



Credible education  
through accreditation

**Committee on Accreditation**  
of Educational Programs for the  
Emergency Medical Services Professions

## **Paramedic Educational Program Staffing Model *Recommendations***

The staffing of a Paramedic educational program is dependent on numerous variables. CAAHEP programmatic accreditation requires that programs demonstrate adequate resources, and each sponsor of a program must ensure sufficient qualified personnel.

There is ***no one formula*** for staffing, and each sponsor must consider the following variables. For example, a sample Paramedic program staffing model is included; a program would adjust based on local circumstances. The Full-Time Equivalent (FTE) count is based on the standard 2080 clock hours equals one FTE.

- Number of cohorts per year
- Number of simultaneous cohorts
- Number of class days per week
- Number of class hours per week
- Number of students in each cohort
- Number of faculty members
- Number of adjunct instructors
- Available administrative or admissions office support (if applicable)
- State or regional Office of EMS regulations on student-to-instructor ratios, especially in the laboratory setting
- Sequencing of the program schedule: are clinical and field rotation activities integrated with classroom and lab activities?
- Program Director experience with administrative and CAAHEP accreditation processes
- Instructional experience of all faculty delivering classroom content (the more experienced the instructor, the less preparation is typically required)
- The institutional/instructional setting: are the department and staff tasked with conducting other EMS education programs: EMT, AEMT, EMR, standardized professional education classes such as ACLS, PALS, etc., resulting in dual responsibilities

**Assumptions**

<b>Position</b>	<b>Activity</b>	<b>Hours per Week</b>	<b>When</b>
Program Director <sup>1</sup>	Program administration	20	While there is a cohort in session
Faculty	Classroom instruction	# of classroom hours + 4 hours of prep for every 8 hours of didactic content <sup>2</sup>	During the classroom instruction phase
Faculty – adjuncts	Laboratory instruction	# of laboratory hours + 1 hour for every 4 hours of laboratory.  Typical ratio is 1 instructor per 6 students.	During the laboratory instruction phase
Clinical Coordinator	Clinical and capstone field internship scheduling, monitoring student progress, and contacts/visits with students and clinical and capstone field preceptors	Varies based on the number of students and length of the clinical, field experience, and capstone field internship phases	During the periods when students are assigned to clinical, field experience, and capstone field internship rotations
Administrative Assistant	Provides administrative support with student records and office management as necessary	Varies depending on other support within the sponsor organization such as an admissions or business office	While there is a cohort in session

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<sup>1</sup> The Program Director may also fill the faculty/instructor role.

<sup>2</sup> New instructors require more prep time than experienced instructors who have presented the content previously.

### Sample Paramedic Educational Program Staffing Model

This **sample** staffing model is based on the following:

- One (1) cohort per year
- Twenty (20) students per cohort
- Program length is 12 months
- Program includes:
  - 240 clock hours didactic
  - 220 clock hours laboratory
  - 252 clock hours clinical
  - 100 clock hours field experience
  - 200 clock hours capstone field internship
  - = 1012 total clock hours
- Class meets 16 hours per week for didactic and laboratory
- Didactic and laboratory phases last 7 months (28 weeks)
- Clinical and field experience are integrated during the didactic and laboratory schedule and begin in month 5 of the program and continue through month 12
- Capstone field internship occurs at the **completion of all** other components of the program
- Admissions office or a business office assists with student registration, verifying prerequisites, and other admission procedures
- This model **does not** include other instructional activities the faculty may be responsible for

Position	Activity	Hours per Week	Hours per Year
Program Director	Program administration	20	1000
Faculty	Classroom instruction	16 classroom hours + 8 hours prep = 24 hours (x 28 weeks)  Includes staffing laboratory sessions	672
Faculty - adjuncts	Laboratory Instruction (3 additional instructors required for a 6:1 ratio)	8 laboratory hours x 3 adjuncts = 24 hours (x 28 weeks)	672
Clinical Coordinator	Clinical and capstone field internship scheduling, monitoring student progress, and contacts/visits with students and clinical and capstone field internship preceptors	24 hours (x 32 weeks)	768
Administrative Assistant	Assignment determined locally		
		<b>Total</b>	<b>3112</b>

This model equates to 1.5 FTE, which can include full-time or part-time personnel.

Sponsors of a Paramedic educational program are recommended to have a full-time Program Director on staff.

**Paramedic Educational Program Space and Equipment Recommendations**

- Classroom large enough to accommodate the maximum number of students enrolled with adequate personal distancing.
- Locations for skill and scenario practice are required and may be dedicated to the program or available during scheduled laboratory session hours.
  - Ideally, separate rooms are available or designated to allow for privacy during testing stations or scenarios.
  - Recommended student-to-instructor ratio is 6:1, and at a minimum, the designated spaces must comfortably accommodate students, the instructor, and any necessary equipment such as a stretcher.
- An equipment and supply area must provide adequate space for all required program equipment and supplies. The area must double-lock medications (current or expired).
- Office space or work area for the Program Director and faculty should provide adequate space and be free of distractions.
- At the minimum, the Program Director should have a private office for student conferences and other confidential discussions.
- Hard copy student and program records must be double locked (i.e., locked file cabinet in a room that locks).
- Wi-Fi access with adequate capability for high-speed access for all students and faculty on campus.