



Accreditation Application, Instructions and Self Study

EMT

Table of Contents

Introduction.....	2
Application Process	4
Introduction to the Self Study Assessment	6
The Site Visit	8
Composition of the Site Team and Site Visit Details	11
Categories of Approval	15
Appeal Procedure	17
Requirements for Maintaining Accreditation.....	18
Appendix A	19
Appendix B.....	23

Introduction

In compliance with 12 VAC 5-31, the Virginia Office of Emergency Medical Services (OEMS) has been delegated the authority by the State Board of Health to develop, implement and administer BLS programs in the Commonwealth.

The Educational Approval and Policies and Procedures set forth in this manual have been developed as an alternative to current Basic Life Support training policies and procedures. This approval process is voluntary for all Basic Life Support (BLS) education programs who wish to participate and conduct a competency-based BLS training program for personnel gaining certification as a BLS provider in the Commonwealth of Virginia. The purpose of this alternative approval program for BLS education programs is to ensure quality and consistent minimum standards in the delivery of these education programs on a statewide basis.

In an effort to achieve this, the primary goal established is to ensure that all Virginia BLS education programs meet the standards of quality outlined by the Office in this manual. A secondary goal established is to assist all existing and future BLS education programs conducted in Virginia in meeting the standards detailed in the regulations.

In an effort to best achieve the second goal, this manual has been developed to outline the procedures required to achieve State education program approval. It will assist education program administrators/coordinators in the preparation of information necessary to justify approval.

It is also important for BLS education programs to receive the recognition of their efforts in providing quality education and training for BLS providers in the Commonwealth. Being awarded approval signifies that the education program meets the high standards set forth by peers and EMS professionals across the State.

BLS Programs working under ALS accredited sites should still be able to be accredited for recognition and quality assurance.

Programs that attain BLS Accreditation only and then choose to revert back to the traditional BLS Program format are prohibited from seeking re-accreditation for five (5) years. ALS Accredited programs that add BLS Accreditation may not revert back to the traditional BLS Program.

Failure to maintain or loss of accreditation will require that all programs being conducted under that accreditation be suspended immediately.

Accredited programs must not announce a course that ends after the expiration date of their Accreditation.

Application Process

The Application for BLS Competency-based Education Program Approval (Attachment A) shall be completed in its entirety and submitted to the Office of Emergency Medical Services Division of Educational Development.

Application Deadlines

Application for BLS Competency-based Education Program Approval shall be received at least six (6) months before the first competency-based course begins.

Programs seeking Accreditation shall not announce, advertise, recruit or promote a competency-based EMT course until a grant of Accreditation has been received from the Office of Emergency Medical Services .

The completed Application for BLS Competency-based Education Program Approval with attachments must be submitted to:

Office of Emergency Medical Services
Virginia Department of Health
1041 Technology Park Drive
Glen Allen, VA 23059

The completed Application Form for BLS Competency-based Education Program Approval must be accompanied by two (2) attachments.

1. A cover letter, written on the agency/institution letterhead responsible for conducting/supporting the educational program, must be attached, requesting program approval. The letter must confirm continued support for the BLS Competency-based education program during the five-(5) year approval period.
2. Three (3) copies of the Self Assessment Document shall be attached to the

Application for BLS Competency-based Education Program Approval.

Alternate Accreditation Methods

CoAEMSP Accredited BLS Programs

BLS education programs accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) applying for Virginia approval shall submit the following documents:

1. A copy of the Site Visit Report submitted to the program by CoAEMSP/CAAHEP.
2. A copy of the letter awarding accreditation from the CoAEMSP/CAAHEP must be attached.
3. Any portion of the Virginia BLS Competency-based Education Program Approval application that is not duplicated in the CAAHEP accreditation process.

Existing Accredited ALS Programs

Accredited ALS Programs may apply to the Office of Emergency Medical Services to add BLS Accreditation by completing an application and demonstrate they have the facilities and equipment necessary to conduct successful programs.

Introduction to the Self Study Assessment

The Self Study Assessment provides each BLS education program with an opportunity to assess their objectives and degree of compliance with BLS education approval program standards set forth in the Training Programs Administration Manual and 12 VAC 5-31. This evaluation should be comprehensive and clearly identify the program's strengths and limitations.

Each BLS education program is expected to complete the Self Study Assessment document accurately and thoroughly.

Completion of the Self Study Assessment document should involve the entire BLS program staff. This is to include but not limited to the program medical director, administrator/coordinator, BLS administrative staff, BLS faculty, EMT students, and others in the health care delivery system involved in the BLS educational program.

The Self Study Assessment document and attachments will be reviewed by OEMS and if the program appears to be in compliance with standards, a site visit will be scheduled.

The format for the Self Assessment Study is depicted in Attachment B.

A. Content of Self Assessment Study Document

1. Begin with an overview of BLS education program to include a brief statement regarding the development of program, target students, and communities of interest served by the BLS providers. Also addressed should be any special considerations impacting program delivery such as financial constraints, availability of clinical facilities, etc. This portion should not exceed two (2) pages in length.
2. Identify agencies/institutions responsible for the oversight of the BLS education program.

3. Each BLS education program shall have a written statement of the program's goals, consistent with the sponsoring agency/institution's mission statement and the needs of the community. They shall serve as a guide for developing, implementing, and evaluating the educational program. A copy of the program's goals should be included in the self-assessment study document.
4. The BLS education program shall have defined the educational goals and competencies for each program delivered [FR or EMT-B]. The goals shall be clearly stated, measurable, and attainable. They shall serve as the foundation for developing, implementing, and evaluating the educational program and shall identify the expected competencies of students completing the program.
5. BLS education programs are delivered utilizing a variety of schedules to meet the needs of the student population served and the agency/institution. A copy of the course syllabus for each different program/class i.e. FR and EMT-B shall be attached to the self-assessment study document.
6. Resource availability is a crucial part of any BLS education program. These resources include administrative personnel, financial support, faculty/staff, teaching facilities, and available clinical and field experiences. Medical guidance of the program is an essential component. The Self Assessment Study Document should contain the following information/attachments for the programs resources.

The Site Visit

A visit to the BLS education program site shall be conducted, at a mutually convenient time, to observe the BLS education conducted by the program.

The time frame for site visit shall be planned for a one (1) day visit. During the site visit, the didactic and field BLS educational sites may be visited and evaluated. The didactic and field preceptors and students may be interviewed.

Sample Schedule of Site Visit

A suggested schedule for activities during the site visit has been developed. If there are valid reasons why the schedule should be changed at the request of the BLS education program or the site visit team, this must be arranged prior to the arrival of the site visit team. This is a very ambitious schedule and the cooperation of the BLS education program and its personnel is essential if the activities are to be completed within the one (1) day time frame. The schedule for the site visit may be determined by the Self Assessment Document.

Suggested schedule may include:

8:00 am

Meet with Program Director and Administrative Staff

- The site visit team members will briefly review the approval process, implication of status assigned, and function of site visit.
- It may be necessary to get additional information on educational philosophies, operational procedures, curriculum content and sequence delivery of the BLS education program

9:00 am

Meet with Medical Director

- The site visit team may need to clarify or assess the level of medical involvement and accountability in all phases of BLS education program.

10:00 am

Meet with Instructors responsible for Didactic Instruction

- The site visit team may need to obtain additional or clarify information on course content, teaching strategies utilized, and testing mechanisms. At this time an exchange of ideas between site visit team and faculty may occur to introduce new ideas/techniques for possible use in improving the program delivery

11:00 am

Meet with Students currently in BLS Education Program

- The site visit team will meet with a representative group of students to assess student reactions to BLS education program, the student's perception of their responsibilities and how their role changes once they complete the certification process.

12:00 - 1:30 pm

Working Lunch

- The site visit team shall review the BLS education program records, student files/records, course records, and testing records. They shall also review the written and practical evaluation tools used to determine students' success or failure in the program.
- A review of how the program maintains all academic records will also be done.

1:30 - 3:30 pm

Visit to Clinical/Field Internship Sites, Interview Clinical/Field Training Preceptors

- Members of the site visit team will want to assess the general quality of the clinical teaching environment, and general resources available in the field internship sites. They will also want to interview some of the faculty providing the supervised practice of students.

4:00 - 4:30 pm

Final Meeting with Program Director

- The members of the site visit team will again meet with the program director to answer any final questions the site visit team may have regarding the program

or administration.

- Collect Site Visit Evaluation Form from program representative

4:30 - 5:30 pm

Site Visit Team Meeting

- The members of the site visit team will meet to complete their site visit reports and come to a consensus on the recommendation regarding the accreditation status to be recommended to OEMS. The BLS education program is requested to provide a secure meeting place for the team to meet.

Composition of the Site Team and Site Visit Details

The Site Visit Team shall be composed of persons with demonstrated expertise in the areas of BLS education, program administration, and Medical Direction. After a careful review of the Self Assessment Documentation and other information submitted by the program, they shall visit the program to clarify any questions and see the resources utilized by the program.

- A. The Site Visit Team shall consist of an OEMS Representative and two (2) additional members represented by any of the following:
 - 1. A system medical director or a BLS education program medical director;
 - 2. BLS faculty or program director of an Accredited Program
 - 3. Others as necessary, designated by the Office of EMS

- B. Criteria for site team

Site visit team members must have a working knowledge of BLS education.

B-1. The Medical Director may be an Operational or a Program Medical Director. The Medical Director for the BLS Educational Program may not serve as a member of the site visit team for a program under his/her supervision. (The Medical Director must have at least 3 years experience as a Medical Director)

B-2. The BLS program director or faculty member must have a minimum of 2 years experience or equivalent education.

B-3. The OEMS designated representative must have a minimum of 2 years experience in EMS education/program administration or the equivalent educational preparation.

B-4. The OEMS representative will be responsible for arranging the site visit.

C. Selection Process for Site Visit Team Members

Site Visit Team members shall be selected from a qualified group of BLS Program Directors or faculty members and Medical Directors.

Individuals meeting the minimum requirements interested in serving on the site visit team shall notify OEMS in writing of their interest.

C-1. Site Visit Team members will be selected by OEMS and subject to their availability from their primary program commitments.

Team members shall indicate any potential conflicts with serving on the site visit team to OEMS representative when initially requested to serve.

C-2. If an applicant can demonstrate in writing a reasonable basis for concern, OEMS shall consider allegations that conflicts of interest exist between a site reviewer and an applicant.

D. Length of visit at BLS education program

The site visit team plan to spend one (1) day evaluating the program but this may be extended, if necessary, in order to adequately evaluate program resources. This would occur only in unusual circumstances and upon mutual agreement between the host program coordinator and team leader.

E. Personnel interviews to be conducted during site visit

Program Director/Course Coordinators shall arrange for interviews with the following program personnel during the site team visit:

1. Program Director
2. Medical Director/Physician Course Director
3. Current students (suggested minimum of 3)

4. Clinical Coordinator
5. Instructors
6. Others as requested by the review team

F. Review of BLS Education Program Files

Program Directors shall arrange for site visit team to review the following program files:

(An example is available on the OEMS website

<http://www.vdh.state.va.us/OEMS/Training/ResourceCD/studentfiles.htm>)

1. Instructor files
2. Student files
3. Counseling procedures and records
4. Testing procedures utilized
5. Methods of test development
6. Validation procedures used for tests/questions
7. All written and practical exams
8. Test security procedures
9. Attendance records and requirements
10. Clinical Experience Agreements/Contracts

G. BLS Education Program Facilities

Site visit team shall be permitted to see and examine the following program facilities:

1. Classrooms used for presentation of didactic material
2. Sufficient dedicated Program equipment for use only in BLS skills education and practice
3. If dedicated didactic classrooms, all laboratory space for skills instruction and practice
4. Clinical Facilities and/or Field Locations

H. Confidentiality of information gathered during site visit and included in report.

All information collected by persons involved in the approval process shall be maintained with highest confidentiality. All printed materials such as the application, self-assessment document and site visit report will be read only by the site visit team, Program Approval processing staff, Governor's EMS Advisory Board members if necessary, and other authorized persons.

I. Site visit report

During the site visit each team member shall complete a report of his or her findings. These reports shall be completed at the end of the site visit and submitted to the OEMS representative. A consensus Site Review Team Report will be developed with a recommendation in regard to Approval status and submitted to OEMS.

The program director/course coordinator of program being evaluated shall complete an Evaluation of the Site Visit. This shall be submitted to the Site Visit Team leader at the completion of the visit.

Completion Time Frame

- I-1. The final written report of the site team visit will be completed within 30 days of the site visit and submitted to OEMS for approval.
- I-2. Report to BLS Education Program On Approval Status
- I-3. The BLS education program will be officially notified in writing of the OEMS decision regarding Approval Status assignment within two (2) weeks of the decision recommendation received by the Site Team.

Categories of Approval

A. A BLS education program shall be assigned one (1) of the three (3) categories of approval status by OEMS following the application review, site team visit and review of site team visit report.

1. Provisional Accreditation (1-year period). This status is assigned to successful initial applicants and/or when the Application Form for BLS Competency-based Education Program Approval and the site visit report substantiate limitations in meeting criteria which can be resolved within the definite time frame of one (1) year.

a. The applicant is required to submit a written progress report addressing these limitations to the BLS Education Approval Program Office at the OEMS semiannually.

b. A second site visit may be required to verify that all limitations are resolved. If a second site visit is required, a revised Self Assessment Study report addressing all criteria including changes made since initial site visit shall be required prior to conducting the visit.

c. At the end of the one (1) year provisional accreditation period the OEMS may:

i. Confer Full Accreditation for the remainder of the five (5) year period, if the applicant has satisfied all requirements, or

ii. A second 1 year Provisional Accreditation or

iii. deny accreditation or

iv. revoke accreditation

2. Full Accreditation (5-year period). This status is assigned when the Application Form for BLS Competency-based Education Program Approval has been submitted and site visit report substantiates that the program meets criteria. An annual written report of BLS educational activities and progress shall be submitted to the Office of Emergency Medical Services

Division of Educational Development. CAAHEP accredited programs shall also submit an annual report and updated CAAHEP status (if applicable). Denial or Revocation of Accreditation

3. Denial or Revocation of Accreditation. This status is assigned when the Application Form for BLS Competency-based Education Program Approval and the site visit report substantiates that the program/organization is not in compliance with the criteria set forth in 12 VAC 5-31 and the Training Programs Administration Manual. The program shall be notified by mail of the EMS Board's decision.

- B. The Office of Emergency Medical Services reserves the right to visit accredited programs at any time to ensure compliance with the standards for approval.

Appeal Procedure

An applicant program may contest an adverse decision by the OEMS with regard to the approval status assigned. A written notice of appeal must be directed to the Office of Emergency Medical Services Division of Regulation and Compliance and submitted within ten (10) days after receipt of written notification of the OEMS decision.

The request must include reasons and documentation why the original decision should be revisited. The appeal will follow the Virginia's Administrative Process Act. If the written appeal request is not submitted within the specified time frame of ten (10) days, the Office of EMS's decision stands as final.

Requirements for Maintaining Accreditation

All agencies/institutions conducting BLS education programs in Virginia are required to comply with the Office of Emergency Medical Services Regulations 12VAC5-31 and Training Program Administration Manual in order to maintain approval status including the:

- A. Adherence to all BLS Program Standards as approved by the Office of Emergency Medical Services.
- B. Advising OEMS within fifteen (15) days, of any changes in personnel directly responsible for the administration/coordination of the program such as the Medical Director or Program Coordinator.
- C. Advising OEMS within fifteen (15) days, of any organizational or programmatic changes which adversely affect the approved programs ability to meet the established criteria.
- D. Maintenance of an ongoing quality improvement process.
- E. Conducting a minimum of one (1) BLS competency-based education program every two (2) years.
- F. Maintenance of the integrity of the curricula, resources, facilities, finances, equipment and evaluation requirements.
- G. Submission of required annual reports about the BLS Competency-based Education Approved Program to the OEMS by the program director on forms provided by the OEMS.

Appendix A

Application for EMT Accreditation

APPLICATION DATE _____

TYPE OF APPLICATION
(CHECK ONE):

- INITIAL ACCREDITATION – EMT PROGRAM
- REACCREDITATION – EMT PROGRAM

A. INSTITUTIONAL DATA

OFFICIAL NAME OF INSTITUTION _____

MAILING ADDRESS 1 _____

ADDRESS 2 _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____ FAX _____

ON-SITE ADMINISTRATOR'S E-MAIL ADDRESS (THIS INDIVIDUAL WILL RECEIVE ALL RELATED CORRESPONDENCE FROM OEMS)

E-MAIL ADDRESS _____

WEB SITE ADDRESS _____

PHYSICAL ADDRESS (IF DIFFERENT FROM ABOVE) _____

CITY _____ STATE _____ ZIP _____

NAME AND TITLE OF CEO OR COO _____

NAME AND TITLE OF ON-SITE ADMINISTRATOR _____

NAME AND TITLE OF PROGRAM DIRECTOR _____

PROGRAM CREDENTIALS*
(CHECK ALL THAT APPLY)

*** FOR POSTSECONDARY INSTITUTIONS ONLY**

- | | |
|--|--|
| <input type="checkbox"/> CERTIFICATE
OCCUPATIONAL | <input type="checkbox"/> DIPLOMA |
| <input type="checkbox"/> ASSOCIATE'S DEGREE | <input type="checkbox"/> ACADEMIC ASSOCIATE'S DEGREE |
| <input type="checkbox"/> BACHELOR'S DEGREE | <input type="checkbox"/> OTHER |

CORPORATION TYPE (CHECK ONE):

- PRIVATELY HELD CORPORATION
- PUBLICLY TRADED CORPORATION
- NOT-FOR-PROFIT CORPORATION
- LIMITED PARTNERSHIP WITH CORPORATE GENERAL PARTNER
- LIMITED LIABILITY COMPANY

DATE OF ORIGINAL ESTABLISHMENT OF INSTITUTION _____

B. ALTERNATIVE SITE INFORMATION

DOES THE INSTITUTION INTEND TO OPERATE THIS PROGRAM AT ANY OTHER LOCATIONS OTHER THAN THE ONE SPECIFIED ON PAGE 2? YES NO
IF YES, LIST ADDRESS, PHONE NUMBER, AND ADMINISTRATOR (IF APPLICABLE) OF EACH LOCATION
(ATTACH A SEPARATE SHEET, IF NECESSARY):

ADDRESS OF
ADDITIONAL SITE _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____ FAX _____
(IF AVAILABLE)

NAME AND TITLE OF ON-SITE
ADMINISTRATOR _____

WHAT IS THE RELATIONSHIP OF THIS SITE TO ONE LISTED ON PAGE 2 OF THIS APPLICATION?

C. PERSONNEL LIST EACH PERSON IN ONLY ONE CATEGORY.

NUMBER OF ADMINISTRATIVE STAFF: FT _____ PT _____
NUMBER OF FACULTY MEMBERS FOR THIS PROGRAM: FT _____ PT _____

D. STUDENTS

ANTICIPATED NUMBER OF REGULARLY ENROLLED STUDENTS:

_____ FULL-TIME _____ PART-TIME _____ TOTAL

E. SIGNATURES

CEO OR COO _____ DATE _____
ON SITE ADMINISTRATOR _____ DATE _____
PROGRAM DIRECTOR _____ DATE _____

Office of EMS use only:

Site Visitor: _____	Date _____	Recommendation: <input type="checkbox"/> Yes	<input type="checkbox"/> No
Site Visitor: _____	Date _____	Recommendation: <input type="checkbox"/> Yes	<input type="checkbox"/> No
Office of EMS: _____	Date _____	Recommendation: <input type="checkbox"/> Yes	<input type="checkbox"/> No

Appendix B

SELF STUDY ASSESSMENT DOCUMENT

The Self Assessment Study Document provides each BLS education program with an opportunity to assess their objectives and degree of compliance with BLS education approval program standards set forth in the Training Programs Administration Manual and 12 VAC 5-31. This evaluation should be comprehensive and clearly identify the program's strengths and limitations.

Each BLS education program is expected to complete the Self Assessment Study document accurately and thoroughly.

Completion of the Self Assessment Study Document should involve the entire BLS program staff. This is to include but not limited to the program medical director, administrator/coordinator, BLS administrative staff, BLS faculty, EMT students, and others in the health care delivery system involved in the BLS educational program.

The Self Assessment Study document and attachments will be reviewed by OEMS and if the program appears to be in compliance with standards, a site visit will be scheduled.

The format for the Self Assessment Study is depicted below.



EMT Accreditation Self Study Assessment

A decorative graphic consisting of several overlapping, semi-transparent, blue and grey rectangular blocks of varying sizes and orientations, creating a layered, architectural effect. The text "EMT" is centered on the right side of the graphic.

EMT

Initial EMT Accreditation Self Study Assessment

1. Begin with an overview of BLS education program to include a brief statement regarding the development of program, target students, and communities of interest served by the BLS providers. Also addressed should be any special considerations impacting program delivery such as financial constraints, availability of clinical facilities, etc. This portion should not exceed two (2) pages in length.

[place cursor here to type]

2. Identify agencies/institutions responsible for the oversight of the BLS education program.

[place cursor here to type]

3. Each BLS education program shall have a written statement of the program's goals, consistent with the sponsoring agency/institution's mission statement and the needs of the community. They shall serve as a guide for developing, implementing, and evaluating the educational program. A copy of the program's goals should be included in the self-assessment study document.

[place cursor here to type]

4. The BLS education program shall have defined the educational goals and competencies for each program delivered [FR or EMT]. The goals shall be clearly stated, measurable, and attainable. They shall serve as the foundation for developing, implementing, and evaluating the educational program and shall identify the expected competencies of students completing the program.

[place cursor here to type]

5. BLS education programs are delivered utilizing a variety of schedules to meet the needs of the student population served and the agency/institution. A copy of the course syllabus for each different program/class i.e. FR and EMT shall be attached to the self-assessment study document.

[place cursor here to type]

6. Resource availability is a crucial part of any BLS education program. These resources include administrative personnel, financial support, faculty/staff, teaching facilities, and available clinical and field experiences. Medical guidance of the program is an essential component.

The Self Assessment Study Document shall contain the following information/attachments for the programs resources.

A. Organization of Personnel

- A-1. Attach a copy of the organizational chart that shows the relationship among students, faculty, medical director, program coordinator and other personnel for each course (which shall demonstrate the relationship of the program and it's staff to the sponsoring agency/organization.) The lines of authority, responsibility and communications shall be clearly indicated.
- A-2. Program job titles, all full-time, part-time and volunteer positions, shall be included with a position description of each. The names of individuals holding these job titles shall also be listed.

B. Medical Director

Each program shall have a Medical Director who shall oversee the educational content and field internship experiences of the program. He/She shall ensure the content and the quality meet required standards.

- B-1. Attach the medical director's job description, duties, and responsibilities in his/her role in the BLS education program.
- B-2. Include a copy of the medical director's curriculum vitae

C. Program Director

Each BLS education program shall have a program director to manage the overall aspects of the BLS education program.

- C-1. The program director ensures the success of the educational program. He/She is responsible for the organization, administration, evaluation, continued

development and effectiveness of the educational program. He/She is the only person who can announce courses to the Office of EMS for the program.

- C-2. Attach a copy of the program director's curriculum vitae which substantiates that the individual is certified as an EMT Instructor or ALS Coordinator or EMS Education Coordinator with experience instructing and evaluating EMS students, and experience with administration of educational programs. The director shall demonstrate knowledge of 12 VAC5-31, the Training Program Administration Manual and of the issues currently impacting the prehospital care provider.

D. Instructors

- D-1. The FR or EMT course shall be taught by an EMS provider who is certified at the EMT level or higher or by a person who is knowledgeable in the subject matter being instructed. The Instructor shall work with the program director in preparation and delivery of the course content.

E. Clinical/Field Coordinator

- E-1. A Clinical/Field Coordinator may be designated by the program. They are responsible for oversight and coordination of the Clinical/Field Components of the FR and/or EMT course. In smaller programs this function may be met by the program director.

F. Preceptors

- F-1. Preceptors for clinical and/or field rotations will be designated by the program and approved by the program Medical Director. The preceptor must be certified at or above the level of the certification being sought by the student.

G. Financial Support Sources for Program

Financial support for many of the BLS education programs comes from a variety of sources. These may include but not be limited to the local jurisdiction, volunteer organization, EMS Training Funds (EMSTF) or a combination of the above. Within the application, the BLS

education program shall present a budget disclosing expected expenses and the sources of revenue that will support the program.

H. Instructional Facilities

Each program shall maintain facilities adequate for presentation of didactic, skill instruction and practice sessions. Medical sharps and drugs shall be stored in a secured area. A secure record storage area must be used for student and program files. The application shall:

- H-1. Indicate the maximum number of students that can be accepted into the program. If there is a minimum number of students required to conduct the program, that number shall also be included in this section.

[place cursor here to type]

- H-2. Describe the classrooms to include location, student capacity, labs, instructional materials, and BLS education equipment utilized in the program. Describe how the skills laboratory is utilized in the curriculum.

[place cursor here to type]

I. Students

Students' success in the BLS education programs is dependent upon many factors some of which are not under the students' control. Each student deserves a fair opportunity to succeed.

- I-1. Describe criteria for student selection.

[place cursor here to type]

- I-2. Attach a copy of any information packet provided to students accepted into the BLS education program.

- I-3. Describe any resources available to assist students with problems encountered during the BLS education program. These problems may be related to educational difficulties, skill performance problems, or behavioral problems. If resources are unavailable, explain how these problems are managed.

[place cursor here to type]

- I-4. Describe all measures used to promote student progress and success such as tutoring capabilities, remedial training, and self study computer programs, as examples.
[place cursor here to type]
- I-5. Describe how the program measures student progress in the course. Include which evaluation tools are used and how they are weighted.
[place cursor here to type]
- I-6. Indicate the manner and frequency in which student performance feedback is provided. Include the forms used for student action plans and student counseling.
[place cursor here to type]
- I-7. Describe or attach policies and procedures, which define conditions and the process used for dismissal of students from the program;
[place cursor here to type]
- I-8. Describe or attach the appeal process students may use to request a review of evaluations or disciplinary actions;
[place cursor here to type]
- I-9. Describe how the student records are maintained which ensures their confidentiality.
[place cursor here to type]
- I-10. Describe how students are identified in the field internship areas.
[place cursor here to type]
- I-11. Describe Americans with Disabilities Act (ADA) policies as they relate to the program.
[place cursor here to type]

J. Program evaluation

Each program, in an effort to continuously improve the quality of the BLS education delivered, shall have a written policy and procedure for evaluation of the BLS education program. Evaluation shall be done annually and provide written objective evidence that the program is meeting its objectives and the changing needs of EMS care. Input should be gathered from students as well as faculty members.

- J-1. Attach copies of program evaluation tools used by both student and faculty members to provide feedback about the program.

- J-2. Include a report analyzing the evaluation results data on the effectiveness of:
1. Program
 2. Resources
 3. Responsiveness to recommendations to change
 4. Faculty
 5. Students ability to function as entry-level providers upon successful completion of the BLS course
- J-3. Describe methods developed to improve weak areas identified and indicate if changes initiated.
- [place cursor here to type]

K. Satellite BLS education programs provisions

There may be instances where BLS education programs are conducted by approved programs but at a different location and/or for another agency/institution.

- K-1. Parent BLS education program must have received full accreditation.
- K-2. The satellite BLS education program must operate under the parent program's approval.
- K-3. The BLS education program shall be conducted in the same fashion as the parent program.
- K-4. Faculty of the satellite BLS education program must have their credentials on file with the parent BLS education program. Faculty members must meet the same education, experience and preparation requirements.
- K-5. Classroom and lab facilities utilized for didactic and clinical instruction at the satellite program shall meet the same requirements as listed in Section H.