Congratulations! You have been accepted into the EMS A.A.S. Program at Mitchell Community College. Our mission is to be responsive to the current and evolving health care needs our community by providing quality EMS education. Obtaining your paramedic training and associate degree will require many hours of hard work, dedication, and professionalism. The qualities of a paramedic require an individual to work without supervision in an uncontrolled environment while maintaining the maturity and discipline to handle any critical situation. In order to obtain these qualities, you will go through extensive cognitive, psychomotor, and affective training in the classroom, hospital, and on the ambulance as a paramedic student. By the end of your paramedic program you will have the qualities that it takes to become an entry level paramedic. The road to achieving your EMS associate degree will be well worth the effort. Again, congratulations on your willingness to take on these tasks and enter a rewarding career field.

Sincerely,

____________________________________
David L. Bullins  
Director of Public Safety  
Mitchell Community College
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XXI. Program Coordinator

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NCOEMS Attestation Statement
I. Program Description

A. The Emergency Medical Science (EMS) curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

B. Students will gain complex knowledge, competency, and experience while employing evidence-based practice under medical oversight, and serve as a link from the scene into the healthcare system.

C. Graduates of the program should be eligible to take state and/or national certification exams. Employment opportunities include providers of emergency medical series, fire departments, rescue squads, hospital specialty area, industry, educational and other governmental agencies.

D. Program Objectives

   i. Cognitive: The graduate will demonstrate the ability to comprehend, apply, and evaluate the didactic and clinical information relative to their role as an entry level NC EMT-Paramedic.

   ii. Psychomotor: The graduate will demonstrate technical proficiency in all skills necessary to fulfill the role of entry level paramedic.

   iii. Affective: The graduate will demonstrate personal behaviors consistent with professional and employer expectations for the entry level NC EMT-Paramedic.

E. Program Mission

   i. The EMS program is designed to prepare the student to respond to medical emergencies and accident scenes, and for certification as an entry level NC EMT-Paramedic.
II. Admission Policies

A. The Department of Emergency Medical Science understands and accepts the concept of the open-door policy for general admission to Mitchell Community College. Admission to the College does not, however, guarantee admission to the Associate Degree Emergency Medical Science (EMS) program. The following are minimum requirements for admission to the EMS Associate Degree program:

1. Mitchell Community College Application: Applicants must complete the College application for admission and submit to Student Services.

2. High School or high school equivalency transcript: Graduation from a high school as specified under admission requirements for degree seeking students, complete high school transcript, or equivalent as established by a high school equivalency test.

3. College Transcripts: Official transcripts from all previously attended colleges must be received by the College. To be considered official, transcripts must be in a sealed envelope. Grades less than C are not transferable into the EMS Associate Degree Program.

4. Required GPA: All course work toward the EMS A.A.S. degree must be completed with a grade of C or better (curriculum). Passing grades of 70 (continuing education)

5. Biology Course: Applicants to the EMS Program are required to take a minimum of one Biology course. However, students desiring to transfer or obtain higher levels of formal education must take two Biology courses.
a. BIO163 (Basic Anatomy & Physiology – 5 credit hours) is not accepted in the NC university system as Biology credit.
b. BIO168 (Anatomy & Physiology I – 4 credit hours) & BIO169 (Anatomy & Physiology II – 4 credit hours) are normally accepted in the NC university system as Biology credit.

6. Medical Terminology Course: Applicants to the EMS Degree Program are required to take courses in Medical Terminology. However, students desiring to transfer or obtain higher levels of formal education must take two Medical Terminology courses.

a. MED120 (Medical Terminology – 2 credit hours) is not accepted in the NC university system as Biology credit.
b. BIO121 (Medical Terminology I – 3 credit hours) & BIO122 (Medical Terminology II – 3 credit hours) are normally accepted in the NC university system as Biology credit.

7. Testing: Applicants wishing to enter the EMS Program must take the placement exams offered by MCC for reading, and mathematics or document acceptable substitution credit. To be considered, applicants must meet or exceed the minimum scores listed below for the placement exam or waiver. **NOTE:** SAT scores are valid for 3 years.

a. Reading- TABE 596, SAT 510, completion of ENG111
b. Mathematics- TABE 595, SAT 520, completion of DMA50

8. EMS Associate Degree Program Application: Applicant must complete Program Application with assigned program advisor.

9. Physical Health: Applicant will provide validation of satisfactory physical health [Fit for Duty Form] and current immunizations [Immunization Form] prior to final admission into the EMS program. Required immunizations include:

- Negative TB Skin Test *(Or negative chest x-ray if positive skin test within last 5 years)*
- Tetanus *(Within last 10 years)*
- Measles Mumps Rubella (MMR) *(Or positive blood tidor for MMR)*
- Varicella (Chicken Pox) *(Or documentation of previous varicella infection, Or positive blood tidor for varicella)*
- Hepatitis B Series *(or documentation of declination of Hepatitis B series, Or positive blood tidor)*

10. **Criminal Background Check and Drug Screen:**

   The criminal background check is required for each name used and each county of residence during the past seven (5) years. Any expense incurred to obtain the criminal background check is the responsibility of the applicant. Providing false or incomplete information will result in dismissal from the program. The criminal background check is required prior to participating in the clinical component of the EMS Program.

   NCOEMS and the North Carolina Medical Board will review felony and misdemeanor convictions. This review may result in denial of EMT credentials.

   a. Submit Drug Screen, Background check, and Immunization Tracker data to Castlebranch.
      i. Students will log into the Castlebranch website to set up their account (Fee paid by student: $129.00)
      ii. Link: [https://portal.castlebranch.com/MX36](https://portal.castlebranch.com/MX36)

11. **Student must be 18 years of age prior to clinical component.**

12. **Student must carry personal health insurance (clinical agency requirement) and purchase liability insurance annually. (included in program fees).**

13. **EMS students are required to have an electronic mobile device with access to the Internet. For specific requirements see electronic mobile device policy.**

14. **Purchase the online learning, assessment, clinical and skills**
Patient interaction tracking program [FISDAP]

a. Information will be provided on set-up during EMS-122 (Clinical Practicum I). FISDAP will not be used during EMS-110.
b. FISDAP fees: $84

15. Fees required to be paid by student

a. Castlebranch (vendor)
   i. Drug screening
   ii. Background
   iii. Immunization Tracking
b. FISDAP (tracking clinical)
c. Text books
d. Uniforms
e. ITLS
f. Graduation Pin

B. Informational Meeting

i. Students interested in the Paramedic A.A.S. Degree Program will attend an information meeting coordinated by the EMS Coordinator

C. Disability Accommodations (ADA)

i. Students are responsible for identifying themselves as persons with disabilities. Once they have identified themselves to the Disability Services Office and provided documentation to substantiate their disability, the process of determining reasonable accommodations can begin.

All too often faculty and students mistakenly believe that accommodations are intended to ensure success in the course or on a specific test. The purpose of a reasonable accommodation is to offer students equal access to the materials of the course. Success in the course depends solely on the quality of students’ work.

Once the students’ accommodations are approved, they will be given an accommodation form, signed by the Disability Services Coordinator. The student will be responsible for
delivering the letter or form to their instructors. The Disability Services Office is a support service, but students are active participants in the services they receive and will be asked to act as independent adults.

The Disability Services Office is a support service, but students are active participants in the services they receive and will be asked to act as independent adults. Faculty Rights and Responsibility Faculty and the Disability Services Coordinator have a shared responsibility in providing students with reasonable accommodations. When a student presents an accommodation form to the instructor, the faculty should spend time getting to know the student and what assistance the instructor can provide for the course.

Each student who is approved to receive testing accommodations should notify the instructor prior to testing to make arrangements to receive his/her accommodations. This is especially true if the student wishes to take the test in another location, as the logistics of this will need to be worked out. The Disability Services Coordinator will assist in proctoring tests, if needed, and will work closely with faculty in making sure students with disabilities are properly served.

Procedures for requesting reasonable accommodations through the Disability Services Office is also located in course syllabi for each course. Students seeking assistance must provide documentation which includes relevant medical, psychological, educational and/or emotional diagnostic tests or evaluations that verify the need for accommodation.

Information regarding a student’s disability will be handled in a confidential manner. If information regarding a student’s disability needs to be revealed to coordinate services, the student will be informed prior to any disclosure and he/she will be asked to sign an information release form. Additionally, a disability diagnosis is not listed on the accommodation form and students do not have to disclose the specific diagnosis to faculty if it is not necessary to provide the accommodation; for example, if a student’s only accommodation is extended time for testing, faculty do not need to know the nature of the disability.
ii. Students need to meet with Disability Services to complete an accommodation plan each semester. Disability Services provides reasonable academic accommodations to students with a documented disability under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1972. For assistance, contact the Disability Services Coordinator, Student Services Center Room 103F, (704) 878-3364.

iii. EMS Program Accommodations permitted by Mitchell Community College (after documentation provided to Disability Services). The following accommodations may not be provided when taking NC State Certification Exam.
   1. Students are not allowed additional time for skills that have designated time allotments.
   2. Students are permitted time and half for written exams
   3. Students are permitted written exams by oral reader
   4. Students requiring accommodations may take exam immediately prior to or immediately after class.
   5. Students are permitted a separate setting for taking exams
   6. Exam font may be increased to ??? for readability.

D. Veterans Services
   i. The College welcomes veterans, reservists, and active duty students. Our Veterans Support Team is available to assist you with a variety of services including: Counseling, Academic Advising, VA Education Benefits (GI Bill), Financial Aid, Disability Accommodations, and acclimation to college. For assistance with Admissions, Counseling, and Disability Accommodations, contact the Disability Services Coordinator, Student Services Center Room 103, (704) 878-3364. For assistance with VA Education Benefits and Financial Aid, contact the VA Coordinator, Student Services Center Room 205, Student Services Center, (704) 878-3295.

E. Fee Waiver
i. EMT3044/4200 (Emergency Medical Technician) may be substituted for EMS110 (Emergency Medical Technician).

1. Members of public safety agencies may be waived registration fee [Waiver of Liability Form]. See Program Advisor for details and determine applicability.

F. EMS Bridge Bridging Option
   i. Currently certified Paramedics are permitted to obtain an Associate of Applied Science Degree by completing program requirements stated in IX.C of EMS Policy Manual. Students receive 42 credit hours of advanced placement. The remaining coursework requires 29 additional hours of work. Students must take credit 15 hours from the required course list to meet Mitchell Community College graduation requirements.

   1. Additional Required Certifications
      a. PALS
      b. ACLS
      c. ITLS and/or PHTLS

   2. Additional Requirements for Bridging Options
      a. Documented 3,000 hours of healthcare field experience
         i. Typically calculated by hours assigned with EMS service.

III. Program Guidelines

A. Mobile devices may not be used during class, lab or clinical. Should you be needed in an emergency situation, you can be contacted during class hours by telephone at 704.978.5463.

B. Forms for all student financial assistance and Veterans benefits are the responsibility of the student. You are to present them to the faculty for verification. Please follow the guidelines of your financial assistance program.

C. If you desire, or have a need for a conference with a faculty member, contact the faculty member to schedule an appointment.

D. It is your responsibility to notify the program coordinator and the registrar’s office of any changes in name, address or telephone number.
IV. Class Rules/Policies

A. Classroom

i. All policies and procedures set forth by Mitchell Community College or in which the student is working will be adhered.

ii. Proof of all required vaccinations will be provided to the EMS Program Coordinator (via Castlebranch) prior to the students beginning any field experience.

iii. All students will be educated in OSHA regulations for HIV, HBV and TB. All students will be fit tested and have in their possession, the required HEPA respirators.

B. Lab

i. The competency skills taught in lab, are critical behaviors in which students are expected to demonstrate lab competence with a passing grade prior to the lab final exam. Failure to do so will result in a grade of “D” for the lab average. Skills will be graded on a pass/fail basis, unless otherwise specified. Sufficient practice is critical prior to successful demonstration. Students are required to pass techniques and skills in the simulation lab prior to performing that technique or skill in the clinical setting.

C. Clinical

i. Field Internship (team leads)
   1. Based on current NCOEMS requirements

ii. Must have current physical exam (within 2 years) to include respiratory fit test

iii. Proof of immunizations (required by Clinical Agency)

iv. Current CPR certification and EMT Certification

v. Documented OSHA training

vi. HIPAA training

vii. Verification of Background Check (Castlebranch)

viii. Verification of Drug Screen (Castlebranch)

ix. Completion of all hospital orientation packets and required signature forms submitted
D. Field Safety Policies

i. Substance Exposure Incident Reporting

1. Any student who knows, or has reasonable basis for believing that he or she is infected with HIV, HBV, or other infectious disease which may pose a threat to others, and whose curriculum or job requires performance of potentially exposure-prone patient care procedures, has an obligation to share that information.

2. North Carolina State Law (Sec 10A NCAN 41A.0207) requires any health care provider whose work requires them to perform or assist in surgery, dental procedures, or vaginal deliveries and know themselves to be infected with HIV or HBV to report themselves to the State Health Director. The notification shall be made in writing to:

   Chief, Communicable Disease Control Branch 1902
   Mail Service Center
   Raleigh, NC 27699-1902

3. On the state level, an investigation will be made to assess the operative and infection control techniques and clinical condition of the infected health care worker. When there may be significant risk for transmission to patients, an expert panel will be convened to make recommendations to the State Health Director who will determine whether restrictions in the health care worker’s practice are needed to prevent transmission to patients and whether notification of any previous patients is warranted. The health care worker’s practice and clinical condition will be periodically reviewed to determine whether re-evaluation is needed. The College requires employees/students to abide by this law so that we can protect the health and welfare of employees, students, and patients from the spread of disease, and so that we can respond appropriately
to the individual’s health and employment/educational needs.

4. If a student, employee, or patient is accidentally exposed to blood or body fluids, the person will immediately report the incident to the appropriate supervisor and MCC Preceptor/Clinical Coordinator as well as the on-duty Security Officer. All faculty, employees, and students in health-related fields are required to adhere to universal disease control guidelines consistent with the U.S. Centers for Disease Control and Prevention. No student will be allowed to deliver patient care in any setting until he/she has been instructed in infection control (as per OSHA guidelines) and mastered material on safety/universal precautions with satisfactory accuracy. A copy of the College's Communicable Disease Policy is available from the Security Office.

5. Definitions of Exposure-Prone Procedures:

a. Characteristics of exposure-prone procedures may include, but are not limited to, digital palpation of a needle tip in a body cavity or simultaneous presence of the employee/student’s fingers and a needle or other sharp instrument or object (such as catheter) in a poorly visualized or highly confined anatomical site. Performance of exposure-prone procedures may present a recognized risk of percutaneous injury to the employee/student, and if such an injury occurs, the employee’s/student’s blood is likely to contact the patient’s body cavity, subcutaneous tissues, and/or mucous membranes. Characterization of particular exposure-prone procedures is identified on a case-by-case basis.

ii. Injuries (student/patient)
1. Any illness or accident, which occurs during the scheduled classroom or clinical hours, must be reported to the Clinical Coordinator/Preceptor. In cases where emergency services must be rendered, the student will be directed to the nearest hospital emergency department or 911 will be called. Any treatment necessary will be administered at the hospital with the consent of the student. The instructor will notify the Security (704.880.2569), who is required to complete an Incident/Investigation report.

E. Student evaluations

   i. See Appendix A – Student Course Evaluation Form

V. Dress Code/Apparence

A. Shirts - The shirt for the Clinical Practicum will be the assigned uniform Polo shirt, with the MCC paramedic student emblem plus a student ID badge visible in an ID plastic pouch. (Clinical sites often require their own identification badge)

B. Pants - The required uniform pants will be dark blue/navy or black EMS pants. Accessories - Appropriate undergarments will be worn at all times; a white undershirt and black socks. A black belt and clean, polished black work boots are required.
   i. No jeans, sweatpants, leggings, or canvas athletic shoes allowed

C. Students should maintain two sets of uniforms, free from rips, tears, stains, and wrinkles.

D. The student will be clean in body and appearance with no perfume or cologne.

E. The only jewelry permitted is a wedding band (no stones), post-type earrings (one pair), and a watch. No facial jewelry is allowed in the clinical area and visible tattoos must be covered.
F. Hair will be kept away from the face. Long hair must be pulled back into a ponytail or similar design. Mustaches and Goatee’s are allowed as long as the HEPA respirator will have an air tight seal, but must be neatly trimmed. Beards are not allowed due to the HEPA respirator.

G. Makeup should be kept to a minimum. Fingernail polish, if worn, must be clear. Length should be appropriate for handling patients. Artificial nails are not permitted.

H. Smoking/tobacco products is not permitted while on the MCC campus or clinical worksites.
   i. Also includes personal water vaporizer products, i.e. vaping

VI. Functional Job Analysis

I. Qualifications/Competencies of a Paramedic in N.C.
   i. Successfully complete a State approved Paramedic Course and achieve competency in each of the psychomotor skills.
   ii. Successfully pass the State written certification examination
   iii. Must be a minimum of 18 years of age
      1. Course may be taken at 17 years of age
   iv. Ability to:
      1. Communicate verbally by telephone and radio equipment
      2. Lift, carry, and balance up to 125 pounds
      3. Interpret written, oral, and diagnostic form instructions
      4. Use good judgement and remain calm in stressful situations
      5. Work effectively in noisy environments
      6. Tolerate flashing lights
      7. Maintain knowledge of administration of drugs
      8. Properly assess patients
      9. Function efficiently throughout a duty shift up to 24 hours
10. Apply basic principles of mathematics to calculate weight/volume ratios and read small print in a timely manner
11. Provide advanced life support services
12. Provide medical life support in dangerous situations
13. Read and understand English written documents
14. Discern street signs and address numbers
15. Document in writing relevant information

J. Description of Possible Tasks:
   i. Read street maps
   ii. Drive/operate emergency vehicle
   iii. Assess, treat, and transport patients
   iv. Interview patients/bystanders
   v. Extrication of patients from vehicles/machines
   vi. Complete proper reports for documentation
   vii. Maintain supplies on emergency vehicle

VII. Equipment and Materials

K. Uniform (see Dress Code)
L. Penlight
M. Pen
N. Medical Scissors
O. Notepad
P. Watch
Q. Access to internet
   i. All courses have a Moodle component. Course documents, assignments, and other activities may be made using this learning management system. Students are expected to have access to the Internet and possess sufficient computer skills to send and receive email messages, including file attachments. Each student should be checking his or her Mitchell email account on a regular basis.
R. Mobile phones/electronic devices
   i. May only be used during assigned breaks unless instructor has assignment using phone applications, i.e. Kahoot, Moodle
VIII. Attendance, Tardiness, Class Participation

A. Attendance Policy

i. All students must attend 90% of all classes and 100% of all clinical time.

1. Any student missing more than 10% of the classes without an instructor approved excuse will receive a failing grade for the course.

2. Missed clinical experiences may be made up ONLY if due to extreme illness or emergency as determined by the instructor. If due to a medical emergency, a doctor’s excuse must be presented to EMS Coordinator.

3. Withdrawal Procedures
   a. Per college attendance policy (see Academic Policies in catalog).
   b. Students may withdraw from courses without academic penalty up to the 60% point of the semester. Students may withdraw by submitting a completed Drop Form to Student Services. After the 60% point, the student will receive a “W” if passing on the last date of attendance or a “WF” if failing on the last date of attendance.
   c. Failure to attend class or to notify the course faculty does not constitute an official withdrawal. To officially withdraw from the College, a student must submit a completed withdrawal form to the Admissions and Records Office.
   d. Note: Before you withdraw from any course, you should contact your instructor, advisor, or a counselor in Student Services. There may be unanticipated financial aid or academic penalties that affect your decision, or there may be options for improving your learning.
and your grades in a course.

4. An absence is defined as arriving greater than thirty (30) minutes after the scheduled class time.

ii. An absence, excused or un-excused, will not waive a student of their responsibilities.

iii. Make-up Assignments

1. If it is necessary for a student to miss a class, make-up assignments may be given at the discretion of the instructor and will be discussed on an individual basis.

iv. Mitchell Community College Inclement Weather Policy

1. In the event of adverse weather, the College will announce delays, cancellation of classes, or the closing of the college on local television and radio stations and on the College website at http://www.mitchellcc.edu/

2. Classes Delayed means classes will not meet during the time of the delay. Students and faculty will resume a regular schedule at the time announced that the College will open. In the case of a two-hour delay, ALL classes and activities will resume at 10 am (Examples: classes scheduled from 8am-10am will not meet. For a class that meets from 9:30 am to 12:10, class will be held from 10am to 12:10).

3. Classes Canceled means there are no classes/clinical for students.

4. College Closed means neither students nor employees are expected to report to the College. The College will determine how canceled classes will make up the work. Students, faculty and staff must assume responsibility for deciding if weather conditions are too hazardous to permit safe driving on public roads.
5. Safety and good judgment are required in each individual case.

B. Tardiness Policy

i. Students are expected to be on time to class and should remain for the specified meeting times. Any student who must leave early or must come in late should clear this with the instructor prior to the beginning of class.

ii. Tardiness is defined as arriving any time after the scheduled time.

1. Two tardies will equal one absence.
2. Tardiness, excused or unexcused, will not waive a student of their responsibilities.

C. Participation/Attitude

i. Participation is taken into account when evaluating a student’s performance. Students are encouraged to actively take part in class discussions therefore it is imperative that materials be read prior to class. Questioning is an important part of the learning process; however, because of the class time factor, students should read their assignments and materials in advance and then ask questions for clarification. All instructors are aware of this and do not mind interruptions during a lecture for valid questions.

ii. Students are encouraged to work together as a team, both in lab and clinical settings. Students will attend clinical environments to actively participate in direct patient care. Any ‘down-time’ should be spent studying, asking questions, or engagement of EMS practices. Students will be closely monitored in the clinical facilities and will receive an unsatisfactory grade if they are not participating in the patient care. Students are reminded to work only within their scope of training.

iii. Students should also understand that attitude is a part of their character. Attitude is a reflection of your feelings toward yourself and others. As a paramedic, persons should exhibit a caring, courteous, tactful attitude; therefore, evidence of this kind of attitude and cooperation are
essential in the day-to-day contact with classmates and instructors. Individuals may be dismissed from the class for lack of proper attitude.

IX. Program Course Calendar/Schedule
   A. Curriculum Sequence

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>Fall Semester 1</td>
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<tr>
<td>EMS110</td>
<td>Emergency Medical Technician</td>
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<tr>
<td>MED121</td>
<td>Medical Terminology I</td>
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<tr>
<td>MED122</td>
<td>Medical Terminology II</td>
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<tr>
<td>BIO168</td>
<td>Anatomy &amp; Physiology I</td>
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</tr>
<tr>
<td>ENG111</td>
<td>Writing &amp; Inquiry</td>
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<td><strong>Total</strong></td>
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<td>Spring Semester 1</td>
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<td>MAT143</td>
<td>Quantitative Literacy</td>
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<td>EMS130</td>
<td>Pharmacology</td>
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<td>EMS131</td>
<td>Advanced Airway Management</td>
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<td>BIO169</td>
<td>Anatomy &amp; Physiology II</td>
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<td>EMS160</td>
<td>Cardiology I</td>
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<td>EMS122</td>
<td>Clinical Practicum I</td>
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<td>Summer Semester</td>
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<td>EMS250</td>
<td>Medical Emergencies</td>
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<td>EMS260</td>
<td>Trauma Emergencies</td>
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<td>Clinical Practicum II</td>
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<td>Fall Semester 2</td>
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<tr>
<td>HUM115 or MUS110 or ART111</td>
<td>Humanities Class</td>
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<td>EMS220</td>
<td>Cardiology II</td>
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<td>EMS270</td>
<td>Life Span Emergencies</td>
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<td>EMS231</td>
<td>Clinical Practicum III</td>
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<td><strong>Total</strong></td>
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</table>
Spring Semester 2

- ENG112  Writing/Research  3
- POL130 or Social Science  3
  - SOC210 or
  - PSY150
- EMS240  Patients/Special Challenges  2
- EMS241  Clinical Practicum IV  4
- EMS285  EMS Capstone  2

Total  14

Program Total  71

B. First year Sequence
i. Sample Fall 1
ii. EMS110  M,W,F  0800 – 1200 hours
iii. MED121/122  Online
iv. ENG111  T, Th  Morning
v. BIO168  T, Th  Afternoon

vi. Sample Spring 1
vii. EMS122  W  Morning
viii. EMS130  T/Th  Morning
ix. EMS131  Th  Afternoon
x. EMS160  M  Morning
xi. MAT143  M/W  Afternoon
xii. BIO169  T  Afternoon

C. Curriculum Sequence (Bridge Option)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>Fall Semester</td>
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<td></td>
</tr>
<tr>
<td>MED121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED122</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO168</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ENG111</td>
<td>Writing &amp; Inquiry</td>
<td>3</td>
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Total  13

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<tr>
<th>Spring Semester</th>
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<tr>
<td>MAT143</td>
<td>Quantitative Literacy</td>
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</tr>
<tr>
<td>BIO169</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>ENG112</td>
<td>Writing/Research</td>
<td>3</td>
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<tr>
<td>POL130 or</td>
<td>Social Science</td>
<td>3</td>
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</tbody>
</table>
X. **Content Topics/Descriptions**

**A. EMS110/EMS3044/EMS4200 – Emergency Medical Technician**
(Class hours-6; Lab hours-6; Credit hours-8)
   i. Prerequisite: N/A
   ii. Corequisite: N/A
   iii. This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.
   iv. Student Learning Outcomes
      1. Demonstrate the ability to comprehend, apply, and evaluate the didactic and clinical information relative to their role as an entry level emergency medical technician.
      2. Demonstrate technical proficiency in all skills necessary to fulfil the role of entry level emergency medical technician.
      3. Demonstrate personal behaviors consistent with professional and employer expectations for the entry level emergency medical technician.

**B. EMS122 EMS Clinical Practicum I** (Clinical hours-3; Credit hours-1)
   i. Prerequisite: EMS110
   ii. Corequisite: EMS130
   iii. This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.
   iv. Student Learning Outcomes
1. The Student will explain the role and responsibilities of a paramedic
2. The Student will apply basic medical terminology to patient assessment
3. The Student will properly assess patients, i.e. history taking, physical examination techniques.

C. EMS130 Pharmacology (Class hours – 3; Lab hours – 3; Credit hours 4)
   i. Prerequisite: EMS110
   ii. Corequisite: EMS122
   iii. This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.
   iv. Student Learning Outcomes
      1. Identify proper medications, routes of administration, and correct dosages for patients.
      2. Demonstrate administering proper medication using routes of administration, and correct dosages for patients.
      3. Demonstrate proper techniques and safety procedures for use of intravenous catheterization.
      4. Explain proper documentation before and after intravenous cauterization
      5. Demonstrate proper procedures of administering medications through intravenous catheter.

D. EMS131 Advanced Airway Management (Class hours – 1; Lab hours – 2; Credit hours 2)
   i. Prerequisite: EMS110
   ii. Corequisite: N/A
   iii. This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all
airway adjuncts and pharmacology associated with airway control and maintenance.

iv. Student Learning Outcomes
   1. The student will apply traditional techniques of intravenous and respiratory therapy

E. EMS160 Cardiology I (Class hours – 1; Lab hours – 3; Credit hours – 2)
   i. Prerequisite: EMS110
   ii. Corequisite: N/A
   iii. This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.

iv. Student Learning Outcomes
   1. The Student will apply pathophysiology in the emergency medical environment to interpret cardiac rhythms.

F. EMS220 Cardiology II (Class hours – 2; Lab hours – 3; Credit hours 3)
   i. Prerequisite: EMS110, EMS122, EMS130, EMS160
   ii. Corequisite: N/A
   iii. This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.

iv. Student Learning Outcomes
   1. The Student will correctly interpret ECG in the monitoring leads

G. EMS221 EMS Clinical Practicum II (Class hours – 2; Lab hours – 2; Credit hours – 3)
   i. Prerequisite: EMS110, EMS122, EMS130
   ii. Corequisite: N/A
   iii. This course provides the advanced hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with advanced life support paramedic level skills.
1. Student Learning Outcomes
   a. The Student will demonstrate clinical competency in advanced life support assessment.

H. EMS231 EMS Clinical Practicum III (Clinical hours – 9; Credit hours – 3)
   i. Prerequisite: EMS110, EMS130, EMS221
   ii. Corequisite: N/A
   iii. This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

1. Student Learning Outcomes
   a. The Student will demonstrate clinical competency in advanced life support assessment in a clinical and field setting.

I. EMS240 Patients with Special Challenges (Class hours – 1; Lab hours 2; Credit hours 2)
   i. Prerequisite: EMS110, EMS122, EMS130
   ii. Corequisite: N/A
   iii. This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

iv. Student Learning Outcomes
   1. The Student will apply proper assessment and interaction with patients with special challenges, i.e. elderly and mentally and physically challenged individuals
   2. The Student will identify differences in pharmacokinetics, physiology and psychosocial environment between adult and geriatric patients

J. EMS241 EMS Clinical Practicum IV (Clinical Hours – 12; Credit hours – 4)
i. Prerequisite: EMS110, EMS130, EMS231
ii. Corequisite: N/A
iii. This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.
iv. Student Learning Outcomes
   1. The Student will demonstrate clinical competency in advanced life support assessment in a mobile intensive care setting or field setting.

K. EMS250 Medical Emergencies (Class hours – 3; Lab hours – 3; Credit hours – 4)
i. Prerequisite: EMS110, EMS122, EMS130
ii. Corequisite: N/A
iii. This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.
   1. Student Learning Outcomes
      a. The Student will demonstrate ability to administer proper emergency medical care utilizing proper patient evaluation techniques
      b. The Student will discuss epidemiology of pulmonary diseases and conditions
      c. The Student will identify pathological events in the pulmonary system
      d. The Student will define and discuss the epidemiology, pathophysiology, assessment findings and management of neurologic emergencies
e. The Student will appropriately assess and manage an endocrine emergency patient

L. EMS260 Trauma Emergencies (Class hours – 1; Lab hours – 3; Credit hours – 2)
   i. Prerequisite: EMS110, EMS122, EMS130
   ii. Corequisite: N/A
   iii. This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in theprehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.
   iv. Student Learning Outcomes
      1. The Student will integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a treatment plan for an acutely injured patient
      2. The Student will analyze injury patterns based upon epidemiology mechanism of injury, and patient risk factors
      3. The Student will predict injury severity based upon clinical examination findings, mechanism of injury and organ system affected
      4. The Student will perform rapid trauma assessment on a simulated critical trauma patient and a focused history and physical examination on a simulated stable trauma patient consistent with the current acceptable standards
      5. The Student will demonstrate proper basic and advanced life support management of critical and stable trauma patients within the paramedic scope of practice
      6. The Student will apply knowledge of pathophysiology of hemorrhagic shock to simulated patient scenarios and the clinical condition of the patient
      7. The Student will demonstrate foundational knowledge of pathophysiology, differential clinical
findings, and treatment guidelines of various internal and external injuries.

M. EMS270 Life Span Emergencies (Class hours – 2; Lab hours – 3; Credit hours – 3)
   i. Prerequisite: EMS110, EMS122, EMS230
   ii. Corequisite: N/A
   iii. This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.
   iv. Student Learning Outcomes
      1. The Student will apply proper assessment and interaction with Obstetrical and gynecological patients
      2. The Student will apply proper assessment and interaction with neonatal and pediatric patients
      3. The Student will apply proper assessment and interaction with geriatric patients

N. EMS285 EMS Capstone (Class hours – 1; Lab hours – 3; Credit hours – 2)
   i. Prerequisite: EMS110, EMS220, EMS250, EMS260
   ii. Corequisite: N/A
   iii. This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.
   iv. Student Learning Outcomes
      1. The Student will properly apply knowledge with clinical practice to perform scene management and patient assessment
      2. The Student will properly compile information during scene survey and history taking to enable delivery of appropriate patient care, scene management and transportation in the emergency care setting.
3. The Student will communicate effectively with the healthcare team, patient, family, and community as a member and/or team-leader.

4. The Student will exercise sufficient judgment in therapeutic procedures based on knowledge of anatomy, physiology, pharmacology, and clinical medicine.

5. The Student will select medications accurately based on pharmacologic knowledge including dosage calculations, indications, contraindications, interactions, and outcomes.

6. The Student will incorporate standard precautions in all aspects of patient assessment and management.

7. The Student will establish and maintain patient airway using basic and advanced techniques.

8. The Student will establish and maintain IV access and fluid therapy.

9. The Student will properly monitor EKG and initiate appropriate electrical therapy based on findings.

O. MED121 Medical Terminology I (Class hours – 3; Credit hours – 3)
   i. Prerequisite: Enrollment in the Paramedic Program
   ii. Corequisite: N/A
   iii. This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

P. MED122 Medical Terminology II (Class hours – 3; Credit hours – 3)
   i. Prerequisite: MED121
   ii. Corequisite: N/A
   iii. This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that related to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, student should be able to pronounce, spell and define medical terms as related to selected body systems and their pathological disorders.

Q. BIO168 Anatomy & Physiology I (Class hours – 3; Lab Hours – 3; Credit hours – 4)
i. Prerequisite: Enrollment in the Paramedic Program
ii. Corequisite: N/A
iii. This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

R. BIO169 Anatomy & Physiology II (Class hours – 3; Lab Hours – 3; Credit hours – 4)
   i. Prerequisite: “C” or better in BIO168
   ii. Corequisite: N/A
   iii. This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

XI. Special instructions - Statement of Expectations for affective and professional behavior

   A. Maturity is expected of all students.
   B. Students are expected to conduct themselves as adults and are responsible for actively participating in learning
   C. Disruptive behavior in the field setting will not be tolerated and will be grounds for dismissal from the curriculum with a failing grade.
   D. Any student engaged in any activity recognized as cheating will be dismissed from the EMS curriculum with a failing grade. (See Academic Honesty Policy)
   E. Students who endanger themselves or others will be counseled, and depending on the severity of the infraction, be placed on probation or dismissed from the EMS Curriculum.
   F. Any student who performs any skill above their level of training will be dismissed.
G. Any student who performs an advanced life support skill without the assigned Field Training Officer/Clinical instructor present will be dismissed from the curriculum.

H. All patient care will comply with federal, state and local standards. Failure to comply with these standards will be grounds for dismissal.

I. If a student has a conflict with a Field Training Officer or Clinical instructor, the situation will be presented to the MCC EMS Program Coordinator or Director of Public Safety for resolution.

J. Only the student’s assigned Field Training Officer/Clinical instructor may sign off on completed skills and hours.

K. Use of Electronic/Social Media
   i. A student who communicates via a social networking site in an unprofessional manner with respect to Mitchell Community College, the EMS Program, our clinical affiliates, patients, faculty, staff, or students will be disciplined by the appropriate Faculty, the EMS Program Director, the Director of Public Safety, and other College representatives as appropriate.
   ii. Patient discussion is strictly forbidden on any social network
   iii. Any HIPAA (Health Insurance Portability and Accountability Act) that occurs over social media could result in immediate dismissal of the program.
   iv. Examples of unprofessional behavior include posting negative, incorrect, or damaging material (through images, pictures, or statements), communicating disrespectfully, breaching confidentiality, or discussing inappropriate or illegal activities.

**XII. Academic Honesty**

A. Mitchell is committed to academic excellence, defined as achieving the knowledge, expertise, understanding, and intellectual capacity that characterize an educated person, and academic integrity, defined by the Center for Academic Integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” [http://www.academicintegrity.org/icai/resources-2.php](http://www.academicintegrity.org/icai/resources-2.php)

B. Therefore, any student who engages in academic dishonesty will be subject to disciplinary action. Academic dishonesty may be
defined as taking or acquiring possession of any academic material (test information, research papers, or notes, among others) without permission; receiving or giving help during tests; submitting papers or reports (that are supposed to be original work) that are not entirely the student’s own; or not giving credit for others’ work (plagiarism). Any evidence of academic dishonesty will result in disciplinary action.

C. Statement and Policy regarding academic dishonesty

i. Intellectual Property Policy

1. This policy governs the ownership, use, distribution, and reproduction rights to materials developed on College time and/or with the use of College facilities and equipment. This policy applies to all types of materials including educational and media materials regardless of medium utilized.

2. The College holds all rights to materials subject to copyright when such materials result from activity commissioned by the College or by an outside agency through College channels. Commissioned works are ones that receive substantial aid. The substantial aid that constitutes a commission may be in the form of directly allocated funds, College facilities, College owned equipment and/or other resources.

3. The College shall have the perpetual right to market or license external use of college commissioned materials. The financial benefit deriving from such distribution may be shared with those who contributed to the College commissioned materials. The search for commercially exploitable inventions is not a function of the College. However, if the credible endeavors of a student, staff or faculty member leads to such a discovery that results in the request for, or issuance of, patents, the College and employee or student are bound by all the conditions set forth in this policy. The cost of pursuing the patent and the defense of such patent will be borne by the College.

4. Mitchell Community College recognizes the right of employees to engage in the uncommissioned creation of scholarly, pedagogical, artistic works and/or technical innovations subject to copyright and to copyright such
works and to receive royalties from their use. Uncommissioned activities are defined as those that do not receive aid from the College or from an outside agency through College channels. Resolution of any dispute with College Commissioned or Uncommissioned intellectual property will be adjudicated handled by a committee appointed by the President and made up of college faculty and staff as well as outside experts on intellectual property. Decisions of the committee may be appealed to the Finance Committee of the Mitchell Community College Board of Trustees.

XIII. Scheduled Exam Date

A. State exam must be taken within the following criteria
   i. 90 days
   ii. Scope of Practice must be completed no more than one year prior to examination
   iii. A maximum of 3 attempts within nine months shall be allowed
   iv. Additional attempts based on 10A NCAC 13P.0502a.4.B. and C.

XIV. Grading Criteria

A. Policy of Missed Exams
   i. An absence or tardy on a quiz day will result in a zero for the quiz, unless prior approval by instructor.
   ii. No test/quiz will be retaken
   iii. Previously arranged test/quiz alteration will be made up as soon as possible
   iv. Final Exams will not be made up

B. Mitchell Community College Grading System

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<th>Grade</th>
<th>Requirement</th>
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<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
</tbody>
</table>
C. Emergency Medical Science Courses: Students must complete EMS courses with a grade of "C" or higher in order to progress in the Emergency Medical Science Program. If the student does not receive a grade of "C" or higher in any Emergency Medical Science course he/she will be required to withdraw from the Emergency Medical Science Program.

D. Biology Requirement of BIO 168 and 169: BIO 168 and BIO 169 must be completed by the beginning of the third semester of the Emergency Medical Science Program with a grade of "C" or higher to ensure student success. If the student does not successfully meet the BIO 168 and BIO 169 requirement they will be required to withdraw from the Emergency Medical Science Program.

E. Right of Appeal Related to Course Grades Received
   i. The course instructor is responsible for determining the grade a student earns for the course. The grade determination should be based on the course grading policy as detailed in the course syllabus. Occasionally, a student may disagree with the final course grade as assigned by the instructor. In those cases, the student should follow the steps as outlined below
      1. The student should meet with the course instructor and discuss the grade. This meeting must take place within 30 calendar days of the initial assignment of the grade.
      2. If the student still feels the grade has been incorrectly assigned then the student should meet with the EMS Coordinator and/or Director of Public Safety. After confirming that an effort has been made between the student and instructor to reach an agreeable outcome regarding the grade in question, the coordinator/director will:
         a. Listen to the student’s explanation of why he/she thinks that the grade is in error.
         b. Talk with the instructor to confirm that the instructor can either demonstrate the grade was correctly assigned or to confirm that, upon reexamination, a grade change is in order.
         c. Communicate to the student the result of the coordinator/director/instructor discussion. If
the student is dissatisfied with the outcome, a meeting will be arranged to include the instructor, student, EMS Coordinator, and Director of Public Safety to determine whether or not an agreeable outcome can be reached.

3. If the student remains dissatisfied with the outcome, he or she should state the reason(s) that the grade is believed to be in error in a written appeal addressed to the Vice-President for Instruction. This written appeal must be submitted within ten calendar days after the meeting between the student, instructor, and dean. Upon receipt of a written appeal, the Vice President for Instruction will convene the Grade Appeal Committee. The Grade Appeal Committee will be comprised of one faculty member from each of the four curriculum divisions, to be chosen by the full-time faculty in their respective divisions. For each appeal, the committee will select one member to serve as non-voting chair and recorder for the appeal.

4. The student and instructor will be given an opportunity to address the committee and to answer questions. After reviewing all relevant information presented, the committee will render a decision reflecting the popular opinion of the committee. The committee will report its decision to the Vice President for Instruction who will notify the student and the instructor of the outcome.

5. The decision of the Grade Appeal Committee will be final.

6. As per procedure, should any portion of the process result in the need to change the grade the instructor will submit an Authorization to Change Grade form.

F. Satisfactory Academic Progress (SAP)

i. At the end of each academic term, a student’s semester and cumulative grade point average (GPA) is calculated.

ii. Each student is expected to make satisfactory progress, defined as a cumulative GPA of at least 2.0, based on credit hours attempted. Students with the minimum cumulative GPA of 2.0 are considered to be in good standing. Credit hours for developmental courses are not counted in credit hours attempted; thus, grades from developmental classes are not counted toward
cumulative GPA.

iii. North Carolina State and National Registry Examinations

1. All of the prescribed number of classroom, clinical, field internship and required skills must be successfully completed prior to state or national examinations.

2. Students completing the entire Paramedic Degree program will be eligible to take the North Carolina Paramedic exam and also the National Registry of Emergency Medical Technicians paramedic exam. These exams are not part of the program and the NR EMT-Paramedic exam is taken at the student’s expense.

G. Behavior

i. Disruptive behavior in any classroom or clinical setting may result in dismissal from the curriculum.

ii. Any student engaged in any act recognized as cheating will be dismissed from the curriculum.

iii. Students who endanger themselves or others will be counseled and depending on the severity of the infraction, be placed on probation or dismissed from the EMS curriculum.

iv. College students are expected to act like adults. Adult behavior is required, in all courses, for continued enrollment in the EMS program.

XV. Health Policies

A. Once enrolled, students are required to provide the EMS Program Coordinator a statement from a physician when specific problems, which may interfere with safe care of patients, have been identified. These statements should attest to the physical and/or emotional qualifications of the student to provide safe care. Students who present with problems in physical or emotional health, which conflicts with safety essential to paramedic practice and who do not respond to the appropriate treatment and/or counseling within a reasonable period of time, will be dismissed from the program.

B. Students must provide a statement from their physician addressing current medical status in the event of health problems or pregnancy. If hospitalization or prolonged absences...
are necessary, the student will submit a statement from his/her physician declaring suitability to return to learning activities. Students must complete the required educational hours in order to take the NC State and National Registry EMT examinations, therefore it may be necessary to withdraw from the program and continue at a later time.

C. Students must obtain proof of all required immunizations before beginning EMS program.
   i. If these immunizations are not obtained, the student will receive an absence for each EMS class until all immunizations are completed. The attendance policy will be followed.

XVI. Dismissal/Withdrawal from EMS Program

A student may be terminated from the EMS Program for not satisfying the academic or disciplinary policies and rules outlined in the College Catalog and/or EMS Program Manual. Those include, but are not limited to:

A. Failure to meet academic standards as outlined in the grading policy.
B. Failure to meet course requirements during any phase of the program.
C. Substantial or repeated violation(s) of the standards of ethics, professional behavior and conduct set forth in this handbook.
D. Failure to perform safe clinical practice due to physical or mental inabilities which could potentially result in harm to self or others.
E. Repeated absences, tardiness, or early departure as outlined in the attendance policy.
F. Repeated failure to comply with applicable uniform and dress codes.
G. Failure to complete submission of documents required for matriculation (i.e. medical screening information, application information, certifications) after notice by Program administration.
H. Repeated or substantial failure to comply with the rules of the classroom, clinical site, or field internship station decorum.
I. Repeated or substantial failure to comply with the exposure control policy.
J. Repeated or substantial failure to comply with the reporting procedures for incidents, illnesses, or unusual occurrences.
K. Failure or refusal to participate in necessary investigatory proceedings for an incident or unusual occurrence.
L. Violating the dress code or grooming standards.
M. Using vulgar or suggestive language or gestures.
N. Criticizing staff, faculty, instructors, or patients.
O. Argumentative or insubordinate behavior.
P. Performing procedures without the permission or supervision of preceptors.
Q. Misuse, destruction, or stealing of equipment.
R. Removing agency or patient records from their proper locations.
S. Falsifying patient or agency records or college evaluation forms.
T. Misrepresenting your level of certification, training, student status.
U. Any act recognized as cheating.
V. Loss of EMT credential: Students are required to obtain North Carolina EMT credential during 2nd semester but before any off-campus clinical practicum and they must maintain EMT credential during field internship. Loss of a student’s NC EMT credential will result in immediate dismissal from the program, regardless of reason for or duration of loss.

Upon dismissal/withdrawal, the student will be notified in writing of the reason(s) for the dismissal. This documentation will also be placed in the student’s file. The EMS Program Director may require an exit interview at the time of dismissal.

Students who are dismissed from the Program for disciplinary reasons should refer to the guidelines presented in Discipline Procedures in the College Catalog.

**XVII. Disciplinary Procedures**

“Disciplinary penalty” shall mean any action affecting the status of the individual as a student, taken by the College in response to student misconduct, including but not limited to the following.
A. **Disciplinary Warning**: Disciplinary warning involves written notice to the student indicating what specific behavior or activity is in violation of these regulations and that repetition of similar or other unsatisfactory behavior would likely result in more serious disciplinary action.

B. **Specific Exam/Test Grade Reduction**: This penalty may involve the lowering of a test/assignment grade to a zero.

C. **Removal from a Course**: This penalty may involve removal with a grade of "F" or "W."

D. **Removal from Campus**: In cases involving conduct disruptive to the educational process or constituting a real or implied threat to any student, guest, or College employee, the person may be required to leave the campus, classroom, or other location immediately for a definite period of time, not to exceed one week.

E. **Disciplinary Probation**: Disciplinary probation is the status that indicates either serious misconduct not warranting removal of College privileges or suspension or expulsion. The next discipline to be imposed after disciplinary probation may be removal of College privileges or suspension or expulsion.

F. **Suspension**: Suspension is temporary disciplinary separation from the College involving denial of all student privileges, including entrance to College premises without an appointment, for a specific period of time.

G. **Expulsion**: Expulsion is permanent disciplinary separation from the College involving denial of all student privileges, including entrance to College premises, without an appointment.

**XVIII. Ethics and Legal Considerations**

A. **Title IX**
   i. It is the policy of Mitchell Community College ("Mitchell") to maintain an environment free from sexual harassment, assault and violence in all of its educational programs and activities. As a recipient of Federal funds, Mitchell is required to comply with Title IX of the Higher Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities. Any inquiries, complaints or reports made in connection with this policy should be directed to one of the Title IX Coordinators;
Jodee Fulton, Title IX Coordinator, MB306E; (704) 878-4341, jfulton@mitchellcc.edu and Donavon Kirby, Title IX Co-Coordinator, SSC102; (704) 878-3267, dkirby@mitchellcc.edu.

B. Student Rights and Responsibilities
   i. Mitchell Community College strives to offer social and cultural activities that build well-rounded persons as well as a comprehensive program in academics. Students are expected to conduct themselves in accordance with federal, state, and local statutes. Mitchell will cooperate with the respective law enforcement agencies in their enforcement. The Code of Student Conduct and Student Appeals procedure is detailed in the Student Handbook, which is available online to each student enrolled in a curriculum program or course.

C. Student Responsibility
   i. Mitchell provides counseling services and academic advising to students. Course selection and a field of study should be considered carefully by the student with the support of counselors, academic advisors, administrators, faculty and staff. The student is responsible for his or her persistence in pursuing a program of study to completion and for planning entry into a career or transfer to a senior institution.

D. Student Records and Privacy Rights
   i. Mitchell must maintain accurate and confidential student records and must recognize the rights of students to have access to their educational and personal records in accordance with existing College policy and the Family Educational Rights and Privacy Act (FERPA). College officials responsible for the proper maintenance of educational records include the Director of Admissions/Registrar and the Vice President for Student Services. FERPA provides safeguards regarding the confidentiality of and access to student records. Students and former students have the right to inspect and review their official records and to request a hearing if they challenge the contents of these records. No records shall be made available to unauthorized personnel or groups outside Mitchell without the written consent of the student involved, except to the extent that FERPA authorizes disclosure without consent. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mitchell to comply with the requirements.
of the Act. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

ii. “Educational Records” include files, documents, and other materials, which contain information directly related to students. The term “educational records” does not include the following:

1. Records and documents of institutional personnel which are kept apart from educational records.
2. Records on the student which are made or maintained by a physician, psychiatrist, psychologist, counselor, or other recognized professionals or paraprofessionals acting in their official capacity.
3. Financial records on the parents of the student.
4. Records of instructional, supervisory and administrative personnel kept in their sole possession provided they are “not accessible or revealed to any other person except a substitute.”

E. Release of Student Educational Records

i. The following “Directory Information” may be made available to the public by Mitchell without the student’s written permission unless the student notifies the Vice President for Student Services in writing by the third week of the semester that such information concerning themselves is not to be made available.

1. Student’s name, address, e-mail address, and telephone number
2. Major field of study or program, club and sport activities
3. Dates of attendance, degrees, diplomas, honors, or awards received and the most recent previous educational institution

ii. School officials who demonstrate a legitimate educational interest will be permitted to look at the official student file for a particular student. School officials include those employed by Mitchell in an administrative, supervisory, academic or research, or support staff position; a person or company with whom Mitchell has contracted as its agent to provide a service instead of using Mitchell employees; a person serving on the Board of Trustees; or a student serving on an official
committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her responsibilities for Mitchell.

iii. Requests for confidential information shall not be honored without proper written consent. The written consent must specify the records or the specific data to be released and to whom it is to be released, and each request must be handled separately. Exceptions to this policy are:

1. Requests for confidential information will be honored without prior consent of the student in connection with an emergency.

2. Official requests in connection with the audit and evaluation of federal or state supported programs or in connection with enforcement of federal or legal requirements which relate to such programs.

3. An official order of a court of competent jurisdiction. Subpoena. (Students will be notified immediately by registered mail that their records are being subpoenaed.)

4. Persons or organizations providing financial aid to the student or determining financial aid decisions.

XIX. Equal Opportunity

A. Mitchell Community College provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, MCC complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

B. Mitchell Community College expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of MCC’s employees to perform their job duties may result in discipline up to and including discharge.
XX. Educational Medical Advisor

A. Summary
   i. Teaching faculty are responsible for classroom instruction including: a demonstrated proficiency in teaching, responding to student needs, classroom management, curriculum course management, demonstration of professionalism, cooperative work relationships with other faculty and staff, and support of the college administration.

B. The medical director must oversee and be active in all medical aspects of the EMS program, including but not limited to:
   i. Review and approval of the educational content of the program curriculum to certify its ongoing appropriateness and medical accuracy.
      1. All Advanced Life Support Training programs as required by the North Carolina Office of Emergency Medical Services for all levels of EMS credentialing.
         a. Course syllabi
         b. Lesson plans
   ii. Review and approval of the quality of medical instruction, supervision, and evaluation of the students in all areas of the program.
      1. Test/evaluation plans
      2. Faculty teaching evaluations
   iii. Review and approval of the progress of each student throughout the program and assist in the development of appropriate corrective measures when a student does not show adequate progress.
      1. Remediation plans
      2. Semester progress tests
   iv. Assurance of the competence of each graduate of the program in the cognitive, psychomotor, and affective domains.
      1. Serve as a guest lecturer.
      2. Oversee and be active in all courses in the certification of curriculum and continuing education students in advanced patient care provider courses, such as, but not limited to:
         a. Advanced Cardiac Life Support
         b. Pediatric Advanced Life Support
c. International Trauma Life Support
v. Serve as Medical Director for all National Registry Certification Examinations
vi. Responsibility for cooperative involvement with the program director.
vii. Adequate controls to assure the quality of the delegated responsibilities.
viii. Serve in an advisory capacity on the Emergency Medical Science Advisory Committee
ix. Provide consultation in the following areas:
   1. Admission Requirements
   2. Curriculum Revision
   3. Equipment and Supply Purchases
   4. Faculty Recruitment
   5. Marketing
   6. Student Recruitment
C. Qualifications: Educational & Certification Requirements:
   i. Maintain credentials as a licensed emergency physician in the State of North Carolina.
   ii. Maintain Medical Director Status through NC State Office of EMS.
D. Professional Experience Requirements:
   i. Emergency Department Physician
E. Knowledge, Skills, & Abilities (KSA’s):
   i. Current BLS, ACLS, PALS, and Trauma Certification
   ii. New Technologies as they become available both Pre-Hospital and Emergency Department
   iii. Ability to help student understand concepts of pre-hospital medicine.
F. Working Conditions:
   i. Classroom, lab setting, or in the Emergency Department with MCC students who are assigned clinical in the Emergency Department or who are in the Emergency Department during a field internship session.

XXI. Program Coordinator

A. Under the direction of the Director of Public Safety, the Emergency Medical Services (EMS) Program Director will be responsible for, but not limited to, the review, oversight and record keeping required to comply state, federal and
accreditation regulations and guidelines; coordinating recruitment efforts to increase enrollment in EMS programs; providing training and oversight of advisors as it relates to curricula issues; and advisement for a pre-determined amount of students enrolled in EMS programs.

B. Program Coordination: The program coordinator must be responsible for all aspects of the program, including, but not limited to:

i. The administration, organization, and supervision of the educational program,

ii. The continuous quality review and improvement of the educational program,

iii. Long range planning and ongoing development of the program,

iv. The effectiveness of the program and have systems in place to demonstrate the effectiveness of the program,

v. Cooperative involvement with the medical director,

vi. Adequate controls to assure the quality of the delegated responsibilities.

vii. Responsible all aspects of program accreditation

1. Establish performance measures and quality benchmarks for the EMS program in accordance with approved NC Office of Emergency Medical Services (NCOEMS) and CAAHEP guidelines as appropriate and assess the program outcomes to assure the objectives and benchmarks are achieved.

2. Regularly review CAAHEP requirements in order to maintain CAAHEP approval;

3. Interpret and assure compliance with CAAHEP requirements as they relate to program and course development, and student advisement;

4. Maintain necessary records to create required reports and to prepare for CAAHEP site visits;

5. Coordinate meetings of the advisory board and professional development activities of the faculty.

C. The position also assumes the course coordinator with additional responsibilities:

i. plan for and evaluate the overall operation of assigned courses;
ii. assist in the scheduling of the courses to accommodate student needs;
iii. provide supervision and oversight for assigned courses;
iv. act as liaison between the students, faculty, and the department;
v. assure availability of classrooms and other facilities necessary to provide for the instruction and convenience of students enrolled in assigned courses;
vi. process student applications and select students;
vii. schedule classes and assist in hiring/assigning program instructors/faculty;
viii. assure that training equipment and supplies are available and operational for each laboratory session;
ix. maintain effective relationships with clinical and field internships facilities necessary to meeting the instructional objectives of assigned courses;
x. develop field internship and clinical objectives for assigned courses;
xii. in cooperation with the training program, maintain all course records
xiii. in cooperation with the training program coordinate course written examinations, skills proficiency verifications, and other student evaluations;
xiv. evaluate the effectiveness of the adjunct faculty who instruct in assigned courses;
xv. supervise and evaluate the effectiveness of the clinical and field internship training for assigned courses; and
xvi. attest to the successful course completion of all students who meet the program's requirements for completion.

D. Advisement:
i. Assist in the training and oversight to EMS adjunct faculty and advisors in the academic areas of course transferability, course sequencing, course substitutions, and major requirements;
ii. Provide advisement, both academic and support service, for students enrolled in EMS programs;
iii. Provide advisement, both academic, and support service, for students enrolled in EMS programs.

E. Recruitment:
i. Coordinate informational sessions to promote EMS programs to prospective students in the local area;
ii. Attend recruiting events as available;
iii. Assist with the development of publications to promote EMS programs.

F. Requirements:
   i. Must hold current Level 2 Instructor Certification to the Paramedic Level
   ii. Bachelor's degree from a regionally accredited institution of higher education, preferably in Emergency Medical Services (EMS) or a related field and/or minimum of 4-6 years in emergency medical services EMS teaching experience.
   iii. Currently certified as a EMT-Paramedic; preferred National Registry Paramedic Certification
   iv. Minimum of one year supervisory experience with program staff/faculty.
   v. Minimum of 5 years medical or allied health education, training, and experience,
   vi. Knowledgeable about methods of instruction, testing and evaluation of students,
   vii. Field experience in the delivery of out-of-hospital emergency care,
   viii. Have academic training and preparation related to emergency medical services at least equivalent to that of program graduates,
   ix. Distance learning experience
   x. Experience with record keeping and federal and regulatory reporting requirements and writing.
   xi. Excellent oral and written communication skills with strong organizational skills, including attention to detail, strong problem-solving skills, and the ability to multi-task successfully in a fast-paced university environment.
   xii. Advanced computer skills and experience with Microsoft Office Suite and Colleague/DataTel

XXII. Preceptor Coordinator

A. Although EMS students receive extensive classroom and hospital clinical instruction, they are taught how their profession works on the streets. Guidance during the early stages of their careers
by experienced paramedic preceptors is key to producing quality EMS professionals.

B. Role of the paramedic preceptor:
   i. Orient the student to pre-hospital policies, procedures, and equipment specific to your service.
   ii. Review with each student the knowledge, skills, and personal behaviors/attitudes required of an entry-level practitioner as defined by the Field Internship objectives in this manual.

C. Ensure the student obtains the experiences necessary to acquire the knowledge, skills, and personal behaviors/attitudes required of an entry-level practitioner.

D. Use the Field Internship objectives (need to create) to guide the student through a structured sequence of experiences which begins with the student functioning primarily as an observer, progresses to participation as a team member, and ends with the student acting as a team leader and directing the management of calls.

E. Based on the student’s clinical experience and skill, provide supervision which is adequate and appropriate to assuring effective and efficient learning.

F. Provide the student with feedback and evaluation regarding his/her clinical performance related to the objectives for an entry-level practitioner.

G. Provide objective written and oral evaluations to the EMS Program, documenting the student's progress toward mastery of the Field Internship objectives and attainment of entry-level competency.

H. Advise the EMS Program Coordinator immediately of any significant problems with student knowledge, skills, or personal behaviors/attitudes that require immediate intervention.

I. Work with the EMS Program Coordinator in remediation of problems with student performance.

J. Work with the EMS Program Coordinator in the on-going evaluation and improvement of the Program's curricula and instructional methodologies.

XXIII. Clinical Coordinator

A. The Clinical Coordinator is responsible for coordinating all aspects of the Paramedic students Clinical/Field Education. This is to include communication with EMS agencies, hospitals, and
other potential clinical sites. To develop contracts with those sites for the purpose of placing students in those clinical/field sites and to identify and train appropriate preceptors for students in these clinical/field sites. Finally, it is the job of the Clinical Coordinator to gather required student information, maintain records, monitor student performance on FISDAP, assist with accreditation documentation, assist students, and coordinate with the course Lead Instructor, the EMS Program Coordinator, and the Educational Medical Advisor as to student performance.

B. Responsibilities:

i. Promotes the College’s mission, value, and vision.
ii. Communicates effectively with program faculty and staff, clinical sites and agencies.
iii. Schedules students for clinical rotations for the Paramedic Program in a timely manner. Clinical schedule should be complete one week prior to when the class begins the clinical rotations.
iv. Confirms the clinical schedule with the clinical sites in writing.
v. Orient all preceptors to a level that is acceptable to the CoAEMSP.
vi. Supervises students in the clinical areas during clinical rotation.

vii. Utilize FISDAP to monitor clinical and field experiences.

viii. Assist in the evaluation of student clinical clearance process.

ix. Evaluates student information and provides appropriate feedback in a timely manner.

x. Performs other tasks as assigned which support the mission and initiatives of the college.

C. Education:

i. Certification as a NC Paramedic (NR-Paramedic preferred). Level I EMS Instructor. AAS in EMS or related field (preferred).

D. Experience:

i. A minimum of 3 years of clinical experience at the Paramedic level. A minimum of 2 years of experience as an EMS
educator or related experience. Experience in the use of high fidelity simulation mannequins.

E. Competencies:
   i. Knowledge of medical terminology consistent to the position of a Paramedic.
   ii. Knowledge of the State and National protocols, skills, and education requirements.
   iii. Must demonstrate the ability to collaborate successfully on a team while applying sound and independent judgement.
   iv. Strong interpersonal and written communication skills required.
   v. Ability to self-motivate and have excellent organizational skills.
   vi. Ability to work independently and successfully in multi-disciplinary teams.
   vii. Ability to set and maintain standard of a high volume of productivity in a fast paced environment.
   viii. Must possess a high degree of accuracy with attention to detail and the ability to effectively prioritize multiple tasks and meet deadlines as required.

F. Essential Responsibilities:
   i. Duties will include but not be limited to serving as a liaison with clinical sites, maintaining current clinical agreements, ensuring that students meet all requirements for clinical assignments, scheduling student clinical rotations and supporting successful completion of clinical rotations. Will provide preceptor training to clinical sites as needed.

G. Additional Duties:
   i. Participate in course development (traditional, online and hybrid), and enhance current course curriculum. Periodically update test banks for EMT and Paramedic as well as refresher courses and continuing education. Will research and implement current instructional trends as approved.

**XXIV. Simulation Technical Lab Coordinator**

A. The Simulation Technical Lab Coordinator/Facilitator will be responsible to develop the rules of operation of the Simulation
Lab under the guidance of the EMS Program Coordinator. Further they will develop scenarios appropriate to the particular student skill/training level, following proper state and national protocols and National Standard Curriculum requirements, assessment tools that meet the Psychomotor Objectives of the three domains of learning, and administer the scenarios to students in a professional and un-biased fashion. The Simulation Technical Coordinator/Facilitator will be expected to gather and set up appropriate supplies/equipment to run the simulations to a certification appropriate level, as well as clean up the equipment and simulation area. The Simulation Technical Coordinator/Facilitator will assist the EMS Program Coordinator with the maintenance and security of the simulation equipment including troubleshooting, monitoring warranties, processing replacement equipment requests, maintaining inventories, and ordering new supplies. The Simulation Technical Coordinator/Facilitator will also develop/aid in the development of new simulation scenarios to the training levels of the EMS Program and continuing education students on a wide variety of topics. The Simulation Technical Coordinator/Facilitator will aid in the evaluation of the students and help to develop reports that will be provided to the course Lead Instructors and the Educational Medical Advisor.

B. Education: Certification as a NC Paramedic (NR-Paramedic preferred). Level I EMS Instructor. AAS in EMS or related field (Preferred).

C. Experience: A minimum of 3 years of clinical experience at the Paramedic level. A minimum of 2 years of experience as an EMS educator or related experience. Experience in the use of high fidelity simulation mannequins.

D. Competencies:

i. Knowledge of medical terminology consistent to the position of a Paramedic.

ii. Knowledge of the computer, SIM mannequin, SIM pad, and ancillary devices.

iii. Must demonstrate the ability to collaborate successfully on a team while applying sound and independent judgement.
iv. Strong interpersonal and written communication skills required.

v. Ability to self-motivate and have excellent organizational skills.

vi. Ability to work independently and successfully in multi-disciplinary teams.

vii. Ability to set and maintain standard of a high volume of productivity in a fast paced environment.

viii. Must possess a high degree of accuracy with attention to detail and the ability to effectively prioritize multiple tasks and meet deadlines as required.

XXV. Clinical Education (Insert FISDAP data)
   A. Program Data will be inserted Summer, 2017

XXVI. EMS Program Organization Chart

XXVII. Advisory Committee
   A. Purpose
i. Assist MCC in establishing and maintaining up-to-date educational programs
ii. Identify changes in technology, industry, or governmental practices
iii. Effective communication between education and industry
iv. Committee members – interested, competent, and concerned members of the community
v. Vital link between industry and MCC
vi. Roles of Committee
   1. Identify job market and recruitment
   2. Identify learning outcomes
   3. Review equipment/facilities used in instruction

B. EMS Advisory Committee Members 2017/18

<table>
<thead>
<tr>
<th>Name</th>
<th>Industry</th>
<th>Contact</th>
</tr>
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<tbody>
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</table>

**XXVIII. Adjunct faculty**

A. Credentials
B. Evaluation Policy/criteria
C. Formative
D. Summative
E. Student evaluation

**XXIX. Institutional Effectiveness?**
North Carolina Office of EMS Certification

Attestation Statement

Paramedic students passing all written and practical work, with a 70% passing grade on the final exams/scope of practice, will be eligible for certification through the North Carolina Office of Emergency Medical Services. Students must also successfully complete all clinical skills, procedures, and patient contacts/team leads and turn in all documentation to their instructor(s)/Clinical Coordinator/Program Coordinator. Students will be allowed to sit for the State exam as long as they meet the requirements to pass all classes within the EMS Program. Any fees associated with taking the State exam are the responsibility of the student.

This is to certify I have read and understand the policies outlined in the Emergency Medical Science – Paramedic Program Manual.

Student: _________________________________ Date: ______________

I certify I have discussed the policies outlined in the Emergency Medical Science – Paramedic Program Manual with the above student.

Program Coordinator: ________________________ Date: ______________