

# Orientation for New Program Directors





Credible Education  
through Accreditation

# Before we begin....

## What is your burning question



Pat

# Commission on Accreditation of Allied Health Education Programs

*let's be clear: CAAHEP is the accreditor*

**CAAHEP is the accreditor**

**CAAHEP accredits allied health professions**

**CoAEMSP *recommends* program accreditation status *to* CAAHEP**

**Program materials must have contact info for**

**CAAHEP *and*  
CoAEMSP**

Mike



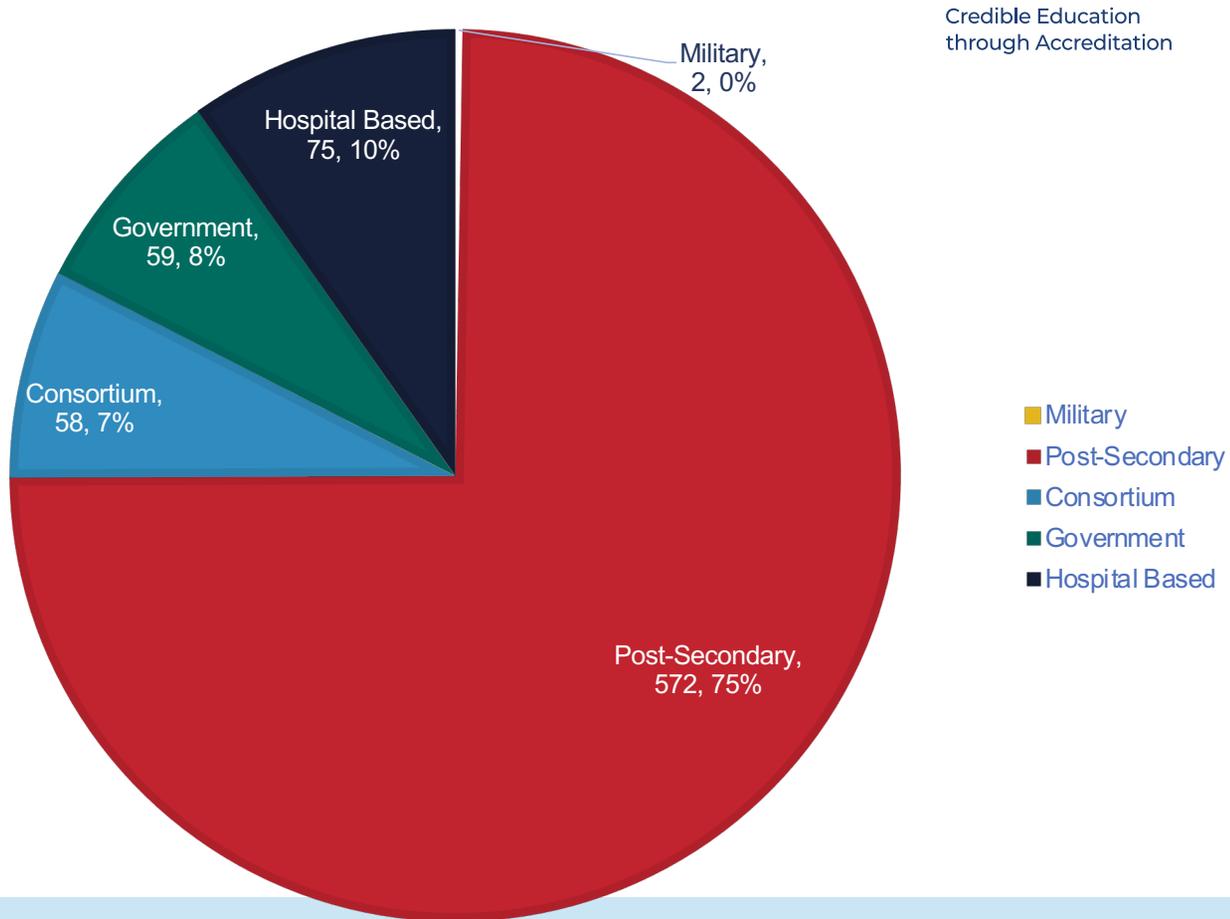
# Programs by Sponsor Type

## Government

- Ambulance Services
- County/Municipality
- Fire Services

## Post-Secondary

- Vocational
- Community College
- Junior College
- Technical College
- College / University



# What do I do first?



# What are my priorities?

Attend the Fundamentals of  
Accreditation Workshop as  
soon as possible

Review the *CAAHEP  
Standards and Guidelines*  
and CoAEMSP  
Interpretations

Review the resources on the  
CoAEMSP website

Take small bites of info

Manage time / activities

Review  
Program Director Checklist

# Available Resources

[www.caahep.org](http://www.caahep.org)

[www.coaemsp.org](http://www.coaemsp.org)

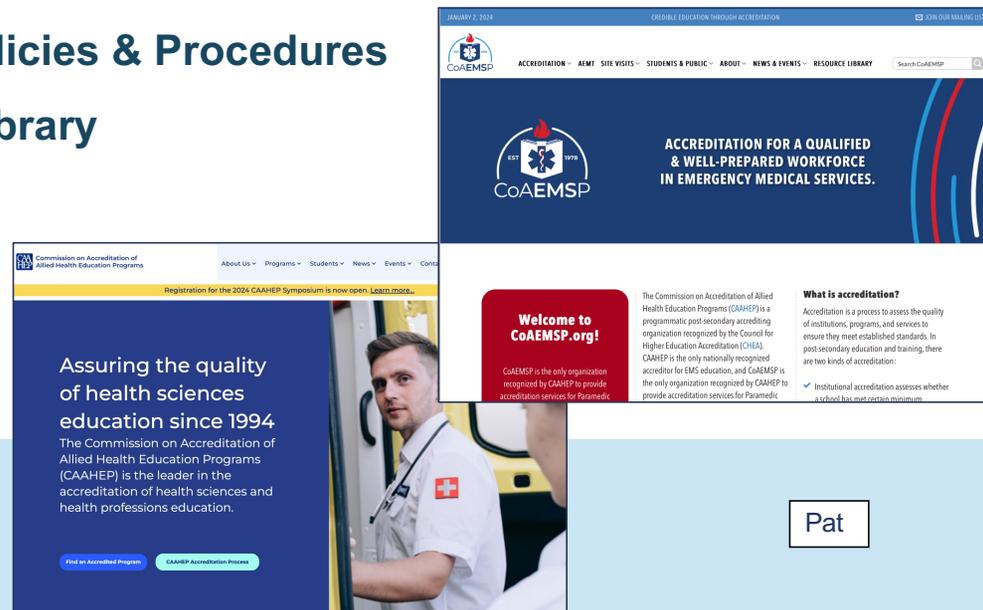
**CAAHEP Standards**

**CoAEMSP Interpretations of CAAHEP Standards**

**CoAEMSP Policies & Procedures**

**CAAHEP Policies & Procedures**

**Resource Library**



Pat



## Purpose of the



- I. **Sponsorship** – Who will sponsor the program?
- II. **Program Goals** – What are the goals of the program?
- III. **Resources** – What resources are needed to achieve those goals?
- IV. **Student and Graduate Evaluation/Assessment** – When will we know if the program is achieving its goals?
- V. **Fair Practices** – What are the practices the program must follow to protect itself, the students, and the public?

# What does it mean to be a program director?

Program Director's Responsibilities in the *Standards*

Examples of activities



Mike

1) Administration, organization, & supervision of the program

2) Continuous quality review & improvement of the educational program

## Program Director Responsibilities

3) Academic oversight, including curriculum planning & development

4) Orientation/training and supervision of clinical and capstone field internship preceptors



### Checklist for Program Directors of CAAHEP-Accredited Programs

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CAAHEP-accredited and CoAEMSP Letter of Review programs may be used for the program's educational purposes. All other uses are prohibited without express written permission.

The checklist below is a tool to assist you, the program director, with managing what CoAEMSP requires to maintain CAAHEP accreditation. The checklist is an internal document for the program's use. Due dates will differ for each program. The date is listed where the due date is the same for every program, such as the annual report and annual fee. This checklist is based on the 2023 *Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions*.

\*Indicates a required CoAEMSP form from the Resource Library

Activity	Timing	Verify Activity
<b>Evaluations: Program</b>		
*Complete the <i>Resource Assessment Matrix</i> : all groups complete the surveys: students at <b>closeout</b> and faculty, Medical Director, and Advisory Committee at the <b>Advisory meeting</b> . Complete the RAM annually.	Closeout Advisory meeting Tabulate RAM at year end	<input type="checkbox"/>
Evaluate the instructors and/or presentations: recommended <b>weekly</b> for new instructors, at least <b>once during each course</b> for current faculty.	Weekly new instructors Once during each course for current faculty	<input type="checkbox"/>
Observe each faculty member in the classroom <b>annually</b> and complete the <i>Instructor Classroom Observation</i> form.	Annually	<input type="checkbox"/>
Evaluate skill instructors: <b>frequently</b> for new instructors, at least <b>once during each course</b> for current adjuncts.	Frequently Once during each course for current adjuncts	<input type="checkbox"/>
Evaluate the Program: end of Program at <b>closeout</b> .	At closeout	<input type="checkbox"/>
Complete <i>Program Summary Report</i> at the <b>end of each cohort</b> .	End of each cohort	<input type="checkbox"/>
Evaluate the clinical sites (by students and faculty) <b>annually</b> .	Students each cohort Faculty annually	<input type="checkbox"/>
Evaluate the field internship sites by students and faculty <b>annually</b> .	Students each cohort Faculty annually	<input type="checkbox"/>
Evaluate the field preceptors by students ( <b>all</b> ).	Each preceptor	<input type="checkbox"/>
Send the * <i>Graduate Surveys</i> : <b>6-12 months</b> after graduation.	6-12 months after graduation	<input type="checkbox"/>
Send the * <i>Employer Surveys</i> : <b>6-12 months</b> after graduation.	6-12 months after graduation	<input type="checkbox"/>
Complete a SWOT analysis: <b>annually</b> with <i>Action Plan (optional)</i> .	Annually	<input type="checkbox"/>

Activity	Timing	Verify Activity
Complete a <i>Long-Range Planning</i> form: <b>annually</b> based on results of feedback and analysis.	Annually	<input type="checkbox"/>
<b>Evaluations: Student</b>		
Conduct an academic advising session with each student <b>during each term</b> and complete the <i>Student Academic Progress</i> form.	Each term	<input type="checkbox"/>
Communicate with Medical Director <b>frequently</b> regarding cohort progress and any issues: may be by email or phone. File emails and maintain a log if phone communication.	Weekly	<input type="checkbox"/>
Complete the <i>Medical Director Review Form</i> for students during didactic/lab; clinical; and field internship which is signed by the Medical and Program Director. Keep a copy in the course/cohort file.	During didactic/lab; clinical, field internship	<input type="checkbox"/>
<b>Other: Student</b>		
Schedule Medical Director in Program activities <b>multiple times</b> throughout the cohort: orientation, classroom, psychomotor testing, other course activities.	Multiple times throughout the cohort	<input type="checkbox"/>
Monitor student progression in attaining competencies (grades and skill competency tracking) <b>frequently</b> .	Every two weeks	<input type="checkbox"/>
Complete <i>Major/High Stakes Exam Analysis</i> for <b>each major unit exam, final, and summative examinations</b> .	Each major unit exam, final, and summative examination	<input type="checkbox"/>
Monitor clinical visits/contact by faculty <b>frequently</b> .	Every two weeks	<input type="checkbox"/>
Monitor field internship visits/contacts by faculty <b>frequently</b> .	Every two weeks	<input type="checkbox"/>
Monitor capstone field internship preceptor training as <b>preceptors are added</b> . Refresh as needed.	As preceptors added	<input type="checkbox"/>
Complete a final affective behavior evaluation at <b>closeout</b> (part of summative evaluation with cognitive and psychomotor).	Closeout	<input type="checkbox"/>
Complete a <i>Graduation Checklist</i> : each student at <b>closeout</b> .	Closeout	<input type="checkbox"/>
*Complete <i>Terminal Competency Forms</i> : each student at <b>closeout</b> .	Closeout	<input type="checkbox"/>
<b>Other: Administrative</b>		
Conduct <b>monthly</b> campus staff meetings and maintain minutes/meeting notes.	Monthly	<input type="checkbox"/>
Maintain and post schedules for <b>each cohort</b> .	Each cohort	<input type="checkbox"/>
Maintain a cohort file for <b>each cohort</b> .	Each cohort	<input type="checkbox"/>
Monitor that affiliate contracts are current.	Ongoing	<input type="checkbox"/>

# Policies, Procedures, & Administrative Requirements

Policy Manuals (CoAEMSP + CAAHEP)

Annual Report

Resource Assessment

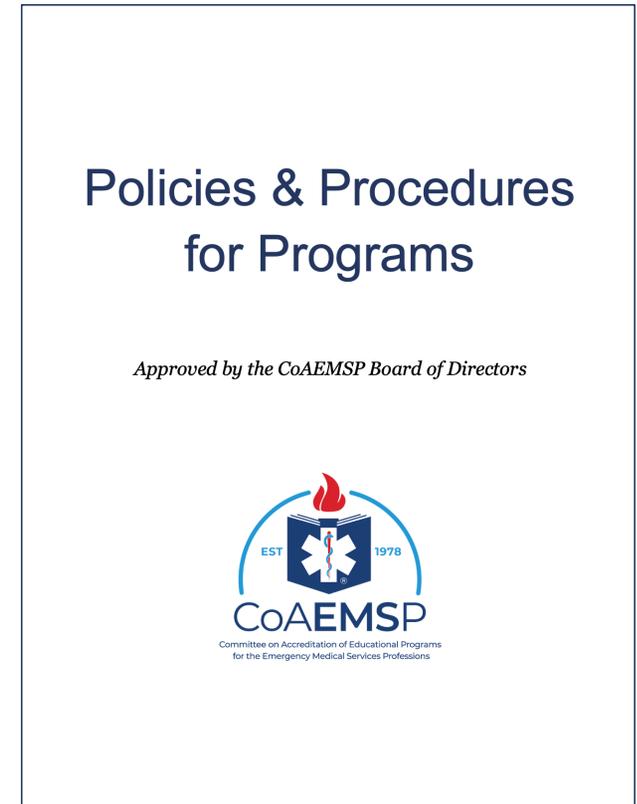
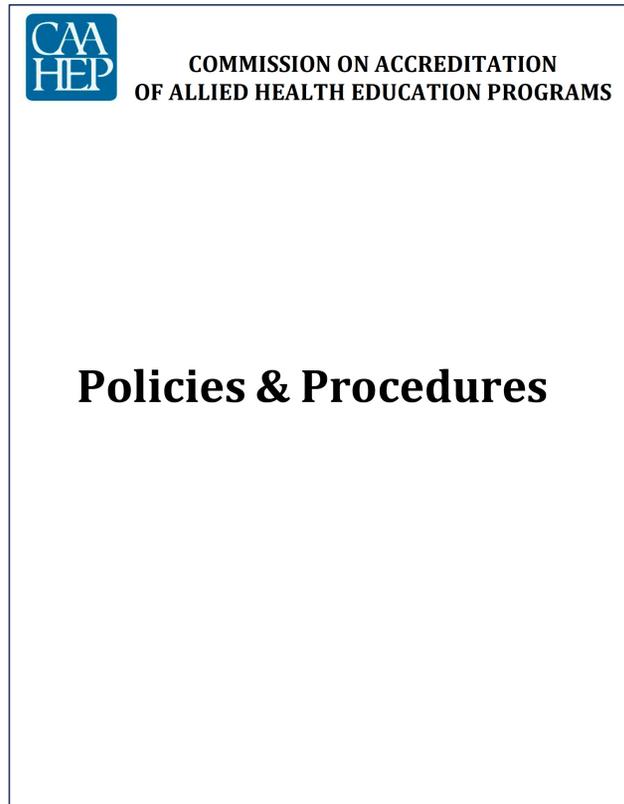
Substantive Change

Progress Reports



Pat

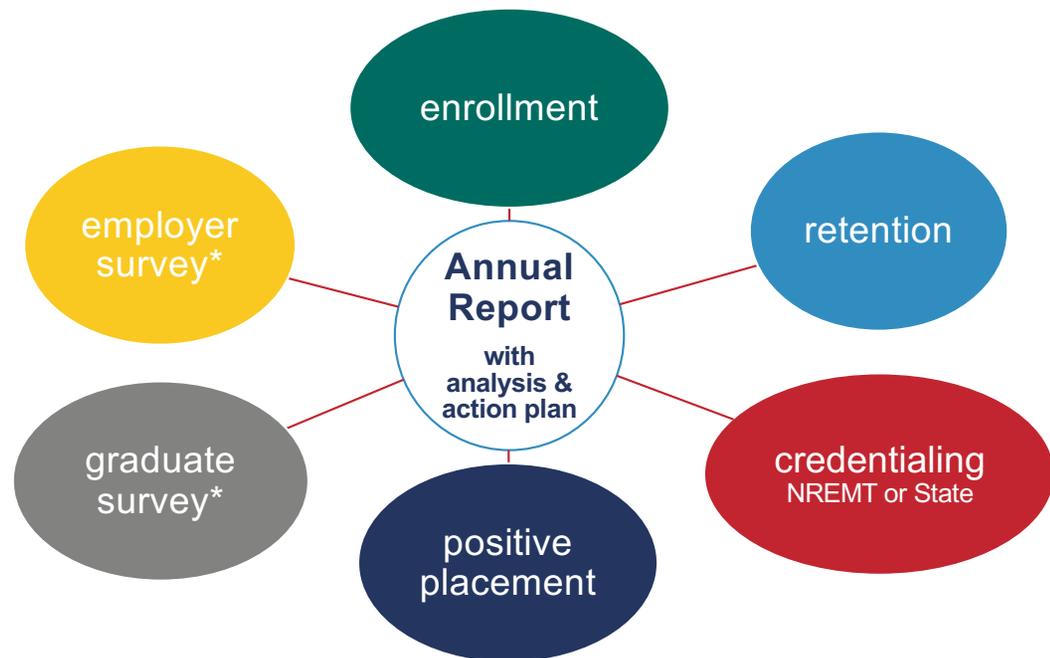
# Policies and Procedures



# Annual Report

Distributed in  
mid-January

Due by May 15



# Progress Reports

Requested in response to citations listed in the  
CAAHEP award letter

Format and evidence specified in the letter

Due dates specified

# Substantive Change

Must notify CoAEMSP of any key personnel change  
*within 30 calendar days* of the change

Change in sponsorship

Addition/deletion of satellite campus or  
alternate location

Change of location

Change of program director

Change of medical director

Change of lead instructor of a satellite  
campus

Change of president/CEO

Change of dean

**Paramedic: “To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”**

**Advanced Emergency Medical Technician: “To prepare Advanced Emergency Medical Technicians who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”**

**Required Activity: Review of the required minimum expectation by the Advisory Committee (2023 CAAHEP Standards)**

**Set and require minimum student competencies for each of the required patients and conditions**

**At least annually evaluate and document that the established program minimums are adequate to achieve entry-level competency**

**Capstone field internship must provide the student with an opportunity to serve as team leader**

Mike

## **Student Minimum Competency**

# Student Minimum Competency

Table 1 - Ages

Table 2 – Conditions

Table 3 – Skills

Table 4 – Field Experience & Capstone Field Internship

Table 5 – EMT Skills Competency

Summary Tracking

  <b>Student Minimum Competency</b> <b>Table 1 Ages</b>				
<p>Patients of different ages present with distinct anatomies, physiologies, and disease processes. Students must have exposure to patients of various ages to build both competence and confidence. There is age-specific considerations for assessment and management for age groups. The educational institution must assess student ability to provide safe and effective care for a variety of ages of patients.</p> <p>Each patient encounter or simulation should only have one (1) age designation. If a simulation involves multiple patients, the competency should be assessed for each patient.</p>				
CoAEMSP Student Minimum Competency (SMC)	Column 1 Formative Exposure in Clinical or Field Experience	Column 2 Exposure in Clinical or Field Experience and Capstone Field Internship	Total	Minimum Recommendations by Age* (*included in the total)
Pediatric patients with pathologies or complaints	15	15	30	Minimum Exposure
				2 Neonate (birth to 30 days)
				2 Infant (1 mo - 12 mos)
				2 Toddler (1 to 2 years)
				2 Preschool (3 to 5 years)
				2 School-Aged/ Preadolescent (6 to 12 years)
2 Adolescent (13 to 18 years)				
Adult	30	30	60	(19 to 65 years of age)
Geriatric	9	9	18	(older than 65 years of age)
<b>Totals:</b>	<b>54</b>	<b>54</b>	<b>108</b>	

on  
ation



Mike

# Capstone Field Internship Team Leads must...

**Require minimum number of team leads**

**Allow for progression to team leader**

**Reflect depth and breadth of the profession (BLS and ALS calls)**

**Occur after completion of all core didactic, laboratory, and clinical experience**

**Student must**

**Function as team leader**

**Accompany transport team to higher level of care**

# Surveys

Graduate  
Employer  
Student  
Program  
Personnel

## Google Forms & Microsoft Forms

Graduate & Employer:

- > Resource Library
- > Instruments & Forms

Student & Program Personnel:

- > Resource Library
- > Resource Assessment

## SurveyMonkey

Have a paid SurveyMonkey  
account?

Email your username to  
[sarah@coaemsp.org](mailto:sarah@coaemsp.org)



Google Forms



Microsoft Forms



# Resource Assessment

Completed each *calendar year*



## Program Resource Survey Completed By Students

Program Level: **Please Select** Date:

Name of Program sponsor:

Program Number:  (2xxxx, 2xxxxx, 1xxxxx, 7xxxxx, or 6xxxxx number assigned by CoAEMSP)

The purpose of this survey instrument is to evaluate program resources and is to be completed by all students as they exit the program. The data will aid the program in ongoing program improvement.

**INSTRUCTIONS:** Consider each item separately and rate each item independently. Check the rating that indicates the extent you agree with each statement. Please do NOT skip a rating. If you are not able to evaluate a particular area, please check N/A.

N = No    Y = Yes    N/A = not able to evaluate

### I. Program Faculty

- A. Faculty effectively...**
1. facilitate learning and interact with students in the classroom .....
  2. facilitate learning and interact with students in the laboratory .....
  3. provide supervision/coordination in the hospital clinical setting .....
  4. provide supervision/coordination in the field internship .....
- B. The number of faculty is adequate...**
1. for classroom instruction .....
  2. for laboratory instruction .....
- C. Faculty effectively communicate and support student learning .....**
- D. Faculty assist me with my academic needs .....**
- Comments:



## Program Resource Survey Completed By Program Personnel & Advisory Committee

Program Level: **Please Select** Date:

Name of Program sponsor:

Program Number:  (2xxxx, 2xxxxx, 1xxxxx, 7xxxxx, or 6xxxxx number assigned by CoAEMSP)

The purpose of this survey instrument is to evaluate our Program resources. The data will aid the Program in ongoing planning, appropriate change, and development of action plans to address deficiencies. Unless specified, all sections should be completed by **program faculty, Medical Director(s), and Advisory Committee members** annually.

**INSTRUCTIONS:** Consider each item separately and rate each item independently. Check the rating that indicates the extent you agree with each statement. Please do NOT skip a rating. If you do not know about a particular area, please check N/A. If you are not able to evaluate a particular area, please check N/A.

N = No    Y = Yes    N/A = not able to evaluate

### I. Program Faculty

- A. Faculty effectively...**
1. keep the Advisory Committee informed of program status and changes .....
  2. respond to changes in needs and expectations of communities of interest .....
  3. foster positive relations with hospitals and field internships agencies .....
  4. support students in their educational development.....
- Comments:



## Resource Assessment Matrix (RAM)

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Revised 2024-11

Program Level: **Select on Instructions Tab**

CoAEMSP Program #:  (the 600xx number assigned by CoAEMSP)

Sponsor Name / Year:  **2025** ==== Revise year as needed

Current Accreditation Status:

Date RAM Completed:  (e.g., m/d/yyyy)

Number of Students Completing the Program:	<input type="text"/>	Number of Student Survey Responses:	<input type="text"/>
Number of Program Personnel Surveyed:	<input type="text"/>	Number of Program Personnel Responded:	<input type="text"/>
Number of Advisory Committee Surveyed:	<input type="text"/>	Number of Advisory Committee Responded:	<input type="text"/>

	(A) RESOURCE	(B) PURPOSE(S) (Role(s) of the resource in the program)	(C) MEASUREMENT SYSTEM (types of measurements)	(D) DATE (S) OF MEASUREMENT (the time during the year when data is collected (e.g., month(s)))	(E) RESULTS and ANALYSIS (Include the overall average (%) from each Resource category. For each Resource category below 80%, complete Column F)	(F) ACTION PLAN / FOLLOW UP (What is to be done and Due Date)
1.	PROGRAM FACULTY	Provide instruction, supervision, and timely assessments of student progress in meeting program requirements. Work with advisory committee, administration, classified nursing affairs, and communities of interest to enhance the program	1. Program Resource Survey - Program Personnel 2. Program Resource Survey - Students	Type Date Here Type Date Here	Type in Action Plan / Follow Up Here Type in Action Plan / Follow Up Here	Type in Action Plan / Follow Up Here Type in Action Plan / Follow Up Here
Additional Faculty Purpose(s) =>						
2.	MEDICAL DIRECTOR	Fulfill responsibilities specified in accreditation Standard B.9.2.a	1. Program Resource Survey - Program Personnel 2. Program Resource Survey - Students	Type Date Here Type Date Here	Type in Results and Analysis Here Type in Results and Analysis Here	Type in Action Plan / Follow Up Here Type in Action Plan / Follow Up Here
Additional Medical Director Purpose(s) =>						
3.	SUPPORT PERSONNEL	Provide support personnel services to ensure achievement of program goals and outcomes (e.g. admissions, advising, clerical)	1. Program Resource Survey - Program Personnel 2. Program Resource Survey - Students	Type Date Here Type Date Here	Type in Results and Analysis Here Type in Results and Analysis Here	Type in Action Plan / Follow Up Here Type in Action Plan / Follow Up Here



Pat

# Current Program Assessment

**Who are your resources?**

**Where is your program now?**

**New**

**Existing and smooth functioning**

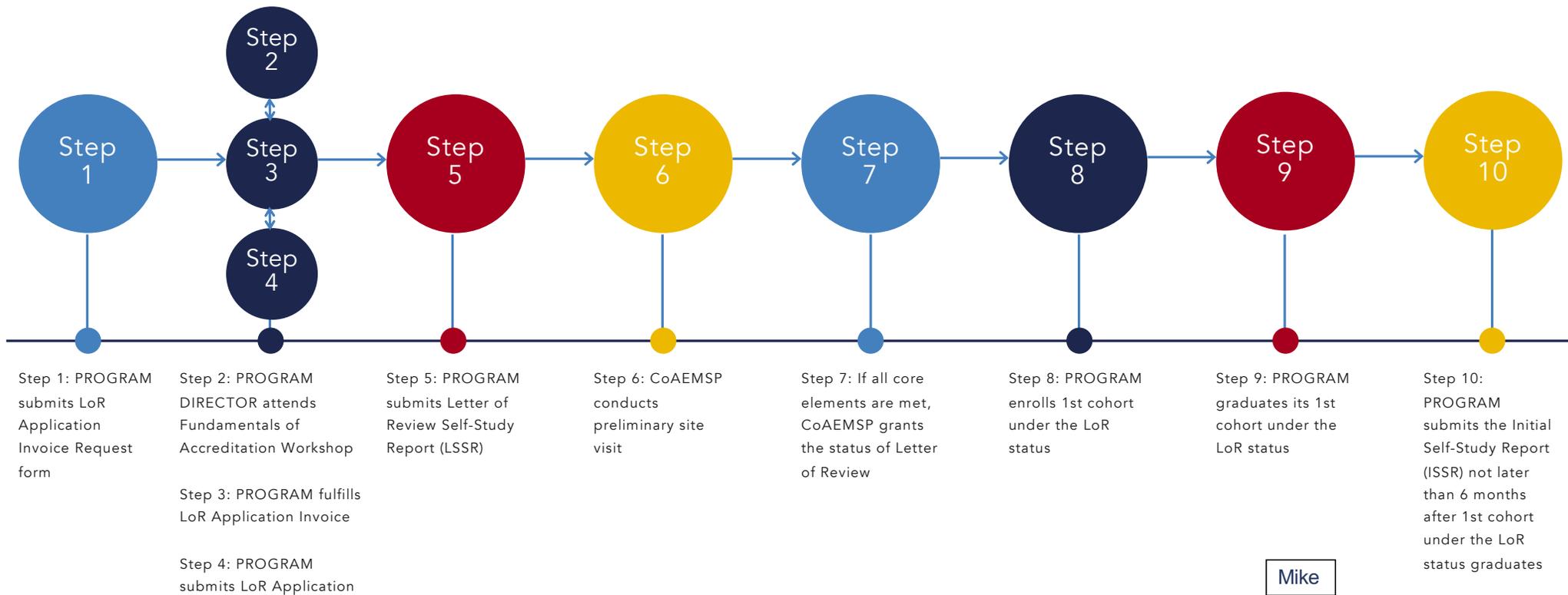
**Existing and needs improvement**

**Existing and needs to be rebuilt**

**Consider a SWOT analysis**



# CoAEMSP LETTER OF REVIEW PROCESS





## CAAHEP ACCREDITATION CYCLE

### STEP 11

CoAEMSP reviews the SSR and conducts site visit to PROGRAM

### STEP 15

PROGRAM submits the Continuing Self-Study Report (CSSR), then continues the cycle with Step 11

### STEP 14

CAAHEP determines the accreditation status



### STEP 12

PROGRAM responds to the Site Visit Findings Letter

### STEP 13

CoAEMSP Board reviews PROGRAM'S accreditation record and forwards a recommendation to CAAHEP

Mike

# Self-Study Report



Pat



**Individuals to tap for assistance**  
**Medical Director**  
**Faculty/staff**  
**Dean**  
**Advisory Committee**



Committee on Accreditation of Educational Programs  
for the EMS Professions  
8301 Lakeview Pkwy, Suite 111-312  
Rowlett, TX 75088

Credible Education  
through Accreditation

## Self-Study Report

For EMS Programs Seeking

## Letter of Review

(LSSR)

for the 2023 CAAHEP Standards & Guidelines

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SSR Revised 2025.02

### INSTRUCTIONS



Committee on Accreditation of Educational Programs  
for the EMS Professions  
8301 Lakeview Pkwy, Suite 111-312  
Rowlett, TX 75088

## Self-Study Report

For EMS Programs Seeking

## Initial Accreditation

(ISSR)

for the 2023 CAAHEP Standards & Guidelines

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SSR Revised 2025.02

### INSTRUCTIONS



Committee on Accreditation of Educational Programs  
for the EMS Professions  
8301 Lakeview Pkwy, Suite 111-312  
Rowlett, TX 75088

## Self-Study Report

For EMS Programs Seeking

## Continuing Accreditation

(CSSR)

for the 2023 CAAHEP Standards & Guidelines

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SSR Revised 2025.02

### INSTRUCTIONS



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# Tips for Completing the Self-Study Report

Answer the question

Follow tabs in order

Follow the instructions

Name the exhibits  
correctly



**Getting Started: an Action Plan for CAAHEP Accreditation**

Self-Study Report Due Date: \_\_\_\_\_

---

Getting Started: an Action Plan for CAAHEP Accreditation

Page 2

<input checked="" type="checkbox"/>	Activity	Month Due	Date Due	Date Completed
<b>Phase I: Self-Assessment</b>				
<input type="checkbox"/>	1. Review the CAAHEP <i>Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions</i> at <a href="http://www.coaemsp.org/Standards.htm">www.coaemsp.org/Standards.htm</a> .	-6		
<input type="checkbox"/>	2. Review the CoAEMSP Interpretations of the CAAHEP <i>Standards</i> at <a href="http://www.coaemsp.org/Standards.htm">www.coaemsp.org/Standards.htm</a> .	-6		
<input type="checkbox"/>	3. Review the Site Visit Report form at <a href="http://www.coaemsp.org/Site_Visits_Visitors.htm">www.coaemsp.org/Site_Visits_Visitors.htm</a> .	-6		
<input type="checkbox"/>	a. Answer the questions honestly and evaluate Met or Not Met.	-6		
<input type="checkbox"/>	b. Pay attention to the items in the Evidence column and ensure you can provide the identified evidence.	-6		
<input type="checkbox"/>	c. Make a list of anything unclear to you (for example, Sponsorship, Terminal Competencies).	-6		
<input type="checkbox"/>	4. Give Faculty members and the Medical Director a copy of the CAAHEP <i>Standards and Guidelines</i> and highlight their areas of responsibility.	-6		
<input type="checkbox"/>	5. Meet with the Faculty and Medical Director to discuss areas that seem unclear.	-6		
<input type="checkbox"/>	6. Discuss with Program Directors of other accredited programs how they prepared for document preparation and the site visit.	-6		
<input type="checkbox"/>	7. Make a list of your most burning questions and then prioritize them.	-6		
<input type="checkbox"/>	8. Make a list of your Program's current strengths and weaknesses/limitations (use a SWOT analysis: strengths, weaknesses, opportunities, threats).	-6		

Pat

# Advisory Committee: What? Who? When?

## Tips for the Advisory Committee

Advisory Committees are standard practice in any academic setting. The purpose is to obtain input from the Program's communities of interest and seek their guidance. Specifically, in the CAAHEP *Standards*, the Advisory Committee is responsible: "to assist program and sponsor personnel in formulating and periodically revising appropriate goals and learning domains, monitoring needs and expectations, and ensuring program responsiveness to change, and to review and endorse the program required minimum numbers of patient contacts."

The Advisory Committee meetings should provide an opportunity for meaningful dialog and not merely for the Program to provide an update on its activities. The Advisory Committee is charged with ensuring program responsiveness to change. Advice is central to the Advisory Committee process. The following guidelines are intended to optimize the planning and conduct of the Advisory Committee.

✓	Topic
	<b>1. Advisory committee meetings are held at least once a year.</b>
	<b>2. Scheduling</b>
	a. Meetings should be scheduled at least 4 - 6 weeks before the selected date to optimize attendance.
	b. Confirm potential meeting dates and times with the medical director.
	c. Confirm potential meeting dates with program faculty and administrative personnel.

## Advisory Committee Meeting Agenda and Minutes Paramedic Program

See last page for the purpose of the program's Advisory Committee, including a description and list of responsibilities.

<b>PROGRAM SPONSOR:</b>			
<b>CoAEMSP PROGRAM NUMBER:</b>	60xxxx	<b>DATE, TIME, + LOCATION OF MEETING:</b>	
<b>CHAIR OF THE ADVISORY COMMITTEE:<sup>1</sup></b>			
<b>ATTENDANCE</b>			
Community of Interest	Name(s) <i>List all members. Multiple members may be listed in the same category.</i>	Present – Place an 'x' for each person present	Agency/Organization
Physician(s) <i>(may be fulfilled by Medical Director)</i>			
Employer(s) of Graduates Representative(s)			
Public Member(s) Clinical and Capstone Field Internship Representative(s)			
Faculty <sup>2</sup>			
Sponsor Administration <sup>2</sup>			

<sup>1</sup> The chair should not be employed by the sponsor of the program. The Advisory Committee is *advising* the program.  
<sup>2</sup> Faculty and administration are ex-officio members.

# Program Director Review of Program Materials



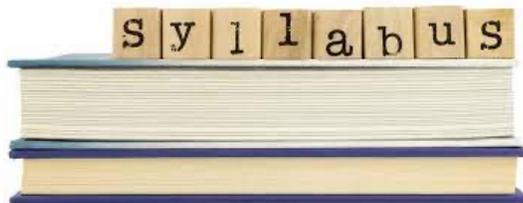
## Accordance Community College EMS Program Student Handbook 2024



This document is a sample to illustrate the information typically included in a student handbook.

Since each program is unique, content must be developed for each program. **Do not use this sample verbatim for your program.**

Specific questions about preparing accreditation documents can be directed to the CoAEMSP ([www.coaemsp.org/contact.htm](http://www.coaemsp.org/contact.htm)).



Paramedic Course Schedule

Class	Date	Topic	Quiz/ Exam	Class hours	Lab hours	Lab Skills	Instructor
<b>Block #1</b>							
<b>Airway Management</b>							
1	Th 7/12	Orientation		8			Hunter/Alex & Adjunct staff
2	F 7/13	Ch.8 Anatomy & Physiology		8			Alex & Adjunct staff
3	Th 7/19	Ch.13 Principles of Pharmacology	JBL 1 (Ch.8,13)	4	4	IV Access IV Med Admin IV Therapy IO Access	Alex & Adjunct staff
4	F 7/20	Ch.14 Medication Admin & Med Calculations	JBL 2 (Ch.14) Pharm 1	4	4	IN Admin IMSC Med Admin IV Bolus Med Admin	Hunter & Adjunct staff
5	Th 7/26	Emergency Medications (Med Calc text)		4	4	IV Piggyback Infusion Med Admin Inhaled Med Admin	Hunter & Adjunct staff
6	F 7/27	Ch.15 Airway Management Part 1	Pharm 2	4	4	Respiratory Assessment: Lung Sounds, SpO2, EtCO2, BLS Airway Adjuncts: CPAP, BVM, King Tube, Combitube, LMA	Alex & Adjunct staff
7	Th 8/2	Ch.15 Airway Management Part 2	JBL 3 (Ch.15)	4	4	Nasotracheal Intubation Direct Orotracheal Intubation Needle Cricothyrotomy	Alex & Adjunct staff
8	F 8/3	Ch.16 Respiratory Emergencies	JBL 4 (Ch.16) Pharm 3	4	4	Respiratory Assessment Scenarios Airway Skills	Alex & Adjunct staff
9	Th 8/9	<b>Major #1 Airway</b>	Unit Exam & Ertan Study	3	5	Sheep Plucks Dissection BLS Skills Verification	Hunter, Alex, Taylor & Adjunct

Pat

# Time Management

## Balancing responsibilities

## Scheduling time for PD activities

Accreditation is  
~~an everyday activity~~  
maintenance

# ACCREDITCON



## ACCREDITCON 2026

May 27-31

Pre-con Workshops: May 27-28

Main Event: May 29-31

Hyatt Regency New Orleans  
New Orleans, LA

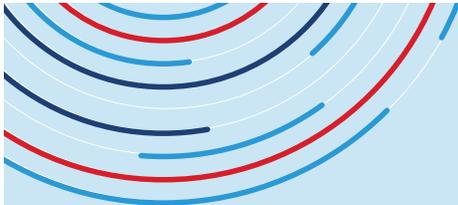
# Beyond the Fundamentals Course

*Creating a learning community*

Coming to a preconference at

**ACCREDITCON**

**May 27 & 28, New Orleans**



# Resource reminder




ACCREDITATION ▾ AEMT ▾ SITE VISITS ▾ STUDENTS & PUBLIC ▾ ABOUT ▾ NEWS & EVENTS ▾ RESOURCE LIBRARY

Credible Education  
through Accreditation

## Resource Library



ACCREDITATION ▾ AEMT ▾ SITE VISITS ▾ STUDENTS & PUBLIC ▾ ABOUT ▾ NEWS & EVENTS ▾ RESOURCE LIBRARY

## Webinars and Videos



ACCREDITATION ▾ AEMT ▾ SITE VISITS ▾ STUDENTS & PUBLIC ▾ ABOUT ▾ NEWS & EVENTS ▾ RESOURCE LIBRARY

Search CoAEMSP

### 2025 CoAEMSP e-Newsletters

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Archives

- 2024
- 2023
- 2022
- 2021
- 2020

Pat

# Questions? Need assistance?



Mike Miller | Assistant Director  
[mike@coaemsp.org](mailto:mike@coaemsp.org)

JC Cook | Assistant Director  
[jc@coaemsp.org](mailto:jc@coaemsp.org)

Patricia Tritt | Technical Consultant  
[pat@coaemsp.org](mailto:pat@coaemsp.org)