life, notice the areas where they are resistant, and take on one bold action to move their commitment forward.

MODULE 9 *Relationship Coaching*

Program Coaches look at relationships through foundation by noticing what foundation issues are arising and what has to be addressed with structures. They notice the Intimacy in each assignment in the training module. Program Coaches revisit their issues in relationship, notice what foundational relationship issues are arising, and create a new relationship project to address these core issues. They create the conditions of satisfaction for their personal relationships, pick one relationship to measure, and work on improving the score. As module nine is focused on relationship, Program Coaches take on practicing sharing more openly and vulnerably, practicing radical responsibility, and practicing trust as a gift.

MODULE 10 *Group and Organizational Coaching*

While reviewing and discussing group coaching and organizational coaching, and what the difference is between them, Program Coaches consider adding group coaching as an offering to their practice. They look at their "Problem with Being Me," notice where they are one and not the other, and practice expanding who they can be in those areas. They practice using the ICF Ethical guidelines as a support structure for their business, practicing noticing and transforming their internal and external conversations, and practice living an unprotected life. As a team, we revisit what a year from now will look like from module one and we review managing complex change and cover key training points.

MODULE 11 *Leadership*

In module eleven we focus on integration and tie it to integrity. We define bringing it all together vs. reacting to the past and address what Program Coaches still see as disintegrated. Program Coaches look at their greatness, which areas of their greatness have been expanded this year, and which negative aspects of being have emerged this year. They create and write their commitment to how they want to complete the program, notice their "automatic way" of doing completion, and choose and practice being responsible for when they are aligned with their commitment and when they are being automatic. Program Coaches look at what they notice about their access to pure joy, what they have been unwilling or unable to shift this year and choose an area of their life that they are not integrating and practice integration on purpose.

MODULE 12 *Completion*

Module twelve marks the completion of the Program Coach 1 program on the foundation of leadership. We participate in exercises as a team that support each Program Coach in distinguishing what they want their legacy to be along with what they'd like their epitaph to be. Continuing from module eleven, Program Coaches work with their leaders on closing all the gaps between where they are now as a Program Coach 1 and where they will need to be as a Program Coach 2. They review all that they have accomplished throughout the year and revisit their leader project to determine the breakthroughs they have had and what areas they would like to improve on.

PROGRAM COACH 2 • The Presence of Leader

Your voice, your message and your leadership expressed effectively in the world

MODULE 1 *Distinguished Being and Essence*

As Program Coaches return for their second year of the Leadership Development Program we focus on the presence of leader. We start by reviewing what they are here for, breakthroughs and declaration, not quitting, resilience and stamina, and going back to the basics. They notice their relationship to the Essence Conversation, practice re-empowering the tool as written down, and journal on their experience. To start the year off strong as a team, Program Coaches distinguish their current relationship to "team," determine what they are committed to and what they'll be responsible for around team for the year share with their team. They take on practices to support their professional, personal, and practice development that they will revisit and build on throughout the year.

MODULE 2 *Wellbeing and Survival Mechanism*

This module we discuss resilience and stamina, well-being, essence of essence training, survival mechanisms, and victim/ responsibility. Program Coaches create possible “brands” or “niches” for their coaching and create at least one compelling message for each. They create a personal “brand” consistent with their future vision. Program Coaches evaluate every area of their own well-being, take on a completion tool in an area where they notice incompletion, and write about the well-being of a relationship. They also design a project for the next step in their certification and take on one area of the Coaches’ Training Program to lead.

MODULE 3 *Context and Ethics of Coaching*

Module three is focused on service, acknowledgment, and context. We go over the meaning and purpose of service, the impact of humble leadership, and the purpose of adding acknowledgement. We also look at the connection between service and acknowledgment, and well-being. Program Coaches look at how both service and acknowledgment are a part of the message and gifts they give to the world and articulate both in their marketing. They build off of the brand they created in module two with a statement, declaration, or slogan that speaks their future vision.

MODULE 4 *Sales, Breakdowns and Action*

Module four is focused on sales. We go over the definition of sales, add the meaning, look at pressure and sales, being vs. sales, and people buying people not products. We distinguish the impact of these items as a coach, as a program coach, and as a leader. Program Coaches look at their own presence as a coach and a leader and do completion work on their perceived failures in getting known. They write out “Who I Am as A Coach and Leader” and frame it to keep in their work area. Program Coaches research groups in their community who should know about their coaching and services given who they say they are. They write about their findings and share with their team.

MODULE 5 *Spirituality*

Module five relates spirituality and coaching. We discuss how each individual grows spiritually and have a conversation about how you are either growing your spirituality, killing it, or letting it die. Program Coaches revisit Beckwidth’s “Kingdoms of Consciousness” and notice where they are operating from with each of their clients and in business interactions. They review their own “Warrior For” experience and write about whether they are living their life being a “Warrior For” their life purpose or living from their event. Each Program Coach takes on a leadership role with their local ICF chapter or other professional coaching organization to support their development as a coach and as a leader.

MODULE 6 *Money*

Module six focuses on money, current context to money, how it has changed or shifted, the money story you truly want to be telling, and what is next in the area. This module marks the halfway point for the second year of the Leadership Development Program, so Program Coaches review the past six months and what they see has been the source of most of their breakdowns. They create a mid-year review conversation with their Leaders in Training about their future as a leader, including gaps and strengths. Program Coaches declare what their next breakthrough in regard to money will be and take on generating it in service of having “it” go differently for them.

MODULE 7 *Time, Integrity, and ICF Core Competencies*

Module seven is focused on time and integrity. We define integrity, Program Coaches identify their relationship to integrity, where integrity is score keeping as a distraction from owning their own stuff, how integrity relates to their leadership breakthrough, and how integrity relates to their bigger "what for." They look at how they still struggle with time, what the context is, what is in the way of shifting the context, and what they have used to address their time context. Program Coaches also take a look at their overwhelm cycle goes and what they have distinguished since their Coaches' Training Program and since their first year in the Leadership Development Program. They make a list of their "Time Crimes" and take on at least one per week and also take on and fulfill a "Project 100."

MODULE 8 *Commitment*

As module six is all about commitment, Program Coaches distinguish their relationship to commitment, if it has shifted, and how they are Being about it. We focus on desire and commitment, loss within commitment, competing commitment, and declared and undeclared commitment. We also look at avoiding possibility, declaration as a tool, getting clients, and problems as opportunities. Program Coaches look at where they see commitment being an energizer and review and reinvent the commitments that occur as draining. They distinguish their default relationship to commitment and generate an empowered relationship if it is not already. Program Coaches create a "10 to get to 5 to get to 50" initiative on their "Project 100" list and create hours of power as a structure for fulfillment with their team.

MODULE 9 *Relationship Coaching*

Program Coaches look at relationships through voice expressed in the world by noticing what voice issues are arising and what needs to be addressed with structures. They notice the speaking and expression in each assignment in the training module and look at what is being addressed and how. Program Coaches create the Conditions of Satisfaction for their personal relationships, pick one relationship to measure, and work on improving the score. They generate a created future in a significant relationship and practice taking actions that move towards the created future rather than reinforce the past. They also distinguish how their "pattern in relationship" shows up in their client relationships and create structures to break up the automatic pattern.

MODULE 10 *Group and Organizational Coaching*

Program Coaches share in a distinguished way through the lens of Popped. They revisit what a year from now will look like from module one. Program Coaches look at Problems with Being Them and create context with another way to distinguish access to Essence. We review organizational coaching, managing complex change, and cover key training points. Program Coaches use the managing complex change tool on their project related to expanding their business and notice the increase in momentum it creates. They practice being leader and speaking as leader everywhere, especially where they are reserving the right to not lead and get feedback from their Leaders in Training. They notice how long they can tolerate their own greatness, their relationship to thriving, and what shows up from visualizing the results they want to produce. Program Coaches also practice living an unprotected life, empowering coaching everywhere, and adding more rigor to their regular practice building habits.

MODULE 11 *Leadership*

In module eleven we focus on integration and tie it to integrity. We define bringing it all together vs. reacting to the past and address what Program Coaches still see as disintegrated. Program Coaches look at their greatness, which areas of their greatness have been expanded this year, and which negative aspects of being have emerged this year. With the end of the year nearing, Program Coaches work to close the gaps to becoming a Leader in Training. They get all the support necessary to receive a Professional Certified Coach level recorded call. Program Coaches revisit

their leader project, notice if they are on track to generate their breakthrough for the year, and take on the practices necessary to have the leadership breakthrough they came for.

MODULE 12 *Completion*

Module twelve marks the completion of the Program Coach 2 program on the presence of leader. We participate in exercises as a team that support each Program Coach in distinguishing what they want their legacy to be along with what they'd like their epitaph to be. Continuing from module eleven, Program Coaches work with their leaders on closing all the gaps between where they are now as a Program Coach 2 and where they will need to be as a Team Leaders. They review all that they have accomplished throughout the year and revisit their leader project to determine the breakthroughs they have had and what areas they would like to improve on.

TEAM LEADER • Leading A Team

The ability to enroll, inspire, manage, acknowledge breakthroughs, and address breakdowns effectively with a team.

MODULE 1 *Distinguished Being and Essence*

As former Program Coaches make the leap to become Team Leaders, we focus on leading a team. We look at Producer plus Consumer, what you are here for, breakthroughs and declaration, team, not quitting, Resilience and Stamina, and go back to the basics. We focus on generating Leadership Agility Capacity to expand and include it all vs. contract and exclude. Team Leaders lead the group conference call with their team, training them on monthly tools and distinctions. They own and show up as a coach and leader by attending at least two monthly networking events and through their online presence. Team Leaders practice training with their team from Straight Talk from Love and Compassion and model their connection and commitment to the program regularly in their training. They notice Being and Not Being specifically from leader and practice choosing Being, outside of performance, when leading the team.

MODULE 2 *Wellbeing and Survival Mechanism*

Team Leaders focus on Future Vision by creating a Visual Display and journaling how their future vision is a service. They look at what it takes to be the model. Team Leaders1 get training from the Team Leaders2 in regard to the training module timeline and leader instructions to ensure that they are clear and can train the team. They create a new ownership role for themselves on the Coaches' Training Program Leader Team and notice, address, and support what is out in the team's well-being. Team Leaders train the entire Leadership Development Program team to model excellence and pristine intention.

MODULE 3 *Context and Ethics of Coaching*

Module three is focused on service, acknowledgment, and context. We go over the meaning and purpose of service, the impact of humble leadership, and the purpose of adding acknowledgement. We also look at the connection between service and acknowledgment, and well-being. Team Leaders notice the impact of humble leadership and practice humility in service. They distinguish creating and speaking a future into existence versus describing the past and present circumstances to explain what's possible in the future. We have a virtual workshop on Pipeline building incorporating the Doug Silsbee exercise with a focus on what gets in our way.

MODULE 4 *Sales, Breakdowns and Action*

In module four, Team Leaders focus on breakdowns by distinguishing what actual breakdowns have been declared, what the commitment is, where breakdowns have collapsed with problems, and what the breakthrough is from the team breakdown. They practice declaring breakdowns on the team and support them in working all the way through to breakthrough. Team Leaders notice their relationship to "practice" in regard to their leadership and share their performance "tells" with their team and ask to be called out. They do completion on their leadership to date and reinvent their leadership milestones on the other side of completion.

MODULE 5 *Spirituality*

Module five relates spirituality and coaching. We discuss how each individual grows spiritually and have a conversation about how you are either growing your spirituality, killing it, or letting it die. Team Leaders spiritually prepare themselves to support and/or lead the meditation and declare what they will take on to be the source of the spiritual breakthroughs on the team and with the participants. They consider their own relationship to spirit and recognize that they are a model for that relationship on the team. Team Leaders take a look at their team through the lens of the infinity triangle and take on practices that would shift your effectiveness with the team.

MODULE 6 *Money*

Module six focuses on money, current context to money, how it has changed or shifted, the money story you truly want to be telling, and what is next in the area. This month marks the halfway point for the third year of the Leadership Development Program, so Team Leaders review the past six months and what they see has been the source of most of their breakdowns. They create a system for tracking where each person on the team is with their results. Team Leaders have a conversation with their Program Leaders about their gaps in leadership and use that information to create a plan. They take on writing one thing whether it be a chapter, an article, or an opinion; the goal is to get their voice out in the world while noticing their experience throughout.

MODULE 7 *Time, Integrity, and ICF Core Competencies*

Module seven is focused on time and integrity. With the Program Leaders, Team Leaders generate a discussion about the team's intimacy level and how to increase it. They get prepared to lead anything and everything at the next Coaches' Training Program module. Team Leaders look at the results of the Leadership Development Program team based on projects and distinguish what structures are needed. They also look at the team culture around healthy priorities and how it impacts time and integrity, both in their lives and in the Coaches' Training Program.

MODULE 8 *Commitment*

As we focus on commitment in module eight, Team Leaders distinguish their relationship to commitment, if it has shifted, and how they are Being about it. We focus on desire and commitment, loss within commitment, competing commitment, and declared and undeclared commitment. We also look at avoiding possibility, declaration as a tool, getting clients, and problems as opportunities. With the team, Team Leaders identify the prevailing disempowered context, enroll the team in choosing a new empowered context, and hold them accountable in operating from the new context. They look at their own leadership and notice where they are avoiding using demands on purpose, where they see commitment being an energizer, and what the disempowered story they have of themselves as a leader is.

MODULE 9 *Relationship Coaching*

In module nine Team Leaders look at relationships through team by noticing what foundation issues are arising. They notice the being of team and the being of partnership in each assignment in the training module. From leader, they look at the relationship breakthrough they are working on. They notice where their personal relationships need attention and review each of their client relationships and notice if they are actively growing the relationship. Team Leaders generate a breakthrough in "Trust as a Gift" and share with their team as an act of vulnerability.

MODULE 10 *Group and Organizational Coaching*

Team Leaders look at Problems with Being Them and create context with another way to distinguish access to Essence in module ten. We review organizational coaching, managing complex change, and cover key training points. Team Leaders post the "Problem with Being Me," notice where they are one and not the other, and practice expanding who they can be in those areas. They expand their ability to be with their own greatness on purpose, create structures to support sustaining their greatness in new places and in new ways, and call forth their team to a new level of greatness.

MODULE 11 *Leadership*

As we enter module eleven, we focus on integration and tie it to integrity. We define bringing it all together vs. reacting to the past and address what Team Leaders still see as disintegrated. Team Leaders look at their greatness, which areas of their greatness have been expanded this year, and which negative aspects of being have emerged this year. They continue to get complete for themselves and are responsible for participants being fully complete and there being no incomplete holdings during the holding exercise in module 12. They create, in writing, their commitment on how they want to complete the program.

MODULE 12 *Completion*

Module twelve marks the completion of the Team Leaders program on completing a team. We participate in exercises as a team that support each Leader in Training in distinguishing what they want their legacy to be along with what they'd like their epitaph to be. Continuing from module eleven, Team Leaders work with their leaders on closing all the gaps between where they are now as a Team Leaders and where they will need to be as a Leader in Training. They review all that they have accomplished throughout the year and revisit their leader project to determine the breakthroughs they have had and what areas they would like to improve on.

LEADER IN TRAINING • Integrated Leadership

The ability to enroll, inspire, manage, acknowledge breakthroughs and address breakdowns effectively with multiple teams and multiple constituencies, goals and priorities.

MODULE 1 *Distinguished Being and Essence*

In the final year of the Leadership Development Program, participants now hold the title Leaders in Training 2. This year, we focus on integrated leadership. In the first module, Leaders in Training own complete training of the Essence conversation, train their team on Clearing Exercises, and support their team in relationship and calibration of team by modeling relationship from their Essence to others' Essence and modeling knowledge of, and training to, the ICF core competencies.

MODULE 2 *Wellbeing and Survival Mechanism*

In module four Leaders in Training own the training module Timeline and Leader Instructions and ensure that everything is clear. They support notice and reflect on At Cause versus At Effect on every Coaches Training Program participant, every Leadership Development Program participant, and every leader. Leaders in Training support the team in leading of the tools and distinctions, ensuring that every team member has an empowered ICF Credential Project, and ensuring that any and all conflicts within the team are resolved to a win/win.

MODULE 3 *Context and Ethics of Coaching*

Module three is focused on service, acknowledgment, and context. We go over the meaning and purpose of service, the impact of humble leadership, and the purpose of adding acknowledgement. We also look at the connection between service and acknowledgment, and well-being. Leaders in Training set the tone for the team in acknowledgments by thoroughly acknowledging all team members. We have a virtual workshop on Pipeline building incorporating the Doug Silsbee exercise with a focus on what gets in our way.

MODULE 4 *Sales, Breakdowns and Action*

In module four, Leaders in Training focus on breakdowns by distinguishing what actual breakdowns have been declared, what the commitment is, where breakdowns have collapsed with problems,and what the breakthrough is from the team breakdown. They take the lead in declaring breakdowns on the team and support them in working all the way through to breakthrough. Leaders in Training support both Coaches Training Program participants and Leadership Development Program participants in improving their client game, while working on their own client game as well.

MODULE 5 *Spirituality*

Module five relates spirituality and coaching. We discuss how each individual grows spiritually and have a conversation about how you are either growing your spirituality, killing it, or letting it die. Leaders in Training lead the meditation and declare what they will take on to be the source of the spiritual breakthroughs on the team and with the participants. Leaders in Training take a look at their own relationship to spirit to ensure that it is what they want to be modeling for the team. They review their spiritual practice, decide if it is sufficient to their needs, and take something more on in this area if necessary.

MODULE 6 *Money*

Module six focuses on money, current context to money, how it has changed or shifted, the money story you truly want to be telling, and what is next in the area. This month marks the halfway point for the final year of the Leadership Development Program, so Leaders in Training look at where there are in the fulfillment of their Future Vision. They practice generating empowering conversations within the team, and practice noticing where they are focusing on fixing the problems of their team and program, rather than speaking to the possibility and Future Vision in each situation. Leaders in Training get responsible for any negative impact they leave on the team and get supported in transforming their leadership from the reflection.

MODULE 7 *Time, Integrity, and ICF Core Competencies*

Module seven is focused on time and integrity. We define integrity, Leaders in Training identify their relationship to integrity, where integrity is score keeping as a distraction from owning their own stuff, how integrity relates to their leadership breakthrough, and how integrity relates to their bigger "what for." They look at how the team still struggles with time, what the context is, what is in the way of shifting the context, and what they have used to address that time context. Leaders in Training support the team in taking a look at how their overwhelm cycle goes.

MODULE 8 *Commitment*

In module eight Leaders in Training distinguish their relationship to commitment, if it has shifted, and how they are Being about it. We focus on desire and commitment, loss within commitment, competing commitment, and declared and undeclared commitment. We also look at avoiding possibility, declaration as a tool, getting clients, and problems as opportunities. Leaders in Training notice and address all issues in regards to commitment that are showing up in the team.

MODULE 9 *Relationship Coaching*

As we focus on relationship in module nine, Leaders in Training look at relationships through multiple constitutes by noticing what the relationship issues arising among constituencies are. They notice the different needs/aim/power dynamics in each assignment in the training module. They make sure they are complete on their own relationships so they can support the relationships of the team, and each team members relationship to team.

MODULE 10 *Group and Organizational Coaching*

Leaders in Training share in a distinguished way through the lens of Popped in module ten. They revisit what a year from now will look like from module one. Leaders in Training look at Problems with Being Them and create context with another way to distinguish access to Essence. We review organizational coaching, managing complex change, and cover key training points.

MODULE 11 *Leadership*

With module eleven focused on leadership, Leaders in Training focus on integration and tie it to integrity. We define bringing it all together vs. reacting to the past and address what Leaders in Training still see as disintegrated. Leaders in Training look at their greatness, which areas of their greatness have been expanded this year, and which negative aspects of being have emerged this year.

MODULE 12 *Completion*

In the final module of the Leadership Development Program, Leaders in Training close the gaps to Junior Leader. They create, in writing, their commitment to how they want to complete the program. They choose and practice being responsible for when they are aligned with their commitment and when they are being automatic. They generate the team to operate from their commitment as well. Leaders in Training take responsibility for generating a new level of completion and support the team to do the same.

ACADEMIA CALENDAR

HOURS OF OPERATION

Administrative Office is OPEN Monday through Friday 9 am – 5 pm PST and is CLOSED on holidays.

Module Hours

Saturday @ 10am – 6pm PT

Sunday @ 9am – 5pm PT

HOLIDAYS

Accomplishment Coaching observes the following holidays for 2025:

- New Year's Day: Thursday, January 1
- Martin Luther King, Jr.'s Birthday: Monday, January 19
- Washington's Birthday (Presidents' Day): Monday, February 16
- Memorial Day: Monday, May 25
- Juneteenth National Independence Day: Friday, June 19
- Independence Day: Friday, July 3 (Observed)
- Labor Day: Monday, September 7
- Columbus Day: Monday, October 12
- Veterans Day: Wednesday, November 11
- Thanksgiving Day: Thursday, November 26
- Christmas Day: Friday, December 25

MEASURABLE OBJECTIVES FOR STUDENT SUCCESS

After completing the Coaches' Training Program, the participants will demonstrate their ability and facility with tools, concepts, and practices key to coaching by:

- Passing requires a score of 70% or greater on written exams and an average of 50% on oral exams.
- Achieving their goal of creating a coaching practice and/or fulfilling on their leadership objective.
- Maintaining their coaching business over time and/or expanding their leadership in their organization.
- Producing increased levels of competency throughout the program in their coaching as evaluated by Program Coaches and Program Leaders.
- Producing specific, measurable results with their own clients.
- Maintaining ethical boundaries.
- Producing a fundamental breakthrough in their own lives and their way of operating as a human being and a leader.

PREREQUISITES

The following prerequisites are required of students entering the CTP;

- The desire to commit to a year-long, challenging program of training and development.
- The willingness and ability to manage their own health and well-being throughout the program.
- The willingness to practice coachability (i.e., being willing to create a powerful partnership) with their Program Coach and Program Leaders in training modules.
- A successful review of the application by a leader of the program.
- A successful interview by a leader of the program.

The following prerequisites are required of students entering the LDP:

- The desire to commit to a 4 year-long, challenging program developing coaching and leadership skills while growing coaching business.
- Graduate of the Coaches' Training Program.
- Affiliate of Accomplishment Coaching in good standing.
- Maintain a private coaching practice.
- Maintain $1 million in liability insurance.

CREDENTIALS AWARDED

Coaches' Training Program

At completion of the program, the participant will be awarded an Accomplishment Coaching Graduate certificate OR if additional requirements are met Certification through Accomplishment Coaching. These additional requirements can be met and Certification can be awarded at any time subsequent to the program completion. Certification through Accomplishment Coaching qualifies graduates for subsequent International Coach Federation credentialing.

Leadership Development Program

The focus of the LDP is for coaches to gain more experience in being a coach and a leader and grow their existing private practices. Accomplishment Coaching will support Leadership Development Program participants through the process of obtaining their Professional Certified Coach credential or Master Certified Coach credential through the ICF.

Mentoring and coaching hours acquired during the program can be applied toward the requirements for credentials. Participants who plan to apply for a Program Leader position with Accomplishment Coaching after completing the LDP are required to hold an ICF Professional Certified Coach credential or Master Certified Coach credential.

STANDARDS OF PROGRESS

Grading System for Coaches' Training Program Participants

Each test or exam is graded by a LDP Participant then records are submitted to the Programs Administrator including the percentage correct as well as a pass/no pass. The results are shared with the CTP Participant after the Program Module. Oral exams and Practice Oral exams are also evaluated on the ICF Core Competencies Rating Sheet with written feedback. Each written Exam requires a passing requires a score of 70%. In case of failure, we support participants to retake exams for passing grades. Participants have up to one year after completion of their course work to complete all requirements and to pass all exams.

In addition to passing all exams, the following are requirements for CTP participants for graduation:

- Attend all live virtual coach training modules.
- Participate in 48 weekly 1:1 coaching calls (generally one hour) with his or her Program Coach throughout the program.
- Take on and support the participant team in taking on completion of assigned monthly practice areas (coursework between sessions).
- Coach the program's demonstration client at a module training session (using the ICF Core Competencies Rating Form) and be reviewed by the rest of the participants and the leader team. Also, coach the demonstration client for the following month and receive feedback and support from their Program Coach.
- Complete and return the four ICF Core Competencies Evaluation Sheets for all CTP Participants also known as a "Co-Coaching Session". In a Co-Coaching session, the CTP Participant will provide a

coaching session to a client and receives evaluation on each skill as identified in the ICF Core Competencies Rating Sheet. These sessions can be performed either live with the LDP Participant observing and providing notes or through a recorded coaching session sent by the CTP Participant to their LDP Program Coach. Note: These clients must come from outside the program and the coaching sessions must be completed outside of the Program Module.

Grading Alternative for Leadership Development Program Participants

The Leadership Development participants evaluate CTP participant coaching sessions on Guest Clients in the live virtual class environment. The Leaders provide further feedback on the CTP participant sessions and the evaluations provided from LDP participants. Through this process the LDP Participants receive further training and education on identify and distinguishing the specific skills and attributes that represent the distinguished levels of ICF Credentials (A.C.C., P.C.C., and M.C.C.). LDP participants who successfully finish the 4-year program will receive a Certificate of Completion. To be eligible for the Certificate of Completion the following is required for each year of the program:

- Attending all 288 hours of Modules live virtual (or if absent, via recorded video)
- Completing 22 hours of Coaching Supervision Calls
- Completing 11 hours of Mentor Coaching/Core Competency Calibration Calls
- Attending 12 monthly Leadership Training Calls for a total of 12 hours/year
- Attending 2 hours of Enrollment and Registration Calls/month for a total of 24 hours/year
- Attending Team Calls as needed for a total of 0 to 24 hours/year
- Attending Participant Team Calls as needed for a total of 0 to 24 hours/year
- Attending 2 hours of Program Production Calls per month for a total of 24 hours/year
- Completing 48 hours of Coaching Calls per each of their participants/year
- Attending all 12 LDP Training Calls for a total of 24 hours/year

POLICY REGARDING ABSENCE AND UNSATISFACTORY PERFORMANCE

If a participant misses a module, he or she watches streaming video of the module and works through any experiential exercises with his or her Program Coach. If a student misses more than 2 days of module instruction they will be dropped from the program. Other absence and under- performance is handled on a case-by-case basis.

POLICY REGARDING STUDENT CONDUCT, INCLUDING CAUSES FOR DISMISSAL AND CONDITIONS FOR READMISSION

Because of the intimate nature of the transformational work that is part of our training, we have a “No Dual Relationship” policy.

This means that during the course of the yearlong program, participants are prohibited from beginning any new relationships with other participants, members of the leadership and support team, or other leaders in the company. This includes any businesses that they or their immediate family are a part of (outside of coaching) and any and all intimate relationships of a romantic and/or sexual nature.

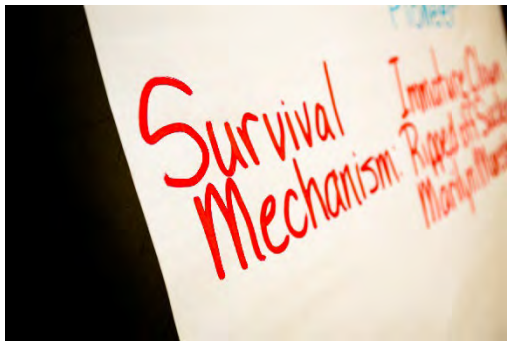
Any infraction can be cause for immediate expulsion from the program. Re-admission is at the discretion of the Program Leaders.

Regardless of the reason for departure, we reimburse participants the unused portion of their fees in accordance with the refund policy.

POLICY REGARDING STUDENT GREIVENCES

Accomplishment Coaching welcomes feedback regarding our curriculum and staff. At the end of each module, participants are given a feedback form to fill out for the module completed. Any issues or concerns a participant may have can be addressed on those forms if they choose. The forms are collected and given to the Program Leader for review.

CTP participants can also address any issues they have with their Program Coach on an individual basis. The Program Coach will then take the concern to the Program Leader for discussion and resolution. If the concern cannot be resolved the Program Leader will take the issue to the Senior Leader Team and finally to the Executive Team if deemed necessary.



LDP participants can express their issues or concerns with the Program Leader. If the problem cannot be resolved with the Program Leader, the issue can be escalated in the same order as above.

Every effort will be made to resolve issues or concerns expressed by participants.

TRANSFERABILITY OF CREDITS AND RECORDS

TRANSFERABILITY OF CREDENTIALS & CREDITS

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Accomplishment Coaching is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Accomplishment Coaching Graduate Certificate you earn in Accomplishment Coaching is also at the complete discretion of the institution to which you may seek to transfer. If the Accomplishment Coaching Graduate 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 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 Accomplishment Coaching to determine if your Accomplishment Coaching Graduate Certificate will transfer.

Accomplishment Coaching has not entered into an articulation or transfer agreement with any other college or university and does not award credit for prior experiential learning.

TRANSCRIPTS AND RECORDS

The Programs Department maintains records for each student who enrolls in a program whether they complete the program or not. Student files are kept in the state of California electronically, indefinitely, and safe from fire or flood. Student records are kept in a password protected, secure digital folder which can only be accessed by Programs Administrators, Operations Manager and the Business Operations Specialist. Student files contain the following documents: Transcripts of any formal education, high-School diploma or GED or equivalent, students application containing personal information including student's age, gender and ethnicity if voluntarily supplied by student, copies of all documents signed by student including contracts and instruments of indebtedness and financial aid, enrollment agreement, withdrawal documents (if applicable), leaves of absence (if applicable) and graduation documents, transcripts to include courses completed, not completed and dates of completion or withdrawal, credit for courses earned at other institutions, the name, address, website address and phone number of the institution, student projects submitted by graduate students, a document showing the total amount of money received from or on behalf of the student and the dates which the money was received, an itemized document showing any refunds, dates of refunds, reason for refund and person or entity refund was sent to, copies of any advisory notices or warnings regarding the students' progress, and complaints from the student.

Currently we do not offer financial aid or prior education or testing or experience that are relevant to the student's qualification for admission other than a high school diploma or GED, nor do we accept the transfer of credits from other institutions therefore do not include these items in student files at this time.

Transcripts may be requested after the completion of the Coaches' Training Program by writing to the Programs Administrators at programs@accomplishmentcoaching.com.

PROGRAM COST AND PAYMENT PLANS

REGISTRATION APPLICATION AND DEPOSIT

COACHES' TRAINING PROGRAM

The participant agrees to pay a one-time non-refundable application fee of $250.00 and a $375.00 deposit when registering. The total amount of $625.00 is applied toward their tuition of $18,000.00 (or a discounted price as applicable) and deducted from their first tuition payment unless the participant cancels.

LEADERSHIP DEVELOPMENT PROGRAM

No application fee or deposit is required for this program.

REGISTRATION REQUIREMENT

COACHES' TRAINING PROGRAM

High school diploma, GED or equivalent to be admitted.

LEADERSHIP DEVELOPMENT PROGRAM

High school diploma, GED or equivalent and a graduate of the Coaches' Training Program to be admitted.

TUITION

COACHES' TRAINING PROGRAM

The participant agrees to one of the tuition payment options below.

STANDARD PRICING	TUITION PAYMENT PLANS
Payment in Full/Advance	A one-time payment of $17,100 received before the first day of program month 1. (This amount reflects a 5% discount for payment in full, in advance.)
Monthly Payment Plan	Total Program Price $18,000 A deposit of $625, plus • A first payment of $875, due on program month 1. • And 11 succeeding monthly payments of $1,500 commencing program month 2, with the last payment of $1,500 due on the 1st of program month 12.
DISCOUNTS	**DISCOUNTED TUITION PAYMENT PLANS**
EARLY REGISTRATION	Registrations must be submitted more than three months prior to the program start.
Payment in Full/Advance	A one-time payment of $15,675 received before the first day of program month 1.

Monthly Payment Plan	Total program price is $16,500 A deposit of $625, plus • First payment of $750, due on program month 1. And 11 succeeding monthly payments of $1,375 commencing program month 2, with the last payment of $1,375 due on the 1st of program month 12.
ACTIVE, VETERN AND RETIRED MILITARY	Entitled to a 10% discount off the total program price of $18,000 for a discounted price of $16,200. received before the first day of program month 1 (This offer cannot be combined with any other discount offered.)

LEADERSHIP DEVELOPMENT PROGRAM

The participant agrees to one of the tuition payment options below.

STANDARD PRICING	YEARLY TUITION PAYMENT PLANS
Payment in Full/Advance	A one-time payment of $8,000 received before the first day of program Module 1.
Monthly Payment Plan	12 monthly payments of $700 due by the 1st of each program month. Total tuition is $8,400.

OTHER POSSIBLE COSTS INCURRED DURING THE PROGRAM

All of the books and movies assigned are available via the library, video stores or online. However,if a student were to purchase each required book and movie the cost would total $526.00. In addition to those costs, we require that students acquire professional liability insurance. This averages between $200.00 and $300.00 for the year.

TOTAL CHARGES FOR A PERIOD OF ATTENDANCE AND THE ESTIMATED TOTAL SCHEDULE OF CHARGES FOR THE ENTIRE EDUCATION PROGRAM

ITEM	COST
Books	$296.00
Movies	$230.00
Insurance	$200.00 - $300.00
CTP Total costs including tuition for 1 year program & entire education program	$16,401.00- $18,826.00
LDP Total costs including tuition for 1 year program	$8,726.00- $9,226.00
LDP Total costs including tuition for entire education program	$34,964.00 - $36,964.00

FINANCIAL AID, PLACEMENT ASSISTANCE AND JOB CLASSIFICATION CODES

FINANCIAL AID AND JOB PLACEMENT ASSISTANCE

Financial aid and job placement assistance are not currently offered. However, if a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds.

JOB CLASSIFICATION CODES

The U.S. Bureau of Labor Statistics (BLS) does not collect data specifically on life coaches or any variation of a life coach. Instead, BLS counts these workers among rehabilitation counselors; educational, guidance, school, and vocational counselors; and personal care and service workers, all other. None of the above categories accurately fit the description of a LifeCoach, Executive Coach, Leadership Coach or any other variation of a Coach in the Coaching profession. As a result, job statistics in the Coaching field are unavailable from the BLS.

TUITION RECOVERY FUND

CALIFORNIA STUDENT TUITION RECOVERY FUND

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, whois 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 relievedof the obligation to do so, you must pay the state-imposed assessment for the STRF, or it mustbe 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, 2535Capitol 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 enrolled in a residency program,prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economicloss 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 approvedby the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 daysbefore 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 arbitratoror 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 studentloans and have an invoice for services rendered and evidence of the cancellation of thestudent 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 non-collection may, at any time, file a written application for recovery from STRF for the debt that would haveotherwise been eligible for recovery. If it has been more than four (4) years since the action orevent 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 anotheract of law.

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

CANCELLATION, WITHDRAWL & REFUND POLICY

ACCEPTANCE

Accomplishment Coaching must refund all money paid, including application fee, if student is not accepted. This includes instances where a starting class is canceled by Accomplishment Coaching.

INSUFFICIENT ENROLLEES

Accomplishment Coaching reserves the right to cancel a starting class if the number of students enrolling is insufficient. Accomplishment Coaching must refund all money paid, including application fee.

STUDENTS RIGHT TO CANCEL:

Accomplishment Coaching must refund all money paid, including application fee, for tuition if student cancels within the seventh day after enrollment or at the first-class attendance, whichever is later.

NON-REFUNDABLE FEES:

Accomplishment Coaching may retain an established application fee of two hundred and fifty dollars ($250) for all instances unless specified “refund all money paid”.

PARTICIPANT WITHDRAWL:

Accomplishment Coaching must refund tuition for hours not completed to students who cancel an enrollment agreement or withdraw if they completed 60% or less of the period of attendance pro rata refund.

REFUND CALCULATIONS

When calculating refunds, the official date of student termination is considered to be:

- When student sends written notice to Accomplishment Coaching of student’s intention to discontinue the Program; or,
- When student is terminated due to their violation of a published school policy providing for termination; or
- When student, without notice, fails to attend classes for six (6) program days. Termination date is the last day of recorded attendance.

REFUNDS PAID:

All refunds must be paid within forty-five calendar days of student's official termination date.

ACCOMPLISHMENT COACHING AFFILIATION PROGRAM

All participants in the Coaches' Training Program are given the benefit of our Affiliate Program and are considered Affiliates.

Affiliation in this program can continue upon completion of the CTP by an invitation and is completely optional.

All participants in the Leadership Development Program continue their Affiliation at the Standard level as a requirement for the program.

There are two levels to the Affiliate Program after graduation from the CTP.

The Standard Level provides back-office support and allows a graduate to use Accomplishment Coaching's bookkeeping and office services. Participants pay either 10% of collected billings or $1,200 annually, whichever is greater.

The Flat Level provides students or graduates the use of our marketing materials and logo in addition to the above benefits. The service costs $1,200/annually.

Both levels include access to new tools as they become available. Students also receive the benefit of marketing themselves as an Affiliate Coach of Accomplishment Coaching, are considered and can apply for any corporate jobs that Accomplishment Coaching may be hired for and have access to our monthly one-hour ongoing education seminars.

QUESTIONS AND COMPLAINTS

UNANSWERED QUESTIONS REGARDING THE COURSE CATALOG

Any questions a student may have regarding this Course Catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov. Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897.

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 (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.

LEGAL NOTICE

Accomplishment Coaching has never had a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or has had a petition in bankruptcy filed against the institution within the past five years that has resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.