



**NORTH CAROLINA OFFICE OF EMERGENCY MEDICAL SERVICES**  
DIVISION OF HEALTH SERVICE REGULATION • DEPARTMENT OF HEALTH & HUMAN SERVICES

**EMS Educational Institution**  
*Credentialing Guidelines and Application Process*

## INTRODUCTION

North Carolina General Statutes and Administrative Codes require that the North Carolina Office of EMS (OEMS) establish programs to credential EMS personnel. To that end, the OEMS has set EMS educational curricula, which must be offered by approved EMS educational institutions. To be approved by the OEMS as an EMS Educational Institution, an institution must submit an application packet that includes an education plan that addresses the institution's ability to provide quality EMS education programs and services. The education plan must meet the standards established by the OEMS.

This document is intended to assist institutions seeking approval as an EMS Educational Institution. Though these guidelines offer much information, applicants should consult with the Education Liaison in the appropriate regional Office of EMS throughout the development of the institution's educational plan. The Education Liaison can offer valuable information and guidance for applicants who encounter problems related to the requirements for the educational plan. Contact information for each regional EMS office is listed at the end of this document.

## DEFINITIONS

The following table shows what types of educational programs may be offered by each type of approved EMS Educational Institution:

EDUCATIONAL PROGRAM	EDUCATIONAL INSTITUTION TYPE		
	CE	BASIC	ADVANCED
MICN, EMS-NP, EMS-PA	Yes	Yes	Yes
CE (all levels)	Yes	Yes	Yes
EMD initial	No	Yes	Yes
Medical Responder (MR) initial	No	Yes	Yes
EMT initial	No	Yes	Yes
MR & EMT Refresher Courses	No	Yes	Yes
EMT-I initial	No	No	Yes
EMT-P initial	No	No	Yes
EMT-I & EMT-P Refresher Courses	No	No	Yes

*NOTE: At this time, OEMS does not recognize EMD refresher courses.*

MICN, EMS-PA and EMS-NP orientation programs that qualify individuals for local EMS System approval may be offered by any approved EMS System or Educational Institution.

Continuing Education Institutions (CEI) may be approved to offer all levels of EMS continuing education programs. These approved programs are intended to qualify individuals to renew NC EMS credentials.

Basic EMS Educational Institutions (BEI) may be approved to offer all levels of EMS continuing education, initial programs for EMD, Medical Responder (MR), and EMT, plus refresher courses for MR and EMT. These approved programs are intended to qualify individuals to obtain or renew NC EMS credentials.

Advanced EMS Educational Institutions (AEI) may be approved to offer all levels of EMS continuing education, refresher, and initial programs. These approved programs are intended to qualify individuals to obtain or renew NC EMS credentials.

## **EDUCATIONAL PLAN COMPONENTS & APPLICATION FORMAT**

The applicant must submit a completed EMS Educational Institution Application form (Attachment A) as a cover sheet for the proposed education plan. The education plan must completely address all of the components listed in these guidelines, unless noted otherwise.

### **I. Educational Programs**

This section of the plan must address the educational programs the institution intends to offer. The plan must include a list of programs offered by the institution, a general description of the educational format(s) that the institution intends to use to deliver its educational services (such as traditional classroom setting, distance learning, combined traditional classroom/distance learning, etc.) and the methods of classroom instruction to be used (such as lecture, multi-media, experiential, etc.). If a distance learning format will be used to deliver educational programs, the plan must include a detailed description of the process used to develop the program, the plan for delivery of the program, and any specific requirements or testing involved.

The plan must also include a brief description of any educational objectives or content material to be included that is not part of standard curriculum objectives for that level, as well as any enhancement or enrichment activities unique to the institution's educational program. Certificate and degree educational programs must be addressed separately. If the institution offers continuing education for an EMS System, the plan must describe how the institution will work with the local EMS System to develop and deliver local EMS System continuing education.

The plan must include a description of the structure of its programs, including

- the number of hours required for each program and how those hours will be distributed across content areas and program activities;
- a list of all items and standards required to successfully complete each program; and
- how required skills will be presented and assessed, including the method of assessment, by whom skills will be assessed, the frequency of assessment, and criteria for establishing skills competency.

Clinical and field internship must be addressed as part of section X (ten).

### **II. Organization**

This section of the education plan must describe the overall organization of the institution, which includes

- a listing and description of any institutional affiliations or accreditation(s);
- the program service area, such as a city, county or other geographical area;
- the general target population served;
- the institution's Mission Statement (the institution's EMS educational goals and objectives);
- the qualifications of the institution to offer educational services/programs; and
- a statement describing the need for the institution to provide EMS education services.

### **III. Financial Resources**

This section of the education plan must describe how the institution funds the EMS education program (such as assessing student tuition/fees, seeking grants and contracts, etc.).

#### **IV. Facilities**

This section of the education plan must describe the institution's ability to provide acceptable sites and facilities for EMS educational programs. The institution must provide sites and facilities that ensure a safe and conducive atmosphere for learning. The sites and facilities must provide appropriate space, lighting, acoustical, and environmental controls, and they must be maintained in a hygienic manner, free of obstructions, materials or conditions which would pose unnecessary risks to students. The plan must include

- a list of the sites and facilities that will house educational programs, including physical location;
- a general description of the sites and facilities, including type of structures, student capacity and condition;
- a description of assurance that the sites and facilities comply with local, state and federal health, safety, building and fire standards and requirements;
- a description of how the sites and facilities are designed and maintained to accommodate EMS educational programs and activities;
- a description of how the institution will ensure that the sites and facilities are available for EMS educational activities during scheduled times; and
- a description of how the sites and facilities are monitored and maintained to ensure student health and safety during scheduled activities.

#### **V. Equipment and Supplies**

EMS Education Institutions are required to have sufficient equipment and supplies available to conduct EMS educational programs. This section of the education plan must describe the institution's ability to provide adequate equipment and supplies for EMS educational programs. The required equipment and supplies include both the **medical** equipment and related supplies needed to teach the scope of practice skills covered in EMS educational programs and the **educational** equipment and supplies needed to effectively deliver course content. Equipment and supplies must be appropriate to the scope of practice being taught, must be in good and safe repair, and must be available in sufficient quantity to ensure student access and use during scheduled times. Required educational supplies and equipment, such as textbooks, audiovisual devices, computers and the like, should be determined by the instructional methods and activities used within the program and should address the various learning styles of students. EMS Educational Institutions must provide instructors with the equipment and supplies necessary for them to provide quality, appropriate educational services and activities. Medical equipment used in the education institution to teach and evaluate psychomotor skills and competencies should, whenever feasible, be consistent with the types and brands used within the local EMS system. The plan must include

- a list of the equipment and supplies available through the institution to support EMS educational activities;
- a description of how the institution will ensure that such equipment and supplies are appropriate to the educational activities being provided;
- a description of how the institution will ensure that equipment and supplies are available in an sufficient quantity to provide adequate student exposure when needed;
- a description of how the institution will ensure that equipment and supplies are available when offering multiple programs simultaneously;
- a description of how equipment will be kept in good and safe repair;
- a list of what equipment and supplies will be provided from an outside source; and
- a description of how the institution will ensure that equipment and supplies provided from an outside source will be available during scheduled times.

## **VI. Education Medical Advisor**

The education medical advisor shall be responsible for overseeing and approving the medical components of each EMS educational program. Specific qualification requirements of an EMS Educational Medical Advisor are referenced in the *“North Carolina College of Emergency Physicians: Standards for the Selection and Performance of EMS Medical Directors.”* This document is available on the NCCEP web site at: <http://www.nccep.org>. This section of the education plan must describe the institution’s ability to provide a qualified educational program medical advisor, which includes

- a description of the recruitment and selection process for appointing the medical advisor;
- the type of appointment made (i.e., full-time, part-time) and the duration of appointment;
- the specific qualifications required of the medical advisor; and
- a list of the specific job responsibilities of the medical advisor as they relate to program development, curriculum and program offerings, student performance, and program evaluation.

For CEIs offering only those educational programs that have been reviewed and approved by a medical director of an EMS System or Specialty Care Transport Program, that medical director can serve as the education medical advisor.

## **VII. Program Coordinator**

This section of the education plan must describe the institution’s ability to provide a qualified and credentialed educational program coordinator, which includes

- a description of the recruitment and selection process for appointing the coordinator;
- the type of appointment made (i.e., full-time, part-time) and the duration of appointment;
- the specific qualifications required of the coordinator;
- a description of the organizational structure for the EMS educational program (who supervises the coordinator and what personnel supervision role the coordinator has within the EMS education program); and
- a list of the specific job responsibilities of the coordinator as they relate to program development, curriculum and program offerings, staffing (including hiring and staff development), program administration, student performance and tracking, and program evaluation.

All CEIs must have a credentialed Level I EMS Instructor, credentialed at or above the highest level of the program to be offered, designated as the program coordinator.

All BEIs and AEIs must have a designated lead EMS education program coordinator. The designated coordinator may be an individual credentialed as a Level II EMS Instructor at or above the highest level of the EMS program offered by the institution, or the coordinator responsibilities may be shared by a combination of staff that cumulatively meets the requirements of a Level II Instructor. Institutions opting to use a combination of staff to meet the Level II EMS Instructor requirement must submit documentation that the individuals

- are currently employed or contracted by the institution;
- have within their combined job descriptions or contracts all of the responsibilities and functions of a program coordinator; and
- have within their combined experience all of the qualifications for Level II EMS Instructor credentialing.

The OEMS recommends that no more than 2 to 3 individuals be used to meet this requirement. If the individual or group of individuals identified as the program coordinator in the plan end association or affiliation with the institution, the institution must notify the OEMS and submit documentation reflecting compliance with this requirement in order to continue offering EMS educational programs.

The OEMS expects and requires that the educational program coordinator

- monitor and ensure student compliance with OEMS and local educational program entrance and performance requirements;
- coordinate, develop and administer the institution's education plan;
- manage and schedule facility and equipment/supply resources;
- develop, approve, and schedule all EMS educational program courses;
- develop and coordinate remediation and other student development and support services;
- ensure currency and appropriateness of educational program curriculum materials and delivery methods;
- develop contacts and agreements for placement options in the required clinical and field experience;
- coordinate and manage required contracts and external program agreements;
- develop, administer and monitor the program quality assurance policies and procedures;
- approve qualifications and coordinate activities of program faculty and staff;
- develop or coordinate faculty and staff development and training activities;
- evaluate faculty and staff performance;
- coordinate educational program outcome and performance evaluation, based on established institutional critical success factors;
- develop and coordinate the administration of student performance standards; and
- develop standardized student evaluation processes and methods.

Qualified program coordinators may function in the role as lead instructor for an educational program with the expectation that the coordinator fulfill all of the required functions outlined in the *Lead EMS Instructor* section (specifically, active classroom and student involvement).

EMS educational program coordinators must possess a valid OEMS Instructor Credential throughout the duration of any programs offered that is equal to or greater than the level of that program. It is the responsibility of the program coordinator and the institution to ensure that the appropriate valid credentials are maintained.

### VIII. Instructional Faculty

This section of the education plan must describe the institution’s ability to provide qualified and credentialed faculty for its EMS educational programs. The plan must address all faculty used in the educational program, such as credentialed EMS instructors, skill and scope-of-practice evaluators, clinical and field preceptors, specialty course instructors (such as for ACLS, MICN orientation, etc.) and non-credentialed adjunct instructors. The plan must include, for each type of faculty,

- a description of the recruitment and selection process for appointing faculty;
- the type of appointment made (i.e., full-time, part-time) and the duration of appointment;
- a description of the qualifications required (such as degrees, certifications, years of experience in EMS/education, etc.);
- a description of the process to verify such faculty qualifications;
- the supervision of faculty;
- a list of the specific job responsibilities as they relate to behavior and appearance, student mentoring and support, student performance and participation, program development, curriculum and program offerings, and program evaluation;
- a description of how the institution will evaluate faculty performance and how those evaluations will be used by the institution to assess and appoint faculty;
- a description of how the institution will provide an initial orientation for faculty that covers specific roles, responsibilities, and functions of faculty, educational and personnel policies associated with their faculty classification, and OEMS credentialing processes, materials and standards;
- a description of how the institution will provide an annual update to ensure faculty remains current in roles, responsibilities, and functions of faculty, educational and personnel policies associated with their faculty classification, and OEMS credentialing processes, materials and standards; and
- a description of the standard student-faculty ratio for all educational programs, or components of programs (such as the didactic, psychomotor evaluation and clinical/field experience components).

Credentialed EMS Instructors must be designated as lead instructor for EMS educational programs that lead to a credential. Initial EMT-I and EMT-P courses require a credentialed Level II EMS Instructor to serve as lead instructor. The courses for which each type of instructor may serve as lead instructor are outlined in the following table:

EDUCATIONAL PROGRAM	CREDENTIALLED INSTRUCTOR TYPE	
	LEVEL I	LEVEL II
CE (all levels)	Yes	Yes
Refresher Courses (all levels*)	Yes	Yes
EMD initial	Yes	Yes
Medical Responder initial	Yes	Yes
EMT initial	Yes	Yes
EMT-I initial	No	Yes
EMT-P initial	No	Yes

*\*NOTE: At this time, OEMS does not recognize EMD refresher courses.*

Each type of instructor must be credentialed at the level of the program offered, or higher. For example, an institution offering EMT-P continuing education must designate as its lead instructor for the program a credentialed Level I EMT-Paramedic instructor. As another example, an institution offering EMT-P continuing education and EMT-I initial courses could designate a credentialed Level II EMT-I instructor for its EMT-I program and a Level I EMT-P instructor for its CE program, or the institution could designate a Level II EMT-P instructor to serve as lead instructor for both programs.

For EMD initial and continuing education programs, an educational institution must designate a credentialed EMD Instructor (Level I or II) as the lead instructor.

EMS Instructors must possess a valid OEMS Instructor Credential throughout the duration of any programs taught that is equal to or greater than the level of that program. It is the responsibility of the Instructor and the educational institution for which the instructor is teaching to ensure that the appropriate valid credentials are maintained.

The OEMS expects and requires that lead EMS instructors

- utilize current educational objectives, guidelines and curricula for the level of program being taught;
- ensure that students meet all educational requirements, expectations, and competencies before submitting the students' applications for OEMS credentialing examinations;
- maintain continuous and visible involvement in the classroom and with students, to include active instruction;
- monitor and evaluate instructional faculty;
- work with the program coordinator on program planning and resource allocations;
- work with the program coordinator to schedule assisting faculty;
- evaluate and monitor student performance throughout all activities required for program completion, including remediation, clinical/field internships and competency evaluations;
- provide student mentoring and support; and
- maintain course and program records.

EMS Instructors may be assigned to teach or coordinate multiple programs. They cannot be assigned to teach or coordinate more programs than they can reasonably be expected to manage, given the responsibilities outlined above.

## **IX. Support Staff**

This section of the education plan must describe the institution's ability to provide qualified and support staff for its EMS educational programs. The plan must address all support staff who serve the EMS education program. The plan must include

- a listing of the staff (clerical, administrative, etc.) available to support the education program; and
- a description of responsibilities of each staff member, as they relate to the education program.

## **X. Clinical and Field Internship Placement**

This section of the education plan must describe the how the institution will meet the required clinical and field internship experiences for its EMS educational program. For each level of program offered, the plan must include

- a description of how the institution will ensure that appropriate educational experiences are scheduled;
- a description of how the institution will ensure compliance with OEMS program standards and requirements;
- a description of how clinical and field educational sites will be selected, monitored and evaluated by the institution;
- a description of the types of facilities (hospitals, public health agencies, private physician's office, correctional facilities, day care facilities, health care clinics, etc) that will be used as clinical education sites;
- a description of the types of agencies that will be used as field internship sites;
- a list (including names, addresses, phone numbers and contact persons) of all facilities and agencies serving as a clinical of field internship site for the institution;
- a list of the specific clinical and field internship experience learning objectives;
- a description of how the institution will ensure that students participating in clinical and field internship are adequately and properly supervised, both at the institutional level and within the clinical and field settings;
- a description of all requirements that students are expected to meet in order to be eligible to participate in the clinical and field internship experiences, including student performance in didactic and lab components of the educational program, instructor recommendations, age/physical capability requirements, immunizations, requirement for insurance coverage, and appearance and dress requirements.
- a description of the specific practices that students will be expected to master during their clinical and field internship educational experience;
- a description of the specific methods by which students will be evaluated during their clinical and field internship experience (include as an attachment any evaluation forms that will be used for students performing their clinical and field internship experience); and
- a list of the specific performance standards against which student performance will be measured during clinical and field internship experiences, including a description of grade requirements and cut-off points for all evaluated activities, specific numbers of activities that must be successfully performed to complete program clinical and field internship educational requirements, attendance, behavior and appearance standards that students will be expected to abide by, and how feedback regarding student performance and evaluation will be maintained between the institution and the clinical and field internship placement sites.

## **XI. Students**

This section of the education plan must describe the how the institution will address items related to students. The plan must include

- a description of all admissions requirements to the institution's EMS education program, all required pre-admissions testing (and required standards for that) and verification methods used to ensure student compliance with admissions requirements;
- a description of how, and by whom, student applications are reviewed;
- a description of any oral interviews or skill assessments required for admission;
- the minimum attendance requirement;
- for each level of program offered, a description of how students will be evaluated over the entirety of the program, including the frequency of evaluation; grade cut-off points; types of evaluation (formal and informal); weighted values assigned to different program components and institutional standards used to recommend students to take state credentialing exams.
- a description of the methods used by the institution to ensure evaluation measures (tests) are reliable and valid;
- a description of the institution's remediation policy and program, including specific institutional guidelines and criteria for referring students to remediation, criteria for completing remediation requirements and policy regarding a student's failure to complete remediation requirements;
- a description of the institution policy on the management of students failing to meet and maintain the minimum program standards;
- any procedures that enable students to fully complete any educational requirements not met during their enrollment in the program;
- a description of any student guidance or professional development services available through the institution; and
- a description of the grievance procedures available to students should a conflict arise requiring removal from the program.

## **XII. Learning Resources**

This section must describe any additional learning resources (such as multi-media centers, remediation programs, skill labs, extracurricular learning activities/centers, mentoring or apprentice programs, institutional testing or assessment services; learning labs, computer centers, etc.) available to students participating in EMS educational programs.

### **XIII. Record-Keeping System**

This section of the education plan must describe the how the institution will maintain a standardized record-keeping system that details accurate attendance and performance of any student that participates in the program. A record-keeping policy must be in place that ensures the privacy and legal rights of students participating in the educational program. The record-keeping system must comply with OEMS and local EMS system monitoring, administrative, and credentialing requirements and must be available to OEMS and designated local EMS system staff within allowable legal constraints for official business.

The plan must address how the system records

- student eligibility and compliance with applicable program educational pre- and/or co-requisites (such as High School Diploma / GED / reading comprehension level, math level, anatomy and physiology);
- the topic and date each session was conducted and the name of the instructor(s) used to conduct the session;
- student attendance;
- successful completion of all performance evaluations;
- successful completion of all written examinations;
- the recommendation of the program's credentialed Level II EMS instructor indicating that the student was recommended for participation in the clinical and field internship components of the educational program;
- student completion of all applicable clinical, field internship, and skills (the actual evaluation sheets signed by the clinical / field preceptor must be maintained for review by the OEMS for program monitoring).

Additionally, the plan must include

- a description of how records are open to student review;
- a description of how the institution will ensure that students enrolled within their programs can obtain any and all documentation of credits earned (or accepted) through the institution which may be required for student credentialing/renewal purposes;
- the policy regarding acceptance and documentation of outside educational credit;
- the policy regarding the issuance of credit for prior education and/or work experience;
- the policy that addresses how long student educational records will be maintained, including long-term maintenance and access of student records;

Institutions may maintain student records in computer databases, as long as such databases are

- verified for accuracy by periodic review;
- secured to prevent unauthorized access or tampering;
- accessible for monitoring purposes by authorized individuals; and
- capable of producing printed copies of individual student records acceptable for credentialing/renewal purposes.

The institution must maintain a master copy of each practical skills evaluation check sheet utilized during the educational program, a master copy of each written examination administered during the educational program, and master copies of all clinical and field internship evaluation sheets used by students during the educational program.

The OEMS recommends that educational institutions maintain course and student records for four years.

#### **XIV. Critical Success Factors / Program Evaluation**

This section of the plan must focus upon the overall **program** evaluation measures (critical success factors) to be used, and not on the evaluation measures of students or instructors. The plan must include

- a description of the purpose of the institution's educational program evaluation (e.g., to ensure that all functions and components of the program support quality EMS education);
- how often the institution's EMS education program will be evaluated;
- a description of how the institution intends to gather and analyze program data on the effectiveness of its educational program in developing competencies consistent with its stated goals and objectives (e.g., student program evaluations; provider/community input surveys; task analysis of skills; content validity, audit and review data);
- the program components that will be evaluated and the specific qualitative and quantitative outcome measures that will be used to evaluate the institution's performance and determine whether established program/educational goals and objectives have been met;
- a description of the measures in place within the various components of the institution's educational program (e.g., didactic, skills, clinical/field internships) to monitor and evaluate program performance standards, competencies and requirements, including a description of how the institution will use program evaluation data to improve educational services and management; and
- examples of program evaluation forms and instruments.

#### **RESOURCE DOCUMENTS**

Regional OEMS education liaisons are available to provide technical assistance to educational institution applicants before, during and after the approval process. Additionally, there are a number of documents available from the OEMS that can assist applicants with developing an education plan and application. Many of these documents can be found on the OEMS home page at [www.ncems.org](http://www.ncems.org).

#### **INITIAL APPROVAL PROCESS**

EMS Educational Institution applicants shall submit two copies (the original with required signatures plus one electronic copy) of their completed EMS Educational Institution application packet to the appropriate regional OEMS office for final review and approval. All application packets must be complete and accurate. Applicants may include attachments of institutional materials, such as policy statements, job descriptions, and student entrance requirements as responses to plan requirements as long as each attachment is labeled and referenced to the component/item of the application.

The OEMS shall have 60 calendar days from the date of receipt of an application to determine approval status. If deficiencies with the program or application materials are identified during the review process, the OEMS will notify the applying institution of the specific deficiencies and what corrective measures need to be taken before the application can be approved. If needed, a technical assistance visit will be scheduled. The purpose of the technical assistance visit will be to resolve any program concerns and to assist the applicant in the credentialing approval process.

If approved, the EMS Educational Institution credential shall be issued, valid for four years.

## **RENEWAL PROCESS**

EMS educational institutions not designated as the primary educational institution for a model system must submit two copies (the original with required signatures plus one electronic copy) of a completed EMS educational institution application form and revised program description. The revised program description should describe

- the accomplishments of the program during the previous credentialing period, specifically addressing the critical success factors identified in the programs previous application packet; and
- any proposed changes in the education program for the new approval period.

Renewal applications should be submitted to the OEMS at least 90 days prior to the expiration date of the current institution credential. The OEMS shall have 60 calendar days from the date of receipt of an application to determine approval status. If deficiencies with the program or application materials are identified during the review process, the OEMS will notify the applying institution of the specific deficiencies and what corrective measures need to be taken before the application can be approved. If needed, a technical assistance visit will be scheduled. The purpose of the technical assistance visit will be to resolve any program concerns and to assist the applicant in the renewal process.

If approved, the EMS Educational Institution's credential shall be renewed for four years.

It is not necessary for EMS Educational Institutions designated as the primary educational delivery agency for a Model EMS System to submit an application to renew its approval.

## **REGIONAL EMS OFFICES**

<b>Western Regional EMS Office</b>	<b>Central Regional EMS Office</b>	<b>Eastern Regional EMS Office</b>
932 Old Hwy. 70 West Building #14 Black Mountain, NC 28711	120 Penmarc Drive, Suite 108 2717 Mail Service Center Raleigh, NC 27699-2717	404 St. Andrews Street Greenville, NC 27834
Phone: (828) 669-3381 Fax: (828) 669-3387	Phone: (919) 715-2321 Fax: (919) 715-0498	Phone: (252) 355-9026 Fax: (252) 355-9063
REGIONS: A, B, C, D, E, F	REGIONS: G, I, J, M, N	REGIONS: K, L, O, P, Q, R



**North Carolina  
Department of Health and Human Services  
Division of Health Service Regulation  
Office of Emergency Medical Services**

**EMS Educational Institution Application**

**Applicant Information** Please see completion instructions for details on information requested.

**Institution Name:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Program Director:** \_\_\_\_\_  
Name Title

**Primary Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_  
(please notify your regional office of any changes)

**Fax Number:** \_\_\_\_\_ **EMS System Affiliation:** \_\_\_\_\_

**Education Medical Advisor:** \_\_\_\_\_  
Name Title

**Mailing Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Primary Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_  
(please notify your regional office of any changes)

**Approval Sought**

Continuing Education Institution      Basic Institution      Advanced Institution

**Types and Levels of EMS Courses to be offered** (please check all that apply)

Medical Responder	Initial	Refresher	CE
EMT	Initial	Refresher	CE
EMT-Intermediate	Initial	Refresher	CE
EMT-Paramedic	Initial	Refresher	CE
EMD	Initial		CE

Instructor Methodology  
EMS Education Administration Course

**Type of Institution**

- College or University (degree or certificate program)
- EMS Provider
- EMD Center
- Hospital
- Fire Department
- Industry
- Other

**Program Director:** \_\_\_\_\_  
Signature Date

**Education Medical Advisor:** \_\_\_\_\_  
Signature Date