Emergency Cardiovascular Care

Program Administration Manual

Guidelines for Program Administration and Training

International Version

Effective November 1, 2018

Contents

Preface

Welcome to the sixth edition of the *Program Administration Manual* (PAM). This latest edition of the PAM reflects the recent changes of the Emergency Cardiovascular Care (ECC) Programs.

This manual includes sections that will assist the AHA in the management of ECC Programs. It has been organized to give the user concise access to rules affecting the ECC Training Network, International Training Centers (ITCs), volunteer organization and management, ethics, and dispute resolution procedures.

This manual includes information for ECC operations and ITC administration for ITCs outside of U.S. Information for ECC courses and chapters on organizational ethics and legal considerations are included.

The PAM is intended to augment other ECC information and training materials, not replace them. Because of the rapid pace at which course improvements and changes may occur, this manual will never be able to answer all questions that may arise about ECC Program Administration. New policies and changes in the current PAM policies are announced in Training Bulletins. Training Bulletins issued after the effective date of this manual supersede the related information in this manual and become the new policy. Training Memos clarify current policies and introduce new educational materials and programs and changes to existing programs. For the most current information on ECC Program Administration, please visit CPRverify. The PAM is updated as needed.

1 – ITC Organization

Structure of the AHA Training Network

The AHA Training Network includes ITCs, Training Sites (TSs), ITC Coordinators (TCCs), ITC Faculty (TCF), and instructors. The following image represents the structure of the AHA Training Network.
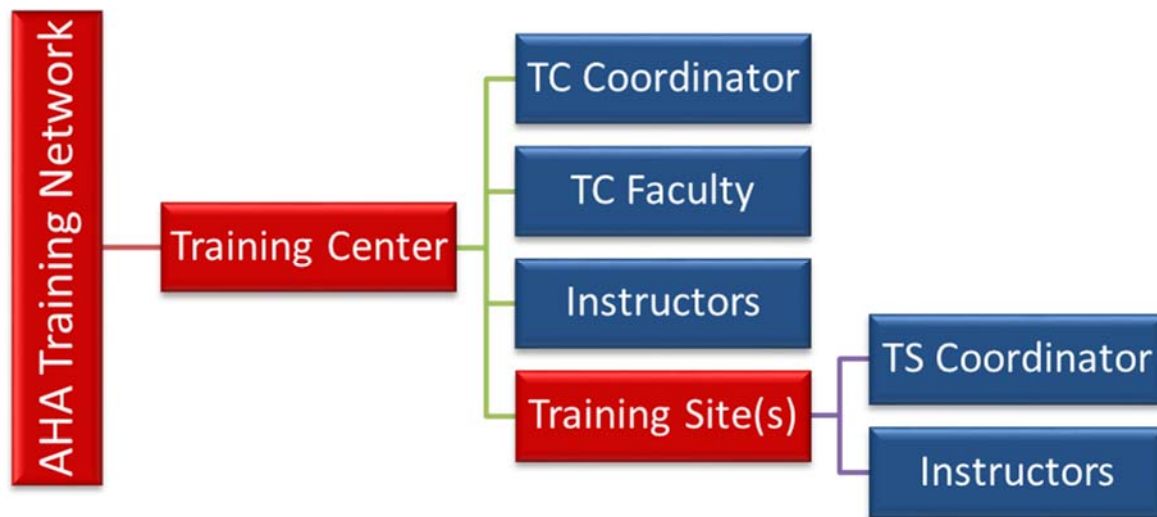
The Role of the ITC

ITCs are responsible for

- The administration and quality of all ECC courses, whether delivered directly by the ITC or aligned TSs and instructors, regardless of the course location
- Providing aligned instructors and TSs with consistent and timely communication of any new or updated information about National, Regional, or ITC policies, procedures, course content, or course administration that could potentially affect an instructor in carrying out his or her responsibilities
- Serving as the principal resource for information, support, and quality control for all AHA ECC Instructors aligned with the ITC
- The day-to-day management of the ITC, TSs, and instructors

ITC Criteria

Establishment and renewal of ITC contracts are at the sole discretion of the AHA. The AHA makes these decisions based on its ability to support all ITCs effectively and efficiently.

The AHA considers each of these factors when approving or renewing an ITC contract:
- The establishment of an ITC supports the AHA mission.
- The training needs of a given area are based on geography, population, corporate/community needs, and the healthcare environment.
- The relationship of the ITC with the AHA does not place the AHA in a conflict of interest.
- The ITC's aligned instructors meet the established criteria and are eligible to fulfill the role.
- The ITC meets the general liability insurance requirements outlined in the Liability Insurance for ITCs section of this manual.
- The ITC maintains Internet access and a current active email address.

Faculty

ITC Coordinator

The TCC
- Represents the ITC and is selected by the ITC
- Serves as the primary contact between the ITC and AHA ECC Programs
- Does not need to be an AHA ECC Instructor
- Has an understanding of ECC Programs
- Handles the management and storage of ITC records
- Is responsible for the security and distribution of course completion cards
- Is responsible for the security and distribution of exams to instructors and TS
- Manages instructors and TS for the ITC
- Manages instructor alignment on the Instructor Network
- Manages the Instructors and rosters on CPRverify
- Appoints and manages all ITC Faculty (TCF) for the ITC
- Upon a change in TCC, ITC Administration should notify ECC International Operations, using the email ecc.intl.ops@heart.org.

- Ensures that instructors are current with information from the AHA, including Science Updates, Training Memos, Bulletins, and the *ECC Beat*

ITC Faculty

AHA TCF
- Conduct Instructor Essentials courses and monitor, update, and coach instructors
- Serve as quality assurance and educational leadership for the ITC
- Ensure that the ITC is capable of conducting quality Instructor Essentials courses, course monitoring, and instructor updates within the ITC

Each ITC must appoint at least 1 TCF in each discipline it teaches. Basic Life Support (BLS) TCF can support both BLS Instructors and Heartsaver® Instructors, but if the ITC has only Heartsaver Instructors, it can also appoint Heartsaver TCF; likewise, Pediatric Advanced Life Support (PALS) TCF can support both PALS and Pediatric Emergency Assessment, Recognition, and Stabilization (PEARS®) Instructors, but if the ITC has only PEARS Instructors, it can also appoint PEARS TCF.

The recommended ratio is at least 1 TCF per 8 instructors (in the same discipline) or at least 1 TCF per TS if the instructor numbers are fewer than 12.

TCF status is a TCC appointment and is an internal position to that ITC only. TCF status does not transfer to other ITCs. When a TCF member transfers to another ITC, it is as an instructor, not as a TCF.

Regional Faculty

AHA Regional Faculty (RF) are appointed volunteers who serve as science and curriculum experts to ITCs and instructors. The AHA reviews RF assignments to avoid conflict of interest. AHA has final authority in the decision of assignment.
AHA RF
- Conduct course monitoring on a routine basis and as requested by the AHA
- May monitor, update, coach, and mentor TCF and instructors upon request of the assigned ITC
- May conduct science and training updates in the region, as requested by AHA International.

An RF member *cannot*

- Conduct a course monitoring for any ITC he or she is aligned with as an instructor or an ITC that may be perceived as a competitor because of conflict of interest
- Receive payment for monitoring or mentoring activities while acting in the role of RF
- Hold a paid position within the AHA

Territory Faculty

At its discretion, the AHA may make changes to the role of local volunteers to meet the needs of a specific region. To differentiate their role from Regional Faculty, the term "Territory Faculty" will be used. The AHA will develop specific guidelines for these regions to specify the roles of Territory Faculty, or the processes for the region.

2 – ITC Policies and Procedures

Renewing an ITC Agreement

ITC Agreement Renewal Process

The TCC will work with the AHA Regional Director and the AHA International Development Department to complete the renewal application. Renewal of the International Training Center (ITC) will be based on compliance with AHA policies and procedures, which includes the results of site reviews and course monitoring, timely submission of required Training Reports, and submission of a Quality Assurance Plan.

Course Monitoring

Course monitoring is part of the AHA's quality review process and may be announced or unannounced. An ITC's refusal to cooperate with or allow a course monitoring is grounds for termination of the ITC Agreement.

Course monitoring is conducted by an assigned RF member who reports the Course Monitoring to the AHA. The TCC must be available during a scheduled ITC course monitoring to answer any questions from reviewers and to ensure that the requirements are understood. Participation by TCF is encouraged.

An unscheduled course monitoring may be conducted at the discretion of AHA Administration.

ITCs using eCards have students complete the surveys that calculate a quality score. ITCs have access to reports about their courses and instructors and are responsible for handling any issues that arise that reflect poorly on the quality of the course or instructor. The AHA reviews the scores quarterly and may contact an ITC if improvement is needed.

Transfer of ITC Agreement

Status as an ITC may not be assigned, sold, licensed, sublicensed, or transferred without the prior written consent of the AHA.

Adding a Discipline

ITCs that wish to add or reinstate a discipline need to submit an application with appropriate attachments to their Regional Director.

Deleting a Discipline

The procedure for deleting a discipline is the same as for terminating an ITC Agreement.

Terminating an ITC Agreement

ITCs may be closed in 1 of 4 ways:
- Either party may, at its discretion, terminate the ITC Agreement by providing the other party with 60 calendar days' notice without further explanation or justification.
- Either party is free to choose not to renew the ITC Agreement at renewal without giving advance notice, further explanation, or justification to the other party.
- Either party may terminate the ITC Agreement if the other party breaches the ITC Agreement and does not cure the breach within 10 business days after receiving written notice of the breach.
- The AHA may terminate the agreement and close an ITC without any prior written notice if it determines, in its sole discretion, that the ITC performs any activities that pose a legal or business risk to the AHA.

An ITC must perform the following steps within **30 calendar days** before the expiration or termination of the ITC Agreement unless indicated otherwise:

Step	Action
1	The ITC notifies all instructors in writing of the ITC closing. • At least 30 calendar days before the scheduled closing date *or* • Immediately if the Agreement expires and either party chooses not to renew it *or* • Immediately upon termination due to failure to cure to breach upon 10 days' written notice or any immediate termination by the AHA.
2	Instructors access The ECC Global Connector to receive a current list of other ITCs in the area.
3	The ITC ensures that its records are updated and complete and that all pending cards have been issued.

Step	Action
4	eCards and course completion cards are not transferable. Upon closure of the ITC, all unissued eCards will be unavailable to the ITC. The ITC returns all blank AHA course completion cards to AHA International. Only course completion cards purchased from an authorized AHA distributor will be considered for reimbursement.
5	The ITC offers to either • Hold instructor records (including course rosters and monitor forms) until new ITCs have been designated *or* • Inform instructors that their records are being sent to the AHA Records must be sent to the new ITC or to AHA International within 30 calendar days after the ITC Agreement termination date. Instructor records may not be sent to individual instructors.

Transitioning an ITC to a TS

To transition from an ITC to a TS, the ITC needs to complete the following steps at least 30 calendar days before the transition.

Step	Action
1	The TCC identifies an ITC that will accept the transitioning ITC and its instructors as a TS. Instructors may select their own ITC.
2	The ITC notifies all instructors affiliated with the ITC that is closing or transitioning at least 30 calendar days before the scheduled date. If an instructor wishes to align with another ITC, the transitioning ITC will transfer the instructor's records to the requested ITC on receipt of a completed Instructor Records Transfer Request.
3	The transitioning ITC ensures that all course and instructor records are updated and complete and that pending cards have been issued.
4	eCards and course completion cards are not transferable. Upon closure of the ITC, all unissued eCards will be unavailable to the ITC. The ITC returns all blank AHA course completion cards to the ECC Customer Support Center. The ECC Customer Support Center will arrange for reimbursement for current, blank course completion cards or eCards. Only course completion cards purchased from an authorized AHA distributor will be considered for reimbursement.

Following AHA Policies and Procedures

Overview

The ITC must perform its duties in a manner consistent with the AHA mission and guidelines. This includes the following:

- The ITC must use the current AHA ECC training materials in its courses and ensure that course participants have the most current course materials for use. For more information, please refer to [Use of AHA Materials](#).
- A training organization cannot operate as an ITC until it has submitted the appropriate information and documentation to the AHA and has been officially approved as an ITC.
- In support of the AHA ECC mission, the ITC provides instructors with resources for obtaining equipment, marketing, or organizational support for courses.
- The ITC conducts Instructor Essentials courses and provides updates to its instructors and TSs with the latest information on AHA courses, science guidelines, policies and procedures, the *ECC Beat*, and Training Bulletins and Memos. All updates must meet the timing requirements defined with each product or materials release.
- ITC policies and procedures for instructors and administration of TSs cannot contradict AHA guidelines and policies as listed in the PAM.
- ITCs must prohibit smoking in classrooms and training facilities during all AHA ECC training programs.
- The AHA requires all ITCs to maintain Internet access and an email
- address for the TCC. ITCs should communicate any changes to
- ecc.international@heart.org .
- Failure to maintain Internet access and an active email address could be grounds for termination.

Liability Insurance for ITCs

ITCs should contact their Regional Director or ecc.intl.ops@heart.org for specific liability insurance requirements for AHA ITCs. In addition, ITCs should send their Regional Director a copy of their liability insurance policy each time it is renewed.

Managing Records

Overview

ITCs may maintain hard copy or electronic records as long as all required records are available and can be provided to the AHA upon request. If the ITC uses electronic records, it is recommended to back up the data with a data recovery system in case of a catastrophic loss of the hard drive. ITCs must be able to print all electronic files.

Managing Records: Document Retention

- ITCs must keep all required documents for at least 3 years after the date of action; for example, maintain records for 3 years past the last day of the course.
- An ITC may store records at a TS as long as the records are available to the ITC and accessible as requested by the AHA.

ITC Documents

The ITC must maintain the following required documents according to the retention policy stated above or its own retention schedule if longer:
- An original or a copy of the current, signed ITC Agreement
- Documentation that the ITC has the appropriate minimum general liability insurance coverage or waiver as stated in the ITC Agreement
- Documentation of any issues identified during an ITC Quality Assurance Review and steps taken to resolve the issues(s)
- Agenda for each course provided by the ITC
- The following written policies and procedures:
  – Equipment/manikin maintenance and decontamination
  – Quality Assurance Plan (updated annually)
  – Internal ITC dispute resolution policy
  – TS management/relations
  – Card maintenance and issuance

Course Files

ITCs must maintain the following course records:

Provider Courses	• Completed course rosters • Documentation related to dispute resolution (attach to course roster as indicated) • Originals or a summary of course evaluations (used by students to rate the course and instructor) • Original evaluations if there were problems with the course • Student exam answer sheets and skills performance sheets for students who did not or have not yet met course completion requirements • Evidence of use of the AHA course fee disclaimer for courses in which fees are charged • Skills Session paperwork for eLearning courses, including roster, certificate of completion for the online portion, and original or summary of course evaluations for the hands-on session • Rosters from all AHA courses need to be entered into CPRverify.
Instructor Essentials Courses	• Instructor Candidate Applications for all candidates in the course documenting that the candidate will align with an ITC • Completed course rosters • Documentation related to dispute resolution (attach to course roster as indicated) • Originals or summary of course evaluations (used by candidates to rate the course and TCF) • Original evaluations if there were problems with the course • Evidence of use of the AHA course fee disclaimer for courses in which fees are charged • All monitoring forms from the first class the candidate taught, which document that he or she did complete all the requirements for becoming an instructor • All paperwork completed by a secondary ITC must be sent to the primary ITC. This is the instructor's responsibility.

Instructor and TCF Records (All Disciplines)

The ITC maintains files and documentation for all course activity for aligned instructors. The forms listed below can be found on the Instructor Network.

- Instructor/TCF Candidate Applications for all instructors aligned with that ITC

- Instructor Monitoring Tool
- Instructor/TCF Renewal Checklists
- Instructor Records Transfer Requests
- Instructor Essentials Course Completion Notice to Primary ITC (*Note:* Instructors are responsible for submitting proof of training to their primary ITC.)
- Documentation of administrative or disciplinary actions taken

Instructor Records Transfer

Instructor status may be freely transferred from one ITC to another upon the instructor's request.

Records must be transferred as requested, and the original ITC must also retain copies for the required 3-year period to document training activities through the ITC.

The original ITC is required to notify the instructor of the process as listed below and to send whatever is on file in the instructor records.

Instructor records may not be sent to individual instructors.

The steps to transfer instructor records from one ITC to another are as follows:

Step	Action
1	Instructor completes an Instructor Records Transfer Request, located on CPRverify.
2	The TCC of the ITC where the instructor is transferring to signs the request and sends it to the instructor's original ITC. Alternatively, the instructor may send the request to the original ITC.

Step	Action
3	The original ITC sends complete, up-to-date instructor files, instructor records, or a list of all courses taught to the other ITC within 30 calendar days after receiving the Instructor Records Transfer Request. Instructor records include • Instructor/TCF Candidate Applications for all instructors aligned with that ITC • Instructor/TCF Monitor Forms • Instructor/TCF Renewal Checklists • Instructor Records Transfer Requests • Instructor Essentials Course Completion Notice to Primary ITC • Documentation of administrative or disciplinary actions taken • Initial application form • Course monitoring • Renewal forms • Course rosters (within the 3-year retention window for instructor records) Copies or originals are acceptable.
4	Once original ITC has sent requested instructor files, ***the accepting ITC must verify that the instructor has been removed from the original ITC Instructor List on the Instructor Network and has been deactivated on CPRverify***. The accepting ITC will need to advise the instructor on how to complete alignment with his or her center on the Instructor Network website.
5	Upon verifying receipt of instructor records and that the instructor has completed all necessary steps to hold current instructor status, the new ITC adds the Instructor on their CPRverify account. At this time, the new ITC must obtain the instructor card issued by the original ITC and issue a new card for the instructor under the new ITC name. New ITC must return the original instructor card to the original ITC for destruction or notify the ITC that card destruction is complete.
6	Accepting ITC must • Complete a skills check • Conduct course monitoring • Verify required courses taught • Review any documentation related to administrative and disciplinary actions taken • Retain a copy of the Instructor Records Transfer Request

Reporting

ITCs are required to submit two training reports each year, a mid-year report and an end-of-year report. Failure to submit the required ITC Activity Report by the deadline is considered a breach of the ITC Agreement and cause for the AHA to terminate the ITC Agreement.

Interfacing With Instructors

Responsibilities of ITCs to Instructors

The AHA recommends that ITCs have written Alignment Agreements that ensure instructors meet all requirements. This might include, but is not limited to, having instructors sign a contract. At a minimum, each ITC is responsible for

- Ensuring that all instructors are aligned with the ITC on CPRverify.
- Providing guidance and assistance to instructors as needed
- Maintaining a current list of instructor ID numbers from the Instructor Network or CPRverify.
- Providing instructors with notification of all ECC Training Bulletins, Training Memos, and issues of *ECC Beat* placed on the Instructor Network
- Conducting instructor update courses as needed
- Maintaining complete and accurate instructor records
- Transferring instructor records to a new ITC within 30 days after receiving an Instructor Records Transfer Request
- Ensuring that instructors use all current course materials
- Ensuring that all instructors actively use CPRverify, and that all rosters are entered into the system in a timely manner.

TCCs must inform their instructors of the requirement to comply with all AHA policies and [Ethics/Code of Conduct](). TCCs must also provide first-line support to their instructors.

CPRverify

All ITCs should fully utilize CPRverify for maintaining course records, managing instructors, and accessing course information and exams. Users have the following access, depending on their role:

1. TCC. One TCC account is created by AHA for each ITC. The TCC can add, edit, and deactivate, CPRverify Admins, Training Site Administrators, and instructors. TCCs can access all course resources and exams, can add and edit rosters, and manage eCards.

2. CPRverify Admin. One CPRverify Admin can be appointed for each ITC. This user has the same access as the TCC, except they cannot access the exams.
3. Training Site Administrator. The TS Admin can add and deactivate instructors, and manage rosters for their site, but cannot access rosters and instructors that are not association with their training site.
4. Instructors. Instructors' access allows them to add or edit rosters for classes, as well as accessing course resources.

Course Completion Card Management

Ordering Course Completion Cards

Only a TCC (or another authorized ITC representative designated by the TCC) can use the confidential security code to order eCards or course completion cards for approved disciplines.

The TCC must keep this code confidential. The TCC has final responsibility to the AHA for the security code. The TCC must notify the AHA **immediately** if the security code is suspected as lost, stolen, disclosed, or used without authorization.

The AHA may change the code if deemed necessary to maintain the confidentiality of the code.

Misuse of the confidential security code could result in termination of the ITC Agreement.

Issuing Course Completion Cards and Security

- AHA eCards and course completion cards contain security features and have the AHA logo. For more information, please refer to the Course Card Reference Guide located on CPRverify.
- To verify an eCard issued in the U.S., go to http://www.heart.org/CPR/mycards and enter the eCard code or scan the QR code on the student eCard. For eCards issued outside of the U.S., go to CPRverify.
- For administrative reasons, the TCC may allow a TS to issue eCards or course completion cards. However, the TCC has final responsibility to the AHA for all eCards or course completion cards, including those issued to a TS. Before distributing course completion cards to a TS or instructor, the name of the ITC must always be printed on the course completion card. ITCs may not

release blank cards that do not contain the ITC name to a TS or instructors.

- Each student who successfully completes an AHA ECC course must be issued the appropriate course completion card unless prohibited by local or state statutes or regulations.
- The ITC of the instructor who conducts the provider course is responsible for card issuance and security. If an instructor is invited to teach at a second ITC or with an instructor from another ITC (the sponsoring ITC), the course completion cards are issued by that sponsoring ITC.
- Each ITC must be able to document how it maintains card security and accountability. Only the TCC and persons he or she designates may have access to blank AHA course completion cards.
- All course completion cards must be in students' hands as quickly as possible. ITCs must issue eCards or course completion cards within 20 business days after receipt of completed paperwork.
- ITCs must never allow a course roster to be given to a provider in the place of a course completion card. Course rosters contain personal data of providers and must be protected.
- The instructor's ID number (assigned by the Instructor Network or CPRverify) must be included on all provider cards.
- ITCs cannot sell or give course completion cards to other ITCs or non-AHA organizations.
- ITCs can only issue eCards or course completion cards to students who have successfully completed an AHA course through that ITC.
- If a provider receives remediation, the course completion card will have the remediation date for the issue date.
- ITCs may choose whether to allow individual instructors to issue eCards on CPRverify. ITCs which allow individual instructors to issue eCards through CPRverify must develop policies to control the security of the eCards.

For more information on course completion cards, refer to the Course Card Reference Guide on CPRverify.

Filling Out Course Completion Cards

Paper cards: The AHA requires the appropriate paper course completion cards be stamped, typed, or computer printed to reduce the risk of alterations. The information printed on the course completion cards must be complete and legible. It is permissible for the ITC, TS, or instructor to legibly handwrite information required on the front of the card only (student name, issue date, and recommended renewal date). The handwritten information must be printed in blue or black ink. All information on the back of the card must be stamped, typed, or computer printed.

eCards: The information to complete the eCard will automatically populate once the roster is locked in CPRverify.

If requested, an ITC will replace any paper course completion card that it or its TS produced that is inaccurate or illegible. The content of AHA course completion cards cannot be altered in any way.

The Instructor Network provides the instructor ID number that is required to go on course completions cards. All instructors must have only one instructor ID number. For new Instructors who have only a CPRverify account, CPRverify will produce a new Instructor ID.

Refer to the Course Card Reference Guide for further details on how to complete AHA course completion cards.

Course Completion Card Validity Period

All AHA course completion cards are valid for 2 years through the end of the month in which the course completion card was issued.

The only exception is the Heartsaver Bloodborne Pathogens Course participation card. Per the Occupational Safety and Health Administration, this course participation card is valid for only 1 year.

If a government statute or requirement mandates a period other than 2 years, contact ECC International at eccinternational@heart.org for assistance and guidance.

Duplication/Replacement of Lost Paper Course Completion Cards

- A replacement course completion card received from an ITC is as valid as the original course completion card.
- Use the same dates as the original course completion card.
- It is the ITC's responsibility to issue a replacement course completion card if a card is lost, mutilated, or not filled out according to the guidelines found in the Course Card Reference Guide on the Instructor Network, or if it becomes otherwise unusable. In such cases, the instructor will advise students to contact the ITC that issued the original course completion card.
- The ITC may set a fee for reissuing a course completion card. The ITC will verify course completion before issuing a duplicate course completion card.

- Do not refer students or instructors to the AHA for replacement course completion cards.
- Students can access their eCards at www.cprverify.org. All current and previously issued eCards are available in their student profiles.

Damaged Paper Course Completion Cards

- If course completion cards are damaged in shipment, the TCC should contact the distributor that shipped them.
- Keep all shipping documents and packaging and contact the distributor for details on the return.
- Reimbursement and exchange will not be made if the course completion cards are damaged by the ITC/TS during printing, printing errors, or other damage not related to shipping.

Written and Skills Tests

Only current written exams and skills tests, issued by the AHA, are used to determine successful course completion. Use of any other written exam to determine a student's completion of an AHA ECC course will jeopardize the ITC Agreement, the instructor's status, or both.

Note: Not all AHA courses require a written exam. It is the instructor's responsibility to determine this by consulting the Instructor Manual, the TCC, or TCF.

Exam Security

- To prevent possible compromise of exam contents, the AHA issues exams **only** to the TCC listed on AHA records.
- TCCs receive exams from CPRverify.
- TCCs are ultimately responsible for the security of the exams.

    The ITC, through the TCC, is responsible for
- Ensuring that instructors use current versions of each exam as appropriate
- Maintaining exam security within the ITC records and through all instructors who issue exams
- Each exam should be accounted for and returned to the instructor at the end of the exam. Exams should be stored in a securely locked location and should not be distributed without a clear set of guidelines for their use.

- If a TCC sends exams electronically to an instructor, the TCC must protect the security of the exams by sending to an email address that is accessible only by that instructor.
- The AHA produces written exams in the languages in which materials are produced, as well as some other languages. Any ITC can use AHA translated exams in disciplines that they are approved to teach. ITCs that need translated exams should contact eccinternational@heart.org.
- The ITC is responsible for ensuring that the exams are not edited, and only AHA-translated exams are used. AHA ECC course exams may not be posted to any Internet or intranet site. ITCs may distribute the exams through a learning management system (LMS) for the purpose of testing students in an ECC course after permission has been granted by AHA International. Failure to obtain permission from AHA may result in termination of the ITC Agreement.
- All requests to make exams available through an LMS or to use them in a similar manner should be requested by contacting eccinternational@heart.org.

Skills Tests for AHA eLearning or Classroom Course Completion

Skills tests are a key way to measure the student's mastery of material.

The instructor will:

- Ensure that the student has completed the eLearning online portion of the course for which the student will be tested
- Ensure that a skills practice session has been conducted and that both the student and instructor feel confident that the student is ready for testing before skills testing begins
- Administer skills tests as designed and outlined in the applicable curriculum without prompting the student. Prompting and coaching students during testing weakens the purpose of the test and the student's confidence in his or her ability to perform the required skill.
- Use the skills testing sheets, critical skills description sheets, and Lesson Maps as described in the curriculum. Completed skills testing sheets for students who have not yet succeeded in performing the skill will be kept in the course file.

Course Fees, Materials, and Equipment

Course Fees

The AHA does not set or receive fees for courses offered by ITCs or instructors. It is the responsibility of the ITC and/or instructor to determine what fees, if any, to charge for their courses and to ensure that their billing practices comply with applicable laws.

The following disclaimer **must** be printed on all ITC promotional brochures, announcements, agendas, or other materials distributed to students in courses for which fees are charged:

The American Heart Association strongly promotes knowledge and proficiency in all AHA courses and has developed instructional materials for this purpose. Use of these materials in an educational course does not represent course sponsorship by the AHA. Any fees charged for such a course, except for a portion of fees needed for AHA course materials, do not represent income to the AHA.

Use of AHA Materials

Textbook or Student Manual
Each student must have the current, appropriate course textbook of their own readily available for use before, during, and after the course.

Textbooks are designed for individual use and are an integral part of the student's education. Students may reuse their textbooks during renewals or updates until new science guidelines are published.

The American Heart Association (AHA) designs our resuscitation courses using the most current educational design concepts. In order to maximize the students' learning potential and keep course length manageable, we have designed the classroom courses with the intent that students will have the opportunity to study the course materials outside of the class itself. It is necessary that students have access to student manuals before, during, and after each course, especially if the students are less familiar with the skills.

We have taken steps to increase availability of our student materials by:
• Increasing the number of distributors that we have worldwide
• Producing an eBook that can be easily purchased and accessed
• Posting pre-course materials online for free for some courses.
AHA International Training Centers (ITCs) must have a policy to ensure that each student has their own manual for each course. The ITC's

internal process should ensure that students receive the manuals with a reasonable amount of time to study prior to the course. ITCs, and their sites, should not maintain libraries of AHA manuals to rent or loan out to students.

ITCs that fail to comply with the requirements may not issue eCards or course completion cards.

Core Curriculum
Each AHA course must follow the guidelines and core curriculum in the most current editions of the course textbook or Instructor Manual. Current editions of AHA course materials must serve as the primary training resource during the course.

Instructor Material Requirements

All AHA Instructors are required to have their own current copy of Instructor Manuals and Provider Manuals/Student Workbooks for each discipline they teach.

Managing Equipment

It is the responsibility of the ITC to ensure that
- Instructors follow the appropriate decontamination of equipment according to the manufacturer's instructions
- Instructors verify that the course equipment is clean and in working condition before the course
- Appropriate equipment is available in sufficient quantities (as outlined in the Instructor Manual) and in good working order at each course conducted by the ITC and/or its TSs or instructors

Copyright of AHA Materials

Copyright/Copying of AHA Material

The AHA owns the copyrights to AHA textbooks, manuals, and other ECC training materials. These materials may not be copied, in whole or in part, without the prior written consent of the AHA.

To request permission to reprint, copy, or use portions of ECC textbooks or materials, submit a written request to the AHA.

For more information, see the [copyright information page](#) on the AHA website.

Quality Assurance Plan

Quality Assurance

Quality assurance is the key to an effective ECC training program. The ITC is solely responsible for:
- The quality of the courses it provides and its compliance with AHA policies and guidelines
- A written Quality Assurance Plan that can be produced upon request and that complies with AHA policies and procedures

Quality Assurance Plan

An ITC Quality Assurance Plan should include the following points:
- Current AHA exams are used in all courses that require testing for issuance of a course completion card.
- The ITC ensures that each student has the current appropriate textbook readily available for use before, during, and after the course.
- The ITC has a written policy for developing, monitoring, and updating Instructors and renewing instructor status.
- Every AHA course conducted by the ITC uses the AHA core content and AHA developed materials.
- Course completion cards and written exams are stored securely in a locked location.
- The ITC has adequate resources to complete the contracted program requirements, including staff, equipment, eITC.
- The appropriate course completion card is issued to every student.
- The ITC has written internal dispute resolution policies and procedures that each instructor receives.
- The ITC monitors equipment used in all AHA courses to ensure that it is clean and works properly.
- ITC records are complete and filed properly.
- The ITC has a written policy detailing how TCF and instructors receive training for their roles and are actively involved in the Quality Assurance/ Continuous Quality Improvement process to ensure providers are able to perform quality CPR.
- The ITC has a written policy detailing how courses will be monitored that are taught by its instructors and TSs and all skills sessions conducted by instructors.
- The ITC has a written policy detailing how to evaluate its courses, instructors, and program administration.

It is highly recommended that the ITC have a program that monitors growth and improvement in its performance. To do this, the following indicators could be monitored:
• Increased training numbers
• Participation in Chain of Survival activities in the community
• Improved course evaluations as a result of documented corrections
• Expansion of the ITC Training Network (new instructors, new TSs, eITC)

3 – Instructor Alignment

Requirements for Instructor Alignment

An instructor candidate must complete all requirements and align with an approved primary AHA ITC that is authorized by the AHA to teach in that territory before teaching a course other than the initial monitored course. Only instructors aligned with an ITC are authorized to teach courses and issue course completion cards.

The following are requirements for instructor alignment:
- No fees are paid to the AHA for this alignment. Any fees charged for instructor alignment are solely at the discretion of the ITC.
- The TCC may require a meeting with or monitoring of the instructor applicant before acceptance. The course monitoring will be done by designated TCF. The TCC decides whether to accept the instructor for alignment. This decision is final.
- ITCs may revoke the alignment privilege of any instructor who fails to act in accordance with AHA course policy or ITC policy.
- ITCs are not obligated to accept all instructors who apply for alignment. The ITC has the sole right to determine which instructors to keep on its roster based on its criteria.
- Instructors may only be aligned with one ITC on CPRverify. When teaching through other ITCs, the instructor may teach as a guest instructor. There is no limit to the number of courses an instructor may teach as a guest instructor.

Responsibilities of ITCs to Instructors

The AHA also encourages ITCs to provide excellent experiences for their students in not only the quality of instruction but also the environment in which classes are conducted. Students should feel safe, secure, and comfortable. To ensure a safe and secure environment for students and instructors, each ITC is expected to establish guidelines or requirements for its instructors to address these concerns. Such guidelines may include restrictions on location, time, and attendance, in addition to environmental concerns, such as being smoke-free or managing heating, air conditioning, lighting, and odors.

Requirement examples include:
- A smoke-free facility, including surrounding grounds, parking lots, and entrances

- A nonresidential facility, unless held in a public common area such as a fitness room of an apartment complex
- No fewer than 3 students in attendance at any given time
- A secure facility with sufficient restriction to access to prevent outside intrusions
- Heat and air conditioning set at a comfortable temperature in consideration of the physical activities involved in the class
- Clean tables, chairs, and floor conducive to learning and comfort
- Start and end times scheduled and adhered to consistent with local workday and after-hour activity times
- Adequate lighting to facilitate the learning experience
- Absence of noises, odors, nonparticipants, and other disturbances/distractions that may negatively impact the students
- Respect for local customs

Instructor Status Revocation

Revocation of instructor status means the privilege of claiming instructor status, aligning with an ITC, and issuing AHA course completion cards is no longer allowed.

The following are key points on instructor status revocation:
- If an instructor is no longer aligned with an ITC, the instructor card is surrendered to the primary ITC if requested.
- The ITC shall then report its decision to de-align the instructor to AHA International by submitting the information via the AHA International Program Development Department
- The AHA will review information and determine whether the instructor is eligible for active status or should have his or her instructor status revoked. Instructor records cannot be transferred until a final decision is made.
- Once the AHA finalizes its decision to revoke an instructor's status, the instructor card must be returned to the issuing ITC or the AHA.
- Instructor status revocation does not revoke provider card status.

Reasons for Instructor Revocation

The following are reasons for revocation, but this list is not all-inclusive of reasons that can result in revocation:
- Falsification of class records
- Non-adherence to AHA guidelines and curricula

- Producing or issuing non-AHA course completion cards
- Continued instruction that is inconsistent with AHA standards for the course/program after remediation by the TCC, TCF, ECC staff, or RF
- Using non-AHA exams or breaching security of AHA exams
- Inappropriate activities, language, harassment, or conduct during courses or directed toward other instructors, students, ECC staff, or volunteers

4 – Training Sites

TSs are generally training locations that operate under an ITC in separate locations.

TS Responsibilities

A TS must
- Conduct AHA courses by following the guidelines outlined in the PAM and in the Instructor Manual for each discipline the TS is approved to teach
- Meet the same standards as ITCs with regard to equipment and instructors in each discipline that the TS will teach
- Maintain course and instructor records meeting the same requirement and standards of the ITC and submit reports as requested to the ITC
- Appoint a coordinator who meets the defined position requirements and who is approved by the TCC. The TCC must designate TCF for each discipline taught at the TS so that quality monitoring, mentoring, and evaluation of instructors will be met

Management of TS

It is the responsibility of the ITC to ensure that its TSs comply with all policies and procedures outlined in this manual as well as with the ITC's own policies and procedures and the ITC Agreement. If a TS does not comply with the policies and procedures outlined in this manual, the ITC Agreement may be terminated.
- The ITC must have a signed letter of agreement/understanding on file with each TS that can be made available to the AHA upon request.
- The TCC or approved TCF designee visits and monitors each TS at least once every 2 years to ensure that the site complies with the AHA and ITC policies.
- The ITC maintains documentation of these visits for at least 3 years.
- The TCC ensures that appropriate equipment is available in sufficient quantity (as outlined in the Instructor Manual) and in good working order at each course conducted by the ITC and/or its TSs or instructors. This can be accomplished by visits to each TS and by regular course/skills session monitoring.

5 – Boundaries and Recognition of Status

Training Boundaries

ITC Agreement

The ITCs (including all affiliated instructors and TSs) may only offer their AHA courses in the geographic territory defined in their ITC Agreement.

Training Outside of Home Country

The information below provides a process by which AHA Instructors can conduct courses and issue AHA cards outside of the country where their International ITC (ITC) is based.

The AHA acknowledges that many AHA Instructors and ITCs have ongoing relationships within the international medical and safety communities. Often, these contacts request training outside of the country where the ITC is located. Generally, an ITC is approved to offer AHA training in only its country of incorporation. This will outline the process to obtain permission for these courses and to ensure the quality of international training.

Provider Training
The AHA's preference is to direct training to local ITCs whenever possible. A local ITC can follow up with provider course participants after 2 years to support ongoing training; the local ITC can also select participants in its provider courses to enroll in future Instructor Essentials courses to further develop the Training Network.

If training is requested where there is a local ITC, the AHA will direct training to a local ITC unless there is a compelling reason that the local ITC cannot support the training. If there is no local ITC, instructors can travel from an ITC in a different country to offer provider training after they have obtained approval from AHA's ECC International Department.

To obtain approval, an applicant must submit an International Training Application. The application must be filled out completely and submitted at least 6 weeks before the start of the proposed training. Approval is not automatic. The applicant must also submit a letter of support from his or her ITC as well as copies of the AHA Instructor cards of all instructors participating in the training.

The International Training Application can be found on the AHA website.

AHA Instructors must comply with the standards in the current *Program Administration Manual—International Version* as well as the discipline-specific Instructor Manual, regardless of where the course is taught.

Instructor Training

Approval for instructor training follows the same process as approval for provider training, but with additional requirements. Because all AHA Instructors must be aligned with a local ITC to be active as an instructor, any ITC applying to offer instructor training in a different country must have a plan for the potential instructors to align with a local ITC before the training can be approved.

If the ITC is planning to provide instructor training to an organization abroad that is applying for ITC status, the organization must submit the application and receive initial approval before the instructor training can be approved. It is important that the ITC planning to provide the training and the ITC applicant be in contact with the AHA throughout the process. If you have questions about offering instructor training to a potential ITC, please contact AHA's ECC International Department at eccinternational@heart.org.

Prohibited Countries List

As a US corporation, the AHA abides by the US government's rules and regulations that prohibit or restrict conducting business transactions with certain countries, individuals, and entities. All AHA US TCs, ITCs, and their sites must abide by the US government's directives on such transactions, including

- Terrorist Designations and State Sponsors of Terrorism
- Foreign Corrupt Practices Act
- Denied Persons List/Unverified List/Entity List/Specially Designated Nationals List/Debarred List/Nonproliferation Sanctions
- Sanctions Programs and Country Information

If you have questions, please contact AHA's ECC International Department at eccinternational@heart.org.

Recognition of Status

Overview

The AHA ECC Programs recognizes the mobility of its providers and instructors and encourages them to remain active in the ECC Training

Network wherever they move. The table below details recognition of status in the ECC Training Network in the United States and internationally.

Within the AHA

Status	Description
Provider	• Recognized by all AHA ITCs worldwide
Instructor	• Recognized nationally and internationally • An instructor card supersedes a provider card. Provider status (for the same discipline) is deemed current as long as the instructor card remains valid. The AHA does not require an instructor to have a valid provider card. However, policy from different agencies or regulatory bodies may make it a requirement.
TCF	• A TCF appointment is not transferable between ITCs. • A TCF member who transfers to another ITC will need to work with the new ITC to establish TCF status.
RF	• An RF appointment is not transferable outside of the region or state where it was issued. • An RF member who moves to another region should contact AHA International for specific information about applying for RF appointment in the new region.

Heart and Stroke Foundation of Canada

The Heart and Stroke Foundation of Canada (HSFC) works closely with AHA ECC. **AHA ITCs and instructors are not permitted to teach in Canada unless they are aligned with an HSFC training program.** The following table details recognition with the HSFC in the United States.

Status	Description
HSFC provider card	• Recognized by the AHA • Can be used for admission to an AHA provider renewal or Instructor Essentials course in the same discipline
HSFC instructor card	• Recognized by an AHA ITC in the same way as an instructor card issued by any AHA ITC

International TCs

The role of the ITC and the US TC is the same. The AHA seeks consistency in training in all ITCs, both in the United States and globally.

AHA course completion cards issued by any AHA ITC should be considered equivalent, regardless of their country of origin.

Contact ECC International for questions about international recognition at eccinternational@heart.org.

Recognition of Other Organizations Not Listed

For questions about AHA recognition of other organizations not listed above, contact the ECC Customer Support Center.

For questions about international organizations not listed, contact eccinternational@heart.org.

6 – Course Information

For specific course information, please refer to the appropriate Instructor Manual.

General Information

AHA ECC Classroom-Based Course Criteria

An AHA ECC classroom-based course must meet the following criteria before a course completion card may be issued and the course is referred to as an *AHA course.* The intent of this policy is to ensure consistent quality in AHA courses wherever they are taught.

- The course instructor(s) must be a current AHA-recognized instructor. Specialty Faculty with expertise in a particular content area may assist AHA Instructors in advanced life support courses. Specialty Faculty do not count in the required student-to-instructor ratio as outlined in the appropriate Instructor Manual.

- The course must be taught according to the guidelines and core curriculum set forth in the current editions of the AHA course textbook(s) and/or Instructor Manual(s). An instructor can add topics before or after the AHA core curriculum, so long as the addition of these topics does not interrupt the flow of the course or impact the instructional design of the course.

- Each student must have the current appropriate course textbook readily available for use before, during, and after the course. Textbooks are designed for individual use and are an integral part of the student's education before, during, and after the course. Students may reuse their textbooks during renewals until new science guidelines are published. See Use of AHA Materials for more information.

- The current edition of AHA course materials, DVDs, and exams must be used. Using the course DVDs is mandatory in classroom courses.

- A course evaluation form must be used in each ECC course to obtain feedback from students on course content and instructors. The AHA strongly encourages the use of the AHA Course Evaluation Form on the Instructor Network. If an ITC elects to use its own evaluation form, the form must contain all the information on the Instructor Network form.

- After successful course completion, the appropriate AHA course completion card must be issued. The course completion card must meet all AHA card issuance requirements.

Any changes or deletions to items set out in the core curriculum of each AHA course Instructor Manual should be considered fundamental changes to the course and may not be made in a course for which an AHA course completion card is issued.

Validation

After a student completes the online portion of an AHA eLearning course, an instructor can conduct the skills practice and testing.

To validate students' completion certificates,
1. Go to http://www.cprverify.org
1. On the home page, scroll down to "Verify a Certificate"
2. Click on "Verify Certificates"

Continuing Medical Education/Continuing Education Units

Some AHA classroom courses provide continuing education (CE) credit. ITCs are encouraged to offer CE credit whenever possible for ECC courses.

Some online AHA courses do qualify for CE, CE units (CEUs), or continuing medical education (CME) credit for doctors, nurses, and EMS professionals. Access OnlineAHA.org for continuing education opportunities and www.learn.heart.org for additional professional education opportunities.

The AHA is contracted to offer EMS students Continuing Education Hours (CEHs) through the Commission on Accreditation for Pre-Hospital Continuing Education (CAPCE)* for several disciplines:
- ACLS
- ACLS for Experienced Providers (ACLS EP)
- BLS
- Heartsaver
- PALS
- PEARS

CAPCE accreditation does not represent that the content conforms to any national, state, or local standard or best practice of any nature.

Note: EMS CE through CAPCE is required to be issued only for the US market; it is optional outside of the US.

The AHA does not require the student to accept the CE offering. The AHA recognizes that not all students will need the credit, and not all of their licensing agencies will accept the credit. However, when a provider completes one of these courses, the ITC will report the credits to make them available to that provider, whether the provider needs them or not.

When a provider completes one of these courses, the ITC will make these credits available to that provider.

Visit the Instructor Network or contact the AHA Customer Support Center for more information.

Course Equipment

Equipment required for each course is listed in the course-specific Instructor Manual. All equipment used must be in proper working order and good repair.

By January 31, 2019, the AHA will require the use of an instrumented directive feedback device or manikin in all AHA courses that teach the skills of adult cardiopulmonary resuscitation (CPR). Specifically, an instrumented directive feedback device or manikin is one that, at a minimum, provides audio or visual (or both) feedback on the rate and depth of compressions during CPR training. This requirement will impact BLS, ACLS, ACLS EP, and Heartsaver courses. In the future, as more devices become available for child and infant CPR, we will also require the use of feedback devices in courses that teach the skills of child and infant CPR.

With the increase in popularity and functionality of electronic tablets in the past few years, there has been a surge in development and use of tablet-based monitor/defibrillator applications.

Some of these tablet applications have the functionality of a monitor in which students can demonstrate that they know how to defibrillate, pace, or cardiovert by pushing the correct buttons.

For the tablet-based monitor simulator to be used as a monitor/defibrillator in advanced AHA courses, the student must be able to do the following with the tablet-based monitor:
- See the rhythm running on the monitor on the tablet screen
- Connect the tablet to the simulated patient with electrodes and defibrillator/pacing pads
- Physically push a button to charge and shock and sync if applicable
- Physically push buttons to set the rate and output while pacing

For the tablet-based monitor to be used as an automated external defibrillator (AED) trainer in AHA courses, it must meet the following requirements:

- The student must be able to connect the tablet to the simulated patient with defibrillator pads.
- The student must be able to physically push a button to charge and shock.
- The device must give the student step-by-step instructions consistent with standard AEDs and AED trainers.

Laws, Rules, and Regulations

Each ITC is responsible for complying with all applicable laws, rules, and regulations.

Use of *Healthcare Provider* Term in Advanced Courses

The AHA uses the terminology of "any current, active healthcare provider" to be inclusive of any potential member of a resuscitation team. Also, because the AHA's course materials are translated into 12 languages and used in more than 40 countries, the terminology is broad enough to account for the fact that certain professions outside of the United States do not require the same level of licensure as is required in the United States.

Examples of "any current, active healthcare provider" include but are not limited to physicians, nurses, paramedics, physician assistants, nurse practitioners, advanced practice nurses, dentists, respiratory therapists, pharmacists, and any other provider who may be part of a resuscitation team. Therefore, there is no limitation for current, active healthcare providers to attend AHA advanced courses or to be considered as instructors for AHA advanced courses.

Likewise, there is no limitation for any AHA Instructor to apply for RF status based on his or her level of licensure.

For example, a respiratory therapist who applies to become RF will not be denied status solely based on his or her level of licensure.

Provider Courses

For descriptions of specific AHA provider courses, see the AHA website or the Instructor Manual for that course.

Several of the provider courses have prerequisites. For more information, instructors should refer to the discipline-specific Instructor Manual.

Self-Directed Learning

The AHA self-directed learning programs offer instructors maximum flexibility in educating and training healthcare professionals and lay responders. The AHA offers a variety of web-based and personal kit programs.

- Instructors will perform skills practice and testing to complete the course as indicated.
- Instructors may offer remediation.
- These products may also provide CE opportunities for physicians, pharmacists, nurses, and EMS personnel.

To document the issuance of a course completion card, copies of the completion certificate for the online course, the eLearning Skills Session Course Evaluation, skills testing checklists, and course roster must be completed and filed with the ITC. Use the same procedures to file online course paperwork as for classroom-based courses.

For more information about AHA eLearning programs, visit OnlineAHA.org.

Provider Course Director

The following guidelines apply to Provider Course Directors:

- For instructor-led courses, each advanced life support provider course (ACLS, ACLS EP, PALS, and PEARS) must have a Course Director physically present on-site throughout the course. For courses using blended learning, a Course Director is not a requirement. ITCs can require Course Directors for blended-learning skills stations, if they choose.
- If used, a Course Director for advanced courses must be appointed by the TCC. If used, the Course Director can also fill the role of instructor in the course.

Provider Course Instructors and Specialty Faculty

The following guidelines apply to provider course instructors:

- AHA courses must be taught by AHA Instructors with current instructor status in their specific discipline.

- A Lead Instructor for nonadvanced courses must be assigned by the TCC.
- Course Directors are responsible for monitoring Specialty Faculty (e.g., an anesthesiologist who teaches airway management) in every course they teach to ensure that they follow AHA guidelines.
- Specialty Faculty may assist in teaching advanced-level courses at the discretion of the ITC and with the prior approval of the Course Director. Specialty Faculty must adhere to the core content.
- The total number of Specialty Faculty instructors may not exceed 50% of the total instructor staff. Specialty Faculty do not count in the required student-to-instructor ratio as outlined in the appropriate Instructor Manual.
- An AHA Instructor of the appropriate discipline must do the formal assessment or testing of students.

Provider Course Lead Instructor

The following guidelines apply to Lead Instructors for provider courses:
- Each basic life support provider course must have a Lead Instructor physically present on-site throughout the course.
- The Lead Instructor can also fill the role of instructor in the course.
- The Lead Instructor is responsible for course logistics and quality assurance.
- The Lead Instructor is assigned by the TCC.

Provider Course Structure

The following guidelines apply to provider course length, Lesson Plans, agenda, and student-to-instructor ratios:
- The course educational objectives must be met according to the current guidelines in the course Instructor Manual or the AHA website. All core course content must be included.
- The focus is on interactive learning and evaluation. Course materials allow maximum time for hands-on manikin skills practice and skills evaluation.
- All students will have an opportunity to practice their skills under the supervision of an instructor who will provide ongoing feedback on their competency.
- The course must adhere to the student-to-instructor and student-to-manikin ratios outlined in the specific Instructor Manual. Participants must attend all course sessions as established by the agenda for successful completion of the course.

- Failure by either an ITC or an instructor to follow these policies may be cause for termination of the ITC Agreement or revocation of instructor status.

Provider Course Completion

To receive a course completion card, the student must complete the following as indicated in the course-specific Instructor Manual:
- Attend and participate in the entire course
- Pass required skills tests
- Pass required exams

The Course Director or Lead Instructor is responsible for verifying that the student has met all requirements for course completion.

Provider Course Student Assessment

Provider Course Exam

The following rules apply to the exam:
- The current version of the exam for an AHA course must be used.
- Exams are copyrighted; therefore, ITCs may not alter them in any way or post them to any Internet or intranet sites. This includes Precourse Self-Assessments.
- Use of an altered exam or another exam in a course in which AHA course completion cards are issued is not permitted and will jeopardize the AHA ITC Agreement and the status of all involved Faculty and instructors.
- Requests to administer the exam via an online education platform should be sent to the ECC Customer Support Center.
- When an instructor administers the exam, the exam is administered in a proctored setting. In some self-directed eLearning courses, the exam is included in the software program, according to the policy for that individual course.
- As part of new education methodologies, the AHA has adopted an open-resource policy for exams administered online through an eLearning course and in a classroom-based course. *Open resource* means that students may use resources as reference while completing the exam. Resources could include the Provider Manual either in printed form or as an eBook on personal devices, any notes the student took during the provider course, the *2015 Handbook of ECC for Healthcare Providers*, the *2015 Guidelines*

Update for CPR and ECC, posters, etc. *Open resource* does not include open discussion with other students or the instructor.

Provider Course Skills Testing

Instructors of the appropriate discipline will evaluate each student for his or her didactic knowledge and proficiency in all core psychomotor skills of the course.

Students may use the *2015 Handbook of ECC for Healthcare Providers* and ECC algorithms for the Megacode Skills Test in the ACLS Course and the case scenarios in PALS Course at the discretion of the Course Director.

No AHA course completion card is issued without hands-on manikin skills testing by either an AHA Instructor for that discipline or an AHA-approved computerized manikin in an AHA eLearning course.

Students in advanced life support courses are not required by the AHA to have a current BLS Provider card, but they are expected to be proficient in BLS skills. ITCs have the option to require a current BLS card.

The AHA no longer offers a "challenge" option, where students may complete course testing requirements without participating in an AHA instructor-led training or blended-learning course. To demonstrate proficiency in knowledge and skills, all students must complete a provider course every 2 years to maintain their course completion card (unless they are enrolled in the AHA's Resuscitation Quality Improvement- RQI program). Students who believe they have mastery of knowledge may wish to complete the blended-learning version of the provider course or, for ACLS and PALS Courses, attend an instructor-led update version of the course.

For blended-learning students who come to the hands-on session prepared to demonstrate mastery of the skills associated with high-quality CPR and ACLS, instructors may use the Accelerated HeartCode BLS and ACLS Competency Agendas. These agendas offer greater flexibility in the requirements to complete the instructor-led hands-on session and allow a learner to immediately demonstrate his or her mastery and thus potentially shorten the time required to complete the hands-on session. The adaptable design allows instructors and students an opportunity to demonstrate competency in a strategic learning environment that is adjustable to all learners. Those students who demonstrate skills well in practice immediately move into skills testing, and those who may still require additional knowledge have an opportunity to review cognitive

content before moving into skills testing. When using the competency agenda, the instructor must ensure that the student is demonstrating performance at the required level by using an instrumented directive feedback device or manikin during the instructor-led, high-quality BLS skills lesson and testing.

Instructors are permitted additional flexibility options in the hands-on sessions, including
- Breaking up the hands-on session agenda into subsets of (whole) lessons for shorter time segments
- Using a 1:1 student-to-manikin ratio to shorten practice sessions
- Using a 1:1 student-to-instructor ratio to shorten skills testing
- Using mock codes or taking a manikin to the floor to conduct the high-performance teams activity
- Using as few as 2 participants for the high-performance teams activity (only 1 needs to be a student)

Instructor Essentials Courses

Instructor Candidates

An AHA Instructor Essentials course teaches the methods needed to effectively instruct others in resuscitation courses.

The AHA requires that instructors be at least 16 years of age for Heartsaver Instructor Essentials and BLS Instructor Essentials Courses. ACLS, PALS, and PEARS Instructors must be at least 18 years of age and be licensed or credentialed in a healthcare occupation where the skills are within the provider's scope of practice. ITCs should ensure that they comply with local laws regarding the age of instructors and participants.

The AHA has defined these 5 core competencies for all instructor candidates:
- *Skills:* Instructors need to demonstrate mastery in all skills for the courses they teach. This includes both the cognitive skills as well as the psychomotor skills.
- *Course delivery:* Instructors need to teach AHA materials correctly and as outlined in the appropriate Instructor Manual and Lesson Plans.
- *Testing:* Instructors must be able to test students effectively.
- *Professionalism:* Instructors need to maintain a high standard of ethics and professionalism when teaching AHA courses.

- *Program Administration:* Instructors need to be able to manage time, space, materials, and paperwork in compliance with AHA guidelines.

Instructor Essentials Course Prerequisites

The AHA has defined these Instructor Essentials course prerequisite requirements. The instructor candidate must
- Currently have or obtain a provider card in the discipline(s) for which he or she is interested in teaching and be proficient in all skills.
- Identify ITCs accepting new instructors before enrolling in an instructor program (the ITC hosting the course may not necessarily be the same as the primary designated ITC); Instructor Essentials courses/ITCs may be located at www.heart.org/cpr
- Complete an Instructor Candidate Application to be on file with the accepting primary ITC
- Successfully complete the appropriate discipline-specific online Instructor Essentials course with a certificate of completion brought to the classroom for a hands-on session conducted by TCF (An Instructor Candidate Workbook may be secured from the TCF or from the online Instructor Essentials course at OnlineAHA.org. Faculty may incorporate the cost of instructor materials into the cost of the course, or the student may purchase materials separately from one of our authorized distributors.)
- Successfully be monitored teaching within 6 months after successful completion of the appropriate Instructor Essentials course with a Course Monitor Form documented by TCF (ITCs may require additional monitoring, if needed)
- Register on CPRverify and be accepted and approved by his or her primary ITC for issuance of an instructor ID number from the Instructor Network, which must be used to issue course completion cards/eCards

Note: The instructor card issued by the primary ITC is valid for 2 years.

Instructor Essentials Course Faculty

AHA Instructor Essentials courses are taught by TCF members in that discipline.

TCF members acting as Course Directors must be present throughout the entire Instructor Essentials course. Additional Instructor Essentials course Faculty members must be, at a minimum, current AHA Instructors in the discipline being taught.

Instructor Essentials Course Completion

Instructor candidates must demonstrate
- Satisfactory performance of the skills listed in the Faculty Guide for the course
- A thorough knowledge of course organization, course content including appropriate BLS skills, instructor responsibilities, and the AHA guidelines for the specific discipline
- Mastery of the AHA Instructor core competencies
- Instructor Course Written Exams. As part of new education methodologies, the AHA has adopted an open-resource policy for exams administered online through an eLearning course and in a classroom-based course. *Open resource* means that instructor candidates may use resources as reference while completing the exam. Resources could include the Provider Manual or Instructor Manual either in printed form or as an eBook on personal devices, any notes the Instructor candidate took during the provider course, the *2015 Handbook of ECC for Healthcare Providers*, the *2015 Guidelines Update for CPR and ECC*, posters, etc. *Open resource* does not include open discussion with other Instructor Candidates or the instructor.

Instructor Card Issuance Requirements

The Instructor Manuals explain the requirements for instructor cards for new and renewing instructors. Refer to the appropriate Instructor Manual. In addition to those details, the following requirements apply:
- The Instructor Monitor Form must be submitted within 10 business days after the monitored course.
- If a deficiency is noted during monitoring, the reviewer may conduct remediation by using any one or a combination of the following:
  – For a deficiency in skills performance, the candidate may be remediated privately and then allowed to demonstrate and teach the skill successfully during the same course or a future course.
  – For a deficiency in content knowledge, the instructor candidate may be remediated privately or asked to review the current Provider Manual and then allowed to teach the content successfully during the same course or a future course.
  – For a deficiency in teaching ability or quality, the instructor candidate may be mentored while teaching with the Course Director or instructor/TCF member and then monitored again in a future course. The instructor candidate may also be required to repeat the Instructor Essentials course before being monitored again.

- For a deficiency in content knowledge or skills performance, the Course Director, TCF member, or RF member may require the candidate to take an entire provider or provider renewal course before being monitored again.
  - All instructors should be aligned with a primary ITC on CPRverify.
  - Within 10 business days after receiving the completed monitor form, the ITC for the instructor candidate must issue an instructor card. The issue date of the card is the month and 4-digit year in which the course monitoring was successfully completed.
  - Questions related to the receipt of an instructor card should be directed to the instructor's primary TCC.
  - If the instructor candidate transfers to another ITC before the initial monitoring takes place, the new ITC may issue the instructor card after monitoring is completed but must have documentation of the Instructor Essentials course completion and other prerequisites.

Instructor Renewal Criteria

An instructor's status can be renewed only by TCF. Criteria for renewal varies based on discipline. Refer to the appropriate Instructor Manual for the discipline-specific instructor renewal criteria.

Note: An instructor status stays the same regardless of professional status. Some states have scope-of-practice issues that are beyond what the AHA can determine.

The AHA is a global company, and in some countries, local laws apply that are beyond the AHA's decisions.

Special Exceptions to Teaching Requirements

The requirement for instructors to teach a minimum of 4 courses in 2 years to renew instructor status may be waived or extended under special circumstances. These circumstances include but are not limited to the following:
- Illness or injury that has caused the instructor to take a leave from employment or teaching duties
- A limited number of courses offered in an area because of lack of audience or delay of course materials

The TCC, in consultation with AHA Staff, may decide to waive the teaching requirements for the discipline in question. Consideration should be given to the amount of time an instructor is away from normal employment, the length of delay in release of materials, and the number of courses taught in relation to the number of teaching opportunities.

Documentation supporting the decision must be maintained in the instructor's file.

All other requirements for renewal must be met as stated above.

ACLS EP Courses

ACLS EP Instructor Requirements

To become an instructor for the ACLS EP Course, a candidate must be a current, active ACLS Instructor.

Requirement	Details
Initial training	• Attend and successfully complete an AHA ACLS EP Course. Demonstrate effective performance in all 4 learning stations and the High-Quality BLS Testing station. • Attend and successfully complete an AHA ACLS EP Instructor Essentials Course. • As an instructor candidate, select a teaching station and coteach with an experienced ACLS EP Instructor. • Teach the station alone while being monitored by the Course Director or the Course Director's designee. If the candidate is successful, the candidate's ITC will issue an ACLS EP Instructor card. • At the discretion of the Course Director, the instructor candidate can accomplish coteaching and monitoring during the same course. • All ACLS EP Instructors should become proficient in 2 or more teaching stations.
Instructor renewal	• Maintain ACLS Instructor status as described in the *PAM* with 1 required course taught per year being an ACLS EP Course.

ACLS EP Course Director Requirements

To become an ACLS EP Course Director, a candidate must
- Be a current, active ACLS EP Instructor and an ACLS RF or TCF member
- Have experience teaching 2 of the 4 teaching stations

- Codirect an entire ACLS EP Provider Course with an experienced ACLS EP Course Director
- Assume the role of the Course Director and be monitored by an experienced ACLS EP Course Director

If successful, the candidate will receive the designation of ACLS EP Course Director. A physician instructor must be available for consultation during the entire ACLS EP Course but does not have to be physically present at the course.

PEARS Course Requirements

PEARS	Description
Provider Course	• PEARS or PALS Instructors can teach the PEARS Provider Course. • Each PEARS Course must have a Course Director who does not have to be physically present but must be reachable at any time for questions during the course.
Instructor Essentials Course	• The PEARS Instructor Essentials Course can be conducted by PALS or PEARS ITC, TCF, or RF. • The PALS or PEARS TCF must be present throughout the entire Instructor Essentials course.
Instructor candidates	• Be accepted by an AHA PALS ITC before enrolling in a PEARS Instructor Essentials Course and have a completed Instructor Candidate Application on file with that ITC • Have current AHA provider status in BLS and either PEARS or PALS provider status, and be proficient in all the skills of those disciplines • Successfully complete the PEARS Instructor Essentials online module and print the completion certificate • Successfully complete the classroom PEARS Instructor Essentials Course • Successfully be monitored teaching their first course within 6 months after completing the classroom PEARS Instructor Essentials Course (TCCs can require additional monitoring if needed)

Course Director Orientation

Purpose

The purpose of the Course Director orientation is to prepare instructors selected by the ITC to plan, organize, and successfully conduct a provider or provider renewal course.

In addition to orientation helping the instructor conduct a successful course, its goal is to ensure that the Course Director can accurately instruct, evaluate, monitor, and mentor instructors/instructor candidates in their teaching and in their proficiency in a particular discipline.

Method

The ITC determines the format of the Course Director orientation. Either the TCC or a TCF can conduct the orientation. The orientation can be
- A formal presentation
- Self-paced instruction
- Audio or video presentation
- Interactive software
- One-on-one mentoring
- Other alternative formats

Content

The following topics are suggested as content for orientation:
- Review of educational principles outlined in the Instructor Manual
- Review of course requirements in accordance with the current AHA Guidelines
- Discussion of course format for specific audiences and locations
- Outline of materials and equipment needed to conduct a course
- Discussion of administrative, logistical, and educational problems that can arise during a course and how to manage them effectively
- Discussion of the Course Director's quality assurance responsibilities
- Review of methods and skills for monitoring and mentoring instructors
- Development of remediation skills for instructors/providers
- Development of debriefing skills
- Review of the ITC policies and procedures manual, including dispute resolution procedures and responsibilities
- Review of this manual

- Course Director competencies

7 – Conflict of Interest and Ethics Policies

Conflict of Interest

Conflict of Interest Policy

The AHA has established a [Conflict of Interest Policy](#) that applies to all AHA leaders. Throughout the course of performing duties associated with the ECC leadership role, all ECC leaders must comply with these policies.

The AHA, its affiliates and components, and all officers, directors, delegates, and council and committee members scrupulously shall avoid any conflict between their own respective personal, professional, or business interests and the interests of the AHA in any and all actions taken by them on behalf of the AHA in their respective capacities.

In the event that any officer, director, delegate, council, or committee member of the AHA shall have any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the AHA, including but not limited to transactions involving
- The sale, purchase, lease, or rental of any property or other asset
- Employment, or rendition of services, personal or otherwise
- The award of any grant, contract, or subcontract
- The investment or deposit of any funds of the AHA

such person shall give notice of such interest or relationship and shall thereafter refrain from discussing or voting on the particular transaction in which he or she has an interest, or otherwise attempting to exert any influence on the AHA or its components to affect a decision to participate or not participate in such a transaction.

Regional Application of the Statement of Conflict of Interest

The expectation is that ECC leaders will conduct themselves with impartiality while performing AHA ECC tasks. When this is not possible, a statement of conflict of interest must be made and recorded into appropriate venue minutes, and there may be a need for the leader to excuse himself or herself from the decision-making process.

Ethics/Code of Conduct

Overview

The AHA has established an [Ethics Policy](#) that applies to all AHA leaders, ITCs, and instructors. These positions hold a responsibility to exhibit a high standard of conduct.

ECC Leadership Code of Conduct

All persons in AHA ECC leadership are expected to conduct themselves with honesty, integrity, and a commitment to the goals of the AHA and ECC Programs. This code is intended to provide standards of professional conduct.

The scope of the standards implied in this code includes activities directly related to the discharge of ECC leadership functions, such as committee activities and assignments, as well as actions performed with other AHA programs or activities, such as ECC classes and activities related to AHA affiliate programs.

Conduct	Description
Competence	ECC leaders must demonstrate a competent knowledge relative to their assigned specific area of responsibility. Leaders must maintain all prerequisites for the position and participate in required educational or informational sessions.
Respect for others	ECC leaders must respect and treat others fairly, regardless of race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, socioeconomic status, age, disability, or any other basis protected by law. Additionally, there is no tolerance for sexual harassment, including sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature and that is unwelcome, offensive, or creates a hostile work or classroom environment.

Conduct	Description
Integrity	ECC leaders must conduct themselves with honesty, fairness, and trustworthiness and must not make statements that are false, misleading, or deceptive. ECC leaders must adhere to all applicable AHA rules and regulations governing the ECC Programs, course, and ITC operations as well as all federal, state, and local laws and regulations in the discharge of their AHA duties.
Neutrality	AHA volunteers must maintain neutrality in terms of specific proprietary products or brand names (e.g., drugs, devices, and publications) and in terms of descriptions of other professional individuals and organizations. Specifically, whenever possible, generic names for drugs and devices should be used. While in their volunteer roles, instructors and Faculty must not be advocates for specific brand names or proprietary products outside of AHA recommendations. Furthermore, instructors and Faculty, while in their volunteer roles, must use caution when referring to others, particularly when referring to differences or negative descriptions of other professional individuals or organizations.

8 – Legal Aspects

Americans With Disabilities Act

Each ITC is responsible for complying with all applicable laws, rules, and regulations including, but not limited to, the ADA of 1990, as amended.

The AHA cannot provide guidance to an ITC or instructor on the specific requirements for providing accommodation for the disabled. The AHA recommends that ITCs consult an attorney and/or risk manager for additional information.

The ADA requires that "any private entity that offers examinations or courses related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes shall offer such examinations or courses in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals." (*ADA Amendments Act of 2008 [P.L. 110-325])*

Whether a person has a disability and the specific steps that must be taken to comply with the law will depend on the facts and circumstances of each case. Therefore, each ITC should consult its own attorney, architects, or other professionals for assistance in complying with the law.

ECC leadership, through activities such as course monitoring, may be asked to evaluate programs in which ADA accommodations have been made. The core curriculum must be examined to ensure that there are no fundamental changes to core content or educational design that would negate the ability of the ITC to issue a course completion card.

Note: This law is only applicable to the United States. For ITCs, consider local laws about providing courses to people with disabilities.

Trademarks

The AHA's stylized name and heart-and-torch logo are trademarks of the American Heart Association, Inc, and are registered with the US Patent and Trademark Office. Only the AHA may use these trademarks.

The trademarks symbolize the identity of the AHA and, when placed on publications, materials, and other items, serve to distinctly identify the materials as having originated from the AHA.

The AHA has an ITC logo that includes the heart-and-torch logo. ITCs may use this logo if their use of the logo meets the requirements outlined in the [Authorized ITC Seal – Guidelines for Use](#), located on the Instructor Network for TCCs. The AHA stylized name and logo may appear on training materials, including course completion and participation cards and other ECC materials that have been published by the AHA.

The AHA's stylized name and logo may not appear on advertising or announcements for AHA courses conducted through AHA-designated ITCs unless specifically authorized by the AHA.

Advertising and announcements may state that a specific course is an AHA course if AHA course criteria are met.

Advertising and announcements may not suggest or imply that the AHA sponsors, owns, or manages the ITC.

Instructors and ECC leaders may not use their AHA Instructor title on business cards or other advertising materials.

Inclusion of ECC leadership titles in correspondence, appearances, news media, and other venues may only be done when the individual is acting on an assignment in his or her ECC leadership role that was issued to him or her by the AHA or one of its committees or subcommittees.

The use of AHA letterhead or other uses of the stylized heart-and-torch logo by ECC volunteer leaders is permitted only when conducting assignments directly associated with the individual's leadership responsibility and only with approval of appropriate AHA staff. All correspondence issued on AHA letterhead must be reviewed by AHA staff before it is sent.

Dispute Resolution/Disciplinary Action

Disputes Involving ITCs, Sites, or Instructors

It is the responsibility of the ITC to manage and resolve any disputes, complaints, or problems that arise from activities conducted by ITC's staff, TS, and aligned instructors. The expectation is that ITCs, sites, and instructors inform their students of their process and all complaints and/or disputes are managed proactively by the ITC.

The AHA is not responsible for the day-to-day operations of the ITC or its business practices. The AHA will not become involved in the resolution of

any disputes, complaints, or problems arising from courses taught by the ITC or activities of the ITC.

The AHA will investigate when one or more of the following is involved:
- Course content/curriculum
- Instructor qualifications
- AHA administrative policies and procedures
- AHA ECC science issues
- AHA ITC Agreement and program guidelines (*Note:* The AHA is not obligated to use this dispute resolution process if the ITC is in breach of the ITC Agreement. In that case, the matter is handled according to the terms of the ITC Agreement.)

AHA Dispute Resolution Process for ITCs, Sites, and Instructors

1. Upon receipt of a written complaint, the appropriate staff will begin an investigation.
2. The ECC Compliance Administrator will contact the TCC, explain the matter, and begin the dispute resolution process.
3. After the call, an email will be sent to the TCC detailing the issue(s), expectations, and the agreed-upon timeline for resolution.
4. Within 5 days after receipt of the email, the TCC is required to provide a written Action Plan that details his or her plan to investigate the complaint.
5. Within the defined timeline, the TCC is required to provide a final report that summarizes the investigation and resolution.
6. If the matter is not resolved by the ITC within the timeline, then the ITC will be considered in breach of contract and the matter will be escalated to the ECC Quality and Compliance Manager for further action.

All complaints or problems need to be documented and filed for future reference should other similar instances occur. If an ITC has a risk manager or legal counsel resource, it is the responsibility of the TCC to consult that resource.

Disputes About AHA Regional Volunteers

The AHA is ultimately responsible for decisions surrounding its volunteers. The AHA reserves the right to appoint, not appoint, or remove volunteers at its discretion.

Complaints against AHA Regional Faculty or other volunteers must be submitted in writing to the AHA International Program Development department staff.

It is the responsibility of the AHA to manage and resolve any disputes, complaints, or problems that arise from an issue involving AHA Regional Faculty or volunteers.

All complaints must contain the following information:
a. The name and address of the person making the complaint ("Complainant"); the AHA will not permit the individual(s) making the complaint to remain anonymous
b. The name and address of the person and/or organization about which the complaint is made ("Respondent")
c. A detailed written description of the dispute, complaint, or problem
d. Reference to the appropriate rule, standard, and/or guidelines related to the matter
e. Copies of all related correspondence, records, and other documentation

The volunteer/instructor has 30 days to respond to the written complaint. A final decision will be made by the Director of Field Operations within 30 calendar days after the volunteer/instructor's response.

9 – Reference and Resources

Acronyms

ACLS	Advanced Cardiovascular Life Support
ACLS EP	ACLS for Experienced Providers
AED	automated external defibrillator
AHA	American Heart Association
BLS	Basic Life Support
CE	continuing education
CEU	continuing education unit
CME	continuing medical education
CPR	cardiopulmonary resuscitation
ECC	Emergency Cardiovascular Care
EMS	emergency medical services
HSFC	Heart and Stroke Foundation of Canada
ITC	International Training Center (see Instructor Alignment for details on primary and secondary ITCs)
MTN	Military Training Network
PALS	Pediatric Advanced Life Support
PAM	*Program Administration Manual*
PEARS	Pediatric Emergency Assessment, Recognition, and Stabilization
RF	Regional Faculty
RQI	Resuscitation Quality Improvement® (RQI®) program
TCC	Training Center Coordinator
TCF	Training Center Faculty
TS	Training Site

Resources

The following resources are available to the ECC Training Network:

Resource	Description
AHA Instructor Network: www.ahainstructornetwork.org: All instructors are required to be aligned on the Instructor Network, and a user agreement is required during registration. The AHA reserves the right to delete or reject alignments on the Instructor Network. 877-242-4277	• Is available to all ITCs and instructors • Provides up-to-date resources and reference information about ECC Programs and science • Requires password for access • Periodically offers surveys and electronic submission of reports • Provides a section for TCCs to manage instructors and resources • Provides the instructor ID number required on course completions cards
TCC Support: TCCsupport@heart.org 1-888-277-5463	• Provides assistance and answers to questions for TCCs
My Courses (for instructors): www.ahainstructornetwork.org 877-242-4277	• Allows instructors to list courses and skills sessions for practice and testing • Can be used to issue eCards • Is available for US instructors and courses only
Information for students: cpr-ecc.org	• Offers students the ability to search for ECC courses in a specific city or zip code with Find a Course • Provides information about eLearning, course cards, and eBooks • Provides information about ECC regional conferences • Is available in the United States only

Resource	Description
eCards (for ITCs and instructors): www.ahainstructornetwork.org 877-242-4277	• Provides TCC and ITCAs with the ability to manage eCards and the issuance of eCards to eCard locations, instructors, and students • Allows instructors to manage issuance of eCards to students • Is available for US instructors and courses only
eCards (for students): https://www.cprverify.org	• Provides access to all current and previously issued eCards in their student profile • Allows students to print copies of eCard in either full-size or wallet-size options • Is available for the United States only
eCards (for ITCs): https://www.cprverify.org	• Allows ITCs to verify an eCard
AHA eLearning website: www.eLearning.heart.org 888-242-8883	• Provides access to ECC online courses
ACLS and PALS student website: www.heart.org/eccstudent	• Allows students to complete the Precourse Self-Assessment before attending an ACLS or PALS classroom course • Requires the access code from the appropriate Provider Manual for each course
International Training: eccinternational@heart.org	• Is the primary public email for the Training Network outside the United States

Resource	Description
AHA website: international.heart.org	• Provides AHA-related issues from Advocacy to Science and Research • Lists AHA events happening in your area, including fundraising events • Provides information about prevention education, diet, blood pressure, physical activity, and nutrition • Provides general information about AHA programs and services

ECC Beat

The *ECC Beat* is an eNewsletter published by the AHA for the AHA Training Network and volunteers. The *ECC Beat* provides information on the latest ECC science, training, program administration, campaigns, events, and news.

The AHA strongly encourages ITCs and instructors to read the *ECC Beat* to stay updated on useful information from ECC volunteers, committees, and other ECC professionals. To access the *ECC Beat* newsletter, visit the Instructor Network.

It is the responsibility of the TCC to ensure that all instructors aligned with the ITC are aware of the *ECC Beat*.