

OHIO DEPARTMENT OF PUBLIC SAFETY
DIVISION OF EMERGENCY MEDICAL SERVICES



**OHIO EMS INSTRUCTOR CURRICULUM
MENTORSHIP PROGRAM FOR ASSISTANT EMS INSTRUCTORS**

Ohio Department of Public Safety
Division of Emergency Medical Services
1970 West Broad Street
P.O. Box 182073
Columbus, Ohio 43218-2073

OHIO EMS INSTRUCTOR MENTORSHIP TRAINING PROGRAM

The Ohio EMS Instructor Mentorship Training Program (EMSI Mentorship) covers the curriculum standards of the forty-hour “Instruction of Adult Students and Basic Teaching Techniques” component. The EMSI Mentorship meets the requirements of an Assistant EMS Instructor seeking certification as an EMS Instructor (EMSI), as set forth in Ohio Administrative Code (O.A.C.) rule 4765-18-04 and / or upgrade set forth in O.A.C. rule 4765-18-21. When possible, the Ohio EMSI mentorship standards are followed by the National EMS Instructor (NEMSI) standards in parenthesis (X#). The candidate will receive an additional two hours of course credit upon successful completion of the “Instructional Methodology Examination.” It is the responsibility of the sponsoring EMS accredited institution to ensure all course content is compliant with section 4765 of the Ohio Revised Code (R.C.) and chapter 4765 of the O.A.C., which can be found on the Division of EMS web page, www.ems.ohio.gov.

ENROLLMENT REQUIREMENTS

Enrollment in the *EMSI Mentorship*:

- Is limited to a certified Assistant EMS Instructor;
- In the preceding 7 years, have at least 5 years of experience as an EMR, EMT, AEMT, Medic, RN or PA;
- Complies with O.A.C. 4765-8-01 (A)(6) to (A)(12).

EMSI MENTOR QUALIFICATIONS

The Program Director may not appoint more than five EMS Instructors in the mentorship of the EMSI candidate. Each EMSI Mentor must meet the qualifications of an EMS Instructor Trainer set forth in O.A.C. rule 4765-18-12*:

- Certified as an EMS Instructor and certificated to teach as either an EMS or Fire Instructor for at least 3 years;
- Demonstrates acceptable performance review standards and effective communication skills;
- Completed the EMS Instructor Orientation;
- Appointed by the Program Director of the EMS accredited institution.

**Maintain all documentation of compliance with O.A.C. 4765-18-12 in the course file.*

CHARACTERISTICS OF EFFECTIVE MENTORS AND MENTEES

An effective mentor and mentee should possess certain characteristics and traits. Although not all prospective mentors / mentees will possess every characteristic listed, nor possess them to the same degree, these are for all mentors.

CHARACTERISTICS OF AN EFFECTIVE MENTOR	SHARED CHARACTERISTICS	CHARACTERISTICS OF AN EFFECTIVE MENTEE
Experienced, Knowledgeable, Competent Sets High, Achievable Expectations Honest & Respectful		Accepts Responsibility Goal Oriented Honest & Respectful
Accessible & Available Positive, Enthusiastic Attitude Empathetic to Student Learning Needs Patient & Tolerant	Genuine Interest	Enjoys Collaborative Learning Takes Appropriate Advantage Of Opportunities Takes Initiative Eager to Learn
Effective Time Management Good Problem Solving Skills Effective Communication Skills Active Listener & Observer	Communication	Uses Feedback Appropriately Listens to Different Perspectives
Encourage Independent Decision-Making Initiate & Foster New Ideas Offers Encouragement	Flexibility	Seeks Challenges Willing To “Stretch”
Provides fair & accurate feedback	Mutual Respect	Shares Needs & Goals Openly Seeks Advice From Another Person

APPENDIX A

- EMSI Mentorship Cover Page
- EMSI Mentorship Skills Sheets
- Teaching Skills Sheet

The Accredited institution must maintain course records which demonstrate that each student, issued a certificate of completion, met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.

EMS INSTRUCTOR MENTORSHIP COVER PAGE

EMSI CANDIDATE INFORMATION

LEGAL LAST NAME	LEGAL FIRST NAME	LEGAL M.I.	SUFFIX
HOME ADDRESS (STREET)			P.O. BOX
CITY	STATE	ZIP	COUNTY OF RESIDENCE
HOME PHONE NUMBER	E-MAIL ADDRESS	LICENSE / CERTIFICATE NUMBER	
<input type="checkbox"/> EMR <input type="checkbox"/> EMT <input type="checkbox"/> AEMT <input type="checkbox"/> Paramedic			
<input type="checkbox"/> Registered Nurse - License # _____ <input type="checkbox"/> Physician Assistant - License # _____			

EMSI MENTOR(S) Document each EMSI appointed to mentor this candidate.

INSTRUCTOR TRAINER NAME (PRINT)	INSTRUCTOR TRAINER CERTIFICATION #
INSTRUCTOR TRAINER SIGNATURE X	DATE
INSTRUCTOR TRAINER NAME (PRINT)	INSTRUCTOR TRAINER CERTIFICATION #
INSTRUCTOR TRAINER SIGNATURE X	DATE
INSTRUCTOR TRAINER NAME (PRINT)	INSTRUCTOR TRAINER CERTIFICATION #
INSTRUCTOR TRAINER SIGNATURE X	DATE
INSTRUCTOR TRAINER NAME (PRINT)	INSTRUCTOR TRAINER CERTIFICATION #
INSTRUCTOR TRAINER SIGNATURE X	DATE
INSTRUCTOR TRAINER NAME (PRINT)	INSTRUCTOR TRAINER CERTIFICATION #
INSTRUCTOR TRAINER SIGNATURE X	DATE

ACCREDITED INSTITUTION ATTESTATION

I hereby attest that the above named candidate has completed the Ohio EMS Instructor Mentorship Training Program, in accordance with O.A.C. 4765-18-21, for a certificate to teach as an EMSI and has been issued a certificate of completion.	
PROGRAM DIRECTOR'S NAME (PRINTED)	
PROGRAM DIRECTOR'S SIGNATURE X	DATE
ACCREDITED INSTITUTION	ACCREDITED INSTITUTION CERTIFICATION NUMBER

EMS INSTRUCTOR MENTORSHIP SKILLS SHEETS

The Ohio EMS Instructor Mentorship Training Program consists of the curriculum standards for instruction of adult students and basic teaching techniques. All curriculum standards must be completed by the EMSI candidate. The EMSI Mentor must be able to articulate clear learning goals, utilize appropriate teaching methods and develop evaluation strategies. In addition, the EMSI Mentor must monitor the candidate's understanding of content, provide appropriate feedback and adjust learning activities as the situation demands. Completion of the curriculum standards must be verified by the EMSI Mentor and the Program Director utilizing the EMSI Mentorship Skills Sheets.

INSTRUCTION OF ADULT STUDENTS AND BASIC TEACHING TECHNIQUES

INSTRUCTOR PREPARATION

ROLES AND RESPONSIBILITIES	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. State the purpose and goals of an EMSI Training Program. (1)			X
2. Define instructor roles. (2.C3)			X
3. Describe the professional attributes of an instructor. (2.A8)			X
4. Describe the relationship between the EMSI and other course participants such as the student, assistant instructor, program director, program director and program medical director. (2.A7)			X
5. Describe sources for locating relevant educational and research materials. (2.C6)			X
6. Explain the need for a class evaluation instrument and the role of student feedback in the improvement of the EMSI and course material. (10.C8)			X
ADMINISTRATIVE ISSUES	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Identify resources each at the local level for obtaining information on policies and procedures for EMS education training programs. (3.C3)			X
2. Identify resources at the State level for obtaining information on policies and procedures for EMS education training programs. (3.C2)			X
3. Discuss the importance of understanding the policies and procedures for EMS education training programs. (3.A1)			X
4. Discuss the financial sources and considerations of Fire / EMS training: (2.C3)			X
5. Discuss the importance of proper training record keeping, using appropriate policies and procedures to meet local and State requirements. (2.C3)			X
6. Discuss the importance of program record keeping relative to legal accountability and program accreditation. (2.C3)			X

ETHICS	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Define ethics and describe attributes of an ethical instructor. (5.C5)			X
2. Describe ways in which ethics can be incorporated into a curriculum of learning. (5.C7)			X
LEGAL ISSUES	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Define liability, negligence and the standard of instruction. (4.C1)			X
2. Identify the areas of legal liability for the instructor, the educational institution or the department. (4.C2)			X
3. Identify risk management considerations for the student, instructor and educational institution. (4.C3)			X
4. Define procedures for notification to Risk Management / Safety Committee for the prevention and management of any and all accidents occurring during the training.			X
5. Explain the importance in assuring confidentiality, including FIRPA. (4.C4)			X
6. Identify applicable federal, state and local laws that affect an EMSI and educational institution such as sexual harassment, ADA and civil rights. (4.C5)			X
7. Explain legal considerations regarding copyright and intellectual property issues. (4.C6)			X

PRINCIPLES OF LEARNING AND CLASSROOM MANAGEMENT

LEARNING ENVIRONMENT	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. State the importance of a positive learning environment. (6.C1, 6.A1)			X
2. Identify factors that affect learning. (6.C3, 6.A2, 6.A3)			X
3. Name factors that contribute to a stimulating atmosphere. (6.C4, A1)			X
4. Discuss planning considerations to create a positive learning environment including class size, scheduling, customizing the course, materials and equipment, facilities and estimation of course cost. (6.C1, 6.P1)			X
CLASSROOM MANAGEMENT	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Explain the importance of a physical environment that is conducive to learning such as: a. Facility safety b. Room design and setup c. Lighting d. Distractions e. Room temperature f. Special access areas (11.C1, 11.C4)			X
2. Discuss group dynamics and their effect on teaching and learning. (11.C2, 11.C4)			X
3. Identify unacceptable classroom behaviors. (19.C1)			X
4. Discuss possible causes of behavior problems. (19.C3)			X
5. Discuss evaluation tools or mechanisms for measuring the following student behaviors: a. Student punctuality, preparedness, and appropriate attire in the laboratory b. Student attitude towards constructive skill performance evaluation c. Student treatment of instructors, peers, and simulated laboratory session d. Student willingness to learn and practice skills until mastery is achieved (12.C3)			X
6. Describe appropriate disciplinary action for unacceptable behavior. (19.C5)			X
LEARNER CHARACTERISTICS	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Define and describe "learning style" and learning preference." (7.C1)			X
2. Define andragogy and pedagogy. (8.C)			X
3. Describe characteristics of the adult learner. (7.C2)			X

DOMAINS OF LEARNING	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Identify and discuss the following learning domains: cognitive, affective and psychomotor. (8.C1, 18.C2.)			X
2. Give examples of behaviors that exemplify the three domains of learning. (8.C3, 18.C3)			X
3. Identify the domain of learning and level of depth for a correctly written objective. (8.C2)			X
4. List classroom activities which fall within each of the three domains of learning. (8.C5, 18.C4)			X

INSTRUCTIONAL PLANNING AND DESIGN

STANDARDS AND OBJECTIVES	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Define and describe standard, objective and performance agreement. (9.C1)			X
2. Identify and describe the parts of an objective using an established format such as: (9.C2, 9.P1) a. Audience b. Behavior c. Condition d. Degree			X
3. Given a standard, the student will select a Fire Services or EMS topic and write at least one objective for each domain of learning. (9.P3)			X
PLANNING INSTRUCTION	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Describe the following components of an instructional model: (10.C2, 10.C4, 10.C7) a. Needs assessment b. Standards, goals and objectives c. Task analysis d. Lesson plan e. Evaluation instruments			X
2. Discuss the importance of an instructional model for planning and developing training programs and lesson plans. (9.A1)			X
3. List and describe the items to consider when evaluating an intended audience. (10.C4)			X
4. Discuss the use of a specific curriculum in planning objectives, strategies and evaluation. (10.C6)			X
5. Discuss the use of cognitive, affective and psychomotor objectives in the preparation of the instructional model. (9.C4)			X
6. Given a supplied instructional model, the student will evaluate it for completeness. (9.P4)			X

LESSON PLAN DEVELOPMENT	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Discuss the process of aligning objectives of the curriculum with the specific objectives of the lesson plan. (10.C6)			X
2. Discuss how to use a lesson plan to present course content. (10.C7)			X
3. Define and discuss the components of a typical lesson plan format (10.C2) a. Preparation (Step 1) i. Topic ii. Audience iii. Level of instruction Time frame iv. Prerequisites v. Behavioral objectives (cognitive, affective, psychomotor) vi. Methods for determining the depth to which the content will be covered vii. Materials and equipment b. Presentation (Step 2) i. Lesson outline ii. Instructor notes and information iii. References c. Application (Step 3) i. Student activities and assignments ii. Laboratory performance iii. Portfolio Skill sheets d. Evaluation (Step 4) i. Lesson summary ii. Assignment(s)			X
4. Discuss methods to evaluate the effectiveness of lesson plans including: a. Formative evaluation strategies b. Summative evaluation strategies c. Written testing instruments d. Practical skills demonstration (10.C8)			X
5. Given an existing lesson plan, the student will adjust to the differences in audience learning styles and abilities and / or the instructional environment to meet the lesson objectives and ensure a safe learning environment is maintained. (10.P1, 10.P3)			X
6. Given a standard, audience characteristics and a lesson plan format, the student will create a lesson plan to include: a. Learning objectives b. Lesson outline c. Course materials d. Instructional aids e. Evaluation plan (10.P3)			X

INSTRUCTIONAL METHODS AND EVALUATION TECHNIQUES

TEACHING STRATEGIES	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Describe the following instructional styles: a. Traditional lecture, discussion b. Role playing, scenario c. Collaborative d. Distributed / Distance learning (11.C.)			X
2. Discuss the characteristics of effective communications. (11.C1, 11.C4)			X
3. Describe various questioning techniques to solicit student responses. (14.C4)			X
PSYCHOMOTOR SKILLS FACILITATION	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. List and discuss the steps and logistics in planning and setting up practical skill applications for students, including instructors, evaluators, victims, equipment and facilities. (13.C8)			X
2. List and discuss skill lesson presentation, including skill introduction, skill explanation, instructor demonstration, correction through practice and coaching, and skill repetition and mastery. (17.C3, 17.C4, 17.C5)			X
3. Discuss how cognitive and affective knowledge integrates with psychomotor abilities in the performance of skills. (17.C2)			X
4. Identify the importance of insuring that all participants in a practical scenario perform their given tasks in a method which emphasizes safety. (17.C3, 17.P1)			X
5. Describe and define the importance of safely providing practical training in the low, medium and high risk environments.			X
6. Discuss the importance of identifying and defining budgetary needs of training sessions.			X
7. Demonstrate proper facilitation technique when demonstrating Fire Services or EMS skills. (17.C3,17.P1)			X
8. Given a prepared lesson plan, the student will create a skill scenario which enhances realism. (17.P4)			X
MULTIMEDIA & INSTRUCTIONAL RESOURCES	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. Discuss the need to identify and acquire the training resources needed to effectively deliver instruction. (10.C2)			X
2. Identify resource materials that can serve as stimulation and motivation for the student learner. (11.C5)			X

MULTIMEDIA & INSTRUCTIONAL RESOURCES (cont.)	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
3. Discuss the attributes of using multimedia in the classroom. (11.A3)			X
4. Compare multimedia tools and identify their advantages and disadvantages. (11.C3)			X
5. Discuss the selection of appropriate multimedia tools for audience and lesson plan content, such as: (11.A3) a. Audio systems and handheld devices b. Videotapes and DVDs c. Electronic image board d. Computer presentation and projection devices e. Audience response system f. Instructional simulators and models g. Computer-based training, intranet and internet tools h. Distance education and online learning			X
6. Explain the importance of a contingency plan when including the use of multimedia in the lesson plan. (11.C3)			X
7. Describe a classroom configuration for common instructional styles, such as: (11.C3, 11.C4, 11.C5) a. Lecture b. Discussion c. Small group d. Demonstration, simulation e. Multimedia, movies video f. Scenario, role-playing			X
8. Given an existing lesson plan, the student will select an appropriate instructional style, teaching strategy and instructional resource and / or multimedia tool. (11.P1)			X
TESTING & EVALUATION	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. State the need to evaluate students. (12.A1, 12.A2)			X
2. Discuss the methods of objective, clear, and relevant evaluation feedback which will allow the individual to make efforts to modify behavior. (12.C1, 12.C2)			X
3. Describe the importance of timely evaluation feedback, to include test results. (14.C2)			X
4. Discuss the effectiveness of the evaluation tool. (12.C3, 12.C6, 12.C7)			X
5. Identify the following classification of tests such as: (12.P1) a. True / False b. Multiple Choice c. Matching d. Short Answer e. Essay			X

TESTING & EVALUATION (cont.)	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
6. Identify and discuss alternative forms of evaluation including such as: (12.C3) a. Videotaping b. Computer-generated test banks c. Computer-based testing			X
7. Identify the construction of scenario practical examinations. (12.C3)			X
8. Discuss and demonstrate mechanisms for evaluating student psychomotor skill performance, including step-by-step practice, supervised practice, end-product evaluation, and problems associated with over-learning. (17.C3, 12.P2)			X
9. Define the appropriate method for the administration of oral, written, or practical testing. (12.C3)			X
10. Define the appropriate method for the grading of oral, written, or practical testing. (12.C3)			X
11. Demonstrate the ability to use 3 types of feedback appropriately. (12.P1, 12.P2)			X

CAPSTONE REQUIREMENTS	METHOD(S) OF INSTRUCTION	DATE COMPLETED	EMSI MENTOR SIGNATURE
1. The student will create a lesson plan covering a Fire Services or EMS standard and conduct a presentation using the created lesson plan that involves the utilization of multiple instructional styles, teaching methods, multimedia and psychomotor demonstration. (11.P1, 11.P2)	Use the TEACHING SKILLS SHEET to evaluate the candidate's presentation.		X
2. The student will create appropriate evaluation instruments to assess the cognitive, affective and psychomotor learning objectives as in the created lesson plan. (12.P1, 12.P3)			X

TEACHING SKILLS SHEET

PUBLIC SPEAKING SKILLS	YES	NO
Preparation		
1. Determine the purpose of presentation	<input type="checkbox"/>	<input type="checkbox"/>
2. Fulfill the purpose of presentation by:		
A. Selecting a suitable organizational pattern (sequence)	<input type="checkbox"/>	<input type="checkbox"/>
B. Demonstrating careful choice of words	<input type="checkbox"/>	<input type="checkbox"/>
C. Providing effective transitions	<input type="checkbox"/>	<input type="checkbox"/>
D. Providing internal summarization	<input type="checkbox"/>	<input type="checkbox"/>
Presentation		
3. Employ vocal variety in rate, pitch and intensity	<input type="checkbox"/>	<input type="checkbox"/>
4. Articulate clearly	<input type="checkbox"/>	<input type="checkbox"/>
5. Employ the level of language appropriate to the designated audience	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate nonverbal behavior that supports the verbal message	<input type="checkbox"/>	<input type="checkbox"/>
7. Use of appropriate speaking aids (visual, auditory)	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL COMMUNICATION SKILLS	YES	NO
1. Phrase questions in order to obtain information	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate understanding of and ability to contribute to a climate which is open, descriptive, supportive	<input type="checkbox"/>	<input type="checkbox"/>
3. Verbalize feelings in appropriate situations for disclosure	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe opposing points of view	<input type="checkbox"/>	<input type="checkbox"/>
5. Paraphrase information given by others	<input type="checkbox"/>	<input type="checkbox"/>
6. Effectively manage conflicts with others	<input type="checkbox"/>	<input type="checkbox"/>
7. Strives for consensus	<input type="checkbox"/>	<input type="checkbox"/>
SUBJECT KNOWLEDGE / EXPERTISE	YES	NO
1. Understanding material	<input type="checkbox"/>	<input type="checkbox"/>
2. Knows limits of material in reference to audience	<input type="checkbox"/>	<input type="checkbox"/>

SMALL GROUP COMMUNICATION SKILLS	YES	NO
1. Demonstrate understanding of facilitator role	<input type="checkbox"/>	<input type="checkbox"/>
2. Facilitate a group dynamic	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask appropriate questions	<input type="checkbox"/>	<input type="checkbox"/>
4. Encourage balanced participation	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate effective use of agendas	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate effective collaboration	<input type="checkbox"/>	<input type="checkbox"/>
7. Utilize idea generation techniques	<input type="checkbox"/>	<input type="checkbox"/>
8. Manage conflict effectively	<input type="checkbox"/>	<input type="checkbox"/>
9. Recognize nonverbal factors unique to teams	<input type="checkbox"/>	<input type="checkbox"/>
LISTENING SKILLS	YES	NO
Attending		
1. Recall basic ideas and details	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognize main ideas	<input type="checkbox"/>	<input type="checkbox"/>
3. Listen attentively	<input type="checkbox"/>	<input type="checkbox"/>
Understanding		
4. Discriminate between statements of fact and statements of opinion	<input type="checkbox"/>	<input type="checkbox"/>
5. Distinguish between emotional and logical arguments	<input type="checkbox"/>	<input type="checkbox"/>
6. Detect bias and prejudice present in an interaction	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating		
7. Recognize discrepancies between the speaker's verbal and nonverbal messages	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM MANAGEMENT	YES	NO
1. Maintains control of class or Lab	<input type="checkbox"/>	<input type="checkbox"/>
2. Able to accommodate various students' learning styles	<input type="checkbox"/>	<input type="checkbox"/>
3. Treats students with respect	<input type="checkbox"/>	<input type="checkbox"/>

TEACHING SKILLS SHEET

COMMENTS

EMS SUPERVISING INSTRUCTOR NAME (Printed)	CERTIFICATION NUMBER
EMS SUPERVISING INSTRUCTOR SIGNATURE X	DATE

INSTRUCTOR CANDIDATE NAME (Printed)	CERTIFICATION NUMBER
INSTRUCTOR CANDIDATE SIGNATURE X	DATE

The signature of the EMS instructor candidate does not imply an agreement with the evaluation.

Note: This documentation must be maintained as a part of the student and / or course records and is subject for review by the Ohio Division of EMS.

APPENDIX B

EMS 1106 Written Testing Agreement EMS Accredited Institutions

The Accredited institution must maintain course records which demonstrate that each student, issued a certificate of completion, met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.



WRITTEN TESTING AGREEMENT EMS ACCREDITED INSTITUTIONS

This Written Testing Agreement (hereinafter "Testing Agreement") is entered into by and between the State Board of Emergency Medical, Fire, and Transportation Services (hereinafter "EMFTS Board"), and _____, an EMFTS Board Accredited Training Institution. The EMFTS Board Accredited Training Institution (hereinafter "Institution") is subject to all of the terms and conditions set forth herein.

PURPOSE

The EMFTS Board, the body charged with enforcing Chapter 4765 of the Ohio Revised Code (R.C.), and all rules promulgated thereunder, believes that the utmost care and highest level of security are essential to ensure the integrity of the state examinations and the examination administration process. In order to ensure that examinations are being administered in a fair, consistent and secure manner, at an appropriate examination location, such state examinations shall only be offered at the accredited sites approved by the EMFTS Board, pursuant to this Testing Agreement.

CONSIDERATION

In consideration of becoming and maintaining an approved testing location, the Institution agrees to abide by the provisions set forth below and in accordance with rule 4765-7-02 of the Ohio Administrative Code (O.A.C.).

SCOPE OF WORK

Pursuant to rule 4765-7-02 of the O.A.C., the Authorizing Official serves as program director or designates a person of good reputation to serve as program director. The Authorizing Official and the Program Director, should the duties be delegated, shall have direct responsibility over the state examination administration process and shall be responsible for the following:

- Ensure each examination location has a designated computer lab
- Ensure the integrity and security of all written examinations
- Ensure each proctor has received directions in the state examination process and is familiar with all registration, security, and access procedures for test administration
- Ensure that only qualified candidates sit for the examinations
- Ensure only the program director or his or her designee proctors the written examination
- Ensure the proctor is present in the room for the entire duration of the examination
- Ensure that the examination room is conducive for testing including but not limited to: adequate and effective heating / cooling, ventilation, and lighting, and free of excessive noise and distractions
- Ensure that the examination room has adequate restroom facilities and adequate parking within reasonable access to the examination site
- Ensure that the examination room will be set up and ready for use prior to the scheduled examination time
- Ensure no person other than the proctor and students are permitted in the examination room
- Ensure no personal computers or personal laptops are to be used for administering the examination
- Ensure no firefighter instructor, or EMS instructor shall proctor or be present during the examination, unless sitting for the examination
- Ensure no unauthorized electronic devices, including but not limited to, personal laptops, cell phones, flash drives, and tablets, are permitted in the examination room or are used during the examination

TESTING LOCATIONS

The Institution will be using the following facilities for administration of the state examination. If the Institution wishes to change or amend the location(s) during the institution's accreditation cycle, it is the Program Director's responsibility to ensure a new Testing Agreement is signed and implemented. The Institution shall maintain a copy of the Testing Agreement in the program files.

NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE
NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE
NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE
NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE

TERM

This Testing Agreement is to be effective as of the date of the last signature. An Institution shall not administer any examinations unless a current and valid Testing Agreement is in effect. With each Accredited Institution Application submitted for renewal, a new Testing Agreement shall be signed and included with the application.

BREACH OF TESTING AGREEMENT

Upon breach or default by the Institution of any of the provisions, obligations, or duties embodied in this Testing Agreement, the EMFTS Board may exercise all administrative, contractual, equitable, or legal remedies available, including: cancellation, termination, or suspension of this Testing Agreement in whole or in part.

TERMINATION OF TESTING AGREEMENT

The Program Director is responsible to ensure that any potential compromise of the examination process is immediately reported to the Executive Director for the EMFTS Board. Upon notice of any potential compromise, the Executive Director reserves the right to immediately suspend an institution's examination rights, if any of the following occur:

- There is an allegation of an examination or security compromise.
- There is a known examination or security compromise.
- There is a potential violation of rule 4765-7-02 of the O.A.C.

Upon suspension of an Institution's examination rights, the Institution shall immediately cease administration of the state examination. No further testing shall be conducted by the Institution until written authorization has been received from the Executive Director.

Either party may terminate this Agreement for any reason by giving the other party thirty (30) days written notice.

LIMITATION OF LIABILITY

The Institution waives any and all claims or causes of action it may have against the State of Ohio, the Executive Director, State Board of Emergency Medical, Fire, and Transportation Services, its members, officers, Ohio Department of Public Safety employees, representatives, and / or agents of either, arising out of the actions or omissions of the Institution while performing this Testing Agreement. The Institution agrees to defend against claims for injury or legal action arising from this Testing Agreement if called upon by the EMFTS Board to do so.

WORKERS' COMPENSATION

The Institution and its employees shall be covered by workers' compensation coverage purchased and maintained by the Institution. Any workers' compensation claims filed by the Institution or its employees as a result of work performed under this Testing Agreement shall be covered under the Institution's workers' compensation insurance.

DRUG FREE WORKPLACE

The Institution shall comply with all applicable state and federal rules, regulations, and statutes pertaining to a drug-free workplace. The Institution shall make a good faith effort to ensure that its employees will not purchase, transfer, use, or possess illegal drugs or alcohol or abuse prescription drugs in any way while working on state, county, or municipal property.

EQUAL OPPORTUNITY REQUIREMENTS

The Institution shall comply with the requirements under R.C. 125.111. The Institution shall not discriminate against anyone because of race, color, religion, sex, age, disability, military status, national origin, or ancestry.

CONFLICT OF INTEREST

The Institution shall not have any interest, direct or indirect, which is incompatible or in conflict with the carrying out of the terms of this Testing Agreement.

OHIO ELECTION LAWS

The Institution affirms that, as applicable to it, no party listed in R.C. 3517.13(I) or (J) (including an individual, partner, shareholder, administrator, executor, trustee, or owner of more than twenty percent of the corporation or business trust), nor the spouse of such party, has made, as an individual, within the two previous calendar years, one or more contributions totaling in excess of one thousand dollars (\$1,000) to the holder of a public office or the public officer's campaign committee, consistent with the restrictions under R.C. 3517.13(I) or (J).

OHIO ETHICS' LAW

The Institution hereby covenants that neither the Institution nor any officer, member, or employee of the Institution has any interest, personal or otherwise, direct or indirect, which is incompatible or in conflict with or would compromise in any manner or degree with the discharge and fulfillment of his or her functions and responsibilities under this Testing Agreement. The Institution and all officers, members, and employees agree to abide by the ethics laws enumerated in R.C. 102.04, R.C. 2921.42 and R.C. 2921.43.

AMENDMENTS

This writing constitutes the entire Testing Agreement between the parties with respect to all matters herein. This Testing Agreement may be amended only in writing and signed by both parties.

GOVERNING LAW

This Testing Agreement shall be governed, construed, and enforced in accordance with the laws of the State of Ohio.

IN WITNESS WHEREOF, the parties, by signing below, acknowledge that they have read, understood, and agree to abide by all of the requirements contained herein.

AUTHORIZING OFFICIAL (PRINT NAME)	TITLE OF AUTHORIZING OFFICIAL
AUTHORIZING OFFICIAL SIGNATURE X	DATE
PROGRAM DIRECTOR NAME (PRINT NAME)	TITLE OF PROGRAM DIRECTOR
PROGRAM DIRECTOR SIGNATURE X	DATE
EXECUTIVE DIRECTOR, STATE BOARD OF EMERGENCY MEDICAL, FIRE, AND TRANSPORTATION SERVICES (PRINT NAME)	
EXECUTIVE DIRECTOR SIGNATURE X	DATE