



ACCREDITCON
A COAEMSP EVENT

ACCREDITCON-2026

Schedule

(descriptions are on the following pages)

Preconference Workshops

Wednesday, May 27, 2026

Max: 8 CEHs

8:00 AM - 5:00 PM

Student Assessment Workshop

8:00 AM - 5:00 PM

Integrating NAEMT Evidence-Based Courses into Your Paramedic Program

8:00 AM - 5:00 PM

PEPP, Fifth Edition ALS Enhanced Hybrid/Course Coordinator Rollout (Pilot)

8:00 AM - 12:00 PM

Clinical Coordinator Workshop

1:00 PM - 5:00 PM

Fundamentals of Accreditation Workshop, day 1

1:00 PM - 5:00 PM

Beyond the Fundamentals Course, day 1

Thursday, May 28, 2026

Max: 8 CEHs

8:00 AM - 5:00 PM

Item Writing & Analysis Workshop

8:00 AM - 5:00 PM

NAEMSP Foundations of Oversight of EMS Education Programs

8:00 AM - 5:00 PM

Fundamentals of Accreditation Workshop, day 2

8:00 AM - 5:00 PM

Beyond the Fundamentals Course, day 2

8:00 AM - 12:00 PM

CAPCE Accreditation Standards Workshop

1:00 PM - 5:00 PM

CAPCE Application Technical Support Workshop

Main Event

Friday, May 29, 2026

Max: 6 CEHs

7:00 AM

Breakfast / Exhibit Hall

8:00 AM

Welcome

8:15 AM

General Session 1 (Keynote) – Leading Under Fire: EMS Physician's Story of the January 1st Terrorist Attack on Bourbon St.

9:15 AM

Break

9:30 AM

General Session 2 – Engaging the Medical Director

10:30 AM

Break / Exhibit Hall

11:00 AM

Breakout Sessions 1

Room 1 - National Education Standards vs Evidence-Based Medicine vs State Scope of Practice: Friends or Foes? (Standards Appendix B)

Room 2 – CPL/Advanced Placement/PLA (AEMT, military, credentialed): Leveraging CPL/AP to Address Workforce Issues

Room 3 – Site Visit Preparedness Panel

Room 4 – The EA: Your Site Visit Pretest

Room 5 – Show and Tell: Hot Products and Services, Part I

12:00 PM	Lunch / Exhibit Hall
	PCRF Live Journal Club: Training without Patients?
1:30 PM	Breakout Sessions 2
	Room 1 – Distance Education: The Expectations Moving Forward
	Room 2 – QI: Outcomes, Resources, Advisory Committee, & the Feedback Loop
	Room 3 – Site Visit Preparedness Panel (repeat)
	Room 4 – Educational Effectiveness and Student Competency: Are we really preparing students for the real world?
	Room 5 – Show and Tell: Hot Products and Services, Part II
2:30 PM	Break / Exhibit Hall
3:00 PM	General Session 3 – Airway with the Anesthesiologists
3:50 PM	Break
4:00 PM	Briefing with NREMT & CAAHEP
4:30 PM	Lightning Round with Today's Speakers
5:00 PM	End

Saturday, May 30, 2026

Max: 5.5 CEHs

7:00 AM	Breakfast / Exhibit Hall
8:00 AM	General Session 4 – Truth or Consequences: Program Outcomes
9:00 AM	Break
9:15 AM	General Session 5 – Meeting Students Where They Are: An Innovative Model to Expand Paramedic Education Access
10:15 AM	Break / Exhibit Hall
11:00 AM	Breakout Sessions 3
	Room 1 – Item Writing
	Room 2 – Case Study: AEMT Programs
	Room 3 – Engaging Your Stakeholders & Communities of Interest
	Room 4 – Creating Reality on a Budget
	Room 5 – Conversations with Site Visitors (invite only for current site visitors)
12:00 PM	Lunch / Exhibit Hall
1:30 PM	Breakout Sessions 4
	Room 1 – Item Writing (repeat)
	Room 2 – Evaluating the Affective Domain
	Room 3 – Case Study: From Crisis to Success: Leading Change in a Troubled Accreditation Program
	Room 4 – Satellites, Alternate Locations, and Outsourcing
	Room 5 – Conversations with Site Visitors, <i>continued</i>
2:30 PM	Break
3:00 PM	General Session 6 – Summative Evaluation in EMS Programs
4:00 PM	Lightning Round with Today's Speakers & the Board
4:30 PM	End

Sunday, May 31, 2026

Max: 3 CEHs

7:00 AM	Sunday Morning Reflection
8:00 AM	General Session 7 – It Seemed Like a Good Idea at the Time: Applying Critical-Thinking Skills as Program Directors
9:00 AM	Break
9:15 AM	General Session 8 – Long-Range Planning, Incorporating Resource Assessment
10:15 AM	Break
10:30 AM	General Session 9 (Keynote) – Program Goals and Minimum Maximum Expectations: Why Your Vision is Critical to Professional Success
11:30 AM	End

Workshop & Session Descriptions

Preconference Workshops

Wednesday, May 27, 2026

Max: 8 CEHs

8:00 AM - 5:00 PM Student Assessment Workshop

Students enter our EMS programs with the goal of becoming competent prehospital care providers. The EMS program has the responsibility to prepare students to be competent in the Cognitive, psychomotor, and affective domains and prepared to enter the profession. It is the program director who assumes responsibility for all aspects of the program, which includes appropriate student assessment. Student assessment should occur continually throughout the EMS program and occur in both the formative and summative realms.

This workshop will look at practices to help program directors and educators conduct student assessments in all domains of learning and discuss processes to help ensure the assessments are valid and reliable. Discussion will focus on cognitive assessment through discussion and written assessment, including test construction. Assessment of the psychomotor domain will look on scenario construction, using simulation as the assessment tool. The role of the affective domain will be emphasized as a component of both cognitive and psychomotor domains. The Clinical Judgement model will serve as the basis of the assessments.

8:00 AM - 5:00 PM Integrating NAEMT Evidence-Based Courses into Your Paramedic Program

The workshop will identify NAEMT course curricula that can be used to meet paramedic competency requirements, assist you in recognizing the process for incorporating NAEMT curricula into Paramedic initial education, and provide an opportunity to discuss best practices with program directors who have successfully incorporated NAEMT curricula into Paramedic education programs.

8:00 AM - 5:00 PM PEPP, Fifth Edition ALS Enhanced Hybrid/Course Coordinator Rollout (Pilot)

PEPP represents a complete source of prehospital medical information for the emergency care of infants and children. Developed by the American Academy of Pediatrics, PEPP is an exciting curriculum designed to teach prehospital professionals how to better assess and manage ill or injured children. PEPP is a comprehensive, innovative, and highly visual course featuring case-based lectures, live-action videos, hands-on skills stations, and small group scenarios. The hybrid course combines online learning (14.0 hours of education) followed by hands-on practice in the classroom. Instead of attending a 2-day traditional onsite course, students learn a portion of the course through self-directed online modules. After completing all the online modules, students attend a 1-day onsite course to complete hands-on practice, instructor interaction, and the final examination.

8:00 AM - 12:00 PM Clinical Coordinator Workshop

An AEMT or paramedic educational program may be tempted to focus extensively on the didactic and laboratory components and under-resource the clinical coordination components of the

program. However, while students acquire the necessary knowledge and skills in the classroom and lab, the clinical rotations, field experience, and capstone field internship provide the opportunity to hone assessment and management techniques, further develop critical thinking abilities, and become competent patient care providers. This workshop will focus on expectations for the various clinical learning components, establishing expectations, assessing the quality of a clinical education site, evaluating students and sites, key elements of clinical coordination and supervision, and best practices in the capstone field internship. Participants are encouraged to bring issues they have encountered and address and the best practices from their program.

1:00 PM - 5:00 PM Fundamentals of Accreditation Workshop, day 1

The Fundamentals of Accreditation Workshop for the EMS Professions is designed to educate participants on the CAAHEP accreditation, including the accreditation standards, self-study report, site visit, resources to support a program's success, and requirements to maintain accreditation.

1:00 PM - 5:00 PM Beyond the Fundamentals Course, day 1

Program Director Development: Beyond the Fundamentals provides further tools for new, experienced individuals navigating professional development. Topics include leadership in EMS programs, effective communication for a successful program, selecting staffing for success, effective course management, evaluating the financial resources, best practices in program and student assessment, effective tools for program management, and long-range planning. This interactive program also provides an opportunity to dialogue with other EMS program leaders on creating a strong learning community in their programs.

Thursday, May 28, 2026

Max: 8 CEHs

8:00 AM - 5:00 PM Item Writing & Analysis Workshop

This hands-on preconference workshop is designed for educators and program directors to facilitate the creation of high-quality exam items and to confidently lead item writing sessions when they return to their program. This session will begin with the basics of exam item construction and continue with methods of evaluating and validating questions. The session will also cover creating and evaluating the newer NREMT item styles. Participants are encouraged to bring a computer or tablet to construct actual exam items as part of this session. Each participant will submit items to a simulated item review panel, which will be conducted in the afternoon. The moderators will share all reviewed questions with each attendee, who will leave the session with increased item writing and review capabilities, plus quality questions ready to implement in their program examinations.

8:00 AM - 5:00 PM NAEMSP Foundations of Oversight of EMS Education Programs

The medical direction of an EMS education program (EMT/AEMT/Paramedic) requires a dedicated physician with an understanding not only of the field delivery of EMS, and an educator and administrator. This pre-conference workshop will provide new and experienced medical directors with specific and actionable learning points that can be immediately applied to the improvement of EMS education programs. Hear from national experts in EMS education, including CoAEMSP leadership and NAEMSP physician educators, on how you can make a significant and positive impact on your program, as well as be ready for an accreditation review.

8:00 AM - 5:00 PM Fundamentals of Accreditation Workshop, day 2

8:00 AM - 5:00 PM Beyond the Fundamentals Course, day 2

8:00 AM - 12:00 PM CAPCE Accreditation Standards Workshop

This workshop is presented by the Commission on Accreditation for Prehospital Continuing Education (CAPCE). It is an interactive session designed to provide information about CAPCE accreditation standards and the accreditation application and review process. Attendees will interact with CAPCE staff and Board of Directors in a round-robin style presentation. We will provide the details and information you need to navigate the CAPCE accreditation application process successfully. If you want more information about CAPCE accreditation or are considering applying for accreditation, this presentation is a must.

1:00 PM - 5:00 PM CAPCE Application Technical Support Workshop

This workshop is presented by the Commission on Accreditation for Prehospital Continuing Education (CAPCE). This interactive session designed to provide direct technical support to organizations applying for CAPCE accreditation. Meet with CAPCE staff and Board Members, get your questions answered, get live, first-hand technical assistance, and leave with a completed CAPCE accreditation application. Please bring your laptops and supporting documents in Microsoft Word or PDF formats, and we will help you complete your application.

Main Event**Friday, May 29, 2026**

Max: 6 CEHs

7:00 AM Breakfast / Exhibit Hall**8:00 AM Welcome****8:15 AM General Session 1 (Keynote) – Leading Under Fire: EMS Physician’s Story of the January 1st Terrorist Attack on Bourbon St.**

On January 1, a terrorist attack struck Bourbon Street—instantly transforming a familiar, crowded corridor into a dynamic, high-threat medical incident. In this session, an EMS physician on-scene shares a firsthand operational narrative of the event: the first calls, the first patient contacts, the early command decisions, the coordination with law enforcement, and the clinical/leadership tradeoffs made while uncertainty and risk were still evolving.

Using this real-world case, we’ll translate “leading under fire” into practical behaviors: how to stabilize your own thinking, build shared situational awareness, communicate clearly when information is incomplete, and keep patient care moving while safety and scene conditions rapidly change. Attendees will leave with an action-oriented framework they can apply to any high-threat, high-consequence incident—whether it’s a targeted attack, mass violence, or an unstable scene with unknown hazards.

9:15 AM Break**9:30 AM General Session 2 – Engaging the Medical Director**

Medical directors play a key role in EMS education programs: approving the medical educational content, reviewing the instruments used to evaluate students, approving competencies required for graduation, and reviewing the progress of each student. These are the mechanics of the position. But how does a program develop and implement meaningful interaction between the medical director and the students? Between the medical director and the faculty? Medical directors often have limited time to devote to the program: how can the medical director and the program make the best use of that time? What activities are most effective? When should the medical director be involved in student selection, in observation of skill labs and simulations, in the classroom discussing didactic content or case presentations, in counseling of students, in final testing/evaluation, or in other activities? This presentation discusses approaches and best practices for engaging your medical director.

10:30 AM Break / Exhibit Hall**11:00 AM Breakout Sessions 1**

Room 1 - National Education Standards vs Evidence-Based Medicine vs State Scope of Practice: Friends or Foes? (Standards Appendix B)

One of the key challenges facing accredited EMS program leaders is implementing a curriculum grounded in national education standards while aligning with state scopes of practice. This task is further complicated by the continually evolving evidence base in prehospital medicine and determining how best to integrate new science into instruction. This panel discussion will explore these tensions and challenges and highlight strategies program leaders

can use to maintain a standardized curriculum while incorporating evidence-based practice and meeting state EMS oversight requirements.

**Room 2 – CPL/Advanced Placement/PLA (AEMT, military, credentialed):
Leveraging CPL/AP to Address Workforce Issues**

Paramedic education programs often encounter students who have relevant training, education, and experience before beginning paramedic education. However, what is the best way to take those prior qualifications into account? Educators can use curriculum reviews and assessments to avoid unnecessary repetition. This session will explore how to effectively use advanced placement policies to grant students credit for prior education and experience, including how to ensure compliance with accreditation and certification requirements. Come learn how advanced placement may be utilized by your program to enhance paramedic workforce pathways.

Room 3 – Site Visit Preparedness Panel

How do you “solve the mystery” in preparing for your site visit? Spoiler alert: There is no mystery! Join colleagues and site visitors in this candid Q&A session to help programs demystify the process. Come ready to have your questions answered!

Room 4 – The EA: Your Site Visit Pretest

This session unpacks the purpose, preparation, and practical use of the Executive Analysis in the accreditation process. Attendees will learn how reviewers construct the EA from the submitted SSR, what common limitations exist in the process, and how to interpret findings as opportunities for growth rather than as final judgments. Through real-world examples and actionable guidance, participants will leave better equipped to anticipate EA findings, address potential deficiencies proactively, and use the report as a tool for continual program improvement and site visit preparation.

Room 5 – Show and Tell: Hot Products and Services, Part I

Learn about what is new and how it might benefit your students in the classroom. This breakout session will feature a short presentation by vendors on new products or services, followed by a quick lightning round of talks to give guests an overview of the vendors at ACCREDITCON.

12:00 PM

Lunch / Exhibit Hall

PCRF Live Journal Club: Training without Patients?

LIVE from ACCREDITCON in New Orleans! When clinical sites are scarce, simulation steps in—but what does that mean for paramedic education? This PCRF journal club dives into national accreditation data to examine the prevalence of simulation substitution for core clinical skills and its relationship to program performance. We unpack the methodology, assumptions, and implications for educators and learners alike.

1:30 PM

Breakout Sessions 2

Room 1 – Distance Education: The Expectations Moving Forward

The CAAHEP *Standards* identify distance education as a substantive change. What does this mean? What does my program have to do? What has changed? What are the requirements? What is even considered distance education? Is there additional approval required? Is there another cost involved? Distance delivery modalities can raise numerous questions for a program. This session will review the rationale for additional considerations when using a distance mode of delivery and detail what is required for effective implementation, operation, and monitoring. The implementation timeline and process will be discussed.

Room 2 – QI: Outcomes, Resources, Advisory Committee, & the Feedback Loop

Why are program outcomes an important consideration in evaluating a program? How are outcome thresholds established? How are program outcomes determined? What happens if a program continues to fall below the outcomes threshold? What is included in the resource assessment process, and what tools are programs required to use? Who participates in the resource assessment process? What other methods should we use to evaluate our program? What do we do with the information we gather from our outcomes and the resource assessment process? What role does the Advisory Committee play? The quality improvement process is ongoing and includes all the elements listed. This conversation addresses these questions and describes best practices in the quality improvement journey.

Room 3 – Site Visit Preparedness Panel (repeat)

How do you “solve the mystery” in preparing for your site visit? Spoiler alert: There is no mystery! Join colleagues and site visitors in this candid Q&A session to help programs demystify the process. Come ready ask questions!

Room 4 – Educational Effectiveness and Student Competency: Are we really preparing students for the real world?

Passing exams and meeting minimum competencies do not always translate into field readiness. This session takes a practical look at educational effectiveness, curriculum design, and how our graduates can be prepared for clinical practice. Participants will leave with tools to build resilient, adaptable practitioners ready for unpredictable real-world care.

Room 5 – Show and Tell: Hot Products and Services, Part II

Learn about what is new and how it might benefit your students in the classroom. This breakout session will feature short vendor presentations on new products or services, followed by a lightning round to give guests an overview of the vendors at ACCREDITCON.

2:30 PM**Break / Exhibit Hall****3:00 PM****General Session 3 – Airway with the Anesthesiologists**

Anesthesiologists play a critical role in paramedic education, providing expert instruction in airway management, advanced monitoring, pharmacology, and clinical decision making. Through hands-on instruction in direct patient care settings, paramedic students refine procedural skills and make connections to the physiological basis behind them. Join our anesthesiologists panel, CoAEMSP board chair, Dr. Michael Souter, and board member Dr. Christopher Stevens for a lively discussion on best practices and current challenges in airway education.

3:50 PM**Break****4:00 PM****Briefing with NREMT & CAAHEP**

This session will update participants on the current activities of the CAAHEP Board of Directors, staff, and the Commission.

The National Registry update session will provide an overview of the importance of incorporating evidence-based guidelines into educational programs, along with access to free resources that educators can incorporate into their curricula.

4:30 PM**Lightning Round with Today's Speakers**

This group session is an opportunity for accreditation updates and a roundtable discussion with everyone present. Bring your questions and feedback for the speakers from the day and CoAEMSP staff and board members in this facilitated discussion on current accreditation topics. We want to hear from you about the issues or concerns you need answers to from the accreditation experts or to hear your ideas on ways to improve the accreditation process.

5:00 PM**End**

Saturday, May 30, 2026

Max: 5.5 CEHs

7:00 AM Breakfast / Exhibit Hall**8:00 AM General Session 4 – Truth or Consequences: Program Outcomes**

Join us for an informative and candid session that reveals the truth behind outcomes—and how they can tell your program's story and serve as a basis to strengthen your program and avoid consequences of below threshold performance.

9:00 AM Break**9:15 AM General Session 5 – Meeting Students Where They Are: An Innovative Model to Expand Paramedic Education Access**

Like many states, Kentucky faced a significant paramedic workforce shortage with open positions far exceeding the number of graduates entering the profession. One paramedic education program responded with an innovative solution—building a network of CoAEMSP-approved alternate locations and harnessing synchronous distance education to bring high-quality instruction directly to students in their own communities. This session will showcase the design, implementation, and outcomes of this model, highlighting how it removed barriers, expanded access, and accelerated the pipeline of new paramedics. Attendees will gain insight into the considerations, technology infrastructure, faculty coordination, and partnerships necessary to replicate or adapt this approach to their own situation.

10:15 AM Break / Exhibit Hall**11:00 AM Breakout Sessions 3****Room 1 – Item Writing**

The work on exam creation doesn't stop once items are written. A rigorous and ongoing item analysis is important not only for exam quality and reliability but also for CoAEMSP. This session will begin with a brief review of item creation techniques to ensure educators start with good content. We will then continue with a review of various methods of data collection, item analysis, and the ultimate validation of items and exams.

Room 2 – Case Study: AEMT Programs

On January 1, 2025, CAAHEP and CoAEMSP launched voluntary accreditation services for Advanced Emergency Medical Technician (AEMT) educational programs. North Carolina quickly became the first state to require AEMT programs to seek voluntary accreditation, and a South Carolina program became the first in the nation to obtain an AEMT Letter of Review. This session will explore their journeys through the accreditation process, offering attendees a case study in early adoption. Hear first-hand perspectives from the North Carolina Office of EMS and from a South Carolina program director who successfully navigated the application and review process. Attendees will gain practical insights into regulatory considerations, institutional challenges, and lessons learned that can help them prepare their own AEMT programs for accreditation.

Room 3 – Engaging Your Stakeholders & Communities of Interest

Who are the communities of interest for your program? Certainly, the program sponsor, but who else is impacted by your program and the graduates? EMS agency employers? Hospitals and other patient care providers that offer clinical sites? Agencies that provide field experience and capstone field internship? The program Advisory Committee? The program medical director? Other emergency responders such as law enforcement agencies? Other healthcare professions in your educational institution or the community? Local or state regulatory agencies? Students? Graduates? The public? The list of potential

stakeholders can be long – and rich. This panel discussion will provide tips and strategies to engage those communities of interest.

Room 4 – Creating Reality on a Budget

You want to take your scenarios and simulations to the next level, but you have a very limited budget. What to do? A neighboring program boasts about their high dollar simulation equipment, and you are afraid that your students are missing out. Never fear, high dollar equipment does not necessarily make for high quality practice. The important component is making the scenario and simulation environments as realistic as possible – and that does not always take money. Start with determining the goals for the event and what would help the students suspend reality and engage. What are potential resources to create environments? Thrift shops, Craig's list, yard sales, faculty cast-offs? Where to get other supplies such as communication equipment? Are there potential locations such as an EMS vehicle, a budget motel, transporting to a hospital or clinic, or other venue. This session explores creative opportunities to enhance the student's experience.

Room 5 – Conversations with Site Visitors (invite only for current site visitors)

This session is designed to enhance the skills and knowledge of site visitors involved in accreditation reviews. Participants will receive updated guidance on evaluation criteria, best practices for conducting site visits, and strategies to provide constructive feedback. The session will include interactive activities and case studies to help site visitors apply what they learn in real accreditation settings.

12:00 PM

Lunch / Exhibit Hall

1:30 PM

Breakout Sessions 4

Room 1 – Item Writing (repeat)

The work on exam creation doesn't stop once items are written. A rigorous and ongoing item analysis is important not only for exam quality and reliability but also for CoAEMSP. This session will begin with a brief review of item creation techniques to ensure educators start with good content. We will then continue with a review of various methods of data collection, item analysis, and the ultimate validation of items and exams.

Room 2 – Evaluating the Affective Domain

Historically, EMS education programs have emphasized the content, objectives, and evaluation of the cognitive and psychomotor domains: knowing what to do and how to do it. Considerably less emphasis has been given to evaluating the affective domain. And yet our behaviors, attitudes, motivation, and enthusiasm are what make us excellent providers. It is not enough to be a proficient technician; our patients deserve compassionate, professional care. Affect is also important in our interactions with colleagues and other stakeholders. Important traits are professionalism, communication, and ethical decision-making. Some programs are reluctant to evaluate students in the affective arena, fearing that observations and feedback can be too subjective. This presentation discusses the importance of robust evaluation and feedback on affective traits throughout the education program and methods to successfully help shape the successful provider.

Room 3 – Case Study: From Crisis to Success: Leading Change in a Troubled Accreditation Program

What happens when an EMS education program faces serious accreditation challenges? This session presents a real-world case study of a paramedic program that moved from crisis to success through focused leadership, collaboration, and intentional change. Attendees will explore the warning signs of a struggling program, the tough decisions leaders must make, and the strategies that turned the tide toward compliance and excellence. Through

lessons learned, participants will gain practical tools for navigate their own program challenges, foster a culture of accountability, and lead teams through the often-difficult process of change. Whether you are a program director, dean, faculty member, or medical director, this session will provide insights into sustaining accreditation while strengthening your program's foundation for long-term success.

Room 4 – Satellites, Alternate Locations, and Outsourcing

As EMS education programs expand to meet community and workforce needs, questions often arise about the use of satellite campuses, alternate locations, and outsourcing arrangements. This session will provide clarity on the requirements and expectations outlined in the CAAHEP Standards and CoAEMSP policy. Participants will gain an understanding of the definitions, distinctions, and approval processes related to these structures, as well as the documentation and reporting obligations that accompany them. Real-world scenarios will illustrate how programs can maintain compliance while ensuring high-quality student experiences across multiple sites. Whether you are part of an established CAAHEP-accredited program or operating under a CoAEMSP Letter of Review, this session will equip you with the knowledge to make informed decisions about program expansion.

Room 5 – Conversations with Site Visitors, *continued*

2:30 PM

Break

3:00 PM

General Session 6 – Summative Evaluation in EMS Programs

Summative evaluation can take a variety of forms. Depending on the program structure, summative evaluation in the cognitive, psychomotor, and affective domains may occur at the conclusion of each chapter, at the conclusion of each module, at the end of each semester, or at other established milestones. Cognitive evaluations at these points are typically referred to as high-stakes exams, meaning that the student must be successful in proceeding in the course. A final, summative, comprehensive evaluation is required by the CAAHEP Standards as follows: "Achievement of the program competencies required for graduation must be assessed by criterion-referenced, summative, comprehensive final evaluations in all learning domains at the completion of the program." The Interpretations of the Standards further clarifies: "Summative program evaluation is a capstone event that occurs when the capstone field internship is at or near completion". This presentation discusses the rationale and best practices for developing and implementing this final summative evaluation.

4:00 PM

Lightning Round with Today's Speakers & the Board

This group session is an opportunity for accreditation updates and a roundtable discussion with everyone present. Bring your questions and feedback for the speakers from the day and CoAEMSP staff and board members in this facilitated discussion on current accreditation topics. We want to hear from you about the issues or concerns you need answers to from the accreditation experts or to hear your ideas on ways to improve the accreditation process.

4:30 PM

End

Sunday, May 31, 2026

Max: 3 CEHs

7:00 AM

Sunday Morning Reflection

Join us for a moment of reflection and inspiration. Share in prayers and expressions of gratitude. All conference guests are welcome to participate in this inclusive and uplifting service, which aims to rejuvenate and inspire those dedicated to helping others.

8:00 AM	General Session 7 – It Seemed Like a Good Idea at the Time: Applying Critical-Thinking Skills as Program Directors Paramedic education teaches rapid assessment, differential diagnosis, and prioritized decision-making. These same clinical tools can strengthen program leadership. This session draws on strategic thinking, critical thinking, and leadership principles to help us with complex decisions program directors face every day—budget cuts, student dismissals, accreditation findings, or faculty conflict.
9:00 AM	Break
9:15 AM	General Session 8 – Long-Range Planning, Incorporating Resource Assessment Program directors are responsible for the continuous quality review, improvement, long-range planning, and ongoing development of the accredited paramedic program (Standard III.B.1.a.). This is achieved through a strategic planning process involving the program's sponsor, personnel, students, and advisory committee members. This session will discuss the best practices of accredited programs in the process of long-range planning and ongoing program improvement.
10:15 AM	Break
10:30 AM	General Session 9 (Keynote) – Program Goals and Minimum Maximum Expectations: Why Your Vision is Critical to Professional Success This year, roughly 25% of program directors will embrace the standards of accreditation for the first time. They will, like many of us did, cut and paste, copy and transcribe, borrow and replace all in the interest of meeting minimum standards and achieving accreditation. But program goals and expectations are an opportunity to frame the future of EMS. We as program directors have the unique opportunity to conceive tomorrow's practitioners and leverage their capabilities to evolve our profession. How do we therefore build programs that match standards but also envision new processes, better procedures, and higher expectations. The short answer is that we loosen the binds of program directors and unleash the collective creativity of nearly 700 minds. In other words, we envision a system where accreditation stops holding us back and starts moving forward. Please join us as we discuss this path forward.
11:30 AM	End

Max for Preconference: 16 CEHs

Max for Main Event: 14.5 CEHs

Max for both: 30.5 CEHs



ACCREDITCON

A COAEMSP EVENT

Preconference Workshops				Main Event		
Wednesday		Thursday		Friday	Saturday	Sunday
8 AM – 12 PM	1 PM – 5 PM	8 AM – 12 PM	1 PM – 5 PM	8 AM – 5 PM	8 AM – 4:30 PM	8 AM – 11:30 AM
Student Assessment Workshop		Item Writing & Analysis Workshop		ACCREDITCON		
Clinical Coordinator Workshop	Fundamentals of Accreditation Workshop					
	Beyond the Fundamentals Course					
Integrating NAEMT Evidence-Based Courses into Your Paramedic Program		NAEMSP Foundations of Oversight of EMS Education Programs				
PEPP, Fifth Edition ALS Enhanced Hybrid/Course Coordinator Rollout (Pilot)		CAPCE Accreditation Standards Workshop	CAPCE Application Technical Support Workshop			