



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



**Site Visit Report**

**Program Name:** Accordance Community College

**Program Number:** 600xxx

**Program Location:** Centerville, NE

**Site Visit Date:**

**Names of the Site Visit Team Members:** Johnny Gage, NREMT-P, John McIntyre, M.D.

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**Instructions**

1. Blue highlighted rows are section headings.
2. For each element of each Standard, based on evidence presented, indicate the degree to which that element meets the Standards as:
  - **Met** – there is sufficient evidence to demonstrate that the program meets the minimum requirement of that element of the Standard.
  - **Not Met** – the program has not demonstrated that it meets that element of the Standard and/or there is evidence to show that the program is in violation of that element of the Standard. The team must write a Rationale to document the basis for this finding.
  - **Partially Met** – a portion of the element of the Standard is adequate, but a portion of the element does not meet the Standard. The team must write a Rationale to document the basis for determining the portion that does not meet the Standard.
3. Check-off the evidence that was presented. Note: not all evidence listed for a given Standard necessarily needs to be presented by the program for that Standard to be Met.
4. Provide a detailed rationale if a *Standard* is marked as Not Met or Partially Met. The team must state the reason(s) as to why that element of the Standard is not in compliance.
5. Examples listed in the evidence column are common ways that Standards may be demonstrated as Met. Other mechanisms may be acceptable, and if present, describe in the Rationale/Comments column.
6. In the section at the end of this report, respond to the questions/comments contained in the Executive Analysis of the self study report.

*This is an **UNOFFICIAL** copy of the report, and should be left with the Program Director. The program will receive an **OFFICIAL** copy of the Site Visit Report and a Findings Letter within 30 days of the site visit. The Findings Letter will be the official document listing the strengths, citations, and recommendations that the program must respond to for factual accuracy.*

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
<b>I. Sponsorship</b> [refer to the Executive Analysis (EA)]		X		
<b>II. Program Goals</b>				
A. Program Goals and Outcomes:		X		
B. Appropriateness of Goals and Learning Domains				
Advisory Committee meets at least annually, assists in formulating and revising appropriate goals and learning domains, monitors needs and expectations, and ensures responsiveness to change		X	_X_ Reviewed meeting minutes: activities and actions documented _X_ Evidence that Advisory Committee reviews program goals and outcomes	
Advisory Committee includes appropriate representatives: hospital, physicians, employers, other		X	_X_ Reviewed membership	
C. Minimum Expectations				
<b>III. Resources</b>				
A. Type and Amount				
1. Program Resources				
Faculty		X	_X_ Adequate number	
Clerical/support staff		X	_X_ Adequate amount _X_ Evidence that program functions are not performed due to lack of clerical support (list) _X_ Adequate student support(e.g. admissions, financial aid, academic advising, counseling)	
Curriculum		X	_X_ Current national standard _X_ Updated and local enhancements	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
Finances		X	<input checked="" type="checkbox"/> Operating & capital budget adequate	
Classroom/laboratory facilities		X	<input checked="" type="checkbox"/> Adequate size & number for enrolled students	
Ancillary student facilities		X	<input checked="" type="checkbox"/> Adequate facilities to support students (e.g. secure storage for coats/books, quiet study area, location for eating)	
Hospital/clinical affiliations		X	<input checked="" type="checkbox"/> Adequate number and variety to meet experience requirements	
Field internship affiliations		X	<input checked="" type="checkbox"/> Adequate number and variety to meet experience requirements	
Equipment/supplies		X	<input checked="" type="checkbox"/> Adequate quantity, quality, & type <input checked="" type="checkbox"/> Inspection of labs	
Computer resources		X	<input checked="" type="checkbox"/> Adequate access to internet & LMS <input checked="" type="checkbox"/> Adequate number of computers accessible to students	
Instructional reference materials		X	<input checked="" type="checkbox"/> Access to program library <input checked="" type="checkbox"/> Onsite resources <input checked="" type="checkbox"/> databases (may be on-line) <input checked="" type="checkbox"/> journals (may be on-line)	
Faculty and staff continuing education		X	<input checked="" type="checkbox"/> Minimum of CE annually for staff <input checked="" type="checkbox"/> Sponsor support for participation	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
2. Hospital/Clinical Affiliations and Field/Internship Affiliations				
Students have access to adequate numbers of patients, proportionally distributed by illness, injury, gender, age, and common problems encountered for the level of care being trained		X	<input checked="" type="checkbox"/> Evidence of adequate number of patients through tracking system <input checked="" type="checkbox"/> Evidence of adequate distribution of patients through tracking system <input checked="" type="checkbox"/> Clinical sites demonstrate adequate volume. <input checked="" type="checkbox"/> Interview with Medical Director <input checked="" type="checkbox"/> Interview with clinical preceptors <input checked="" type="checkbox"/> Interview with field internship preceptors <input checked="" type="checkbox"/> Interview with students	
Hospital /clinical experiences				
Operating Room			_16_ # of hours	
Intensive Care Unit / Coronary Care Unit			_16_ # of hours	
Labor and Delivery			_16_ # of hours	
Pediatrics			_16_ # of hours	
Emergency Department			_48_ # of hours	
Other [please specify in Rationale column]			_112_ # of hours	
B. Personnel				
The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job descriptions and to achieve the program's stated goals and		X		

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
outcomes.				
Job descriptions				
Program Director		X	_X_ Written Program Director	
Medical Director		X	_X_ Written Medical Director	
Faculty		X	_X_ Written Faculty	
1. Program Director				
a. Responsibilities The Program Director must be responsible for all aspects of the program, including, but not limited to:				
1) Administration, organization, supervision of the education program	X		<ul style="list-style-type: none"> <li>_X_ Verified by job description</li> <li>_X_ Confirmed average number of hours per week</li> <li>_X_ Confirmed adequate time allotted to each aspect of program</li> <li>_X_ Evidence that Program Director is responsible for: course scheduling, teaching assignments, evaluations, testing, curriculum review &amp; revision, evaluation of faculty &amp; instructors, budgeting, &amp; student records</li> <li>___ Evidence of a preceptor training program,</li> <li>___ Dates of orientations</li> <li>___ Roster of attendees</li> <li>_X_ List of preceptors and their locations</li> <li>___ Evidence of completion of orientation program by each preceptor</li> </ul>	Although the program has contact with preceptors annually, not all preceptors get information on the program standards for student evaluation. The program has no written record of completion of the orientation by the individual preceptors.
2) Continuous quality improvement of the education		X	_X_ Evidence of resource assessment analysis and	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
program			action plans _X_ Evidence of outcomes analysis and action plans _X_ Evidence of periodic assessment & review of evaluations of student, faculty, employer, preceptor, clinical & field internship sites	
3) Long range planning and ongoing development of the program		X	_X_ Reviewed/discussed long range plans _X_ Evidence of implementation of recommendations received _X_ Evidence of curriculum updates	
4) Effectiveness of the program with systems in place to demonstrate program effectiveness		X	_X_ Reviewed/discussed evaluation methods of program effectiveness	
5) Cooperative involvement with the Medical Director		X	_X_ Communicates with Medical Director on a regular basis _X_ Evidence that Medical Director has adequate participation in program	
6) Adequate controls to assure the quality of delegated responsibilities		X	_X_ Evidence of adequate communication among faculty & documentation of decisions, changes	
<b>b. Qualifications</b>				
1) Minimum of a Bachelor's degree		X	_X_ Verified by resume _X_ Verified by employer	
2) Appropriate medical or allied health education, training, experience		X	_X_ Verified by resume	
3) Knowledgeable about methods		X	_X_ Verified by discussion	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
of instruction, testing, evaluation of students				
4) Field experience in delivery of out-of-hospital emergency care		X	<input checked="" type="checkbox"/> Verified by resume <input checked="" type="checkbox"/> Verified by discussion	
5) Academic training & preparation related to emergency medical services at least equivalent to program graduates		X	<input checked="" type="checkbox"/> Verified by resume	
6) Knowledgeable concerning current: national curricula, accreditation, registration, and state certification or licensure		X	<input checked="" type="checkbox"/> Verified by discussion with Program Director <input checked="" type="checkbox"/> Verified by discussion with faculty	
2. Medical Director				
a. Responsibilities: responsible for all medical aspects of the program				
1) Review & approval of educational content for appropriateness & medical content		X	<input checked="" type="checkbox"/> Verified by emails <input checked="" type="checkbox"/> Verified by signature on curriculum	
2) Review & approval of quality of medical instruction, supervision, & evaluation of students in all areas		X	<input checked="" type="checkbox"/> Review program evaluation reviews <input checked="" type="checkbox"/> Evidence that Medical Director reviews student, program, clinical, field, graduate, & employer surveys	
3) Review & approval of progress of each student throughout the program: assist in development of corrective measures		X	<input checked="" type="checkbox"/> Evidence of process for Medical Director review and approval	
4) Assurance of competency of each graduate in cognitive, psychomotor, & affective domains	<b>X</b>		— Evidence that the Medical Director attests that students meet terminal competencies	No Terminal Competency sign-offs occur from the medical director attesting to the competence of the graduates in the three learning domains.



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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
5) Responsible for cooperative involvement with Program Director		X	<input checked="" type="checkbox"/> Communicates with Program Director on a regular basis	
6) Adequate controls to assure quality of delegated responsibilities		X	<input checked="" type="checkbox"/> Regular communication with co- or Associate Medical Directors <input checked="" type="checkbox"/> Exercise of supervision of Co- or Associate Medical Directors fulfilling their responsibilities <input checked="" type="checkbox"/> Overall verification by Medical Director of duties 2, 3, and 4 for all program graduates, regardless of location	
b. Qualifications				
1) Currently licensed to practice medicine in the US, authorized in the local region with experience & current knowledge of emergency care		X	<input checked="" type="checkbox"/> Verified by resume <input checked="" type="checkbox"/> State license <input checked="" type="checkbox"/> Verified by interview with Medical Director	
2) Adequate training or experience in delivery of out of hospital emergency care including proper care & transport, medical direction, QI in EMS systems		X	<input checked="" type="checkbox"/> Verified by resume <input checked="" type="checkbox"/> Verified by interview with Medical Director	
3) Active member of local medical community & participate in professional activities		X	<input checked="" type="checkbox"/> Verified by resume <input checked="" type="checkbox"/> Verified by interview with Medical Director	
4) Knowledgeable about EMS education including professional, legislative, regulatory issues		X	<input checked="" type="checkbox"/> Verified by interview with Medical Director <input checked="" type="checkbox"/> Verified by discussion with Program Director & Faculty	
3. Faculty				
a. Responsibilities				



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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
Designated Faculty to coordinate supervision & provide frequent assessments on progress toward meeting requirements in each component of the program		X	<input checked="" type="checkbox"/> Evidence of adequate number of faculty for the number of enrolled students <input checked="" type="checkbox"/> Evidence of adequate faculty assigned to monitor students in clinical & field internship areas <input checked="" type="checkbox"/> Review of schedules for assignments/teaching load	
b. Qualifications				
Knowledgeable in course content & effective in teaching;		X	<input checked="" type="checkbox"/> Verified by resume <input checked="" type="checkbox"/> Verified by discussion	
Capable through academic preparation, training & experience		X	<input checked="" type="checkbox"/> Verified by resume <input checked="" type="checkbox"/> Verified by clinical & educational credentials	
C. Curriculum				
1. Ensures achievement of program goals & teaching domains;		X	<input checked="" type="checkbox"/> Reviewed program goals	
Appropriate sequence of classroom, laboratory, clinical, & field internship activities;		X	<input checked="" type="checkbox"/> Reviewed schedule for didactic, lab, clinical, field component <input checked="" type="checkbox"/> Verified scheduling of components in appropriate sequence <input checked="" type="checkbox"/> Evidence that the majority of the field internship occurs following the didactic & clinical phases	
Instruction based on clearly written course syllabi describing learning goals, course objectives, & competencies;		X	<input checked="" type="checkbox"/> Reviewed course syllabus <input checked="" type="checkbox"/> Evidence of complete lesson plans for the curricula <input checked="" type="checkbox"/> Evidence of complete list terminal competencies	
Meets or exceeds content & competency of current national		X	<input checked="" type="checkbox"/> Reviewed schedule <input checked="" type="checkbox"/> Reviewed a sample of	

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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
standards documents			lesson plans <input type="checkbox"/> _X_ Verified by discussion with employers <input type="checkbox"/> _X_ Academic credit provided	
2. Tracks number of times each student successfully performs each of the competencies required according to patient age, pathology, complaint, gender, & interventions		X	<input type="checkbox"/> _X_ Reviewed tracking system to verify the system's capability to allow determination of the students meeting required elements <input type="checkbox"/> _X_ Tracking system defines the Minimum requirements for completion or method to determine competency and mechanism to insure that all students meet the standard <input type="checkbox"/> _X_ Tracking system documents the successful performance of the required competencies for each student.	
3. Field internship provides opportunity to serve as team leader in a variety of ALS situations		X	<input type="checkbox"/> _X_ Reviewed field internship documentation for verification of team leader performance for each student <input type="checkbox"/> _X_ Discussion with students & graduates of team leader performance <input type="checkbox"/> _X_ Discussion with field preceptors of team leader performance <input type="checkbox"/> _X_ Discussion with employers <input type="checkbox"/> _X_ Evidence of consistent preceptor assignments for effective team leader performance <input type="checkbox"/> _X_ Evidence of preceptor training for inter-rater reliability for consistent team	

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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
			leader performance	
D. Resource Assessment				
Annually assess appropriateness & effectiveness of required resources;		X	<input checked="" type="checkbox"/> Completed Resource Assessment Matrix <input checked="" type="checkbox"/> Raw surveys administered to all students at least annually	
Assessment results are the basis for planning & change;		X	<input checked="" type="checkbox"/> Evidence of documentation of implemented changes	
Action plan developed when deficiencies identified		X	<input checked="" type="checkbox"/> Evidence of action plans	
Documentation of action plan and measurement of results		X	<input checked="" type="checkbox"/> Evidence of review of results of action plans	
<b>IV. Student and Graduate Evaluation/Assessment</b>				
A. Student Evaluation				
1. Frequency & Purpose				
Evaluation conducted on a recurrent basis, sufficient frequency to provide students & faculty with valid & timely indications of progress toward achievement of competencies & learning domains		X	<input checked="" type="checkbox"/> Validity and reliability assessments of program exams <input checked="" type="checkbox"/> Feedback mechanisms by program to students indicating progress toward achievement of competencies <input checked="" type="checkbox"/> Evidence of demonstration of skill mastery prior to entering clinical areas <input checked="" type="checkbox"/> Reviewed a sample of exams for content validity, quality <input checked="" type="checkbox"/> Evidence of summative program evaluation at the end of the course of study (at a minimum cognitive &	

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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
			skill, scenario evaluation) _X_ Documentation of summative competency assessment for cognitive, clinical, & field components _X_ Evidence of adequate clinical & field internship supervision by faculty _X_ Reviewed process for grading, remediation	
2. Documentation				
Records maintained in sufficient detail to document learning progress & achievements		X	_X_ Reviewed student records _X_ Reviewed attendance policy/records _X_ Reviewed grade book	
B. Outcomes				
1. Outcomes Assessment				
Periodically assesses effectiveness in achieving stated goals & learning domains;			<b>DATA REQUIRED FOR CAAHEP ACCREDITED PROGRAMS ONLY</b> _X_ Retention meets threshold _X_ National or State licensing exam results meet threshold _X_ Positive placement meets threshold _X_ Reviewed completed graduate and employer surveys _X_ Graduate and employer surveys meet thresholds	
Results reflected in the review & timely revision of program				
Assessments include: exit point completion, graduate satisfaction, employer satisfaction, job placement, state licensing or national registration results				
2. Outcomes Reporting				
Periodically submits goals, learning domains, evaluations systems, outcomes, analysis of outcomes & appropriate action plan		X	_X_ Evidence of implemented changes, if they were needed	

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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
<b>V. Fair Practices</b>				
A. Publications & Disclosure				
1. Announcements, catalogs, advertising are accurate		X	_X_ Reviewed course catalog & materials _X_ Verified by discussion with students & graduates	
2. Make known to applicants and students: accreditation status		X	_X_ Reviewed school catalog _X_ Reviewed student handbook, course syllabi for required content _X_ Verified by discussion with students & graduates	
accrediting agency contact information		X	_X_ Reviewed school catalog _X_ Reviewed student handbook, course syllabi for required content _X_ Verified by discussion with students & graduates	
admissions policies & practices		X	_X_ Reviewed school catalog _X_ Reviewed student handbook, course syllabi for required content _X_ Verified by discussion with students & graduates	
technical standards of functional job analysis		X	_X_ Reviewed school catalog _X_ Reviewed student handbook, course syllabi for required content _X_ Verified by discussion with students & graduates	
policies on advanced placement		X	_X_ Reviewed school catalog _X_ Reviewed student handbook, course syllabi for required content _X_ Verified by discussion with	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
			students & graduates	
transfer of credits		X	<input checked="" type="checkbox"/> Reviewed school catalog <input checked="" type="checkbox"/> Reviewed student handbook, course syllabi for required content <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
credits for experiential learning		X	<input checked="" type="checkbox"/> Reviewed school catalog <input checked="" type="checkbox"/> Reviewed student handbook, course syllabi for required content <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
number of credits for completion		X	<input checked="" type="checkbox"/> Reviewed school catalog <input checked="" type="checkbox"/> Reviewed student handbook, course syllabi for required content <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
tuition/fees required		X	<input checked="" type="checkbox"/> Reviewed school catalog <input checked="" type="checkbox"/> Reviewed student handbook, course syllabi for required content <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
policies & processes for withdrawal & refunds		X	<input checked="" type="checkbox"/> Reviewed school catalog <input checked="" type="checkbox"/> Reviewed student handbook, course syllabi for required content <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
3. Make known to students: Academic calendar		X	<input checked="" type="checkbox"/> Reviewed student handbook, college catalog <input checked="" type="checkbox"/> Reviewed course syllabi <input checked="" type="checkbox"/> Reviewed clinical orientation process <input checked="" type="checkbox"/> Verified by discussion with	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
			students & graduates	
Student grievance procedure		X	<input type="checkbox"/> Reviewed student handbook, college catalog <input checked="" type="checkbox"/> Reviewed course syllabi <input checked="" type="checkbox"/> Reviewed clinical orientation process <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
Criteria for successful completion of each program segment & graduation		X	<input checked="" type="checkbox"/> Reviewed student handbook, college catalog <input checked="" type="checkbox"/> Reviewed course syllabi <input checked="" type="checkbox"/> Reviewed clinical orientation process <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
Policies regarding performing clinical work		X	<input checked="" type="checkbox"/> Reviewed student handbook, college catalog <input checked="" type="checkbox"/> Reviewed course syllabi <input checked="" type="checkbox"/> Reviewed clinical orientation process <input checked="" type="checkbox"/> Verified by discussion with students & graduates	
<b>B. Lawful and Non-discriminatory Practices:</b>				
Student & Faculty recruitment, student admission, and Faculty employment practices are non-discriminatory & in accordance with Federal & state requirements;		X	<input checked="" type="checkbox"/> Reviewed student handbook, college catalog <input checked="" type="checkbox"/> Reviewed Faculty handbook	
Faculty grievance procedure known to all paid faculty		X	<input checked="" type="checkbox"/> Interview with paid Faculty <input checked="" type="checkbox"/> Written Faculty grievance policy	
<b>C. Safeguards</b>				
Health & safety of patients, students, & Faculty is safeguarded;		X	<input checked="" type="checkbox"/> Evidence of preventative health screening, appropriate immunizations	



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Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for "Not Met" or "Partially Met" (additional comments optional)
			<input type="checkbox"/> Evidence of post exposure plan	
Students are not substituted for paid staff		X	<input type="checkbox"/> Evidence that students are always a <i>third rider</i>	
<b>D. Student Records</b>				
Satisfactory records must be maintained for				
Student admission		X	<input type="checkbox"/> Review of the sponsoring institution's student records <input type="checkbox"/> Reviewed a sample of student records (e.g. enrolled, graduated, attrition) for: content, organization, completeness, transcript	
Advisement		X		
Counseling		X		
Evaluation		X		
Grades & credits are recorded on a transcript & permanently maintained		X	<input type="checkbox"/> Reviewed grade book or other records <input type="checkbox"/> Interview regarding permanent storage	
<b>E. Substantive Change</b>				
Reports substantive changes in a timely manner: change in program status; sponsorship, or administrative personnel		X	<input type="checkbox"/> change in state approval status since submission of self study report <input type="checkbox"/> change in sponsorship since submission of self study report <input type="checkbox"/> change in President, Dean, Program Director, Medical Director and/or Clinical Coordinator since submission of self study report	
<b>F. Agreements</b>				
Formal affiliation agreements or MOU's exist between the sponsor and all entities that participate in education of students describing relationship, role, &		X	<input type="checkbox"/> Reviewed all agreements for currency, appropriate content, & appropriate signatures	

### CoAEMSP Site Visit Report

Standard	Not Met or Partially Met	Met	Possible Evidence May Include	Rationale for “Not Met” or “Partially Met” (additional comments optional)
responsibilities of sponsor and entity				

### Response to Questions and Comments in Executive Analysis (EA)

Please respond to ALL of the questions asked and the comments made in the Executive Analysis (EA), including what has changed in the program since the submission of the Self Study Report.

Standard	Executive Analysis Question/Comment	Site Visit Team Response
III.C.	Equipment described as outdated	Current equipment is “older” but still functional, and reasonable for use in today’s EMS System. The college has committed to purchasing updated monitors and advanced patient simulators. A plan has been developed to budget for updates and replacement on a recurring schedule.
	CE for faculty is inadequate	Faculty must pay for EMS and Educational conferences at their own expense. The budget has never included travel for faculty development.
	Limited intubation opportunities	Hospital clinical experience is limited in this part of the state. The program has committed to increased manikin and simulation practice to develop hands on experience. Students, graduates, and employers state that this practice has worked well, with each student graduating with nearly 100 manikin intubations.
	MD Member of Advisory Committee	Under college policy, faculty members (which include the MD) are to be unofficial members of the advisory committee. He does attend and participate in each meeting.
	MD with PHTLS / ITLS	MD is certified in ATLS.
	Simulation for Intubation Experience	Seems to be working well. Students, faculty, graduates, and employers state that the students advanced airway skills are strong.
	Limited Clinical Opportunities	Because of the primarily rural setting of this program, clinical opportunities are limited. The college understands that this places a burden on the number of students that can effectively achieve proper experiences. Weaknesses are made up through increased simulation and scenario practice. The clinical sites work well with students to assure the

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		graduates make the most of the available opportunities.
	Limited Funding for Faculty Development	Funding for faculty development has not been addressed by the college in some time.
	No Clerical Support	Minimal clerical support is provided by the Allied Health Office. This is limited to general information and the dissemination of applications. Although the program faculty are doing an excellent job of keeping the program working, the addition of at least a part-time clerical assistant would be an extreme benefit.

Sample

## CoAEMSP Site Visit Report

### Summary

**Site Visitors:** please read the following disclaimer statement at the beginning of the Exit Summation:

“Site visitors do not make an accreditation recommendation nor do they imply what CoAEMSP’s recommendation might be. The program will be required to respond to the accuracy of the findings of the site visit at a later date. The CoAEMSP Board may add, delete, modify or request clarification to the site visit summation in its Findings Letter, which is sent to the program following this site visit. CoAEMSP bases its recommendation to CAAHEP on the accreditation record of the program compiled during this review, which includes the Self Study Report, the Site Visit Report, the Findings Letter, and the program’s response to the Findings Letter. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) determines the final status of public recognition. These are our [site visitors’] impressions of the strengths and potential *Standards* violations of the program...”

List all strengths and potential *Standards* violations. Potential *Standards* violations include any areas listed as “Not Met”. All potential *Standards* violations must be identified by the appropriate *Standard*. Include all potential *Standards* violations identified in the body of the report.

1. List the strengths of the program, starting with the *Standards* reference.
  1. **The adjunct faculty and Program Director are well respected within the communities of interest.**
  2. **The preceptors are well qualified, experienced and excellent mentors for the students.**
  3. **The College has demonstrated consistent unwavering support for the Program.**
  4. **The classroom facilities are excellent.**
  5. **There is strong support from the clinical and field sites.**
  
2. List all potential *Standards* violations noted in this report, starting with the *Standards* reference.

### III. Resources

#### B. Personnel

##### 1. Program Director

###### a. Responsibilities

**The program director must be responsible for all aspects of the program, including, but not limited to:**

- 1) **the administration, organization, and supervision of the educational program,**

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Although the program has contact with preceptors annually, not all preceptors get information on the program standards for student evaluation. The program has no written record of completion of the orientation by the individual preceptors.

### III. Resources

#### B. Personnel

##### 2. Medical Director

###### a. Responsibilities

The medical director must be responsible for all medical aspects of the program, including but not limited to:

- 4) assurance of the competence of each graduate of the program in the cognitive, psychomotor, and affective domains,

No Terminal Competency sign-offs occur from the medical director, attesting to the competence of the graduates in the three learning domains.

3. List the names of those present at the summation conference.

Dr. Donald Stewart, President  
Elizabeth Rogers, Dean, Allied Health Programs  
Helen Anderson-Roberts, Clinical Coordinator  
Daniel Thompson, Program Director  
Dr. William Bell, Medical Director  
Johnny Gage, Site Visitor  
John McIntyre, Site Visitor

#### Additional Comments:

1. Further comments and suggestions not previously stated and referenced to a *Standard*. These are comments made by the Site Visitors and may not reflect *Standards* violations or recommendations by CoAEMSP. Comments must not reflect personal biases and must be based on objective observations of the program visited.
  1. Faculty would benefit from, and should be is encouraged to attend, state and regional EMS conferences. Suggest they also send PD and select faculty to NAEMSE conferences on a rotation basis. Grant funding should be sought to assist in the faculty development on regional and national levels.
  2. The program utilizes the PowerPoint slides as supplied by the publisher, with no adjustment or addition. The program is encouraged to update and modernize this material to cover area specific and updated material. For the most part, these PowerPoint presentations serve as the daily lesson plans. The program should consider Succession Planning by creating a more structured daily lesson format to assure the quality of the presentation in the even the principle lecturer is not available.

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- 3. Suggest that the program begin to use the *Terminal Competency Form* from the CoAEMSP website, either as is or as a guide for development of a terminal competency sign-off record.

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**SIGNATURES**

Site Visit Report prepared by: \_\_\_\_\_  
Signature

**Team Captain:**

**Team Member:**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
**Johnny Gage, BS, MEd, NREMT-P**  
Print name \_\_\_\_\_  
**(949) 555-2597**  
Phone number \_\_\_\_\_  
**jonathan-gage@cscs.edu**  
Email \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_  
**John McIntyre, MD**  
Print name \_\_\_\_\_  
**(339) 555-6448**  
Phone number \_\_\_\_\_  
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**Additional Team Member / Observer**

Signature \_\_\_\_\_  
Print name \_\_\_\_\_  
Phone number \_\_\_\_\_  
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## CoAEMSP Site Visit Report

### Evaluated/Reviewed

#### Resources

- Library resources
- Resource texts (required and available)
- Classroom, lab, office areas
- Equipment at field internship agencies

#### Administrative materials

- Budget (current and next fiscal year)
- Student handbook (policies and procedures)
- Faculty handbook
- Medical Director agreement
- Signed, current affiliation agreements with all clinical and field internship sites
- Attendance records
- Course schedule for each component
- Clinical rotation schedules
- Tracking mechanism for patient contacts and skill events
- Evaluations of Faculty by students, peers, and administrators
- Advisory Committee meeting minutes
- Faculty meeting minutes
- Student name badges
- Method of evaluating student health

#### Curriculum materials

- Lesson plans
- Exams
- Course syllabi

#### Student records

- Sample of student academic transcripts (includes record of academic progress) and achievement of terminal competencies
- Sample of student clinical experience documentation
- Grade sheet
- Counseling records

#### Program assessment

- Documentation of QI processes