



**Academic Affairs Division  
School of Health & Public Safety**

**EMS PROGRAM  
STUDENT HANDBOOK  
2025-2026 Academic Year**

**NC Advanced Educational Institution  
NC OEMS # 090064**

**CoAEMSP  
Paramedic #600624 (Accredited)  
AEMT #150624 (Letter of Review)**

Dear EMS Students,

Welcome to South Piedmont Community College! As the Program Director for the Emergency Medical Science program, I am thrilled to have you join our community of resolute and enthusiastic learners. Your decision to pursue a career in emergency medical services is both commendable and inspiring, and we are here to support you every step of the way.

At SPCC, we pride ourselves on providing a comprehensive and hands-on education that prepares our students for the challenges and rewards of working in the EMS field. Our faculty and staff are committed to your success and are eager to help you achieve your academic and professional goals.

As you embark on this journey, remember that you are not alone. You are part of a team that values collaboration, compassion, and excellence. Take advantage of the resources available to you, ask questions, and stay engaged. Your hard work and dedication will have influence in the lives of those you serve.

We look forward to seeing all that you will accomplish during your time here and beyond. Welcome to the EMS program at SPCC!

Warm regards,

Chris Floto  
Program Director, Emergency Medical Science  
South Piedmont Community College

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# EMS Handbook Statement

The EMS Handbook is provided to give students program-specific information regarding the Emergency Medical Services program. It serves as a comprehensive guide to help students understand the expectations, requirements, and resources available throughout their training. All students enrolled in the EMS program are covered under the policies and guidelines outlined in the [South Piedmont Community College Catalog and Student Handbook](#).

## 2025-2026 EMS Calendar

### Continuing Education Terms

2025 CE3 – 8/15/25 to 12/31/25

2026 CE1 – 1/1/26 to 5/14/26

2026 CE2 – 5/15/26 to 8/14/26

### College Holidays / Closings

Independence Day Thursday July 3, 2025

Labor Day Monday, September 1, 2025

Veterans Day Observed Wednesday, November 26, 2025

Thanksgiving Thursday, November 27 and

Friday, November 28, 2025

Christmas Holidays: Monday, December 22, 2025, through Friday, January 2, 2026

New Year's Day Thursday, January 1, 2026

Martin Luther King Day Monday, January 19, 2026

Easter Observance Friday, April 3, 2026

Memorial Day Monday, May 25, 2026

Independence Day, Thursday, July 2, 2026

## EMT Curriculum (14-Week Schedule)

\*\* Note this schedule includes non-instructional days on the Union County Public Schools Traditional Calendar

### Fall 2025

First Day of Class – Friday, August 29, 2025

Labor Day Holiday – Monday, September 1, 2025

UCPS Teacher Workday – Tuesday, September 23, 2025

UCPS Teacher Workday – Thursday, October 2, 2025

Break/Faculty Workdays – Monday, October 13 and Tuesday, October 14, 2025

UCPS Teacher Workday – Tuesday, November 4, 2025

UCPS Veterans Day – Tuesday, November 11, 2025

Break/Faculty Workdays – Monday, November 24, 2025, and Tuesday, November 25, 2025

Veterans Holiday Observed – Wednesday, November 26, 2025

Thanksgiving Holidays – Thursday, November 27, 2025, and Friday, November 28, 2025

End of Semester – Tuesday, December 16, 2025

### Spring 2026

First Day of Class – Friday, January 23, 2026

UCPS Teacher Workday – Monday, February 16, 2026

UCPS Teacher Workday – Tuesday, March 3, 2026

Spring Break – March 9 to 15, 2026.

UCPS Teacher Workday – Friday, March 20, 2026

Easter Holiday – Friday, April 3, 2026

UCPS Spring Break – April 3 to 10, 2026

End of Semester – Monday, May 11, 2026

# INTRODUCTION

## EMS Program Mission Statement

The mission of the Emergency Medical Services (EMS) Program at South Piedmont Community College is to prepare competent, compassionate, and professional emergency medical providers who are equipped to serve their communities with excellence. Through rigorous academic instruction, hands-on clinical experience, and a commitment to ethical practice, our program fosters the development of skilled EMS personnel who are ready to respond to the challenges of pre-hospital care and contribute positively to the health and safety of the public.

## Accreditation Statement

South Piedmont Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. South Piedmont Community College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of South Piedmont Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using the information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The South Piedmont Community College Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). CoAEMSP #600624

The South Piedmont Community College AEMT program holds a Letter of Review, which is NOT a CAAHEP accreditation status, but is a status granted by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation standards through the Letter of Review Self-Study Report (LSSR) and other documentation. However, it is NOT a guarantee of eventual accreditation

Commission on Accreditation of Allied Health Education Programs  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

To contact CoAEMSP:  
214-703-8445  
[www.coaemsp.org](http://www.coaemsp.org)

## Non-Discrimination Statement

The Board of Trustees and the administration of South Piedmont Community College (SPCC) are fully committed to the principles and practice of equal employment and educational opportunities. Accordingly, SPCC does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, national origin, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law. SPCC commits itself to positive action to secure equal opportunity regardless of those characteristics. Should an employee or student feel their rights under Title VI, VII, or IX have been violated, they may mail a harassment complaint, including sexual harassment, to the Human Resources Office by mail at PO Box 126, Polkton, NC 28135. Correspondents will be directed to the Title IX Coordinator, Elaine Clodfelter, Director of Student Advocacy and Accountability and/or Title IX Deputy Coordinator, Lauren Sellers, Associate Vice President of Human Resources and Payroll.

## Program Leadership Contacts

### Dean, Health and Public Safety

Name: Ryan Anthony, MA

Title: Dean, Health and Public Safety

Email: ranthony@spcc.edu

Phone: 704-290-5870

Office Location: Old Charlotte Highway Campus, Braswell Building, Room 2103, 1875 South Piedmont Street, Monroe, NC

Role Summary: Provides leadership and administrative oversight for all health and public safety programs.

### Medical Director

Name: Dr. Eric Hawkins, MD, MPH

Title: Medical Director

Affiliated: Atrium Health

Role Summary: The Medical Director provides clinical oversight, ensures adherence to medical standards, and supports the development of safe and competent emergency medical providers.

## Program Director

Name: Chris Floto, MS, M.Ed.

Title: Fire and Rescue and EMS Program Director

Email: cfloto@spcc.edu

Phone: 704-290-5817

Office Location: Old Charlotte Highway Campus, Braswell Building, Room 2704, 1875 South Piedmont Street, Monroe, NC

Role Summary: Oversees all aspects of the EMS program including curriculum, faculty, and student progress.

## Clinical Coordinator

Name: Hannah Swisher, AAS

Title: Clinical Coordinator, AHA

Email: hswisher@spcc.edu

Phone: 704-290-1771

Office Location: Old Charlotte Highway Campus, Braswell Building, Room 2703, 1875 South Piedmont Street, Monroe, NC

Role Summary: The Clinical Coordinator oversees the planning, implementation, and evaluation of clinical education experiences to ensure students meet program competencies and accreditation standards.

## ALS Lead Instructor (AEMT, Paramedic)

Name: Adrienne Hill, MS

Title: Lead Instructor

Email: ahill@spcc.edu

Phone: 704-290-1747

Office Location: Old Charlotte Highway Campus, Braswell Building, Room 2204, 1875 South Piedmont Street, Monroe, NC

Role Summary: The ALS Lead Instructor is responsible for delivering advanced life support education, ensuring curriculum alignment with state and national standards, and guiding students toward clinical and cognitive competency in paramedicine.

## BLS Lead Instructor (EMR, EMT)

Name: Patricia Freeman, AAS

Title: Lead Instructor

Email: pfreeman@spcc.edu

Phone: 704-290-5832

Office Location: Old Charlotte Highway Campus, Braswell Building, Room 2702, 1875 South Piedmont Street, Monroe, NC

Role Summary: The BLS Lead Instructor is responsible for delivering high-quality basic life support instruction, ensuring student mastery of foundational EMS skills, and maintaining compliance with educational and regulatory standards.

## Public Safety Coordinator

Name: Rhonda Weaver

Title: Coordinator

Email: rweaver@spcc.edu

Phone: 704-993-2407

Office Location: Old Charlotte Highway Campus, Braswell Building, Room 2116, 1875 South Piedmont Street, Monroe, NC

Role Summary: The Public Safety Coordinator provides administrative and operational support to public safety programs, ensuring efficient scheduling, communication, and documentation to facilitate smooth program delivery and compliance.

# Program Enrollment

## Admissions Statement

South Piedmont Community College offers multiple pathways for admission into Public Safety programs. Applicants for curriculum courses (EMT, EMS-110) must complete the online application at [www.spcc.edu](http://www.spcc.edu) by clicking the “Apply” button in the top right corner. Those who have graduated or will graduate high school before their intended enrollment term should complete the Adult Application. Graduating Career and College Promise (CCP) seniors who took SPCC classes during their senior year and wish to continue as adult students should also complete the Adult Application.

Applicants for continuing education courses must complete the College’s continuing education registration process located at <https://spcc-register.fundfive.com/> and pay applicable tuition and fees.

High school students interested in dual enrollment through CCP may enroll through Career and Technical Education provided they meet eligibility requirements. For questions about CCP eligibility, please contact [sep@spcc.edu](mailto:sep@spcc.edu) or call 704-290-5090.

All EMS Program students must meet the entry requirements and prerequisites for each course of study for admission.

## Technical Standards

The following technical standards outline the essential abilities required for students enrolled in the Emergency Medical Services (EMS) program. These standards are necessary to ensure students can meet the program objectives and perform the duties of an EMS provider safely and effectively.

### Physical Abilities

- Ability to lift and carry equipment and patients weighing up to 125 pounds.
- Stamina to perform prolonged physical activities including CPR and patient transport.
- Manual dexterity to perform clinical procedures and operate medical equipment.

### Sensory Abilities

- Visual acuity to read small print and observe patient conditions.
- Auditory ability to hear alarms, patient sounds, and verbal instructions.
- Tactile ability to assess patient conditions through physical examination.

### Cognitive Abilities

- Ability to comprehend and apply clinical knowledge in high-stress situations.
- Critical thinking and problem-solving skills for patient assessment and care.
- Capacity to learn and retain complex medical information.

### Communication Skills

- Effective verbal and written communication with patients, families, and healthcare teams.
- Ability to document patient care accurately and clearly.
- People skills to interact professionally and compassionately.

### Behavioral and Emotional Attributes

- Emotional stability to manage stressful and traumatic situations.
- Professionalism and ethical behavior in all clinical and academic settings.
- Ability to work collaboratively in a team environment.

## Occupational Risks for EMS Students and Providers

Emergency Medical Services (EMS) students and providers, including those at the EMR, EMT, AEMT, and Paramedic levels—are exposed to a variety of occupational risks during training and professional practice. Awareness and mitigation of these risks are essential to ensure safety and compliance with regulatory standards.

### Emergency Medical Responder (EMR)

- Exposure to bloodborne pathogens and communicable diseases.
- Physical strain from lifting and moving patients.
- Risk of injury from motor vehicle collisions while responding to emergencies.
- Stress and psychological impact from traumatic incidents.
- Environmental hazards such as extreme temperatures and unstable scenes.

### Emergency Medical Technician (EMT)

- All risks associated with EMR level.
- Increased exposure to hazardous materials and infectious agents.
- Use of medical equipment that may pose ergonomic or safety risks.
- Extended physical exertion during prolonged patient care and transport.
- Potential for violence or aggression from patients or bystanders.

### Advanced Emergency Medical Technician (AEMT)

- All risks associated with EMT level.
- Handling and administration of medications with potential for adverse reactions.
- Greater responsibility in invasive procedures increasing exposure risk.
- Complex decision-making under pressure leads to cognitive fatigue.

### Paramedic

- All risks associated with AEMT level.
- High-level clinical interventions with increased liability and exposure.
- Frequent exposure to emotionally charged and high-stress environments.
- Leadership responsibilities in dynamic and potentially hazardous scenes.
- Risk of burnout due to demanding schedules and critical incident exposure.

## Advanced Placement, Transfer Credit, and Credit for Prior Learning Policy

### Advanced Placement Policy

South Piedmont Community College (SPCC) EMS Program may grant advanced placement to students who demonstrate prior learning or experience equivalent to course content. Advanced placement decisions are based on evaluation of transcripts, certifications, and/or documented work experience. Students must submit appropriate documentation and may be required to complete assessments or skill validations. Advanced placement does not guarantee program completion in a shortened period and is subject to faculty approval and program capacity.

### Transfer Credit Policy

Students transferring from other accredited institutions may be eligible for credit toward the EMS program at SPCC. Transfer credit is awarded based on official transcripts and course equivalency to SPCC curriculum. Courses must have been completed with a grade of 'C' or higher and align with current EMS program standards. The Registrar's Office evaluates transfer credit requests in consultation with EMS faculty.

### Credit for Prior Learning (CPL) Policy

South Piedmont Community College (SPCC) values students' prior training and experience related to their program of study. In accordance with North Carolina Community College System (NCCCS) State Board Code, SPCC has established processes for awarding curriculum credit for college-level learning obtained through other institutions and various prior learning experiences.

CPL may be awarded when documentation demonstrates that the prior learning is collegiate in nature and aligns with the learning outcomes of SPCC's programs. Students and faculty should refer to the appropriate procedure for each CPL type. Additional information is available on the [Transfer Credit and Credit for Prior Learning page](#) on SPCC's website.

For questions or guidance, students should contact the Registrar's Office. Students receiving financial assistance should consult with the Financial Aid Office regarding any potential impact of CPL on their funding eligibility.

## EMS Program Cost

### General Fees & Notes

- Continuing Education Registration Fee: \$180 (Waivable if eligibility requirements are met)
- Curriculum Tuition and Fees (EMS 110):
  - In-State Tuition: \$684.00
  - Out-of-State Tuition: \$2412.00
  - Technology Fee: \$48.00
  - Activity Fee: \$35.00
  - Accident Insurance: \$1.40
  - CAPS Fee: \$15.00
- Textbook and Workbook
  - Purchased directly from Jones & Bartlett via a discount link.
  - Curriculum students receive textbooks through Barnes & Noble Campus Bookstore via the SPCC Saver Pack at \$22 per credit hour.
- Background Check and Drug Screening:
  - EMR & EMT: Purchased from COMPLIO (<https://spcc.complio.com>) \*\$80.00
  - AEMT & Paramedic: Includes vaccination tracking, purchased from COMPLIO \*\$115.00
  - \* Prices subject to change due to third-party vendors.

### Student Fees

#### *EMR*

Accident Insurance: \$1.40

Lab Fee: \$40.00

CPR Card: \$6.00

**\*\*Total: \$47.40\*\***

*EMS 4200D EMT Initial (Blended)*

Accident Insurance: \$1.40

Professional Liability Insurance: \$13.00

Student ID Card: \$10.00

EMT Lab Fee: \$96.00

EMCE PRO for EMTs: \$30.00

EMT Class Ready: \$40.00

EMT Exams: \$132.75

CPR Card: \$6.00

EVOS Card: \$15.00

EMT Uniform Polo: \$40.00

EMT Badge Buddy: \$3.50

**\*\*Total: \$387.65\*\***

*EMS 4200E EMT Initial (Hybrid)*

Accident Insurance: \$1.40

Professional Liability Insurance: \$13.00

Student ID Card: \$10.00

EMT Lab Fee: \$96.00

EMCE PRO for EMTs: \$30.00

EMT Class Advantage: \$100.00

CPR Card: \$6.00

EVOS Card: \$15.00

EMT Uniform Polo: \$40.00

EMT Badge Buddy: \$3.50

**\*\*Total: \$314.90\*\***

*EMS 110 EMT*

Professional Liability Insurance: \$13.00

EMT Lab Fee: \$96.00

EMCE PRO for EMTs: \$30.00

EMT Class Ready: \$40.00

EMT Exams: \$132.75

CPR Card: \$6.00

EVOS Card: \$15.00

EMT Uniform Polo: \$40.00

EMT Badge Buddy: \$3.50

**\*\*Total: \$357.65\*\***

*EMS 4300C Advanced EMT Initial*

Accident Insurance: \$1.40

Professional Liability Insurance: \$13.00

Student ID Card: \$10.00

AEMT Lab Fee: \$100.00

EMCE PRO for AEMTs: \$60.00

LC-Ready ALS Bundle: \$23.53

AEMT Exams: \$125.19

AEMT Uniform Scrub Set: \$75.00

AEMT Uniform Polo: \$40.00

AEMT Badge Buddy: \$3.50

**\*\*Total: \$451.62\*\***

*EMS 4400D Paramedic Initial*

Accident Insurance: \$1.40

Professional Liability Insurance: \$13.00

Student ID Card: \$10.00

Paramedic Lab Fee: \$200.00

EMCE PRO for Paramedics: \$120.00

LC-Ready ALS Bundle: \$23.53

Paramedic Exams: \$153.75

Paramedic Uniform Scrub Set: \$150.00

Paramedic Uniform Polo & Job Shirt: \$140.00

Paramedic Badge Buddy: \$3.50

ACLS Card: \$15.00

EPC Card: \$15.00

AMLS Card: \$15.00

PHTLS Card: \$15.00

**\*\*Total: \$875.18\*\***

### **Tuition and Fee Paid by an Outside Agency (Third Party Sponsorship)**

If student tuition and fees are to be paid by an agency outside the college, students are responsible for ensuring that the College has received proper written authorization from the outside agency. Students may be dropped from classes for non-payment of tuition and fees if an authorization statement from the agency has not been received by the payment due date. Any invoice submitted to an agency will be payable upon receipt. If a sponsoring agency does not pay the required fees, the student will be responsible for all obligated tuition and fees.

## Refund Policy

Refunds for all continuing education courses are processed in compliance with the North Carolina Community College System refund policy. Registration fee refunds are not issued except under the following conditions:

- If a student officially withdraws from a course prior to the first scheduled class meeting, a 100% refund is issued.
- A 75% refund of registration fees is granted if a student officially withdraws on the first day of the course or prior to or on the 10% point of the scheduled hours of the class section. This applies to all course sections except those that begin and end on the same day.
- Refunds are not issued after the start of a section that begins and ends on the same calendar day.
- A 100% refund will be issued for a class which is canceled because of insufficient enrollment.
- See SPCC College Catalog for details concerning Military Refund and Death of Student Refund.

## Program Overview

The Emergency Medical Services Professions include four levels: Paramedic, Advanced EMT, EMT, and Emergency Medical Responder. CAAHEP accredits educational programs at the Paramedic and Advanced EMT levels.

### Emergency Medical Responder (EMR)

The primary focus of the Emergency Medical Responder is to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Responders perform basic interventions with minimal equipment.

The Emergency Medical Responder (EMR) – Initial program delivers instruction based upon the current National EMS Education Standards. The program consists of didactic (lecture) instruction and practical skills training. Graduates of this program can apply to take the National Registry of EMT's EMR exam and/or the NC EMR exam, required for practice as an EMR in North Carolina.

### Educational Program Summary

The following represents a summary of the required components and minimum time requirements for the EMR program:

1. Didactic component - 60 hours
  - a. This section includes Traffic Incident Management for Emergency Responders
2. Skills practice and evaluation, written exams, Technical Scope of Practice - 36 hours.
  - a. No Clinical Hours or Field Internship Hours required.
3. Final comprehensive assessment of each student's cognitive, psychomotor, and affective domains, ensuring the student is at an entry level competency.
4. EMR Program Length = 96 hours

### Program Goals

To prepare Emergency Medical Responders who are competent in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

#### *Cognitive Domain Goals*

1. Demonstrate understanding of foundational emergency medical concepts including anatomy, physiology, and medical terminology.
2. Apply knowledge of patient assessment techniques and emergency care protocols.

3. Recognize signs and symptoms of common medical and traumatic conditions.
4. Understand legal, ethical, and professional responsibilities of an EMR.
5. Interpret and apply basic documentation and communication standards in EMS.

#### *Psychomotor Domain Goals*

1. Perform accurate and timely patient assessments including vital signs and primary surveys.
2. Demonstrate proficiency in basic life support skills such as CPR, airway management, and bleeding control.
3. Safely operate EMS equipment and perform extrication and patient movement techniques.
4. Administer emergency care interventions within EMR scope of practice.
5. Maintain cleanliness and readiness of EMS equipment and supplies.

#### *Affective Domain Goals*

1. Exhibit empathy, compassion, and professionalism in patient interactions.
2. Demonstrate teamwork and effective communication with EMS personnel and other healthcare providers.
3. Adhere to ethical standards and maintain patient confidentiality.
4. Display commitment to continuous learning and improvement.
5. Respond calmly and effectively under stress and in emergency situations.

#### **Entry Requirements/Prerequisites**

1. Must be 17 years of age, on or before the official end date of the course.
2. All Students provide a copy of their high school diploma or high school equivalency **or** complete the CASAS Reading GOALS 2 evaluation assessing basic reading comprehension skills at a minimum of the tenth-grade level equivalent (Score of 244 or greater).

## **Emergency Medical Technician (EMT)**

The primary focus of the Emergency Medical Technician is to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician is a link from the scene to the emergency health care system.

The Emergency Medical Technician (EMT) – Initial program delivers instruction based upon the current National EMS Education Standards. The program consists of didactic (lecture) instruction, practical skills training, and field experience. Graduates of this program can apply to take the National Registry of EMT's EMT exam and/or the NC EMT exam, required for practice as an EMT in North Carolina.

## Educational Program Summary

The following represents a summary of the required components and time requirements for the EMT program:

1. Didactic, skills labs, written exams, scope of practice – 192 to 212 Hours.
  - a. EMS Credential maintenance and renewal component
    - i. State requirements
    - ii. National requirements
  - b. Traffic Incident Management for Emergency Responders
  - c. State or nationally recognized emergency vehicle driving program, to include a physical driving component utilizing a Type I, II or III ambulance.
2. Forty-Eight (48) to Sixty (60) hours in the Clinical or Field setting:
  - a. A clinical or field educational component is required. The educational institution should ensure enough patient contact time for the student to successfully perform a minimum of ten (Live) patient assessments without assistance.
  - b. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - c. If a student is deemed as “Competent” prior to the completion of the minimum hours, then the educational medical advisor, program lead instructor and program coordinator/director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.
  - d. If a student is deemed as “Needs Improvement” upon the completion of the minimum hours, then the educational medical advisor, program lead instructor and program coordinator/director are responsible for ensuring that the student is provided an outline for remediation.
    - i. The remediation outline should include additional clinical or field hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.
3. Final comprehensive assessment of each student’s cognitive, psychomotor, and affective domains, ensuring the student is entry level competent.
  - a. Documentation must be maintained in the students file to show that the educational medical advisor, program lead instructor and program coordinator/director were in complete agreement with the final determination.
4. EMT Program Length = 240 to 272 hours

## Program Goals

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

### *Cognitive Domain Goals*

1. Demonstrate knowledge of the EMS system, safety, and well-being of the EMT.
2. Understand medical/legal and ethical issues related to EMS.
3. Explain anatomy, physiology, and pathophysiology relevant to prehospital care.
4. Describe patient assessment techniques and clinical decision-making.
5. Identify appropriate emergency care for medical and trauma patients.
6. Understand pharmacology and medication administration within EMT scope.
7. Demonstrate knowledge of airway management and ventilation.
8. Explain principles of ambulance operations and incident management.

### *Psychomotor Domain Goals*

1. Perform patient assessment and vital signs accurately.
2. Demonstrate airway management and oxygen administration techniques.
3. Provide appropriate interventions for medical and trauma emergencies.
4. Operate EMS equipment and perform extrication procedures.
5. Demonstrate safe lifting, moving, and transportation of patients.
6. Perform CPR and use an AED effectively.
7. Administer medications as permitted by EMT protocols.
8. Demonstrate effective use of communication equipment and documentation.

### *Affective Domain Goals*

1. Demonstrate professional behavior and appearance.
2. Exhibit empathy and compassion in patient care.
3. Communicate effectively with patients, families, and healthcare teams.
4. Demonstrate cultural competence and respect for diversity.
5. Maintain confidentiality and ethical standards.
6. Display responsibility and accountability in EMS roles.
7. Participate in continuous quality improvement and learning.
8. Demonstrate teamwork and leadership in EMS settings.

## Entry Requirements/Prerequisites

1. Must be 17 years of age, on or before the official end date of the course.
2. All Students provide a copy of their high school diploma or high school equivalency **or** complete the CASAS Reading GOALS 2 evaluation assessing basic reading comprehension skills at a minimum of the eleventh-grade level equivalent (Score of 249 or greater).

3. High School CCP students must be enrolled in or have successfully completed English 3.

## Advanced Emergency Medical Technician (AEMT)

The primary focus of the Advanced Emergency Medical Technician is to provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Advanced Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight. Advanced Emergency Medical Technicians perform interventions with the basic and advanced equipment typically found on an ambulance. The Advanced Emergency Medical Technician is a link from the scene to the emergency health care system.

The Advanced Emergency Medical Technician (AEMT) – Initial program delivers instruction based upon the current National EMS Education Standards. The program consists of didactic (lecture) instruction, practical skills training, and field experience. Graduates of this program can apply to take the National Registry of EMT's AEMT exam and/or the NC AEMT exam, required for practice as an AEMT in North Carolina.

## Educational Program Summary

The following represents a summary of the required components and time requirements for the AEMT program:

1. Didactic, skills practice/evaluation, written exams, comprehensive assessment, and TSOP - 184 hours.
2. The required minimum clinical hours will be 48 hours.
  - a. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - b. If a student is deemed as "Competent" prior to the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.
  - c. If a student is deemed as "Needs Improvement" upon the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student is provided an outline for remediation.
    - i. The remediation outline should include additional clinical hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.

- d. Documentation must be maintained in the students file to show that the educational medical advisor/director, program lead instructor and program director were in complete agreement with the final determination.
3. The required minimum hours for field experience will be 48 hours as the third member (Student Role) of an Ambulance crew.
- a. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - b. A minimum of 48 hours must be as a third member (Student Role) of the primary ambulance crew.
  - c. If a student is deemed as “Competent” prior to the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.
  - d. If a student is deemed as “Needs Improvement” upon the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student is provided an outline for remediation.
    - i. The remediation outline should include additional clinical hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.
4. The required minimum hours for Capstone field internship will be 24 hours as the third member (Student Role) of an Ambulance crew.
- a. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - b. A minimum of 24 hours must be as a third member (Student Role) of the primary ambulance crew.
  - c. If a student is deemed as “Competent” prior to the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.
  - d. If a student is deemed as “Needs Improvement” upon the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student is provided an outline for remediation.
    - i. The remediation outline should include additional clinical hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.

5. Final comprehensive assessment of each student's cognitive, psychomotor, and affective domains, ensuring the student is entry level competent.
  - a. Documentation must be maintained in the students file to show that the educational medical advisor, program lead instructor and program coordinator/director were in complete agreement with the final determination.
6. AEMT Program Length = 304 hours

## Program Goals

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

### *Cognitive Domain Goals*

1. Demonstrate knowledge of the EMS system, safety, and well-being of the AEMT.
2. Understand medical/legal and ethical issues related to EMS.
3. Explain anatomy, physiology, and pathophysiology relevant to prehospital care.
4. Describe patient assessment techniques and clinical decision-making.
5. Identify appropriate emergency care for medical and trauma patients.
6. Understand pharmacology and medication administration within AEMT scope.
7. Demonstrate knowledge of airway management and ventilation.
8. Explain principles of ambulance operations and incident management.
9. Understand the basics of ECGs including atrial and ventricular rates, progression, and representation of the ECG (P-Wave variations, QRS complexes).
10. Identify cardiac rhythms including Normal Sinus Rhythm, Sinus Bradycardia, Sinus Tachycardia, Asystole, Ventricular Fibrillation, and Ventricular Tachycardia.

### *Psychomotor Domain Goals*

1. Perform patient assessment and vital signs accurately.
2. Demonstrate airway management and oxygen administration techniques.
3. Provide appropriate interventions for medical and trauma emergencies.
4. Operate EMS equipment and perform extrication procedures.
5. Demonstrate safe lifting, moving, and transportation of patients.
6. Perform CPR and use an AED effectively.
7. Administer medications as permitted by AEMT protocols.
8. Demonstrate effective use of communication equipment and documentation.
9. Perform endo-tracheal intubation.
10. Apply a standard 3-4 lead Electrocardiograph (ECG/EKG).
11. Apply and transmit a 12-lead ECG.
12. Perform manual defibrillation.

13. Perform needle chest decompression for traumatic arrest.

### *Affective Domain Goals*

1. Demonstrate professional behavior and appearance.
2. Exhibit empathy and compassion in patient care.
3. Communicate effectively with patients, families, and healthcare teams.
4. Demonstrate cultural competence and respect for diversity.
5. Maintain confidentiality and ethical standards.
6. Display responsibility and accountability in EMS roles.
7. Participate in continuous quality improvement and learning.
8. Demonstrate teamwork and leadership in EMS settings.

### Entry Requirements/Prerequisites

1. Must be 17 years of age, on or before the official end date of the course.
2. All Students provide a copy of their high school diploma or high school equivalency.
3. Possession of a valid and active North Carolina EMT Credential, NREMT, or other states EMS credential prior to the start of the clinical or field component.
  - a. All students must start clinical at the same time.
4. Successful completion of college-level English (ENG-101 or higher) **or** complete the CASAS Reading GOALS 2 evaluation assessing basic reading comprehension skills at a minimum of the twelfth -grade level equivalent (Score of 254 or greater).
5. Successful completion of college-level Math (MAT-101 or higher) **or** complete the CASAS Math GOALS 2 evaluation assessing basic math skills at a minimum of the twelfth -grade level equivalent (Score of 249 or greater).

## Paramedic

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

The Paramedic – Initial program delivers instruction based upon the current National EMS Education Standards. The program consists of didactic (lecture) instruction, practical skills training, and field experience. Graduates of this program can apply to take the National Registry of EMT's Paramedic exam and/or the NC Paramedic exam, required for practice as a Paramedic in North Carolina.

## Educational Program Summary

The following represents a summary of the required components and time requirements for the Paramedic program:

1. Didactic components, including cognitive examinations. 504 Hours
2. Laboratory time, skills practice, and documented skills evaluations, including the scope of practice evaluations. 220 Hours
3. The required minimum clinical hours will be 180 hours.
  - a. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - b. If a student is deemed as “Competent” prior to the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.
  - c. If a student is deemed as “Needs Improvement” upon the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student is provided an outline for remediation.
    - i. The remediation outline should include additional clinical hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.
  - d. Documentation must be maintained in the students file to show that the educational medical advisor/director, program lead instructor and program director were in complete agreement with the final determination.
7. The required minimum hours for field experience will be 168 hours as the third member (Student Role) of an Ambulance crew.
  - a. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - b. A minimum of 168 hours must be as a third member (Student Role) of the primary ambulance crew.
  - c. If a student is deemed as “Competent” prior to the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.

- d. If a student is deemed as “Needs Improvement” upon the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student is provided an outline for remediation.
        - i. The remediation outline should include additional clinical hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.
- 8. The required minimum hours for Capstone field internship will be 120 hours as the third member (Student Role) of an Ambulance crew.
  - a. This minimum is established to ensure that the student has satisfactorily met all competencies required for completion of the educational program.
  - b. A minimum of 120 hours must be as a third member (Student Role) of the primary ambulance crew.
  - c. If a student is deemed as “Competent” prior to the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student can satisfactorily enter the workforce as an entry level EMS professional at or above the level of education completed.
  - d. If a student is deemed as “Needs Improvement” upon the completion of the minimum hours, then the educational medical advisor/director, program lead instructor and program director are responsible for ensuring that the student is provided an outline for remediation.
    - i. The remediation outline should include additional clinical hours to ensure the student can satisfactorily meet all competencies required for successful completion of the educational program.
- 9. Final comprehensive assessment of each student’s cognitive, psychomotor, and affective domains, ensuring the student is entry level competent.
  - a. Documentation must be maintained in the students file to show that the educational medical advisor, program lead instructor and program coordinator/director were in complete agreement with the final determination.
- 10. Paramedic Program Length = 1,192 hours

## Program Goals

To prepare Paramedics who are competent in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to provide advanced prehospital care and enter the profession.

### *Cognitive Domain Goals*

1. Demonstrate advanced knowledge of the EMS system, safety, and well-being of the paramedic.
2. Understand medical/legal and ethical issues related to advanced EMS practice.
3. Explain detailed anatomy, physiology, and pathophysiology relevant to prehospital care.
4. Describe advanced patient assessment techniques and clinical decision-making.
5. Identify appropriate advanced emergency care for medical and trauma patients.
6. Understand pharmacology and advanced medication administration within paramedic scope.
7. Demonstrate knowledge of airway management, ventilation, and advanced life support.
8. Explain principles of ambulance operations, incident management, and disaster response.
9. Understand ECG interpretation and cardiac care protocols.
10. Demonstrate knowledge of pediatric, geriatric, and special population care.

### *Psychomotor Domain Goals*

1. Perform comprehensive patient assessment and monitor vital signs accurately.
2. Demonstrate advanced airway management and oxygen delivery techniques.
3. Provide advanced interventions for medical and trauma emergencies.
4. Operate advanced EMS equipment and perform extrication procedures.
5. Demonstrate safe lifting, moving, and transportation of patients.
6. Perform CPR, advanced cardiac life support (ACLS), and advanced pediatric life support (EPC).
7. Administer medications and intravenous therapy as permitted by paramedic protocols.
8. Demonstrate effective use of communication equipment and documentation.
9. Perform ECG acquisition and interpretation.
10. Conduct advanced procedures such as intubation and needle decompression.

### *Affective Domain Goals*

1. Demonstrate professional behavior, integrity, and appearance.
2. Exhibit empathy and compassion in advanced patient care.
3. Communicate effectively with patients, families, and healthcare teams.
4. Demonstrate cultural competence and respect for diversity.
5. Maintain confidentiality and ethical standards in advanced EMS roles.
6. Display responsibility and accountability in paramedic practice.
7. Participate in continuous quality improvement and lifelong learning.

8. Demonstrate leadership and teamwork in EMS settings.
9. Adapt to stressful and dynamic environments with professionalism.
10. Promote patient advocacy and community health education.

### Entry Requirements/Prerequisites

- Must be 17 years of age, on or before the official end date of the course.
- All Students provide a copy of their high school diploma or high school equivalency.
- Possession of a valid and active North Carolina EMT or AEMT Credential, NREMT, or other states EMS credential prior to the start of the clinical or field component.
- Successful completion of college-level English (ENG-101 or higher) **or** complete the CASAS Reading GOALS 2 evaluation assessing basic reading comprehension skills at a minimum of the twelfth -grade level equivalent (Score of 254 or greater).
- Successful completion of college-level Math (MAT-101 or higher) **or** complete the CASAS Math GOALS 2 evaluation assessing basic math skills at a minimum of the twelfth -grade level equivalent (Score of 249 or greater).
- Successful completion of a college-level Anatomy and Physiology course.
  - a. Courses that are currently accepted include:
    - EMS- 3163 Basic Anatomy and Physiology
      - When the course meets all other requirements of these guidelines, including meeting SACSCOC standards for instructors of curriculum-level courses.
    - BIO- 163: Basic Anatomy and Physiology
    - BIO- 165 & 166: Anatomy and Physiology I & II (Must complete both sections)
      - Equivalent CE courses will be accepted when the course meets all other requirements of these guidelines, including meeting SACSCOC standards for instructors of curriculum-level courses.
    - BIO- 168 & 169: Anatomy and Physiology I & II (Must complete both sections)
      - Equivalent CE courses will be accepted when the course meets all other requirements of these guidelines, including meeting SACSCOC standards for instructors of curriculum-level courses.
  - Accepted courses shall possess articulation agreements for curriculum credit.

# Curriculum and Competency Requirements

## EMS Program Curriculum Overview

The Emergency Medical Services (EMS) Program is designed to prepare students for entry-level and advanced positions across multiple certification levels, including Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced EMT (AEMT), and Paramedic. The curriculum is structured to provide a comprehensive foundation in emergency medical care through a blended learning model, combining in-person instruction with asynchronous online coursework, hands-on skills training, and clinical experiences.

### Program Delivery Model

Blended Learning Approach:

The EMS program integrates in-person classroom sessions with asynchronous online learning modules. This format allows students to engage with theoretical content both in the classroom and independently online, while applying practical skills in structured, hands-on environments.

Flipped Classroom Hybrid Model (EMT Hybrid Program):

In this model, students complete didactic content online before attending in-person sessions. Classroom time is dedicated to interactive activities, scenario-based learning, and skills application, reinforcing the knowledge gained through online study. This approach promotes active learning, critical thinking, and real-time feedback from instructors.

### Curriculum Components

1. Didactic Instruction (In-Person and Online)
  - a. Anatomy & Physiology for EMS
  - b. EMS Systems and Operations
  - c. Patient Assessment
  - d. Medical and Trauma Emergencies
  - e. Special Populations and EMS Roles
2. Skills Labs (In-Person)
  - a. Hands-on practice of core EMS skills
  - b. Simulation-based training
  - c. Team-based emergency response scenarios

3. Clinical Experience
  - a. Supervised rotations in hospital emergency departments
  - b. Exposure to patient care under the guidance of licensed professionals
4. Field Internship
  - a. Ride along with EMS providers.
  - b. Real-world application of skills in prehospital settings

## Program Outcomes

Upon successful completion of the program, students will be eligible to sit for the appropriate certification exams, such as the National Registry of Emergency Medical Technicians (NREMT), and pursue state licensure at their respective EMS level (EMR, EMT, AEMT, or Paramedic).

## Program Minimum Competencies

### AEMT Program Student Minimal Competency

|                                 |           |
|---------------------------------|-----------|
| <b>Ages of Patient contacts</b> |           |
| Newborn to 18                   | 5         |
| Adult 19-64                     | 25        |
| Geriatric                       | 20        |
| <b>Total</b>                    | <b>50</b> |

|   |           |
|---|-----------|
| <b>Number and Type of Pathology/ Complaints</b> |           |
| Trauma  | 6         |
| Psychiatric                                     | 6         |
| Obstetrics (uncomplicated and complicated)      | 3*        |
| Distressed Neonate                              | 3*        |
| Cardiac pathology / complaints                  | 6         |
| Cardiac arrest                                  | 5*        |
| Medical Neurological Pathology or complaints    | 5         |
| Respiratory Pathology or complaints             | 8         |
| Other medical conditions                        | 8         |
| <b>Total number of pathology or complaints</b>  | <b>50</b> |

|  |          |
|--|----------|
| <b>Successful Motor skills on a patient in Clinical, Field or Capstone</b> |          |
| <b>(*) Motor Skill can be Achieved by Simulation</b>                       |          |
| Venous blood sample  | 4*       |
| IM Injection   | 2*       |
| IN medication  | 2*       |
| Establish IO access  | 2*       |
| IO Medications   | 2*       |
| Perform PPV with BVM   | 10*      |
| Defibrillation Automatic and semiautomatic                                 | 2*       |
| Perform Chest compressions   | 2*       |
| <b>Capstone Team Leads</b>   | <b>5</b> |

### Paramedic Program Student Minimal Competency

|                                 |           |
|---------------------------------|-----------|
| <b>Ages of Patient contacts</b> |           |
| Newborn to 18                   | 15        |
| Adult 19-64                     | 30        |
| Geriatric                       | 9         |
| <b>Total</b>                    | <b>54</b> |

|   |    |
|---|----|
| <b>Number and Type of Pathology/ Complaints</b> |    |
| Trauma  | 9  |
| Psychiatric                                     | 6  |
| Obstetrics (uncomplicated and complicated)      | 2* |
| Distressed Neonate                              | 2* |
| Cardiac pathology / complaints                  | 6  |

|  |           |
|--|-----------|
| Cardiac arrest                                 | 1*        |
| Cardiac Dysrhythmia                            | 6         |
| Medical Neurological Pathology or complaints   | 4         |
| Respiratory Pathology or complaints            | 4         |
| Other medical conditions                       | 6         |
| <b>Total number of pathology or complaints</b> | <b>46</b> |

|  |           |
|--|-----------|
| <b>Successful Motor skills on a patient in Clinical, Field or Capstone</b> |           |
| (*) Motor Skill can be Achieved by Simulation                              |           |
| IV Medications   | 2*        |
| IM Injection   | 2*        |
| Establish IO   | 2*        |
| Perform PPV with BVM   | 10*       |
| Perform Endotracheal Suctioning  | 2*        |
| Perform FBAO with Magil Forceps  | 2*        |
| Perform Cricothyrotomy   | 2*        |
| Insert supraglottic Airway   | 10*       |
| Perform Needle decompression of the chest                                  | 2*        |
| Perform Synchronized cardioversion   | 2*        |
| Perform defibrillation   | 2*        |
| Perform Transcutaneous pacing  | 2*        |
| Perform Chest compressions   | 2*        |
| <b>Capstone Team Leads</b>   | <b>20</b> |

## Course Completion and Graduation Requirements

### Emergency Medical Responder (EMR)

1. Completion of all course modules.
2. Final course grade  $\geq 75.0\%$
3. Minimum attendance requirements met as per program policy.
4. Demonstrated competency in all required EMR skills.
5. Pass final written comprehensive exam with a score  $\geq 70.0\%$
6. Successful completion of Technical Scope of Practice examinations.
7. Be rated as an overall “Good” on the final affective behavioral evaluation.
8. Eligibility to sit for NC State EMR certification exam.

### Emergency Medical Technician (EMT)

1. Completion of all course modules.
2. Final course grade  $\geq 75.0\%$
3. Minimum attendance requirements met as per program policy.
4. Demonstrated competency in all required EMT skills.
5. Pass final written comprehensive exam with a score  $\geq$  Fisdap Cut Score
6. Successful completion of Technical Scope of Practice examinations.
7. Be rated as an overall “Good” on the final affective behavioral evaluation.
8. Completion of required Field Experience hours and patient assessments.
9. Lead Instructor, Program Director, and Medical Director agreement.
10. Eligibility to sit for NC State EMT certification exam.

### Advanced Emergency Medical Technician (AEMT)

1. Completion of all course modules.
2. Final course grade  $\geq 75.0\%$
3. Minimum attendance requirements met as per program policy.
4. Demonstrated competency in all required AEMT skills.
5. Pass final written comprehensive exam with a score  $\geq$  Fisdap Cut Score
6. Successful completion of Technical Scope of Practice examinations.
7. Be rated as an overall “Good” on the final affective behavioral evaluation.
8. Completion of required Hospital Clinical, Field Experience, and Capstone Field Internship hours.
9. Completion of required Student Minimum Competencies (SMC) skills, simulations, pathology exposures, patient evaluations, and team leads.
10. Lead Instructor, Program Director, and Medical Director agreement.
11. Eligibility to sit for NC State AEMT certification exam.

## Paramedic

1. Completion of all course modules.
2. Final course grade  $\geq 75.0\%$
3. Minimum attendance requirements met as per program policy.
4. Demonstrated competency in all required Paramedic skills.
5. Pass final written comprehensive exam with a score  $\geq$  FISDAP Cut Score
6. Successful completion of Technical Scope of Practice examinations.
7. Be rated as an overall “Good” on the final affective behavioral evaluation.
8. Completion of required Hospital Clinical, Field Experience, and Capstone Field Internship hours.
9. Completion of required Student Minimum Competencies (SMC) skills, simulations, pathology exposures, patient evaluations, and team leads.
10. Lead Instructor, Program Director, and Medical Director agreement.
11. Eligibility to sit for NC State Paramedic certification exam.

## Simulation

Simulation-based education is an essential component of the EMS curriculum at South Piedmont Community College. It provides students with structured, formative exposures to clinical scenarios in a safe, controlled environment. This requirement outlines expectations, procedures, and requirements for student participation in simulation activities.

Simulation is used to:

1. Reinforce didactic and psychomotor instruction.
2. Provide formative clinical exposures that meet programmatic and accreditation standards.
3. Evaluate student performance in a low-risk environment prior to live patient contact.

## Simulation Requirements

### 1. *Participation*

- a. All students are required to participate in scheduled simulation sessions.
- b. Attendance is mandatory and treated as a clinical assignment.
- c. Students must arrive on time, in appropriate clothes, and prepared to engage.

## *2. Formative Exposure Standards*

- a. Simulations will be designed to meet the National EMS Education Standards and CoAEMSP requirements for formative clinical exposures.
- b. Each student must complete a minimum number of formative simulation encounters as defined by the course syllabus.
- c. Scenarios will include diverse patient presentations across age groups, chief complaints, and clinical settings.

## *3. Documentation*

- a. Students must document each simulation encounter in EMCE.
- b. Documentation must include scenario type, role played, skills performed, and reflective feedback.

## *4. Evaluation*

- a. Simulation activities are primarily formative but may include summative assessments.
- b. Faculty will provide structured feedback using standardized evaluation tools.
- c. Students are expected to engage in self-reflection and peer review as part of the learning process.

## *5. Confidentiality and Professionalism*

- a. All simulation scenarios and student performances are confidential.
- b. Students must maintain professional conduct and respect for peers, faculty, and simulated patients.
- c. Breaches of confidentiality or professionalism may result in disciplinary action.

## *6. Remediation*

- a. Students who do not meet performance expectations may be assigned additional simulation sessions for remediation.
- b. Remediation plans will be individualized and documented by program faculty.

## **Documentation**

Accurate and timely documentation of clinical and simulation experiences is essential for student development, program compliance, and accreditation standards. This requirement outlines the expectations for EMS students at South Piedmont Community College regarding the use of EMCE to record both formative and summative experiences.

Students must use EMCE to document all required skills, clinical and simulation experiences, including:

- Formative encounters: Learning experiences designed to build competency through practice and feedback.
- Summative encounters: Evaluated experiences used to assess student readiness and performance against established standards.

## Documentation Requirements

### 1. *Skills Documentation*

- a. All psychomotor skills performed during labs, simulations, and clinical rotations must be recorded in EMCE.
- b. Each entry must include:
  - i. Date and setting (lab, simulation, clinical site)
  - ii. Skill performed.
  - iii. Level of supervision
  - iv. Outcome (successful/unsuccessful)
  - v. Instructor or preceptor verification

### 2. *Patient Encounters*

- a. Students must document all patient contacts, whether simulated or real, in EMCE.
- b. Each encounter must include:
  - i. Patient demographics (age group, gender)
  - ii. Chief complaint and clinical impression
  - iii. Interventions performed.
  - iv. Role of the student (team lead, assistant, observer)
  - v. Encounter type (formative or summative)

### 3. *Timeliness*

- a. Documentation must be completed within 24 hours of the encounter.
- b. Apart from patient narrative, all information for clinical and field shifts must be completed and verified (signature) by the preceptor prior to leaving the clinical or field site.
- c. Late entries may result in reduced credit or require remediation.

### 4. *Verification*

- a. All entries must be verified by a qualified instructor, preceptor, or evaluator. Unverified entries will not count toward program requirements.

### 5. *Integrity and Professionalism*

- a. Students are expected to maintain accurate, honest, and complete records. Falsification of documentation is grounds for disciplinary action, up to and including dismissal from the program.

### 6. *Monitoring and Feedback*

- a. Faculty will regularly review EMCE entries to monitor progress and provide feedback.
- b. Students may be required to meet with faculty to discuss documentation trends or concerns.

## Academics

### Attendance and Participation Requirements

The purpose of this requirement is to establish clear expectations for attendance and participation in all EMS courses at South Piedmont Community College. Consistent attendance and active engagement are essential for student success and for meeting programmatic and accreditation requirements.

Students are expected to attend all scheduled classes, labs, clinicals, and simulation sessions. Participation in all educational activities is required to ensure competency development and compliance with program standards.

South Piedmont Community College is an attendance taking college. Regular attendance and participation are essential to student learning and successful completion of a course. The College recognizes that students are adults with many responsibilities and occasional absences are unavoidable. However, absences do not lessen the student's responsibility for meeting the course requirements. The College does not differentiate between "excused" and "unexcused" absences in calculating course attendance.

### Attendance Requirements

1. Attendance is mandatory for all scheduled sessions.
2. Students must notify the instructor in advance of any absence.
3. Excessive absences may result in disciplinary action or dismissal from the program.

Students are responsible for all work missed during their absence. Instructors are not required to accept makeup or missed work; therefore, acceptance of makeup or missed work is at the instructor's discretion. All work must be completed and turned in by midnight on Sunday prior to the final exam.

Attendance may be used as a factor in determining the final grade for a course. This factor must be included in the instructor's syllabus. Instructors are responsible for discussing their syllabus at the first-class meeting of each course.

If a student's attendance does not meet the course specific NC OEMS required hours, the student may be considered in violation of the attendance policy and withdrawn from the class. Prior to completing the withdrawal, the instructor and/or Program Director will attempt to notify the student of the impending withdrawal. All students must meet NC OEMS course attendance requirements.

Blended or Hybrid courses have both online and seated class attendance requirements. For the purposes of this policy, attendance in these courses is defined as active participation in the course.

Attendance includes:

1. Physically attending a seated class or participating in a virtual synchronous class
2. Submitting an academic assignment
3. Taking or submitting an exam or quiz
4. Completing an interactive tutorial
5. Participating in an online study group assigned by faculty/instructor(s)
6. Participating in an online discussion forum/board assigned by faculty/instructor(s)
7. Student-initiated documented contact with the faculty member (email from SPCC issued account, virtual meeting, in-person meeting, conference calls) to ask a content-related question(s)

If a student fails to maintain attendance for a period equivalent to two (2) calendar weeks (14 consecutive days) OR one calendar week (7 consecutive days) for the EMT Hybrid Course, the instructor will withdraw the student from the course by submitting an Instructor-Initiated Withdrawal Form, and a grade of "WI" (Withdrawal by Instructor) will be assigned.

For any situation that results in the student being unable to log into their online course, the student is responsible for contacting the instructor.

For attendance purposes, cameras must remain on for the duration of the class period, when a student is attending via Microsoft Teams or other video conferencing applications. Failure to do so will constitute an absence.

## Participation Expectations

1. Students must actively participate in all classroom, lab, and clinical activities.
2. Engagement includes contributing to discussions, completing assignments, and demonstrating skills.
3. Professional behavior and collaboration with peers and instructors are always expected.

## Documentation and Accountability

1. Attendance will be recorded for each session.
2. Instructors will provide feedback and address concerns regarding attendance or engagement.

## Religious Observance

South Piedmont Community College will authorize two (2) excused absences each semester for religious observances required by the faith of a student.

SPCC requires that the student provides written notice of the request for an excused absence a minimum of two (2) weeks prior to the date of the religious observance. The student will be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance. The student must communicate with the instructor in advance of the absence to determine how and when the missed work will be completed. The student should complete the Religious Observance Excused Absence Request form found in Student Forms. If approved, the student should complete the Religious Observance Excused Absence Request Assignments form found in Student Forms.

## Census Dates

Entry into classes at SPCC requires students to have physically attended and/or to have logged into their Canvas courses and completed the Start Up Activity to be counted for funding purposes. Entry into a course must occur by the census date/10 percent point for the course. Census dates differ depending on the type of course in which the student is registered.

Students who have neither logged into their Canvas course and completed the Start Up Activity by the census date nor attended a seated class meeting or online synchronous meeting by the census date will be considered “Never Attended” and removed from the course.

Students must log into Canvas and complete the Start Up Activity by the census date/10 percent point in the course or must have physically attended a seated class meeting by the census date/10 percent point in the course. Students who have neither logged into Canvas and completed the Start Up Activity by the census date nor attended a seated class or online synchronous meeting by the census date will be considered “Never Attended” and removed from the course.

## Inclement Weather Policy / Emergency Closing

During situations such as natural disasters, emergencies and/or inclement weather, the President has the discretion to alter the College’s operating schedule as needed. The President shall take steps necessary to deal with the situation and notify college employees. Students and employees should exercise caution when traveling to and from campus during periods of Inclement weather.

**In times of inclement weather, alternative course offerings may be possible.** Each on-campus class has a Canvas site and make up work for missed classes should be completed through Canvas. When the campus is closed, students should log in to their classes to avoid falling behind. The President and Executive Leadership Team will decide whether classes will shift to a different format depending on the expected weather conditions.

## Emergency Preparedness

If there is an emergency shutdown that prevents students and/or faculty from entering the campus for whatever reason. The program will have the following preparedness plan in place:

- All students will report online via Canvas/LMS daily
- All students will report to all web meetings assigned by the course instructor. Web meetings and instruction will take place on Microsoft Teams.
- Students will complete all online and in-person objectives skills on time.
- Upon reopening the campus, skills testing and checkoffs will resume; however, videos of skills will be uploaded during the shutdown and students are required to practice weekly on set skills.

## Instructor Absence Procedure

If your instructor is not present at the beginning of a scheduled class session, the following steps must be taken to ensure proper communication and continuity of instruction:

1. Immediately contact the Lead Instructor for your course level:

- a. EMR & EMT Courses:

Patti Freeman

Phone: (704) 607-2496

Email: [pfreeman@spcc.edu](mailto:pfreeman@spcc.edu)

- b. AEMT & Paramedic Courses:

Adrienne Hill

Phone: (704) 917-9054

Email: [ahill@spcc.edu](mailto:ahill@spcc.edu)

2. If you are unable to reach the Lead Instructor, contact the EMS Program Director for further instructions:

Chris Floto

Phone: (704) 290-6420

Email: [cfloto@spcc.edu](mailto:cfloto@spcc.edu)

3. Do not leave the class location until you have received guidance from one of the contacts listed above. Attendance and accountability are essential to maintaining program integrity and accreditation standards.

4. Document your attempt to contact the instructors (e.g., time of call, voicemail left, email sent) in case follow-up is needed.

## EMS Assignment, Testing, and Exam Requirements

### Assignments

All assignments—class and lab—are due as specified in the course syllabus and on CANVAS.

All assignments should be completed by the due date. Failure to complete by the due date will result in a 25% loss of grade per day. Assignments missing after 5 calendar days will receive a 0% grade.

### Testing

- Faculty may assign seats for testing.
- All students must have their computers in class on test day.
- A key feature of these exams is their enhanced security, which upholds the highest standards to ensure results are earned with integrity. This security is achieved through a proctored environment.
- Students are allowed two attempts per exam: an initial attempt and a reattempt. A student will only be allowed a second attempt if the first attempt is within 10 points of the established cut score for that exam.
- All textbooks, folders, articles of clothing, book bags, purses, other electronics, etc. may not be in close proximity to the student during testing time. Students are encouraged to leave these items locked safely in their vehicles or place them in the designated cubie area.
  
- Students are not permitted to have any personal electronic devices on their desks. This includes but is not limited to computers, tablets, smartphones, cell phones, or smart watches.
- Students will have an empty seat on either side of them if room space is allowed. Blank paper will be provided for students if needed.
- The students will print their name and section number on answer sheets. Students will be monitored consistently throughout testing.
- Any student who is found cheating will be dismissed from the exam and receive a grade of zero. This student will be referred for disciplinary action up to and including dismissal from the program and referral to NC OEMS.

## Test Attendance

Students are responsible for contacting their instructor in any or all classes if there is an extenuating circumstance that would prohibit their attendance at any time. Students are expected to contact their instructors ahead of time whenever possible. At the instructor's discretion, extenuating circumstances MAY allow for exceptions to this rule. However, instructors are NOT required to accept extenuating excuses, and exceptions to this rule should be rare.

It is your responsibility to arrange time with your instructor to make up all missed testing, announced or unannounced. If you are present or can be present on the test day, it must be taken on that day. The test must be taken the day you return to school (class or clinical) or a zero will be given. Daily quizzes that are missed with absences are not allowed to be taken late, and a zero will be given.

## Proctored Environment

The EMS program utilizes secure proctored environments for all testing activities to ensure academic integrity:

- EMR students will use the Honorlock extension integrated into Canvas for proctored exams.
- EMT, AEMT, and Paramedic students will complete Fisdap Enhanced Security Exams.
- EMT Hybrid students will be monitored directly by instructors during testing sessions.

Students must keep their camera shutter open and microphone on for the entire duration of the exam. Any attempt to circumvent testing security methods is prohibited and will result in disciplinary action, up to and including dismissal from the program.

Honorlock and Fisdap Enhanced Security require a software download to the student's computer. Students who prefer not to install this software on their personal devices may use SPCC computers available through designated kiosks.

*Note: Some devices such as tablets, iPads, and Chromebooks may not be compatible with the required software. In such cases, students must use an SPCC-provided computer to complete their exams.*

## Integrated Grading, Psychomotor Rubric, and Exam Requirements

The program evaluates students across the cognitive (knowledge), psychomotor (skills), and affective (professional behavior) domains. The numeric course grade is derived from cognitive and psychomotor components only. Field Experience, Clinical Experience, and Affective Behavior are competency-based Pass/Fail requirements that must be completed for progression and graduation.

### *Numeric Course Grade (Totals 100%)*

- Canvas Assignments & Homework – 15%
- Quizzes – 15%
- Unit Exams (FISDAP or program equivalent) – 30%
- Comprehensive Final Exam – 15%
- Lab Skills Checkoffs (Grouped Psychomotor Rubric) – 25%

### *Ungraded but Required Assignments*

In addition to graded components, students are required to complete several ungraded assignments that are essential for course success and progression. These assignments are mandatory and tracked for completion, but they do not contribute to the numeric course grade.

- FISDAP Study Tools
- Chapter Objectives
- Practice Tests
- Course Student Workbook

### *Psychomotor Domain Rubric*

| Competency Category  | Exceeds Expectations (4)   | Meets Expectations (3)   | Needs Improvement (2)   | Unsatisfactory (1)  |
|----------------------|--|--|---|---|
| Airway & Ventilation | Performs all airway and ventilation skills independently, safely, and efficiently without prompting. | Performs most skills correctly with minimal prompting; maintains patient safety. | Requires frequent prompting; misses some critical steps but no harm caused. | Unable to perform skills safely or effectively; compromises patient safety. |

|                            |  |   |   |  |
|----------------------------|--|---|---|--|
| Cardiac & Circulatory      | Executes all cardiac interventions (CPR, AED, bleeding control) flawlessly and efficiently.    | Performs interventions correctly with minor errors; maintains safety.       | Misses key steps or requires frequent assistance; inconsistent performance. | Unable to perform interventions safely; major errors present.                  |
| Trauma Management          | Demonstrates complete trauma care including immobilization and bleeding control without error. | Performs most trauma skills correctly; minor errors corrected promptly.     | Requires frequent assistance; misses critical steps.                        | Unsafe or ineffective trauma care; fails to meet minimum standards.            |
| Medical Emergencies        | Accurately manages medical emergencies with correct interventions and prioritization.          | Performs most interventions correctly; minor errors do not compromise care. | Requires frequent prompting; inconsistent prioritization.                   | Unable to manage emergencies safely; major errors.                             |
| Patient Assessment         | Completes thorough assessments independently; identifies all critical findings.                | Performs assessments correctly with minor omissions; maintains safety.      | Misses key findings; requires frequent assistance.                          | Unable to complete assessments; compromises patient care.                      |
| Operations & Equipment Use | Operates all EMS equipment safely and efficiently without error.                               | Operates equipment correctly with minor errors; maintains safety.           | Requires frequent assistance; inconsistent operation.                       | Unable to operate equipment safely or effectively; compromises patient safety. |

Scoring Method: Each category is scored 1–4. Psychomotor percentage = (Sum of category scores ÷ (6 × 4)) × 100. Mastery threshold: ≥ 80% with no unresolved critical criteria.

### *Pass/Fail Domains (Competency Requirements)*

**Affective Behavior:** Professional conduct, ethics, teamwork, communication, reliability, and patient-centered behaviors. Documented periodic formative assessments and at least one comprehensive summative evaluation. Any unresolved deficiency after remediation results in course/program failure.

**Field Experience:** (EMT, AEMT, Paramedic) Demonstrate competency through EMCE shift and patient encounter evaluations and completion of Student Minimum Competencies (SMC). Failure to meet thresholds results in course/program failure.

**Clinical Experience:** (AEMT, Paramedic) Demonstrate competency through EMCE clinical evaluations and SMC completion. Failure to meet thresholds results in course/program failure.

### *Level-Specific Requirements*

#### **EMR**

**Numeric Grade (100%):** Assignments (15) + Quizzes (15) + Chapter/Unit Exams (30) + Comprehensive Final (15) + Lab (Grouped Rubric) (25).

**Pass/Fail Requirement:** Affective Behavior.

**Passing Standards:** Chapter/Unit exams  $\geq$  70%. Retake permitted if within 10 points of passing; retake within 5 days.

#### **EMT**

**Numeric Grade (100%):** Assignments (15) + Quizzes (15) + Unit Exams (FISDAP) (30) + Comprehensive Final (15) + Lab (Grouped Rubric) (25).

**Pass/Fail Requirements:** Field Experience and Affective Behavior.

**Passing Standards:** Unit/final exams  $\geq$  FISDAP cut score. Retake permitted if within 10 points of passing; retake within 5 days.

#### **AEMT**

**Numeric Grade (100%):** Assignments (15) + Quizzes (15) + Unit Exams (FISDAP) (30) + Comprehensive Final (15) + Lab (Grouped Rubric) (25).

**Pass/Fail Requirements:** Field Experience, Clinical Experience, and Affective Behavior.

**Passing Standards:** Unit/final exams  $\geq$  FISDAP cut score. Retake permitted if within 10 points of passing; retake within 5 days.

## Paramedic

Numeric Grade (100%): Assignments (15) + Quizzes (15) + Unit Exams (FISDAP) (30) + Comprehensive Final (15) + Lab (Grouped Rubric) (25).

Pass/Fail Requirements: Field Experience, Clinical Experience, and Affective Behavior.

Passing Standards: Unit/final exams  $\geq$  FISDAP cut score. Retake permitted if within 10 points of passing; retake within 5 days.

### *Module/Final Exam Retake and Success Requirement*

All exams utilize cut score grading for EMT, AEMT, and Paramedic levels; numerical passing scores may vary per module and final exam. The retest will be the same exam as the first attempt.

EMR passing is defined as a score of 70% or greater on Jones & Bartlett chapter exams delivered in Canvas.

EMT, AEMT, and Paramedic passing is defined as achieving a score equal to or greater than the FISDAP-established cut score for that exam.

### Retake Requirements

- Retakes are permitted only if the initial score is within 10 points of the passing standard (70% for EMR; FISDAP cut score for others).
- The retake must be completed within 5 calendar days of the original exam.
- The highest score achieved will be recorded for grading purposes.
- Students who fail a retake will receive the failing grade for that exam.

### Progression Standards

- EMR: Must pass at least 70% of chapter exams (15 of 21) on the first attempt. Failure of three or more chapter exams after retakes results in dismissal.
- EMT/AEMT: Must pass  $\geq$  3 of 6 unit exams on the first attempt.
- Paramedic: Must pass  $\geq$  4 of 7 unit exams on the first attempt.
- Students who fail two or more unit exams after retakes (or three chapter exams for EMR) will be dismissed.

### Final Exam

- EMR: Passing score = 70% or greater.
- EMT/AEMT/Paramedic: Passing score = FISDAP cut score.
- Failure of the final exam after one retake results in course failure.

## Academic Integrity Policy

Students enrolled at South Piedmont Community College (SPCC) are responsible for upholding standards of academic integrity. An academic integrity violation includes cheating or plagiarism.

### Cheating

Cheating is an attempt to deceive the instructor in their effort to fairly evaluate an academic exercise. Cheating includes, but is not limited to, copying another student's homework, class work, or required project (in part or in whole) and presenting it to the instructor as one's own work; or giving, receiving, offering and/or soliciting information on a quiz, test, examination, or other academic exercise.

### Plagiarism

Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another individual. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized using quotation marks and proper parenthetical and bibliographic notations.

It is the student's responsibility to learn more about how to avoid academic dishonesty.

### Violation Consequences

If upon investigation the instructor determines there is an academic integrity violation, the student will be held accountable as stated below:

- The instructor will notify the student in writing of the details of the academic integrity violation and that an "F" or "0" has been given for the assignment.
- The instructor will send the student's name along with detailed evidence and documentation of the violation to their supervisor, Dean, and the Chief Academic Officer (CAO) to be added to the student's permanent academic record.
- The Chief Academic Officer CAO will notify the appropriate Dean if there are previous documented offenses in the student's file. The Dean will determine the disciplinary action for the violation. Sanctions range from the minimum of a reprimand to a maximum of suspension depending on the severity and number of violations.
- The Dean will notify the student in writing, electronically, and by physical mail of the disciplinary action for the violation. Notifications will be sent to the student's email address and the home address of record. A copy of the disciplinary action letter will be sent to the CAO to be added to the student's permanent academic record.

## Appeal Process

The student may appeal the academic integrity violation and/or the disciplinary action resulting from the violation using the procedure described in the SPCC Student Handbook.

## EMS Program Student and Course Progression Guidelines

This document outlines the progression guidelines for students enrolled in Emergency Medical Services (EMS) programs at South Piedmont Community College. The progression of learning typically involves didactic/theory integrated with or followed by laboratory practice, followed by clinical experience, and culminating in a capstone field internship. These guidelines ensure that students meet the program goals and outcomes through structured phases of education and assessment.

### EMR Program Progression

The EMR program follows structured progression through the following phases:

- **Didactic Component:** Delivered through lectures and theory-based instruction. Each course includes a syllabus outlining course description, prerequisites, objectives, evaluation methods, topic outlines, and required competencies.
- **Laboratory Component:** Hands-on practice of skills learned during didactic sessions. Skills acquisition is documented through formative assessments.

Each phase is supported by syllabi, lesson plans, instructional materials, and reference texts aligned with NC OEMS and National Education Standards Program Course Requirements. Final comprehensive assessments are conducted to evaluate student readiness and competence.

The Final Comprehensive Assessment and Summative Technical Scope of Practice Evaluation is performed at or near the end of the course.

### EMT Program Progression

The EMT program follows structured progression through the following phases:

- **Didactic Component:** Delivered through lectures and theory-based instruction. Each course includes a syllabus outlining course description, prerequisites, objectives, evaluation methods, topic outlines, and required competencies.
- **Laboratory Component:** Hands-on practice of skills learned during didactic sessions. Skills acquisition is documented through formative assessments.
- **Field Experience:** Real-world application of skills in prehospital environments. Field education is assessed for competency in cognitive, psychomotor, and affective domains.

Each phase is supported by syllabi, lesson plans, instructional materials, and reference texts aligned with NC OEMS and National Education Standards Program Course Requirements. Final comprehensive assessments are conducted to evaluate student readiness and competence.

The Final Comprehensive Assessment and Summative Technical Scope of Practice Evaluation is performed at or near the end of the course.

### AEMT Program Progression

The AEMT program follows structured progression through the following phases:

- **Didactic Component:** Delivered through lectures and theory-based instruction. Each course includes a syllabus outlining course description, prerequisites, objectives, evaluation methods, topic outlines, and required competencies.
- **Laboratory Component:** Hands-on practice of skills learned during didactic sessions. Skills acquisition is documented through formative assessments.
- **Clinical Component:** Supervised experience in a healthcare setting to apply learned skills. Clinical rotations are evaluated and documented.
- **Field Experience:** Real-world application of skills in prehospital environments. Field education is assessed for competency in cognitive, psychomotor, and affective domains.
- **Capstone Field Internship:** Final phase of training involving comprehensive field experience. Students demonstrate entry-level competence through summative evaluations.

Each phase is supported by syllabi, lesson plans, instructional materials, and reference texts aligned with NC OEMS, CoAEMSP, and National Education Standards Program Course Requirements. Final comprehensive assessments are conducted to evaluate student readiness and competence.

The Final Comprehensive Assessment and Summative Technical Scope of Practice Evaluation is performed at or near the completion of the Capstone Field Internship.

### Paramedic Program Progression

The Paramedic program follows a structured progression through the following phases:

- **Didactic Component:** Delivered through lectures and theory-based instruction. Each course includes a syllabus outlining course description, prerequisites, objectives, evaluation methods, topic outlines, and required competencies.

- **Laboratory Component:** Hands-on practice of skills learned during didactic sessions. Skills acquisition is documented through formative assessments.
- **Clinical Component:** Supervised experience in a healthcare setting to apply learned skills. Clinical rotations are evaluated and documented.
- **Field Experience:** Real-world application of skills in prehospital environments. Field education is assessed for competency in cognitive, psychomotor, and affective domains.
- **Capstone Field Internship:** Final phase of training involving comprehensive field experience. Students demonstrate entry-level competence through summative evaluations.

Each phase is supported by syllabi, lesson plans, instructional materials, and reference texts aligned with NC OEMS, CoAEMSP, and National Education Standards Program Course Requirements. Final comprehensive assessments are conducted to evaluate student readiness and competence.

The Final Comprehensive Assessment and Summative Technical Scope of Practice Evaluation is performed at or near the completion of the Capstone Field Internship.

## Remediation and Dismissal

South Piedmont Community College EMS Program is committed to supporting student success while maintaining exacting standards of academic and professional performance. This Remediation and Dismissal process outlines the procedures for addressing academic or performance deficiencies and the conditions under which a student may be dismissed from the program.

### Remediation

Remediation is a structured process designed to assist students in overcoming academic, clinical, or behavioral challenges that may impede their progression in the EMS program. Remediation plans are individualized and may include additional assignments, tutoring, skills practice or supervised clinical experiences.

Remediation may be initiated for the following reasons:

1. Failure to meet minimum academic standards in didactic coursework.
2. Deficiencies in psychomotor skills performance
3. Unprofessional behavior or failure to meet affective domain expectations.
4. Incomplete or unsatisfactory clinical or field evaluations

The remediation process will be documented and monitored by the Lead Instructor and/or Program Director. Students must successfully complete all components of the remediation plan to continue in the program.

## Dismissal

Dismissal from the EMS program may occur when a student fails to meet the requirements of the remediation plan, violates academic integrity policies, or demonstrates conduct that is inconsistent with professional standards.

Grounds for dismissal include, but are not limited to:

1. Repeated academic failure or inability to meet course objectives.
2. Failure to complete remediation requirements
3. Breach of academic integrity (e.g., cheating, plagiarism)
4. Unsafe clinical or field performance
5. Unprofessional conduct or violation of program policies

Students who are dismissed will receive written notification detailing the reasons for dismissal and may appeal the decision following the procedures outlined in the SPCC Student Handbook.

## Program Readmission

South Piedmont Community College EMS Program recognizes that students may encounter circumstances that require withdrawal or dismissal from the program. The following procedure outlines the steps and criteria for readmission into the EMS Program.

1. Readmission is not guaranteed and is subject to review by the EMS Program Director and faculty.
2. Students dismissed for academic integrity violations or behavioral misconduct may not be eligible for readmission.
3. Students must reapply within one year of withdrawal or dismissal to be considered for readmission.
4. Students approved for readmission must adhere to the current EMS Program Handbook and curriculum requirements.
5. A student may be readmitted only once unless the EMS Program Director approves exceptional circumstances.

## Readmission Procedure

1. Submit a written request for readmission to the EMS Program Director. The request must include the reason for withdrawal or dismissal and a justification for readmission.
2. The student must meet with the EMS Program Director to discuss the request and review academic and clinical performance.
3. The student must demonstrate resolution of the issues that led to withdrawal or dismissal and readiness to re-enter the program.
4. The EMS Program Director will consult with faculty and administration to determine eligibility for readmission.
5. If approved, the student will be notified in writing and provided with a plan for re-entry, which may include remediation or repeating coursework.
6. Readmission is contingent upon space availability and compliance with current program requirements.

## Articulation and Credit for Prior Learning Policy

South Piedmont Community College (SPCC) awards credit through a comprehensive Credit for Prior Learning (CPL) process, which aligns with the North Carolina Community College System (NCCCS) Credit for Prior Learning guidelines.

### Academic Credit Hours (EMT Curriculum Program)

Semester hours are awarded as follows:

- One semester hour of credit for each hour per week of class lecture
- One semester hour of credit for each two (2) or three (3) hours per week of laboratory or shop
- One semester hour of credit for each three (3) hours per week of clinical

### Credit for Prior Learning Opportunities

For EMS students, credit may be awarded through:

- State or Industry Recognized Credentials
- Continuing Education to Curriculum Credit

Detailed information on procedures and specific course equivalencies is available on our Transfer Credit and Credit for Prior Learning webpage. Students who meet any of the criteria listed may submit the appropriate request form for evaluation.

This process ensures that all awarded credit is applied consistently, transparently, and in compliance with NCCCS standards.

## Continuing Education Unit (CEU)

The Southern Association of Colleges and Schools Commission on Colleges, the accrediting body for SPCC, has recommended that the Continuing Education Unit (CEU) be used as the basic instrument of measurement for student participation in non-credit courses and programs.

A CEU is defined as “10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.”

For example, a course that meets for 20 hours and complies with the CEU guidelines would offer two (2) CEUs.

## Transfer Agreements

SPCC has several formal agreements with four-year baccalaureate institutions, which guarantee admission to that institution if certain criteria are met. Some agreements require that the student declare their intent to transfer early, so it is important to visit the Academic Advising center to learn more about each college’s requirements.

# Lab, Clinical and Field Experience

## Lab Shifts

Each skills day will be set up as a Lab Shift in EMCE by the instructor. The instructor will assign students to the shift. Students must document tardy and absent skill shifts assignments.

Laboratory time consists of skills practice, skill evaluations, and scope of practice evaluation. If a skills lab shift is partially or completely missed, the student must schedule a make-up day with the instructor.

Students will select the Lab practice item that was performed that day and check off the actions performed. If a particular action was not covered it should be marked as N/A. Students will select peer review or instructor evaluation. If an instructor was evaluating the student, then the student needs to select which instructor performed the evaluation. Only instructor evaluated skills count towards course completion and accreditation.

**\*Note – No student shall attempt ANY invasive skill on another student or manikin without the direct supervision of a qualified instructor. At no time will external jugular sticks, Intraosseous IV, nasal or oral intubations, surgical cricothyrotomy or delivery of electricity be attempted on a student or instructor.**

A portion of laboratory time will be set aside for individual skill scenario evaluation. Simulation can be performed on a mannequin or a live person but should consist of a complete patient encounter with appropriate interventions and actions performed. Students must complete competency and TSOP evaluations in a scenario setting. Successful completion of these evaluations is required for program graduation.

Individual skills practice or evaluation does not include patient demographics or a narrative. Scenarios require complete documentation of skills performed, patient demographics, and a narrative.

All students are advised that the practice of both non-invasive and invasive skills will be practiced on classmates, and that classmates will be practicing these same skills on you. The purpose of these practice sessions is to develop the tasks, dexterity, and tactile feel, necessary for each skill, in situations as real as possible, under the control and supervision of program instructors. Practice of these skills will involve limited physical contact with all areas of the human body including the areas of the chest and pelvis.

Administration is acutely aware of both the importance of hands-on human practice and the risk of inappropriate behavior. All students involved in these skills practice sessions, in the role of the rescuer, the patient, or as an observer, are expected to display tact and professionalism, as well as to behave under ethical and legal guidelines.

At any time, should a student believe that the practice of a particular skill places her or himself in an uncomfortable position, that student has the responsibility to make that belief known to the instructor prior to beginning the skills practice.

## EMS Clinical and Field Expectations

This document outlines the clinical and field expectations for EMS students based on CoAEMSP requirements. It includes participation rules, site assignments, and specific requirements for different EMS certification levels.

### Participation Requirements

Students must maintain a course grade of 70% or higher to be eligible for participation in clinical or field experience. Students who fall below this threshold will not be allowed to participate in these activities.

### Shift Assignments

The Clinical Coordinator assigns all clinical and field shifts. Students must adhere to the schedule provided.

### Certification Level Requirements

EMR (Emergency Medical Responder) students do not have clinical or field requirements.

EMT (Emergency Medical Technician) students do not have clinical requirements but are expected to fulfill field experience requirements.

AEMT (Advanced Emergency Medical Technician) and Paramedic students have both clinical and field experience requirements.

### Clinical Sites

- Atrium Union
- Atrium Union West
- Atrium Northeast
- Atrium Anson

### Field Sites

- Union EMS
- Anson EMS
- Stanly County EMS
- Cabarrus County EMS

## Attendance

1. **Mandatory Participation:** Attendance at all scheduled clinical and field shifts is required. Missed shifts must be made up and may impact course completion.
2. Students that incur two “no call/no show” events will be dismissed from the program.
3. **Punctuality:** Students must arrive on time, prepared, and in proper uniform. Late arrivals may result in dismissal from the shift and require rescheduling.
4. **Notification of Absence:** If a student is unable to attend a scheduled shift due to illness or emergency, they must notify the clinical coordinator and preceptor as soon as possible, preferably at least 24 hours in advance.

## Professional Behavior

1. **Conduct:** Students must demonstrate professionalism, respect, and integrity always. This includes interactions with patients, staff, preceptors, and peers.
2. **Confidentiality:** Patient privacy must be maintained in accordance with HIPAA regulations. Any breach of confidentiality may result in disciplinary action.
3. **Compliance with Site Policies:** Students must follow all rules and expectations of the clinical or field site, including safety protocols and dress code.
4. **Attitude and Engagement:** Students are expected to be initiative-taking, ask questions, and participate actively in patient care under supervision.

## Documentation

1. **Accurate Reporting:** All patient contacts and procedures must be documented thoroughly and accurately in EMCE.
2. **Timeliness:** Documentation must be completed by shift end except patient narratives which must be completed within 24 hours of the shift. Late entries may not be accepted and could affect clinical credit.
3. **Verification:** All documentation must be signed and verified by the preceptor. Students are responsible for ensuring that all required fields are completed.

## Capstone Field Internship Requirements

The Capstone Field Internship is a critical component of the Advanced Life Support (ALS) EMS program, designed to provide students with real-world experience in the prehospital environment. The following requirements must be met prior to entry into the Capstone Field Internship:

## Prerequisites

1. Successful completion of the Oral Board examination with the Medical Director (Paramedic only).
2. Completion of all formative skills and substantial completion of all summative skills and patient encounters.
3. Fulfillment of all didactic, lab, clinical, and field experience hours and requirements.

## Capstone Field Internship Site Requirements

The internship site must provide students with the opportunity to assess and manage patients in the prehospital environment. Students must progress to the role of Team Leader during the internship.

## Team Leadership Definition

A student is considered to have successfully led the team if they have conducted a comprehensive assessment (not necessarily performing the entire interview or physical exam but directing the assessment) and formulated and implemented a treatment plan for the patient. This includes making most or all decisions, such as formulating a field impression, directing treatment, determining patient acuity, disposition, and packaging/moving the patient (if applicable). Minimal to no prompting should be required by the preceptor. No action should endanger the physical or psychological safety of the patient, bystanders, other responders, or crew.

## Acceptable Patient Contacts

To meet the breadth of the profession, team leads must include transport to a medical facility and may occasionally include calls involving transfer of care to an equal or higher level of medical authority, termination of care in the field, or patient refusal of care. For an interfacility transfer to be documented as a patient contact during the field experience or the Capstone Field Internship, the patient must be transferred to a higher level of care requiring assessment and management.

## Simulation Restriction

Capstone Field Internship team leads cannot be accomplished through simulation. All team leads must be performed in live, real-world scenarios.

## EMS Student Dress Code and Grooming Standards

South Piedmont Community College EMS students are expected to always maintain a professional appearance during class, clinical, and field experiences. The following dress code and grooming standards are mandatory and must be adhered to throughout the program.

### General Uniform Requirements

1. All EMS students (except EMR) are required to wear the SPCC Logo Polo to class and field experiences.
2. EMT Curriculum students must wear their uniform on Tuesdays and Thursdays.
3. Uniform includes black or dark navy-blue pants suitable for EMS work, a black belt, and black boots or shoes that meet ANSI requirements for the EMS profession.
4. Student ID badge with badge buddy indicating level and student status must be worn on the right shoulder and always be visible.
5. During cool or inclement weather, students may wear a plain dark-colored jacket.
6. Students must be in full SPCC uniform to participate in any EMS-related activity.

### Clinical Uniform Requirements

1. AEMT and Paramedic students must wear pewter-colored scrub tops and bottoms with the SPCC logo and 'EMS Student' embroidered on the left chest.
2. Student ID badge with badge buddy indicating level and student status must be worn above the waist and always be visible.
3. Students may wear comfortable shoes that are appropriate for the clinical setting.

### Program-Specific Uniform Colors

- EMT students: Grey SPCC Logo Polo
- AEMT students: Royal Blue SPCC Logo Polo
- Paramedic students: Charcoal SPCC Logo Polo and Job Shirt

### Grooming Standards

1. Students must maintain a clean and professional appearance.
2. Hair must be neat and secured away from the face.
3. Facial hair must be groomed and not interfere with PPE use.
4. Fingernails must be clean and trimmed; artificial nails may be restricted in clinical settings.
5. Personal hygiene must be maintained to ensure a respectful and safe environment for patients and staff.

## Tattoo and Piercing

To maintain a professional appearance in clinical and field settings, the following requirements apply to tattoos and piercings:

1. Visible tattoos must be non-offensive and appropriate for a professional healthcare environment.
2. Facial piercings must be removed or covered during clinical and field experiences.
3. Ear piercings must be small and must not interfere with the use of personal protective equipment (PPE).

## Transportation and Scheduling Requirements

To ensure student safety, academic success, and compliance with program standards, the following transportation and scheduling requirements apply to all EMS students:

1. Clinical and field shifts may not be scheduled on days when students have scheduled didactic or lab classes. This ensures students can fully participate in classroom learning without conflict.
2. Didactic and lab sessions may not exceed eight (8) hours in a single day. This limitation supports effective learning and prevents fatigue.
3. Students must be well rested prior to participating in any EMS-related activity, including didactic sessions, lab exercises, clinical rotations, and field internships. Fatigue can impair judgment and performance, and students who appear excessively tired may be dismissed from the activity and required to reschedule.

These requirements are designed to promote student wellness, patient safety, and optimal learning outcomes throughout the EMS program.

Students are responsible for their own transportation to and from all EMS program activities, including didactic classes, lab sessions, clinical rotations, and field internships. It is the student's responsibility to ensure timely arrival and departure from each scheduled activity.

## EMS Student Safeguards

This document outlines the safeguards and requirements for students participating in EMS clinical training. All students must adhere to the following guidelines to ensure safety, compliance, and professionalism.

## General Safeguards

1. Students are not permitted to drive any field site vehicles.
2. Students must receive bloodborne pathogens training.
3. Students must undergo N95 mask fit testing and be provided with an N95 mask.
4. Personal Protective Equipment (PPE) is required at all clinical sites.
5. Students must undergo a background check.
6. Students must complete drug screening.
7. Students visiting clinical sites must meet all vaccine requirements.
8. Students must maintain student status and are not permitted to substitute for work.

## Vaccine Requirements (AEMT and Paramedic)

- MMR
- Varicella
- Hepatitis B
- Tuberculosis PPD 2 Step or IGRA
- Annual Tuberculosis Risk Assessment and Attestation Form
- Tdap
- TD Booster
- Influenza (May refuse but may be required to wear a mask)

## Evaluation Methods and Documentation

### SPCC EMCE Usage Instructions

SPCC uses EMCE for documentation and scheduling. Detailed instructions are included in the clinical and field handbook. Students should view the following Loom video for guidance:

[EMCE Student Instructions](#)

### Learning Phases

Each cohort of students must meet a configured set of evaluation requirements, which are divided into various learning phases.

#### *Prerequisite*

(Skill evaluations only) Satisfied by evals that were documented during a skill performance.

#### *Simulation*

Satisfied by evals that were documented during a simulated patient encounter, such as those created through a Sim Session.

### *Formative*

Satisfied by evals that were documented during a skill performance or a formative patient care experience, in which the student performed with some assistance on assessment and treatment objectives.

### *Summative*

Satisfied by evals that were documented during a skill performed on a patient OR a summative experience, in which the student performed with little to no assistance on assessment and treatment objectives, and performed with some assistance on management objectives.

### *Capstone*

Satisfied by evals that were documented during a summative experience, where the student performed with little to no assistance on assessment, treatment, and management objectives.

## Minimum Requirements for Patient Evaluations by Learning Phase

| Learning Phase | Assessment (min) | Treatment (min) | Management (min) |
|----------------|------------------|-----------------|------------------|
| Simulation     | Any rating       | Any rating      | Any rating       |
| Formative      | Yellow           | Yellow          | Any rating       |
| Summative      | Green            | Green           | Yellow           |
| Capstone       | Green            | Green           | Green            |

## Learning Phase Score Ratings

Assessment, Treatment, and Management scores are expressed by the following colors:

- Gray: Not applicable or attempted
- Red: Did not perform successfully
- Yellow: Performed successfully with some assistance
- Green: Performed successfully independently or with little to no assistance

# Student Conduct and Professionalism

## Code of Ethics for EMS Providers

This Code of Ethics is intended to guide Emergency Medical Services (EMS) providers in their professional conduct and responsibilities. It serves as a foundational element for inclusion in the EMS Student Handbook and reflects the values and principles essential to the practice of emergency medical care.

1. **Patient Care:** Provide compassionate, respectful, and high-quality care to all patients regardless of race, religion, gender, nationality, or socioeconomic status.
2. **Professionalism:** Maintain the highest standards of professional conduct, integrity, and accountability in all interactions.
3. **Confidentiality:** Respect and protect the privacy of patient information in accordance with legal and ethical standards.
4. **Competence:** Continuously improve knowledge and skills through education, training, and professional development.
5. **Advocacy:** Advocate for the health, safety, and rights of patients and the community.
6. **Collaboration:** Work effectively with other healthcare professionals to ensure coordinated and comprehensive patient care.
7. **Safety:** Prioritize the safety of patients, colleagues, and oneself in all aspects of EMS operations.
8. **Legal Compliance:** Adhere to all applicable laws, regulations, and protocols governing EMS practice.
9. **Ethical Decision-Making:** Make decisions based on ethical principles, clinical judgment, and the best interests of the patient.
10. **Accountability:** Accept responsibility for actions and decisions and strive for continuous improvement in practice.

## Affective Evaluation Procedure

The purpose of the Affective Evaluation Procedure is to assess and promote professional behaviors, attitudes, and values essential for Emergency Medical Services (EMS) providers. This evaluation ensures that students demonstrate the affective competencies required for successful patient care and teamwork in emergency settings.

### Frequency of Evaluation

Affective evaluations will be conducted at regular intervals throughout the EMS program, including:

- Midterm and final evaluations for each course
- During clinical and field experiences
- As needed based on faculty observations or incidents.

### Responsible Parties

EMS faculty, clinical preceptors, and field supervisors will complete evaluations. Students may also be asked to assess their affective performance as part of reflective learning.

### Consequences of Unsatisfactory Performance

Students who receive unsatisfactory ratings in affective domains may be subject to:

- Remediation plans
- Counseling sessions with faculty
- Probation or dismissal from the EMS program

All actions will be documented and communicated to the student in writing.

## Affective Behavior Evaluation

**CoAEMSP Program Number:**

**Date:**

**Program Sponsor:**

**Faculty:**

**Student:**

**Course:**

| Rate the following attributes of professional behavior and affect. Some examples are included, and others may be appropriate.   | Needs Improvement        | Fair                     | Good                     |
|---|--------------------------|--------------------------|--------------------------|
| <p><b>1. Integrity</b></p> <p>Consistent honesty; trustworthy with the property of others; trustworthy with confidential information; complete and accurate documentation.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>2. Compassion</b></p> <p>Acts to support others who are suffering, actively listens to patients and families and demonstrates concern.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>3. Accountability</b></p> <p>Takes responsibility for actions, complete assignments, open to constructive feedback.</p>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>4. Respect</b></p> <p>Polite to others, does not use derogatory or demeaning terms; has a manner that brings credit to the profession.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>5. Empathy</b></p> <p>Responds appropriately to the response of patients and family members; demonstrates respect for others; supportive and reassuring to others.</p>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p><b>6. Self-Motivation</b></p> <p>Takes initiative to complete assignments; takes initiative to improve and/or correct behavior; takes on tasks and follows through without constant supervision; shows enthusiasm for learning and improvement; consistently strives for excellence in all aspects of patient care and professional activities; accepts constructive feedback in a positive manner; takes advantage of learning opportunities.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| <b>7. Appearance and Personal Hygiene</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clothing and uniform are appropriate, neat, clean, and well maintained, good personal hygiene and grooming.  |                          |                          |                          |
| <b>8. Self-Confidence</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates the ability to trust personal judgment, demonstrates an awareness of strengths and limitations; exercises good personal judgment.   |                          |                          |                          |
| <b>9. Communications</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaks clearly; writes legibly; listens actively; adjusts communication strategies to various situations.  |                          |                          |                          |
| <b>10. Teamwork and Diplomacy</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Places the success of the team above self-interest; not undermining the team; helps and supports other team members; shows respect for all team members; remains flexible and open to change; communicates with others to resolve conflict.  |                          |                          |                          |
| <b>11. Patient Advocacy</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does not allow personal bias or feelings interfere with interactions with others; place the needs of patients above self-interest; protects and respects patient confidentiality and dignity.  |                          |                          |                          |
| <b>12. Cultural Competency</b>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintains awareness of the assumptions and biases related to cultural issues and how they may affect patients, peers and all others involved in the delivery of medical care. Seeks to learn about others' cultural identities and look at how one's own background and social environment have shaped the individual. Provides culturally competent, equitable and medically appropriate care to each patient no matter their background. |                          |                          |                          |

**Additional Pertinent Comments:**

**Student Signature:** \_\_\_\_\_

**Date:**

**Faculty Signature:** \_\_\_\_\_

**Date:**

## Student Code of Behavioral Conduct

In fulfillment of obligations to the college community, each SPCC student and student club/organization is expected to comply with the Student Code of Behavioral Conduct. Therefore, students are prohibited from engaging in any conduct that materially or adversely affects the educational process including, but not limited to, the following:

1. Physical abuse, verbal abuse, threats, intimidation, harassment, stalking, coercion, and/or other behavior, which threatens or endangers the health and/or safety of any person.
2. Disrespectful behavior toward faculty, staff, students, external partners.
3. Hate speech, libel, or slander or any other communication or expression designed to incite violence.
4. Social media posts (private and public) which negatively impact the college, students, faculty, staff, and external partners.
5. Trespass, which includes unauthorized entry into any office or building or other college property on college premises.
6. Vandalism, malicious or negligent destruction, damage, or misuse of college or public property on college premises.
7. Theft, larceny, or embezzlement of the property of another person, the college, or another entity.
8. Occupation or seizure in any manner of college property, a college facility, or any portion thereof for use inconsistent with prescribed, customary, or authorized use.
9. Unauthorized use of college computer facilities and/or resources including but not limited to copyright infringement and misuse of accounts.
10. Disruption of and/or interference with college academic or administrative activities and/or unauthorized occupation of facilities on college premises.
11. Engaging in conduct, activity, or behavior that is disruptive to physical or virtual classroom instruction to include, but not limited to, social media, cell phone use, etc.
12. Intentionally setting off a fire alarm, using or tampering with any safety equipment on college premises or at college-sponsored events.
13. Conduct that is disorderly, lewd, or indecent, on physical or virtual college premises or at college-sponsored functions; breach of peace or aiding, abetting, or procuring another person to breach the breach peace. (This regulation does not prohibit peaceful assembly.)
14. Misconduct of a sexual nature that does not meet Title IX definitions.
15. Mental or physical abuse of any person on physical or virtual college premises or at college-sponsored events including verbal or physical actions, which threaten or endanger an individual's health or safety.
16. Intentional obstruction or disruption of teaching, administration, or other college activities, including public service functions and other duly authorized activities on college premises or at college-sponsored events.

17. Violation of the Drug and Alcohol Policy
  - a. Manufacture, sale, use, distribution, or possession of and/or driving under the influence of narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other similar known drugs and/or drug paraphernalia and/or other chemicals.
  - b. Public intoxication, and/or manufacture, sale, misuse, distribution, possession of alcoholic beverages or liquors.
18. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals in a manner that harms, threatens, or causes fear to others.
19. Smoking, vaping, e-cigarettes, and/or other forms of tobacco products on college premises or at college-sponsored events.
20. Violation of college regulations regarding the operation and parking of motor vehicles.
21. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive.
22. Fiscal irresponsibility such as failure to pay college-levied fines, or the passing of worthless check to college officials.
23. Violation of a local, state, or federal criminal law on college premises adversely affects students' pursuit of their proper educational purposes.
24. Abuse of the Student Code of Behavioral Conduct including:
  - a. Intentionally initiating or causing to be initiated any false report or complaint.
  - b. Attempting to coerce or discourage an individual's participation in or use of student conduct procedures.
  - c. Intentional obstruction or disruption of disciplinary proceedings.
  - d. Attempting to influence the impartiality of a student conduct procedure.
  - e. Verbal and/or physical intimidation and/or retaliation of any party to student conduct proceedings prior to, during, and/or afterwards.
  - f. Committing a violation of college policy while on conduct probation and/or failing to meet deadlines imposed in accordance with college policy.
  - g. Influencing or attempting to influence another person to abuse the Student Code of Behavioral Conduct procedures.
  - h. Failing to abide by any conduct outcome as assigned through the Student Code of Behavioral Conduct procedures.

**These Student Codes of Conduct are not all inclusive. Other conduct that is disruptive or does not follow proper procedure may be subject to appropriate sanctions.**

### Disciplinary Procedures:

1. Any administrative official, faculty member, or student may file charges, by submitting a written statement, with the Vice President of Student Services, against any student or student club/organization for violations of college regulations. The individual(s) making the charge should include in the written statement:

- a. Name of student(s) involved.
  - b. Specific conduct in question
  - c. Description of the incident(s), including the time, place, and date of the incident(s)
  - d. Any action taken that relates to the matter.
  - e. Desired solution(s)
2. Within ten (10) working days after the charge is filed, the Director of Student Wellness and Advocacy, in conjunction with the Director of Safety (or designee), shall complete a preliminary investigation of the charge, which shall include a conference with the student(s). Conferences may be held in person, over the phone or virtually. During the conference with the Director of Student Wellness and Advocacy and the Director of Safety (or designee), the student shall be confronted with the evidence against them and shall be given the opportunity to respond.
  3. In instances where the student cannot be reached to schedule an appointment with the Director of Student Wellness and Advocacy or where the student refuses to cooperate, the Vice President of Student Services shall send a certified letter to the student's last known address, which shall inform the student of the charges, the results of the preliminary investigation, the Vice President of Student Services decision, and the information pertaining to the appeals process.
  4. In instances where the student can be reached to schedule an appointment with the Director of Student Wellness and Advocacy and a preliminary investigation has been held and within ten (10) working days after the charge is filed, the Vice President of Student Services shall send the student a decision by SPCC email and/or by U.S. postal mail, return receipt requested. The decision shall include a statement of the Vice President of Student Services determination of whether the student violated the Student Code of Behavioral Conduct.
    - a. If the determination is that the student has violated the Student Code of Behavioral Conduct, the decision shall include:
      - i. Statement of the specific provision(s) of the Student Code of Behavioral Conduct that has been violated.
      - ii. Statement of sanctions imposed.
      - iii. Statement of the student's right to appeal the decision.
      - iv. Instructions governing the appeals process.
    - b. If the Vice President of Student Services determines that the student did not violate a provision of the Student Code of Behavioral Conduct, then the decision shall state that the charge has been dismissed.
    - c. The Vice President of Student Services shall send a copy of the statement of the charge and the decision, via SPCC email accounts, to the student, the Director of Student Wellness and Advocacy, the Director of Safety, and the Vice President of Academic Affairs/Chief Academic Officer (CAO).

## Student-Instructor/Preceptor Professional Behavior Expectations

Maintaining a respectful, accountable, and communicative relationship is essential for a productive learning environment and professional development.

### Professional Conduct

1. Demonstrate integrity, honesty, and ethical behavior in all interactions.
2. Adhere to the EMS Code of Ethics and institutional policies.
3. Maintain confidentiality and always respect patient privacy.

### Communication

1. Communicate clearly, respectfully, and professionally with instructors and preceptors.
2. Actively listen and respond appropriately to feedback and instructions.
3. Use appropriate channels for academic and clinical communication.

### Mutual Respect

1. Treat instructors, preceptors, and peers with courtesy and respect.
2. Value diverse perspectives and experiences.
3. Foster a collaborative and supportive learning environment.

### Accountability

1. Take responsibility for actions, decisions, and learning outcomes.
2. Be punctual, prepared, and engaged in all academic and clinical activities.
3. Follow through on commitments and assignments.

### Conflict Resolution

1. Address conflicts or concerns professionally and constructively.
2. Seek guidance from instructors or program leadership when needed.
3. Follow institutional procedures for resolving disputes.

### Professional Boundaries

1. Students and instructors/preceptors must always maintain professional boundaries.
2. Dating or familial relationships between students and instructors/preceptors are prohibited.
3. Students and instructors/preceptors must not connect on social media platforms during the duration of the EMS program.

## Social Media Guidelines

These guidelines are established to ensure EMS students maintain professional conduct on social media platforms. Students are expected to uphold the integrity of the EMS profession and always protect patient confidentiality.

1. EMS students must not connect with instructors or preceptors on social media during the duration of the EMS program.
2. Students must not post, share, or discuss any patient-related information on social media, even if de-identified.
3. Students must not represent the EMS program, South Piedmont Community College, or any affiliated institution on social media without prior written approval.
4. Social media interactions must reflect professionalism and respect for the EMS profession, peers, faculty, and patients.
5. Any violation of these guidelines may result in disciplinary action, up to and including dismissal from the EMS program.

By adhering to these guidelines, EMS students demonstrate their commitment to ethical behavior and professional standards.

## Confidentiality and HIPAA Compliance

EMS students are entrusted with sensitive patient information during their training and clinical experiences. Maintaining confidentiality and complying with HIPAA regulations is essential to protect patient privacy and uphold professional standards.

### HIPAA Regulations

The Health Insurance Portability and Accountability Act (HIPAA) establishes national standards for the protection of health information. EMS students must understand and adhere to these regulations when overseeing patient data.

### Student Responsibilities

EMS students are responsible for maintaining the confidentiality of all patient information encountered during training. This includes verbal, written, and electronic communications. Students must:

1. Avoid discussing patient information in public or non-secure settings.
2. Secure all documentation and electronic devices containing patient data.
3. Report any suspected breaches of confidentiality to faculty or program officials.

## Prohibited Behaviors

The following behaviors are prohibited:

1. Sharing patient information on social media or with unauthorized individuals
2. Accessing patient records without a legitimate educational purpose
3. Discussing patient cases outside of approved educational settings

## Consequences of Violations

Violations of confidentiality or HIPAA regulations may result in disciplinary action, including:

1. Removal from clinical rotations
2. Academic penalties
3. Dismissal from the EMS program
4. Legal consequences under federal law

# Resources and Support

## Accessibility Services for Students with Disabilities

Services are provided in accordance with Section 504 of the Rehabilitation Act of 1973 (Rehab Act), Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008 (ADAAA), and state law to provide equal access to education for students with disabilities. South Piedmont Community College (SPCC) is fully committed to ensure that no qualified student shall be excluded from, denied the benefits of, or be subjected to, discrimination in any course, program, or activity.

Counselors in Accessibility Services facilitate reasonable accommodation and services for individuals with documented disabilities, chronic medical conditions, or pregnancy complications resulting in difficulties with accessing learning opportunities. Counselors review each Accessibility Services application and determine accommodation based on a student's uniquely documented needs. Through an interactive process, counselors collaborate with the students, faculty members, and providers to ensure an inclusive experience and equal opportunity at SPCC. The application and review process helps to ensure that appropriate accommodation, assistive technology, and/or auxiliary service are in place for students.

Counselors also serve as a resource to faculty in helping them understand how to provide equal access. While the college strives to expedite every application for accessible accommodation, new students or any student seeking modifications to their accommodation are strongly encouraged to apply for accommodations at least 30 days prior to the beginning of their first semester of enrollment. Early communication of academic needs assists the college by providing time to arrange for services and/or the procurement of equipment the student may need.

Note the following:

- Applicants or students must provide official, supporting documentation describing the disability. This documentation must be from an authorized professional(s). Federal regulations obligate the applicant or student to provide information on identifying appropriate and effective auxiliary aids. This documentation is held confidential for five (5) years after enrollment and will be destroyed after that time. To renew accommodation after the five (5) year period, new documentation must be provided. Documentation for learning disabilities should be no more than three (3) years old. Documentation provided for any disability must indicate the applicant's or student's current level of functioning.
- Each request will be evaluated by Accessibility Services, who will recommend reasonable accommodation to faculty.
- Students will be responsible for delivering accommodation information to each faculty member for discussion of how accommodation will be provided in each class.

- Students who do not feel that they are receiving agreed-upon accommodation should contact Accessibility Services for clarification.
- Applicants or students who are not satisfied with the accommodations that they are receiving from the College should contact the Director of Student Wellness and Advocacy or Vice President of Student Services.

**Reasonable Accommodations:** The following are considered reasonable accommodations to be made for students with disabilities:

- Determining what is reasonable requires one to balance two important rights: the student’s right to be provided equal access and the College’s right to protect the integrity of its services and programs.
- The process must be an interactive one involving “a reasonable reciprocal effort” on the part of both parties.
- The College may not make a unilateral decision regarding the existence of a disability or in determining whether the accommodation is necessary.
- What is “reasonable” involves a detailed analysis of the specific circumstances of the case in question. Broad generalizations are not acceptable. An “individualized assessment” of the student’s request, situation, and provided supporting documentation is required.
- The College is not required to provide accommodation in the specific or preferred manner requested by the students and may provide effective alternatives.
- The College retains the right to decline provision of accommodation, auxiliary aid, and services that are determined not to provide equal access or found not to be effective.
- The College must be given a reasonable amount of time to evaluate requests and to offer necessary accommodations.

More information, including the application for accommodation, is available on the [college website](#). Students may request Accessibility Services in-person at any campus location by contacting [counselors@spcc.edu](mailto:counselors@spcc.edu), or self-schedule for an appointment using the **Accessibility Services** portal on QLess.

## NC OEMS Testing Accommodations

Applicants receiving accommodation during their EMS educational program must understand that accommodations provided by educational institutions and the accommodations allowed for the state EMS credentialing examinations are separate processes.

For additional information go to: <https://oems.nc.gov/how-do-qualified-candidates-apply-for-ada-accommodations/>

## Service Animals

No Student, employee, or other person shall bring, feed, or cause to be brought upon SPCC campus grounds, facilities, or vehicles any animal unless it is working as a service animal for a person with a disability or otherwise specified in the associated procedures.

### Definition of Service Animals

Under the Americans with Disabilities Act (ADA), service animals are defined as dogs that are individually trained to respond to an individual's needs and to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

## Lactation Accommodations

SPCC will provide a clean and secluded area for pumping breast milk while on campus. Please complete the [Title IX-Notice of Pregnancy or Related Conditions](#) form. You should refer to each individual clinical site for their specific policies.

## Student Health and Wellness

Emergency First Aid kits are maintained throughout the campuses of SPCC. For injuries requiring more than minor first aid or in case of an emergency, an ambulance service may be called at the student's expense to provide necessary medical services.

SPCC counselors are available to assist students with counseling needs (academic, career, personal, and mental health), temporary emergency assistance needs, and connecting to external community resources. Counselors may refer students to local counseling centers for students seeking additional mental health counseling. Throughout the semesters, counselors provide focused interactive workshops relating to academic success and general wellness. Counselor's welcome students to provide suggested topics for workshops.

The EMS program is committed to promoting and maintaining the health and well-being of all students. Students are expected to adhere to health and safety guidelines to ensure a safe learning environment for themselves and others. This includes maintaining personal hygiene, reporting any communicable illnesses, and complying with vaccination requirements as mandated by the institution or clinical sites.

- The student must maintain stable physical, mental and emotional health.
- South Piedmont Community College students will maintain all insurance requirements (health/ liability) through the college for the duration of their course.
- All information submitted to the program shall be honest and accurate. Providing false information or withholding necessary information to the program and/or the college may result in immediate dismissal involving due process.
- Students must notify the lead instructor or program director if they experience any symptoms of illness that may impact their ability to participate in classroom or clinical activities. Medical clearance may be required before returning to the program following an illness or injury.

The EMS program may require students to undergo health screenings, including drug and alcohol testing, as part of the enrollment or clinical placement process. Failure to comply with health policies may result in disciplinary action, including suspension or dismissal from the program.

## Communicable Disease Policy and Procedure

The Communicable Disease Policy promotes the good health and safety of students and employees, strives to minimize transmission of a communicable disease while ensuring that all essential college services remain operational to the maximum extent possible, and prohibits discrimination against persons afflicted with communicable diseases.

All medical information related to communicable diseases of students and employees shall be kept confidential and no person, group, agency, insurer, employer, or institution shall be provided any medical information without prior, specific written consent of a student or employee unless providing such information is required by state and/or federal law.

Students who know that they are infected with a communicable disease are urged to share that information, on a confidential basis, with the Director of Student Wellness and Advocacy so that the college can respond appropriately to their health and educational needs. Employees who know that they are infected should share that information, on a confidential basis, with the Associate Vice President of Human Resources and Payroll.

People who know or have reasonable basis for believing that they are infected are expected to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge for the protection of other members in the community.

## Drugs and Alcohol

Unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, at any official function sponsored by the college, or on all college premises. Any employee or student violating this policy is subject to disciplinary action up to and including termination/expulsion and referral for prosecution. Please reference Use of Alcohol on Campus Events policy for exceptions.

## Smoking / Tobacco-Free Campus Policy

South Piedmont Community College recognizes that the use of tobacco products is a health, safety, and environmental hazard for all students, employees, visitors, and college facilities. No student, employee, or college visitor is permitted to use any tobacco product or any comparable smoking or personal vapor generating device, such as e-cigarettes, at any time, including during non-college hours.

- In any building, facility, or vehicle owned or leased by South Piedmont Community College
- On any campus grounds or property - including athletic fields and parking lots, owned or leased by South Piedmont Community College
- At any College-sponsored or College-related event, on or off campus

The College believes that the use of tobacco products on college grounds, in college buildings and facilities, on college property, and at college-sponsored events is detrimental to the health and safety of students, employees, and visitors. The College takes seriously its obligation to provide a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, and visitors on the South Piedmont campuses.

No student, employee, or college visitor is permitted to use any tobacco product at any time, including during non-college hours,

- in any building, facility, or vehicle owned or leased by South Piedmont Community College.
- on any college grounds or property - including athletic fields and parking lots - owned or leased by South Piedmont Community College; or
- at any college-sponsored or college-related event, on campus or off campus.

In addition, college employees, volunteers, contractors, or other people performing services on behalf of the College are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off college grounds.

Further, no students are permitted to possess a tobacco product while in any college building, on college grounds or property, at a college-sponsored or college-related event, or at any other time during which students are under the authority of college personnel.

Tobacco products may be included in instructional or research activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

### Definitions

For the purposes of this policy, “tobacco products” are defined as cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, vapes and any other items containing or resembling tobacco or tobacco products. “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products.

## Firearms and Other Dangerous Weapons

South Piedmont Community College provides a safe environment for students, faculty, staff, and visitors. Therefore, any unauthorized possession of a firearm or any other dangerous weapon, as defined in North Carolina General Statutes § 14-269.2, may result in disciplinary action.

Unauthorized possession of a firearm or any other dangerous weapon, as defined in North Carolina General Statutes §14-269.2, may result in the following actions:

- The College may file charges under North Carolina General Statutes §14-269.2.
- Any student who violates this provision may be expelled from the college for a period of not less than one year.
- Violation of this provision by any employee may be considered a breach of the terms and conditions of employment.
- Action may follow in accordance with the college’s personnel or student due process procedures.

## Academic and Personal Counseling

Students sometimes struggle to achieve and/or maintain academic or personal success. While circumstances and reasons vary for individuals, they commonly include, but are not limited to:

- Challenges with understanding how to best balance college, work, and personal life
- Difficulty with effective goal setting, self and time management, study habits
- Personal life obstacles and barriers, relationship issues, or lack of personal support system
- Anxiety, unmanaged stress, or other mental health concerns

Counselors offer confidential, non-clinical counseling support while helping students learn new strategies and coping skills that along with their own self-commitment and hard work, can lead to higher levels of success. Based on the scope and intensity of student's needs, Counselors may refer students to local community or mental health services/providers.

Additional information is available on the [college website](#). Students can request an appointment in-person at any campus location by contacting [counselors@spcc.edu](mailto:counselors@spcc.edu), or self-schedule for an appointment using the QLess scheduling portal.

## Access to Facilities and Equipment

Students enrolled in the EMS program are granted access to designated facilities and equipment necessary for their training and education. This includes simulation labs, classrooms, computer labs, and medical equipment used for instructional purposes. Access is provided during scheduled class times and approved practice sessions. Students must adhere to all institutional policies regarding the use of facilities and equipment, including safety protocols, cleanliness standards, and proper handling procedures. Unauthorized use or removal of equipment is prohibited and may result in disciplinary action. Students are responsible for reporting any malfunctioning or damaged equipment to faculty or staff immediately. The institution reserves the right to modify access privileges based on academic performance, conduct, or operational needs.

## Grievance/Complaint Procedure

South Piedmont is dedicated to resolving student grievances and complaints in a timely, fair, and equitable manner. A grievance is a student allegation that a college decision or action is either discriminatory or has a negative effect on the student's status at the college. The purpose of the student grievance/complaint procedure is to provide a system to resolve student grievance/complaints against faculty and/or staff.

Any student who believes that a college decision or action is discriminatory or has a negative impact may file a written grievance using the procedure below. Students needing assistance in navigating the procedure should contact the Director of Student Wellness and Advocacy for guidance.

Grievances must be submitted electronically through the SPCC Grievance Form found [here](#) and on the SPCC website at [www.spcc.edu](http://www.spcc.edu) under Student Panel/Reporting Forms/Grievance Form with all supporting documentation within five (5) business days of the incident upon which the grievance is founded, occurred, or was first brought to your attention.

1. The Vice President of Student Services will appoint an Investigator(s) to in-formally investigate the grievance in cooperation with the individuals within South Piedmont Community College. The Investigator(s) will submit a written report to the student (through the student's SPCC email and certified mail) and to the Vice President (through SPCC email) within fifteen (15) business days.
2. In the event the decision taken by the Investigator(s) is deemed unsatisfactory to the student, the student may file a Formal Complaint-Appeal of Grievance Finding if the appeal meets one of the criteria: (1) policy and/or procedures were not followed, procedural irregularity that affected the outcome, (2) sanction too severe for the charge, (3) evidence of a conflict of interest or bias that affected the outcome, or (4) new evidence that was not reasonably available at the time of the determination that could affect the outcome. This formal appeal must be received within five (5) business days of receipt of the decision. The formal appeal must be submitted through the SPCC Formal Complaint-Appeal of Grievance Finding form located [here](#) and on the [SPCC website](#) under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including documentation of the original grievance, emails, the grounds for the complaint, etc., must be attached to the SPCC Formal Complaint Form. The student will receive written notification of receipt of the appeal. Once the appeal is received, the Vice President of Academic Affairs/Chief Academic Officer (CAO) reviews the appeal to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.
3. Within (10) business days of receipt of the Formal Complaint Appeals Team will review the written appeal. The student and SPCC employees(s) will be notified of the date, time, and location of the hearing. The location will be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). All parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.
  - The appeal meeting is a conflict resolution and not a judicial proceeding.
  - The student may not record this meeting but may take notes.
4. The Vice President of Academic Affairs/CAO will notify the student (by SPCC email) and college employee(s) (by SPCC email) on the decision of the appeal within five (5) business days after the review. The decision of the Student Appeals Team is final.

**PLEASE NOTE:** Retaliation by, or against, any participant [student, employee(s), witnesses(es)] is expressly prohibited. Retaliatory action of any kind taken against individuals as a result of seeking redress under the applicable procedures or serving as a witness in a subsequent investigation dealing with discrimination is prohibited and is conduct subject to discipline. Any person who thinks they have been the victim of retaliation should immediately contact the Director of Student Wellness and Advocacy or the Vice President of Academic Affairs/CAO.

The Student Appeals Team is a standing team appointed by the Vice President of Academic Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

*Other Complaint Options:*

A student may always file a complaint with:

U.S. Department of Education Office of Civil Rights

Website: [www.ed.gov](http://www.ed.gov)

Phone: 1.800.421.3481

Email: [ocr@ed.gov](mailto:ocr@ed.gov)

Equal Employment Opportunity Commission

Website: [www.eeoc.gov](http://www.eeoc.gov)

Phone: 1.800.669.4000

Email: [info@eeoc.gov](mailto:info@eeoc.gov)

## EMS Handbook Review and Acknowledgment Statement

The EMS Handbook is reviewed at a minimum of once per year to ensure accuracy and relevance. All students enrolled in the EMS program are required to sign an acknowledgment form confirming that they have received the EMS Handbook. By signing, students also affirm that they understand the contents of the handbook and agree to abide by all policies, procedures, and guidelines outlined therein.