



September 19, 2025

Department Meeting



Agenda items

- Check-in and Updates
 - Fire Officer Supervisor, CCC
 - LARC Invitation
 - Spring 2026 Schedule
 - MQA/ State Site Visit
 - EMT Curriculum Revision/ Update
 - Program Evaluation (Paramedic)
 - Federal Highway Administration (FHWA) Traffic Incident Management Systems (TIMS) training
 - CISM Presentation
 - Affective Evaluation
 - JBL Test Bank
 - Pocket Prep Implementation
 - Updated Department Policies and Procedures
- 

Check-in and Updates



FALL SEMESTER STARTUP



SUPPORT

Cassie: "As we go around for updates, feel free to share both successes and challenges. This is an opportunity where we can celebrate progress and problem-solve together."

Summary:

Lynn reported a solid class with a few struggling students, while Mike noted good performance in scenario building and upcoming tests. Mike mentioned positive visits with field preceptors. Jennifer stated her concern was addressed during a previous meeting.

Fire Officer Supervisor, CCC

Designed to provide a focused, educational experience that aligns with our Fire Science Technology AS degree and prepares students for the Fire Officer I certification.

The CCC allows students to complete necessary coursework without enrolling in the full AS degree.

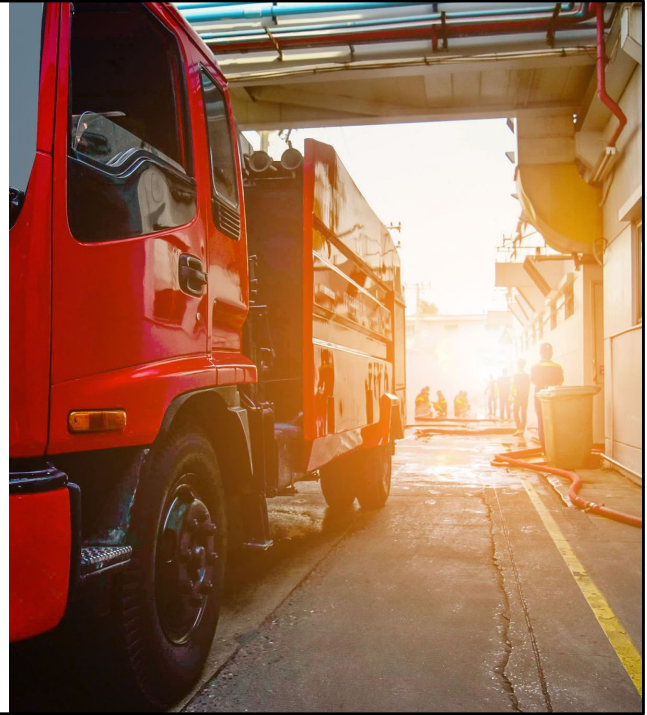
Help attract and retain students by offering a focused, shorter-term option, potentially improving our retention and reducing attrition rates within the AS Fire Science degree program.

New College Credit Certificate effective Fall 2025

Fire Officer Supervisor, CCC

Program Courses

- FFP 2120 Building Construction for the Fire Service **3 credits**
- FFP 2720 Fire Company Officer Leadership **3 credits**
- FFP 2740 Fire Service Course Delivery **3 credits**
- FFP 2810 Firefighting Tactic and Strategy I **3 credits**



AS Fire Science Technology –Articulation Agreements

Industry Certification Title	Credits Articulated	FSW Course(s)
Fire Fighter II	3	FFP 1000: Introduction to Fire Protection
Fire Officer I	12	FFP 2120 - Building Construction for the Fire Service, FFP 2720 - Fire Company Officer Leadership, FFP 2740 - Fire Service Course Delivery, FFP 2810 - Firefighting Tactic and Strategy I
Fire Officer II	15	FFP 1000: Introduction to Fire Protection, FFP 2740 - Fire Service Course Delivery, FFP 2811 - Firefighting Tactic and Strategy II, FFP 1505 - Fire Prevention Practices, FFP 1540 - Private Fire Protection Systems
Fire Safety Inspector I	12	FFP 1505 - Fire Prevention Practices, FFP 1540 - Private Fire Protection Systems, FFP 2120 - Building Construction for the Fire Service, FFP 2521 - Construction Documents and Plan Review, FFP 1510 - Fire Codes and Standards

LARC Invitation

- 9/24 Dance at the Ranch
- 10/31 Halloween Party
- Date TBD Christmas Party



Cassie: "As you all know, LARC has been instrumental in supporting our students through their LARC clinical experience and giving them an opportunity to understand how to effectively serve people with various developmental disabilities . They've consistently gone above and beyond to provide our students with meaningful learning experiences. Their commitment to our program has directly impacted our students. I connected with Angela last week and asked if they had any upcoming events that we could reciprocate their support and further strengthen our partnership. She mentioned the following events.

I'd like us, as a team, to select at least one of these dates where we can show our support and appreciation. Our presence would demonstrate our commitment to this relationship and provide additional networking opportunities for our program.

Could I ask each of you to check your calendars and indicate which dates might work for you? Ideally, we'd have at least 2-3 of us at whichever event we choose. "

Open Discussion: "What are your thoughts on this opportunity as well as other opportunities within the community where we can serve? Does anyone have any other organizations or events in mind?

Gio and I have discussed compiling field/clinical experiences from the students and creating

a "thank you" basket to be delivered to a preceptor or facility that is noted as going above and beyond and even providing an award to a preceptor or two during our Paramedic graduation. We want to foster and engage in opportunities where we can extend our culture of appreciation and respect to those that serve our students and make our success possible.

Summary:

Lynn and Jennifer expressed interest in attending. Cassie to follow-up on costumes, candy, and additional student participation.

Spring 2026 Schedule

- Application updates
- Lee Campus
Lynn – M/W 10:30 AM to 2:00 PM, Lecture and 2:45 PM to 7:20 PM, Lab.
- Collier Campus
Jen – T/ TH 09:00 AM to 1:35 PM, Lab and 2:30 PM to 6:00 PM, Lecture
- Charlotte or Lee Campus
Mike McSheehy – T/ TH or incorporate a F – Lecture: 09:30 AM to 1:00 PM and Lab: 2:00 PM to 6:35 PM
- Medic – EMS 2601L – 09:00 AM to 2:00 PM and EMS 2601 – 2:45 PM to 6:30 PM

Spring 2026 – Fire – 104 applicants for 45 seats.

EMT Applicants – 98 (47 – Lee, 45 – Collier, 6 – Charlotte) - We want to propose running 2 Lee EMT classes for the Spring. Are there any concerns or challenges we may not be considering? Summer may present the opportunity to return to the Charlotte Campus.

Summary:

- Reviewed Spring schedule - confirming that Jennifer's Collier campus classes would maintain their current schedule with a 55-minute break between sessions. Cassie presented a proposal to run two EMT classes at the Lee campus, which was supported by the group. Discussed addressing the need for additional space at the Collier campus with the dean. Dr. Faust would like to visit the Collier campus on a Tuesday or Thursday to assess space limitations. Jennifer expressed interest in teaching at an EMT class at the Collier campus during the summer semester to accommodate influx of students. There were no concerns presented about running two EMT classes at the Lee Campus. Discussed overlap of CA's on days Paramedic class was running, Lynn volunteered to get them started if needed.

MQA State Site Visit

- The application was submitted and accepted.
 - Skills required to complete program, SUIDS, Trauma Score Card, comprehensive finals, MD certifies graduates and participates in mid-term and final examinations, student records, and program policies
- Site visit to be scheduled in October or November.
 - Lee, Collier, and N. Collier
- Inventory
- Interview with students/staff

Inventory – locations were inventoried and items confirmed, know where everything is. N. Collier – needs to be readily available

New medics and Collier Reminder – trauma score card, SUIDS, midterms and abo involvement.

Summary:

Discussed the upcoming state site visit for the EMT and paramedic program, scheduled for October or November, which will cover multiple campuses. Reviewed key areas that will be examined, including student skills assessment, documentation of sudden unexpected infant death training, and trauma scorecards. Emphasized the importance of being prepared and transparent during the visit and highlighted the need to ensure all required documentation is accessible and up-to-date, including inventory lists and program policies. Cassie expressed confidence in the program's readiness and encouraged staff to ask questions if anything is unclear.

Cassie discussed the need to document student concerns and progress with Dr. Abo, suggesting a form for tracking student performance. Mike mentioned that coordinators channel concerns through the program manager before reaching Dr. Abo. An emphasis was

placed on the importance of maintaining closed-loop communication and proper documentation when working with Dr. Abo. Jennifer expressed concern about how to handle potential questions from a state representative about Dr. Abo's involvement, to which Cassie advised being truthful about what is known. The group also touched on the need to clarify Dr. Abo's role in midterms and finals. The current process includes his approval of the assessment/scenarios and is included in any discrepancies or challenges that arise on testing days.

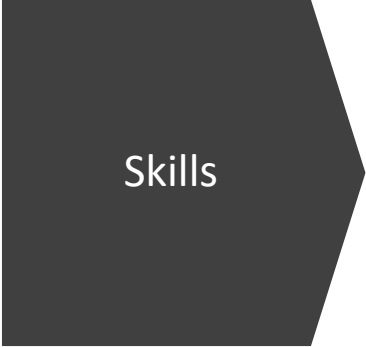
Chapter 401 and 64J-1

Florida SouthWestern State College Emergency Medical Services Program familiarizes students with Chapter 401, Florida Statutes, (F.S) and Chapter 64J-1, Florida Administrative Code, which governs emergency medical services in Florida to all EMT and Paramedic students. Students review and discuss these chapters in the initial lecture and laboratory class session. Additionally, students are provided a list of resources in their Student Handbook with direct links to web site addresses and resources on the Department of Health's website. Copies of Program Chapter 401, Florida Statutes, and Chapter 64J-1, Florida Administrative Code are available to students in their Canvas course.

Resource List for the Florida SouthWestern State College EMS Program:

- Information on the EMS department of the State of Florida
www.floridahealth.gov
- Statutes pertaining to Florida State EMS <https://www.flrules.org/gateway/ChapterHome.asp?Chapter=64j-1>
- Laws pertaining to Florida State EMS <http://www.floridahealth.gov/licensing-and-regulation/ems-rules-and-statutes/index.html>
- EMS Testing and certification information
www.doh.state.fl.us/Mqa/EMT-Paramedic/
- National Registry of Emergency medical technicians www.nremt.org
- EMT textbook site www.jblearning.com
- National Guidelines for EMS education www.nhtsa.dot.gov
- Journal of Emergency Medical Services www.jems.com
- Florida SouthWestern State College web site www.fsw.edu
- Florida SouthWestern State College Catalog <https://www.fsw.edu/academics/catalog>

Items and links included in Student Handbooks and in their Canvas course.



Skills

1. The trauma score card is embedded within EMT lectures that cover the trauma section of the course. Additionally, the material is practiced during trauma scenarios in the lab. Access to the Adult Trauma Methodology Scorecard, Pediatric Trauma Methodology Scorecard, and CDC National Field Triage can be found in the students' EMS 2119L Canvas course.
2. Sudden Unexpected Infant Death (SUID) training is covered in our EMS 2119 and EMS 2421L course.
3. A comprehensive final written and practical examination is incorporated into the EMT program. To fulfill the written assessment requirements, the program utilizes a Fisdap Readiness Exam. Additionally, students must successfully complete a medical and trauma scenario and achieve a passing score on the necessary NREMT skills.
 1. BAG-VALVE-MASK VENTILATION OF AN APNEIC ADULT PATIENT
 2. OXYGEN ADMINISTRATION BY NON-REBREATHING MASK
 3. CARDIAC ARREST MANAGEMENT/AED
 4. BLEEDING CONTROL/SHOCK MANAGEMENT
 5. LONE BONE IMMOBILIZATION
 6. JOINT IMMOBILIZATION

List of skills provided during state application for EMT.

Skills

Student Name: _____		
EMT Skill Competency (Must be completed in Semester One) Student must record items in FSDAP (Record as an individual skill - do not record on a patient)	Competency Minimum	CA or Instructor Sign Off
Insert NPA	1	
Insert OPA	1	
Perform oral suctioning	1	
Perform FBAO - adult	1	
Perform FBAO - infant	1	
Administer oxygen by nasal cannula	1	
Administer oxygen by face mask	1	
Ventilate an adult patient with a BVM	1	
Ventilate a pediatric patient with a BVM	1	
Ventilate a neonate patient with a BVM	1	
Apply a tourniquet	1	
Apply a cervical collar	1	
Perform spine motion restriction	1	
Lift and transfer a patient to the stretcher	1	
Splint a suspected long bone injury	1	
Splint a suspected joint injury	1	
Stabilize an injured object	1	
Dress and bandage a soft tissue injury	1	
Apply an occlusive dressing to an open wound to the thorax	1	
Perform uncomplicated delivery	1	
Assess vital signs	1	
Perform a Comprehensive Physical Assessment	1	
Perform CPR - adult	1	
Perform CPR - pediatric	1	
Perform CPR - neonate	1	
Student Minimum Competency Table 3 Skills (Must be completed in Semester Two) (Record in FSDAP as an individual item - cannot be entered on a patient)	Program Minimum	CA or Instructor Sign Off
Establish IV access	10	
Administer IV infusion medication*	2	
Administer IV bolus medication	10	
Administer IM injection	2	
Establish IO access*	4	
Perform PPV with BVM*	10	
Perform oral endotracheal intubation*	10	
Perform endotracheal suctioning*	2	
Perform FBAO removal using McGill Forceps*	2	
Perform cricothyrotomy*	5	
Insert supraglottic airway*	5	
Perform needle decompression of the chest*	5	
Perform synchronized cardioversion*	5	
Perform defibrillation*	5	
Perform transcutaneous pacing*	2	

List of skills provided during state application for Paramedic.

MD Certifies Graduates

Dr. Abo, Florida SouthWestern State College's Medical Director consults with the Director, Program Manager, and Program Coordinators on a monthly basis. As the Medical Director Dr. Abo:

- Reviews and approves of the educational content of the program curriculum to certify its ongoing appropriateness and medical accuracy.
- Reviews and approves the quality of medical instruction, supervision, and evaluation of the students in all areas of the program.
- Reviews and approves the progress of each student throughout the program and assists in the development of appropriate corrective measures when a student does not show adequate progress.
- Assures the competence of each graduate of the program in the cognitive, psychomotor, and affective domains through participation in laboratory activities and classroom lectures.


Dr. Benjamin Abo

08/20/2025

Date

Cassie discussed the assessment process for midterms and final exams, highlighting Dr. Abo's involvement in reviewing and approving scenarios. She also outlined the student records kept, including electronic and paper files, and emphasized the importance of referring questions about Castle Branch records to the appropriate person. Cassie explained the submission of admissions requirements, handbooks, and advertisements to the state for a site visit. Mike shared their experiences with similar processes, reassuring Jen that the site visit is not as arduous as it used to be.



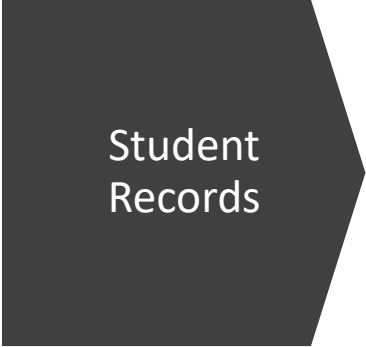
MD Mid- terms and Finals

Florida SouthWestern State College conducts psychomotor midterm evaluations during the third phase of the paramedic program. These midterms are created by the lead instructors based on the course material and the most current National Standards. Dr. Abo, along with the program manager and lead instructors, reviews the midterm scenarios and final exams.

Additionally, the didactic portion of the program utilizes FISDAP unit exams in various areas, including Airway, Cardiology, Medical, Trauma, Obstetrics, Pediatrics, and Operations, to assess student progress.

Final exams are comprehensive, and students are not informed in advance about the specific skills or assessments they will be required to perform.

Dr. Abo actively reviews and approves scenarios for the comprehensive final skills exams. He also participates in planning the final exam and in providing remediation for students who do not succeed. For those students, Dr. Abo is available to review their portfolios, which may include remediation plans, academic counseling, affective behavior, and career counseling.



Student Records

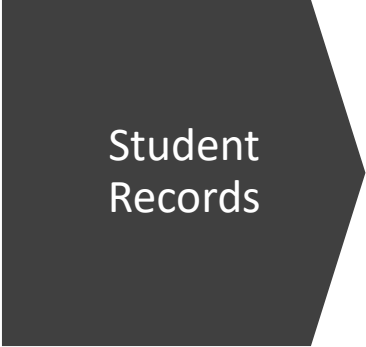
Student Files (Electronic/Paper)

- Student's Emergency Information
- Student Consent for Participation
- Student Computer Usage & FISDAP Agreement Student Handbook
- Acceptance
- Technical Standards
- Photo/Media release
- Hepa mask testing & hospital forms (if applicable)
- Student counseling forms, if applicable
- Exam Results/Canvas Assignments/ Affective Evaluations
- Lab Accountability Sign off/ Practicum Folder

Uploaded online to CastleBranch:

Health Records:

- MMR Rubella (Measles), Rubella (German Measles), Mumps
- Varicella (Chickenpox)
- Hepatitis B
- Tetanus-Pertussis (TDap)
- Tuberculosis (TB/PPD/TST) - Negative chest x-ray is acceptable
- Physical Examination Report
- Proof of Health Insurance
- Proof of Flu Vaccine or Waiver
- Proof of Covid-19 Vaccine - if applicable
- CPR certification



Student Records

Records and reports maintained per Class/Student

- Class Attendance Logs/sign In Sheets
- Student Evaluations
- Student Opinion Surveys and Course Evaluations
- Course Syllabi with Objectives
- Lecture and Lab Schedule
- Lab Sign-offs
- EMS Applicant List
- Counseling forms (if applicable)
- Clinical and Field Site Evaluations and hour logs
- FISDAP Student PCRs and hours
- FISDAP and Canvas Tests/Quizzes/Assignments
- Quizzes/ Exams with Answer Keys
- Class and Instructor Evaluations
- FISDAP Student Minimum Competency (SMC) Tracker Report
- Field/Clinical Folders



Policies

- Admission Requirements
- Handbook
- Advertisements



EMT Curriculum Revision/ Update

- Drawing medication from a vial using a syringe/needle for the administration of naloxone for opioid overdoses as part of the EMT lab curriculum.
 - Aligns with National EMS Scope of Practice - Section 6.4 Skill Table - Medication Administration - Routes (Pg. 28) and FI Dept of Education EMT Curriculum Framework - Standards 13, 14, and 32
 - Approved by Dr. Abo on September 18, 2025
-

As of now, the discussion is to not grade the students on this skill but to further educate and expose them to what they may end up doing once they graduate. Dr. Abo has approved Lynn's request to implement a new skill in the EMT curriculum, drawing medication from a vial for naloxone administration, and Lynn will create a step-by-step guide for this skill.

Additional conversation occurred involving Lynn proposing changing the EMT medical skills from non-rebreather to CPAP, arguing that CPAP is more challenging and within EMT scope of practice. Gio will submit request to Dr. Abo, though there was uncertainty about whether the state requires testing of specific skills. Jennifer expressed concerns about CPAP being an EMT skill, while Mike suggested focusing on the basic skill of drawing medications from vials rather than specific drugs.



EMT Lab Retake Idea

- Suggestion from Jen: EMT students who must retake the lab may be required to retest on EMT unit exams to bridge the gap between lecture content and the NREMT.
-

Students are given 2 attempts at each exam by Fisdap. The team explored a proposal by Jennifer to require EMT students who pass lectures but fail lab to retake their unit exams, with Jen noting this would help prepare students for the National Registry exam. The group agreed to make this an optional, encouraged activity rather than mandatory, and discussed logistics around computer room availability and exam administration.

Program Evaluation

- Forms to be completed towards the end of the final semester of medic Program.
- Student final evaluation used to meet CoAEMSP requirements.



Federal Highway Administration (FHWA) Traffic Incident Management Systems (TIMS) training

- Message received from Jennifer McManus, EMS Education Coordinator / Regional EMS Coordinator, Bureau of Emergency Medical Oversight
- We received the following update from the Federal Highway Administration (FHWA) regarding the Traffic Incident Management Systems (TIMS) training, which is now a Department of Education requirement for EMT, EMT, and Paramedic students to have at least once in their schooling.
- Assignment: FL State Requirement: TIMS for all EMS
Assignment: FL State Requirement: TIMS for all EMS
- Students upload their certificate showing completion

The Federal Highway Administration Traffic Incident Management System training is now mandatory for both EMT and paramedic students, with previously certified students needing only to upload their certificates.

CISM

- If a student is assigned to a truck in Lee County, they are included in CISM defusing's and debriefings when those occur.
- If a student feels the need for CISM services while on a truck, they may request this directly through the crew.
- JD Loethen, SWFL CISM provided the CISM presentation.
 - Consider incorporating the information into your current wellness lecture or add
 - Consider incorporating the information into your current wellness lecture or as supplemental reading/resources.



The PPT will be emailed out with the Meeting Notes.

Affective Evaluation

Integrity

Consistent honesty, trustworthiness with the property of others, trustworthiness with confidential information, complete and accurate documentation.

2 1 0

Comment

Save a comment

Compassion

Acts to support others who are suffering, actively listens to patients and families and demonstrates concern.

2 1 0

Comment

Save a comment

Accountability

Takes responsibility for actions, complete assignments, open to constructive feedback.

2 1 0

- Speed Grader (Good, Fair, Needs Improvement)

Replace paper forms and will always be listed in Canvas. The team discussed that the conversation between the instructor and student would still occur. The student could acknowledge the meeting and evaluation through a comment in the assignment as well as a brief summary of their plan for improvement (if needed).

JBL Test Bank

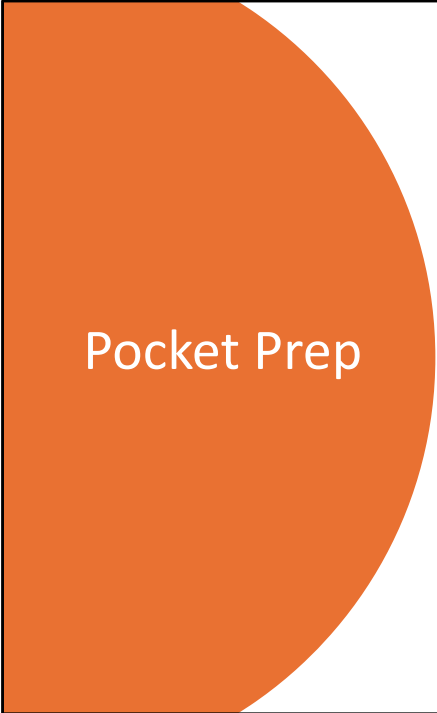
Major/High Stakes Exam Analysis	
Program Name: Florida Southwestern State College	
Course Name:	Course Dates:
Course Number:	Exam Date:
Exam Name/Topic:	Lead Instructor:
Number of students completing exam:	Is statistical analysis of questions conducted? Y ☐ N ☐
Highest Score:	
Lowest Score:	
Cut Score:	
Class Average:	
Class Median:	
Content areas receiving unexpected low scores	
Recommendations from learning prescription if applicable	
Changes made to exam if applicable	
Strategies to address low performing areas	

- Consideration – to replace semester finals for Paramedic
- Advantages: Auto grading, PLO/CLO alignment, statistical/item analysis (Reliability, Difficulty, Advantages: Auto grading, PLO/CLO alignment, statistical/item analysis)

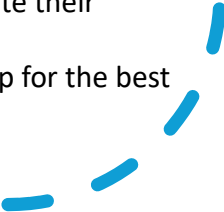
Discuss – Implementation in the Paramedic program starting EMS 2600 and use in EMT starting Spring 2026? If all are in favor we will move forward with seeking Dr. Abo's approval.

Summary:

Discussed transitioning medics' final comprehensive exams to use JBL test banks, highlighting advantages like auto-grading and better alignment with program learning outcomes.



Pocket Prep

- Implementation in EMS 2677L as a tool to enhance first-time pass rates on the national registry exam
 - We will evaluate data for our 2025-26 Effectiveness Plans
 - 2025-26 Paramedic access was sent out this week.
 - Please let the students know they need to look for an email from Pocket Prep (check spam/junk/email filters) and activate their licenses as soon as possible.
 - Download the Pocket Prep EMS app for the best mobile use experience.
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Any feedback or questions? We will not be able to purchase student accounts for EMT's this academic year because we did not budget the expense however, this can be a consideration for 2026-27



All Policies will be saved in S:\School of Allied Health\Emergency Medical Technology\Policy and Procedures

Administration reviewed several department policies and procedures, including a new hire checklist for clinical associates, a returning paramedic student policy, and guidelines for student records management. An emphasis was placed on the importance of proper documentation and communication, as well as medical director oversight of the program.

CA New Hire Checklist

- Implemented on August 12, 2025
- The purpose of this checklist to ensure FSW EMS Program's expectations and standards of each Clinical Associate is achieved through proper orientation and training of his/her role.
- General Room Orientation, Equipment and Mannequins, Roles, and Responsibilities
- To be initiated during shadow shift and requires the new hire signature and a lead CA or instructor signature

Clinical Associate (New Hire) Checklist

Purpose:

The purpose of this checklist to ensure FSW EMS Program's expectations and standards of each Clinical Associate is achieved through proper orientation and training of his/her role.

GENERAL LAB ROOM ORIENTATION

☐ Main Lab Room: Medical Supplies, iSim Locker, Moulage Locker/Tray, IV/Med Carts, Cubicles, Prop Storage, Lab Skill Zone, Sharps	☐ Breakroom: Textbook, Scenario builds, IO Kit, Keys, NREMT Sheets, Addtl Resources
☐ Back Supply Rm: Bleeder equipment, extra supplies/equipment, extra moulage supplies, cleaning supplies	☐ Other: Mannequin Shelves, Moulage Locker, iSimulate Locker, Patient Medication Bin, Stryker Batteries, Scenario supplies, Scenario cubicles

FSW EQUIPMENT AND MANNEQUINS

☐ iSimulate: Setup, Use, and Troubleshooting.	☐ Smart Mannequins: Victoria, "Fred", "Betty", Infant
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Feedback on how it has been going or any suggestions on improvement was requested. We will continue to email the lead instructor the CA information and shadow date. CA's may request additional shadow days. Please just let us know.



Returning Paramedic Student Policy

- This policy outlines the process for students who previously failed or withdrew from a course in the FSW Paramedic Program and wish to return to the program.
 - Eligibility - Written request: Students must return during the first opportunity courses are offered again (within one academic year)
 - Proficiency exam covering material from previously completed semesters and/or scenario based skill Proficiency exam Proficiency exam covering material from previously completed semesters.
 - Students must repeat ALL corequisite courses for the semester, even if previously passed
 - Clinical/field course repeats decided case-by-case
 - Students are encouraged to consider auditing previously passed semesters
 - If a student fails any EMS course on a second attempt, they will be dropped from the program
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EMS Program Revisions and Student Records

- This policy establishes standards for effective communication and documentation management within the FSW Emergency Medical Services Program, which offers both EMT and Paramedic cohorts across multiple campuses.
- **Document Management Practices:**
 - Use of Track Changes feature in Microsoft Word for document reviews
 - All documents must include revision dates when changes are made
 - Minor changes (exam dates, schedule adjustments) require email or verbal communication
 - All communications must be documented and saved in program files
- **Student Records Management:**
 - Follows General Records Schedule GS5 for Public Universities and Colleges
 - EMS Program Files/ Records Retention
 - Maintains records of student participation and attendance in all program components
 - Retention policies apply to all formats (physical and electronic)
- Unresolved issues at the Instructional Staff level should be elevated to the Program Manager/Director

Guiding Principles:

- **Consistency:** Standardization across cohorts for course content, schedules, Canvas applications, skill sheets, grading policies, etc.
- **Closed-loop Communication:** Two-way communication via FSW email
- **Medical Director Oversight:** Review and approval of educational content, required patient contacts, and assessment instruments

Medical Director Oversight

The medical director must be responsible for medical oversight of the program to include:

- Review and approve the educational content of the program to include didactic, laboratory, clinical experience, field experience, and capstone field internship to ensure it meets current standards of medical practice.
- Review and approve the required minimum numbers for each of the required patient contacts and procedures.
- Review and approve the instruments and processes used to evaluate students in didactic, laboratory, clinical, field experience, and capstone field internship.
- Review the progress of each student throughout the program and their performance in the comprehensive final written and practical examinations.
- Assist in the determination of appropriate corrective measures, when necessary.
- Ensures that each graduate of the program is competent in the cognitive, psychomotor, and affective domains.

Evaluation and Instructor Observation

1. Non-Teaching Staff
 - Agile Performance Management Platform
2. Instructional Staff
 - Agile Performance Management Platform
 - Adjunct Portfolio Process
 - Instructor Observation
3. Administrative Staff
 - Agile Performance Management Platform

SAH policy, FSW expectation or teaching staff and non-teaching staff, and CoA

Observation – peer to peer is recommended by CoAEMSP

Agile – two check ins (DEC and June)

Summary:

Explained the process for instructor observations, emphasizing peer-to-peer feedback as recommended by COA. Outlined the steps for instructors to request specific areas of focus during observations and detailed the observation form's structure, which includes feedback on teaching, content delivery, and student engagement. Encouraged overlap of goals and accomplishments for Agile, Adjunct Portfolio, and Instructor Observation.

Questions,
Concerns,
Feedback

