



SEPTEMBER 1, 2023

PRINCETON RESCUE SQUAD

FACULTY HANDBOOK

9/2023

PRINCETON RESCUE SQUAD
701 Stafford Drive Princeton, WV 24740



Princeton Rescue Squad – Emergency Shelter Community, Conference & Education Center

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY STATEMENT

Princeton Rescue Squad is an Affirmative Action/Equal Opportunity Employer/Institution, committed to the principle that minorities, women, veterans, and individuals with disabilities are encouraged to apply. Princeton Rescue Squad does not discriminate on the basis of race, color, national origin, ancestry, sex, sexual orientation, age, religion, blindness or disability in its educational programs or in admission to, access to, treatment in, or employment as required by applicable state and federal law.

The offices listed below have been designated to handle inquiries regarding the non-discrimination policies.

Employees, Visitors, & Third Parties	Students
<p>Americans with Disabilities Act of 1990, Section 504 of the Vocational Rehabilitation Act of 1973, and Title IX</p> <p>Jason Conner, COO Princeton Rescue Squad 701 Stafford Drive Princeton, WV 24740 304-425-3914 ext. 226 Email: jconner@princetonrescue.com</p>	<p>Americans with Disabilities Act of 1990, Section 504 of the Vocational Rehabilitation Act of 1973, and Title IX</p> <p>Paula Johnson, M.Ed. Education Director Princeton Rescue Squad 701 Stafford Drive Princeton, WV 24740 304-425-3914 ext. 5 Email: paula.johnson@princetonrescue.com</p>

TABLE OF CONTENTS

Mission Statement	4
Introduction:	5
o Goals and Core Values	5
o Governance and Management	5
Instructional Policies and Procedures	6
o Classroom Control	6
o Class Records	7
o Tests and Final Examinations	7
o Absence of an Instructor from Assigned Duties	8
o Delay of an Instructor in Meeting a Class	8
o Speakers or Consultants not Affiliated with Princeton Rescue	8
o Confidentiality of Student Grades	8
Curriculum Proposals and Approval Process	8
Textbooks	9
Syllabi, Lesson Plans, and Instructional Materials	9
Advising Students	10
Field Trips and Student Transportation	10
Class Preparation Time and Availability	11
Academic Affairs	11
o Dismissal	11
o Academic Integrity	11
o Academic Dishonesty	12
o Attendance Policy	12
o Inclement Weather	13
Faculty Policies and Procedures	13
o Sexual Harassment and Other Forms of Harassment	13
o Student/Faculty Relationships	15
o Personnel Files	15
o Medical Files	15
o Job Accommodation During Employment	15
o Professional Ethics	15
o Outside Employment	17
o Public Speaking	17
o Registration and Orientation Responsibilities	17
o Faculty Meetings	17
o Professional Associations	17
Appointment and Retention of Faculty	17
o Recruitment	17
o Criteria for Appointment	18
o Selection of Personnel	18

○ Termination of Employment	18
○ Evaluation	19
○ Retention	19
○ Leave	19
○ Military Leave	19
○ Pay Day	20
○ Orientation	20
○ Training and Professional Faculty Development	20
○ Faculty Grievance Procedure	21
Miscellaneous Information	22
○ Confidentiality	22
○ Misuse of Computing, Simulation, and Telecommunication Resources	22
○ Safety and Workplace Violence	22
○ Smoking/Use of Tobacco and Vaping Products	22
○ Drug and Alcohol Use	22
○ Solicitation	23
Policies and Procedures	23
○ Health and Safety	23
○ Academic Advising and Counseling Program	24
○ Advisory Board	25
○ Post-Graduation Data	25
○ Preceptor Program	26
Job Descriptions	
○ Education Director	27
○ Medical Director	29
○ Program Director	31
○ Lead Instructor	33
○ Lab Assistants, Visiting Instructors, & Subject Matter Experts	35
○ Preceptor	36
○ Continuing, Industry, & Community Course Instructors	37
○ Department Chair	39
○ PearsonVue Test Center Admin & Ed. Dept. Admin Asst.	40
○ PearsonVue Proctor & Ed. Dept. Support Staff	42
○ Clinical Coordinator	43
FORMS	
Faculty Grievance Form	45
Discrimination/Harassment Complaint Form	46
Instructor Evaluation	48
Field Trip Request Form	49
Field Trip Release Form	50
ACKNOWLEDGEMENT AND RECEIPT	51



Dear Faculty Member,

First, I would like to take a moment to thank you for your dedication to the education of future EMS professionals and your interest in facilitating personal growth among members of our community. If it weren't for your commitment to quality, we would have a difficult time caring for the citizens in our regions during their times of need. The steps you are taking by utilizing this handbook provides us with a level of continuity between yourself and other instructors but will still allow you the academic freedom to approach the classroom environment in a way that best suits your individual approach to education.

I would also like to orient you to our mission statement and our goals as an institution of higher learning and ask that you make every effort to perform your duties and responsibilities with this construct in mind to the best of your ability.

MISSION STATEMENT:

To effectively and professionally provide quality educational experiences for students to meet the needs of the communities we serve.

GOAL:

To fulfill our mission the administration, faculty, and staff are committed to and focused on fostering the educational endeavors of our students through adherence to our core values in our daily work: Integrity, Compassion, Accountability, Respect, Empathy.

As always, if you have any questions or you are unsure of a procedure or necessary documentation, please do not hesitate to reach out to me at any time. I would be more than happy to help you develop your skills and see the success in your future.

Sincerely,

Paula Johnson; Education Director

INTRODUCTION

The purpose of this faculty handbook is to present policies, procedures, and regulations of the West Virginia Office of Emergency Medical Services (WVOEMS), Princeton Rescue Squad, and other governing bodies that are most likely to be directly applicable, and are of specific interest, to a faculty member. It is our hope that this handbook will assist you in becoming better acquainted with the mission, purpose, policies, and procedures that Princeton Rescue Squad operates under.

GOALS & CORE VALUES

The shared core values of Princeton Rescue Squad's Education Department influence thoughts, guide decisions, mold policies and determine courses of action in our admission procedures, fiscal responsibility, student services, and educational delivery.

1. Integrity: Uphold excellence through strong moral principles in a cohesive instructional environment.
2. Compassion: Maintaining tolerance and concern for the individual needs of the adult learner.
3. Accountability: Ensuring personal responsibility in our daily activities and encouraging excellence among our peers.
4. Respect: Honor the individual practices that are associated with learners from their own unique backgrounds and experiences.
5. Empathy: Retaining the ability to understand the perspectives of students, staff, and stakeholders to provide enriching programs that enhance lifelong learning and employer needs in the workforce.

GOVERNANCE AND MANAGEMENT

The Board of Directors (BOD) for Princeton Rescue Squad was formed in 1961 to determine, control, supervise and manage the financial business as well as oversee the educational policies and affairs. The BOD consists of 7 members; a Chairman, Vice Chairman, Secretary/Treasurer, the Medical Director, and 3 other members.

The BOD members are from the community who have a perspective in the medical, public, and education disciplines and are committed to civic responsibilities. Additional duties of the BOD include; approving master plans, budget, approving tuition and fees on the advice of the Chief Executive Officer (CEO).

The CEO is responsible for the oversight of Princeton Rescue Squad Inc. and its Education Center. The CEO is charged with hiring an Education Director who has the direct responsibility of establishing programs and courses that are needed in our community at competitive fees that can sustain the program and associated costs. In addition to the administrative team there is also an advisory board who provide suggestions and guidance toward policies and review programmatic effectiveness, as well

as discuss local, regional, state, and national level issues that may affect the educational opportunities offered.

WEST VIRGINIA OFFICE OF EMERGENCY MEDICAL SERVICES (WVOEMS)

Under Legislative Rule 64 CSR 48; the WVOEMS established standards to ensure that EMS education offered in WV is provided by approved, qualified educational institutes. These standards apply to Princeton Rescue Squad in the provision of initial and formal refresher courses of education for each listed certification level. As indicated by the WVOEMS, the educational institute is evaluated and endorsed and must continuously maintain the minimum requirements once approved.

ACCREDITING COUNCIL FOR CONTINUING EDUCATION & TRAINING (ACCET)

The purpose for obtaining National Accreditation adds an additional layer to confirm the validity and reliability of our education department and it's courses beyond that of most WVOEMS endorsed Educational Institutes. Princeton Rescue Squad was the first EMS agency in the state to seek this level of Institutional accreditation for the sole purpose of initiating vocational training courses at the Paramedic level. However, ACCET is responsible for accrediting the institution which means that ALL courses, both vocational and avocational, must meet the ACCET standards for Accreditation.

COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (CAAHEP) & THE COMMITTEE ON ACCREDITATION OF EMS PROGRAMS (CoAEMSP)

In order to initiate a Paramedic program, Princeton Rescue Squad was required to obtain Programmatic approval through CAAHEP/CoAEMSP. The focus of CAAHEP and CoAEMSP is to assess the quality of institutions and their specialized program by measuring them against established standards ensuring the integrity of the curriculum. By adhering to their standards, both perspective students, employers, and members of the community can be guaranteed that the students know a given body of entry-level knowledge. This programmatic accreditation is required for individuals seeking certification via the NREMT.

WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION (WVCTCS)

Entities that seek to solicit members of the community to engage in educational programs for the purpose of obtaining certificates of completion and/or tuition assistance through such programs as Workforce West Virginia's WIOA must comply with the Series 35 permit. Princeton Rescue Squad sought to ensure compliance with state regulations and to seek potential avenues for students to acquire financial support to fund their programs.

INSTRUCTIONAL POLICIES AND PROCEDURES

CLASSROOM CONTROL

The responsibility for, and the administration of classroom discipline rests with the instructor. Instructors should not jeopardize the progress of a class by permitting the continued presence of any student whose behavior in any way adversely affects opportunity for others in the class to learn. Instructors experiencing such problems should document the issue on a "Student Advisory" Form and set a meeting with the student to discuss the issues identified. Instructors should record all offending behavior on the "Monthly Affective Evaluation" form appropriately. If the issues are not resolved and

the behavior persists, then the instructor should request the Education Director to handle the offending student.

CLASS RECORDS

Daily attendance and appropriate grade records must be kept. This policy applies to both initial (vocational) and continuing education (avocational) courses. Should faculty leave the institution, all records must be turned in to the Education Director for future reference as needed, if he/she has not already done so.

- Attendance

Lead Instructors who are managing vocational education courses MUST use the time clock feature found within www.app.praxischool.com to record student attendance for each class session. This recorded data will be retrieved by administration and submitted to administration for payroll processing within 2 weeks of the course date. Lead Instructors who are managing avocational training courses MUST use the appropriate training roster for each class session and submit this document(s) to the Education Director at the completion of the course.

- Grades

Lead instructors will be assigned to his/her vocational education courses by the Education Director through www.app.praxischool.com where the instructor will be responsible for using the designated grade distribution (found in course syllabi and student handbooks) and maintain a continuous record of all assignment and course grades. The instructor will be responsible for printing and submitting their final course grades to the Education Director for filing purposes. Lead Instructors who are managing avocational training courses MUST follow the grading/record keeping criteria specified by the certifying agency. All documentation required by the certifying agency MUST be submitted at the completion of the course to the Education Director.

TESTS AND FINAL EXAMINATIONS

Students are expected to take tests at the regularly scheduled time. No exceptions will be made without the permission of the instructor. Test security is the sole responsibility of the faculty member. Tests should be kept in the personal possession of the instructor or under lock until the time of the test. The instructor in charge of the class is responsible for the direct supervision of the test unless prior arrangements for proctoring exams are approved by the appropriate personnel.

If a student is unable to take a test because of illness or other emergency, it is the student's responsibility to document the absence to the satisfaction of the instructor and to arrange for a make-up test. Supervising a makeup test remains the responsibility of the instructor in charge of the class.

Each instructor is required to give either a final written examination or equivalent summative assessment during the designated final examination period. Instructors must keep the individual student examination papers, final exams, and summative assessment results on file in the Education Director's office in case any question arises concerning grades. In the case of a student receiving an incomplete grade, a copy of the final and all other required work must be attached to the incomplete form and retained in the Director's office.

ABSENCE OF AN INSTRUCTOR FROM ASSIGNED/SCHEDULED DUTIES

If an instructor must miss a class or other assigned duties for any reason, the instructor must seek prior approval from the Education Director by submitting a written request via email to pjohnson@princetonrescue.com. In the case of classes being missed, it is preferred that a substitute instructor be found and scheduled with permission from the Director in advance of the absence. A detailed lesson plan should be provided to the substitute instructor as provisions for the continuation of student learning during the absence. Absence because of unforeseen circumstances including illness must be brought to the attention of the Education Director at the earliest opportunity and an email submitted reflecting the disposition of classes or other assigned duties missed.

DELAY OF AN INSTRUCTOR IN MEETING A CLASS

Instructors are responsible for notifying the Education Director of any delay and will ensure that, in each course, students understand the following procedures in the event that the instructor is not present at the beginning of a class. Students may not simply leave a class of their own volition. As soon as it is obvious that the instructor will be late for the class, it is the responsibility of the students to take the initiative to inquire at the main office as to any information concerning the instructor's absence in order to resolve the matter of waiting or not waiting. A representative from the main office will then inform the class how to proceed.

SPEAKERS OR CONSULTANTS NOT AFFILIATED WITH PRINCETON RESCUE SQUAD

When an instructor wishes to have a speaker appear in class who is not a member of the faculty or staff, the instructor should confer with the Education Director well in advance of the proposed appearance date. Prior approval must be obtained from the Education Director when reimbursement, stipends, or payment for services are involved.

CONFIDENTIALITY OF STUDENT GRADES

In keeping with the Family Educational Rights and Privacy Act (FERPA) of 1974, a student's grades within a course are to be treated as confidential and are to be disclosed only to the student personally. The public posting of student grades by name, social security number, or any form of student identification is prohibited. This applies to final grades as well as to scores on any one test, quiz, examination, or other evaluative instrument. Personal information such as class schedules, telephone numbers, addresses, personal email addresses, etc. are not to be disclosed to any person without the written permission of the student.

CURRICULUM PROPOSALS AND APPROVAL PROCESS

COURSE MANAGEMENT

Any faculty member or administrative officer of the college may propose the addition, deletion, or revision of a course in or for the Education Department's permanent reference file of approved courses. The proposals will then be submitted to the advisory board for their approval. The advisory board, unless otherwise specified, shall meet a minimum of once per year. At such time, the board will review all courses delivered during that time frame and discuss requested proposals for approval.

Recommendations made by the advisory board will be delivered to the Education Director whose further recommendation to sustain or deny the decision of the committee shall be made to the CEO and

Board of Directors. This group shall approve or deny the proposal. In the event of denial of a proposal, the faculty member or administrative officer submitting the proposal may request reconsideration in writing. Such a request shall be accompanied by a brief, not to exceed one page, letter of additional support for the proposal. The reconsidered decision of the CEO and Board of Directors shall be final.

TEXTBOOKS & SOFTWARE

Textbook *and software* selection is the responsibility of the Education Director in consultation with the faculty assigned to the discipline. Textbooks, once adopted, must be used for a minimum of 2 years. The Education Director must approve exceptions.

In cases of courses involving more than one instructor, the process will include all faculty involved in that course. Textbooks should be continually evaluated considering criteria such as compatibility with course objectives, illustrations, writing style, readability level, assumptions of prior knowledge, cost, general layout and design, and availability for purchase.

The faculty will submit orders for textbooks and all materials needed to the Education Director. The faculty are responsible for ensuring that all materials chosen for the course will be available in a timely manner. The Education Director shall order desk copies of textbooks and instructor manuals for faculty members directly from the publisher once a written request via email has been submitted by the faculty. In those cases where a publisher does not provide free desk copies of textbooks, the Education Director will purchase the desk copies required. Purchased copies remain the property of Princeton Rescue Squad.

Textbooks should be ordered a minimum of eight weeks prior to the beginning of the course.

SYLLABI, LESSON PLANS, AND INSTRUCTIONAL MATERIAL

A course syllabus is required for each vocational course offered by the college. The essential purpose of the syllabus is to serve as the primary guide for the operation of the course. It is then a necessary source of information and guidance for instructors in their course preparation.

The syllabus also serves as permanent documentation for that particular course. In this role, it is required for accreditation, is used to determine the courses parallel to ones offered in other institutions of higher education and is used in curriculum development.

Syllabi are also used as the primary reference, which relates pertinent class operational procedures and policies to students. Thus, a copy of the course syllabus must be given to each student at the first-class meeting. The Education Director shall keep a file of course syllabi for each course offered at the agency.

Unless otherwise specified, course syllabi and student handbooks are developed and approved by the Education Director based on current programmatic objectives defined by regulatory agencies. It is the responsibility of the faculty to follow the syllabi as it is presented. The faculty shall be responsible for developing lesson plans and instructional materials that support the goals and objectives identified in the syllabi. Instructional materials can include, but are not limited to: software, learning activities, visual aids, and electronic links.

Lesson plans must be made available to the Education Director for periodic evaluation and confirmation of alignment with course goals and objectives. All materials, syllabi, and lesson plans will be reviewed and evaluated by the advisory board for academic effectiveness.

ADVISING STUDENTS

Generally, students choose their own courses. Students are encouraged, however, to use appropriate faculty members for advising and/or placement resources as an aid in selecting their courses of study. The faculty member assigned to instruct the course shall be the advisor; however, a student may wish to speak with the Education Director for further assistance as needed.

The specific duties of advising include assisting students in preparation for classes, maintaining a cumulative file on each advisee's academic progress, advisory meetings, and Individualized Education Plans (as needed). The student must meet with the faculty advisor or Education Director to initiate dropping of a course. If the student contemplates a complete withdrawal from Princeton Rescue Squad, the student should contact the Education Director in addition to the faculty advisor.

Each faculty member assigned to students in a course are required to describe his/her availability, in writing, to students outside of the normal class time so that he/she may be accessible to students for advising.

Please review the Academic Advising and Counseling Policy in this manual for more details.

FIELD TRIPS AND STUDENT TRANSPORTATION

Trips related to classroom instruction are encouraged and should be used to provide more enriching experiences than the normal classroom activity can provide. Field trips for such instructional purposes involving students and/or instructional staff are planned and organized in the following manner:

1. The instructor concerned presents a recommendation for such a field trip to the Education Director. The recommendation presented should contain the class or group involved, the number attending, the faculty member(s) in charge, the destination of the trip, the mode of transportation, estimated cost, and the purposes of the trip related to the instructional program, with expected values to be gained.
2. If the Education Director approves the trip, other members of the administration, as appropriate to the nature and circumstances of the excursion must be notified. All financial details and related matters must be dealt with in advance. If the use of private automobiles is approved, the instructor concerned must make certain that the owner provides the Education Director proof of appropriate insurance coverage. If other transportation, such as buses, is required, notice should be given to the Education Director at least 2 weeks in advance of the trip.
3. When an instructor wishes to take classes on a field trip, it is necessary to avoid conflict with student attendance in other classes and/or external work schedules. An instructor cannot hold a student accountable for absence from a field trip due to conflict with external work schedules. Instead, the faculty must develop a method for absentee students to make up the objectives

covered in the missed field trip. The method for make-up must be comparable to the content, time and delivery of the course content missed.

4. Any students taking part in a field trip must sign a release form.

CLASS PREPARATION TIME AND AVAILABILITY

The typical faculty member will spend 15 to 30 hours per week for lesson preparation, evaluation of student work, and professional study in relation to his/her classes.

In order to promote availability of faculty to work with individual students, each faculty member must provide written documentation to students and the Education Director of reasonable accommodations for availability to work with students on their individual academic problems outside of normal classroom sessions.

ACADEMIC AFFAIRS – ACADEMIC STANDING OF STUDENTS

DISMISSAL:

A descriptive term for a student who is permanently withdrawn from the privilege of enrollment and attendance of a designated course. Grounds for dismissal can result from any of the following violations listed below:

1. Receiving a “D” or “F” as a cumulative grade for a course.
2. Unexcused absenteeism greater than 5% of the total length of the course or as is specified in the syllabus.
3. Insubordination (in class, lab, or clinical)
4. The conviction and/or known use of, distribution of, or possession of illegal drugs, or controlled substances.
5. Failure to accomplish clinical assignments (as per course requirements) and objectives.
6. Unprofessional or unethical conduct.
7. Cheating in related or professional EMS courses or in clinical documentation (as per course requirements).

A student may, however, request special consideration for readmission after one calendar year. It shall be the responsibility of the student to provide the Education Director with reasons why he/she should be given special consideration for readmission. He/she may do this by letter, by scheduled appearance before the group, or both.

ACADEMIC INTEGRITY

Faculty, students, and administrators share the responsibility to maintain the academic integrity of the education department. It is essential that grades measure the achievement of the individual student.

Academic dishonesty includes the following: plagiarism, cheating, and dishonest practices in connection with examinations, papers, and projects; forgery, misrepresentation, and fraud. Cheating and plagiarism are unacceptable and may be subject to disciplinary action. All instances of cheating and/or plagiarism should be reported to the Education Director.

ACADEMIC DISHONESTY

Charges of academic dishonesty (plagiarism, cheating, falsifying records, etc.) on the part of a student may be filed by any member of the academic community. Such charges shall be reviewed first at the level of the faculty member, and student involved with a maximum penalty of "F" in the course. If the penalty is "F", then the student does not have the option to withdraw from the course. The faculty member must notify the Education Director so the "F" grade can be placed on the student's academic records along with all student advisory forms and supporting documentation.

If the student denies guilt and requests an appeal, the case shall be forwarded in writing to the Medical Director and Advisory Board. The case may be resolved at this level, or if thought warranted by the Advisory Board or requested in writing by the student the case shall be forwarded to the CEO and Board of Directors.

The CEO and Board of Directors shall present to the accused student and the person making the accusation written notification of the charges which shall include:

- A statement that a hearing will be held before the Board of Directors, together with the notice of the date, time, and place of the hearing.
- A clear statement of the facts and evidence to be presented in support of the charges made.

A recommendation by the Board of Directors for imposition of sanctions in the case of academic dishonesty is final. The Board of Directors may also recommend that the imposition of sanctions be held in abeyance where appropriate.

ATTENDANCE POLICY

INITIAL EDUCATION COURSE - Students are expected to attend all the classes in which they are enrolled. Regular attendance for satisfactory completion of a course is an important part of the student's educational experience. Therefore, a student must attend a minimum of 95% of the course.

- Absences: The college recognizes two types of absences: (1) an institutional absence resulting from participation in an activity in which the student is officially representing the Education Department; and (2) an unavoidable absence resulting from illness, death in the immediate family, or unnatural cause beyond the control of the student. All other absences are considered willful.

It is the responsibility of the student to provide a proper explanation to the instructor for institutional or unavoidable absences. Failure to do so immediately upon return to class will automatically make the absence willful. The student should provide supporting documents for institutional and unavoidable absences. Make-up work is the responsibility of the student and the acceptance of the instructor. Instructors should ensure that he/she completes assignments comparable to the time frame and of the curriculum that was missed. Instructors should adhere to the attendance regulations identified in the course syllabus.

CONTINUING EDUCATION COURSE - A student participating in continuing education courses is required to attend a minimum of 95% of the course. A student whose absenteeism exceeds 5% of the course of instruction, regardless of the reason, will be dismissed from the class.

INCLEMENT WEATHER

Princeton Rescue Squad has established the following procedure for the cancellation of classes or closure of the educational facilities due to inclement weather or emergency situations:

- Only the Education Director and CEO reserve the right to delay, cancel, or dismiss classes early in the event of inclement weather that creates a hazardous environment for students traveling to or away from class.
 - Instructors should communicate directly with the Education Director for guidance in any situation that may affect student or instructor transportation.
 - HOWEVER, any student who does not feel he/she can safely arrive or depart from the assigned class time due to inclement weather is permitted to be absent or leave early without reprisal or negative evaluations placed against them in the course due to absenteeism.
- It is the responsibility of the instructor to ensure that lost instructional time is made up. The instructor must document the method for make-up work and submit it to the Education Director.
- It is the responsibility of the lead instructor or his/her designated staff member to notify students at the earliest possible time of any class delays or closures.

FACULTY POLICIES AND PROCEDURES

INTRODUCTION

The purpose of this section is to record the various personnel rules, regulations, policies, and procedures of the federal and state governments, and Princeton Rescue Squad.

SEXUAL HARASSMENT AND OTHER FORMS OF HARASSMENT

Harassment is conduct focused on a person or group of persons including, but not limited to physical or verbal abuse, unwelcome activity of a sexual nature, retaliation, as well as any behavior or action which interferes with an individual's ability to perform assignments, or which creates a hostile or intimidating work or educational environment.

The following, though not all-inclusive, is a list of various types of harassment.

Verbal Abuse – any language that degrades or berates others, including, but not limited to racial, religious, or sexual comments, jokes, sexual innuendoes, or threats of any kind.

Physical abuse – includes touching, hitting, slamming, throwing, kicking or threatening another person, including restraining by force or blocking the path of another.

Interference or Hostile Environment – any behavior or action which interferes with an employee’s ability to perform work or education assignments, or which results in or creates a hostile or intimidating work or educational environment.

Sexual Harassment – includes, but is not limited to, sexual advances, requests for sexual acts or favors and other physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implied as a term or condition of an individual’s employment or educational success;

Submission to or rejection of such conduct by an individual is used as the basis for employment or educational based decisions affecting the individual; or

Such conduct is severe and pervasive and has the purpose or effect of unreasonable interference with an individual’s work or educational performance or creating an intimidating, hostile, or offensive work environment.

Retaliation – any adverse action or threat of adverse action taken or made because an individual has exercised or attempted to exercise any rights under state or federal laws or under the policies of Princeton Rescue Squad. Retaliation includes, but is not limited to:

Verbal abuse;

Threats of withholding or withdrawal of pay, grades, promotions, training or other employment or educational opportunities.

In addition to the above forms of harassment, any behavior or action which interferes with an individual’s ability to perform job duties, or which results in or creates a hostile or intimidating work and/or education environment is considered harassment.

Princeton Rescue Squad will not tolerate the discrimination or harassment of employees, applicants, and/or students.

Comments, conduct, off color jokes and innuendoes that may be perceived as offensive, or harassing are strictly prohibited and will not be tolerated.

In addition, Princeton Rescue Squad will not tolerate the harassment of company personnel by non-company personnel on company premises. Non-company personnel include, but are not limited to: patients, vendors, guests, students, and regulators.

Any employee or student who feels he/she is the victim of discrimination or harassment has a responsibility to report this to their supervisor or other managerial personnel. Reporting of the incident should be made verbally or in writing to their immediate supervisor or the administration immediately. A written complaint should include the specific nature of the incident, date and place of incident, names of all parties involved as well as a detailed report of all pertinent facts. Complaints of harassment will be promptly and carefully investigated. Investigations will include interviews with all relevant persons, including the accused and other potential witnesses.

Any employee or student who, in good faith files a complaint of harassment, will be free from any and all reprisal or retaliation as a result of filing the complaint. Investigators will make every effort to strike

a balance between the parties' desires for privacy and the need to conduct a fair and effective investigation.

Harassment shall subject an employee to disciplinary action up to and including termination. Likewise, there will be disciplinary measures if in fact it is determined that the incident and thus the accusation were fabricated.

STUDENT/FACULTY RELATIONSHIPS

Faculty members will not participate in or conduct relationships with students, which could place the faculty member in a conflict of interest or a perception of impropriety.

PERSONNEL FILES

Princeton Rescue Squad maintains personnel files on each employee. These files contain documentation regarding all aspects of the employee's tenure with Princeton Rescue Squad, including, but not limited to, annual performance reviews, beneficiary designation forms, disciplinary/warning notices, letters of commendation, and copies of your driving record. You may review your personnel/medical file upon written request. If you are interested in reviewing your file, contact the administration to schedule an appointment.

To ensure that your personnel file is up to date at all times, you must notify the administration of any changes in your name, telephone number(s), home address, email address, marital status, number of dependents, beneficiary designations, scholastic achievements, related training, or the individuals to notify in case of an emergency.

MEDICAL FILES

Employee medical files will be kept in a separate locked cabinet or password protected database to limit access. These files will contain any and all medical information pertaining to an employee such as the results of pre-employment physicals, medical evaluations, and information pertaining to unprotected exposures, and maintained for 30 years after employment.

JOB ACCOMMODATION DURING EMPLOYMENT

An employee who has or acquires, a permanent disability causing functional restriction or limitations, which can be reasonably accommodated, will be provided such measures by Princeton Rescue Squad, if reasonable accommodation will permit the employee to meet the essential functions of the job. This request is to be submitted to the Education Director and COO in writing with the appropriate medical documentation from the attending physician.

PROFESSIONAL ETHICS

Faculty members are guided by a conviction of the worth and dignity of the advancement of knowledge and recognize the special responsibilities placed upon them. Their primary responsibility to their students is to seek and to state the truth as they see it. To this end, the instructors devote their energies to developing and improving scholarly competence and feel the obligation to exercise critical self-discipline and judgement in using, extending, and transmitting knowledge. The faculty practice

intellectual honesty. Although they may follow subsidiary interests, these interests must never hamper or compromise their freedom of inquiry.

As teachers, the faculty encourages the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guide and counselor. They make every effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit. They respect the confidential nature of the relationship between teacher and student, and avoid any exploitation, harassment, or discriminatory treatment of students. The faculty acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, the faculty have obligations that derive from common membership in the community of scholars. Professors do not discriminate or harass their colleagues. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect of the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgement of colleagues. They accept their share of faculty responsibilities for the academic governance of the agency.

As members of the agency, faculty seek above all to be effective teachers and scholars. They observe the stated regulations of the institution, watch that they do not contravene academic freedom, and maintain their right to criticize and seek revision. Teachers are to give due regard to their paramount responsibilities within the education department in determining the amount of work done outside it. When considering the interruption or termination of service, faculty recognize the effect of their decision upon the program of the agency and give due notice of their intentions.

As members of their community, faculty have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to the educational department. When a teacher speaks or acts as a private person, one avoids creating the impression of speaking or acting for Princeton Rescue Squad. As citizens engaged in a profession that depends upon freedom of its health and integrity, teachers have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

The privilege of a faculty appointment brings with it commensurate responsibilities, responsibilities to student, colleagues, and Princeton Rescue Squad, as well as to academia and society, to hold oneself to high standards of teaching, research and service, and to adhere to high standards of professional integrity and conduct. Specific faculty responsibilities include, but are not limited to, the following:

1. To remain current in one's subject or subjects and to instruct assigned courses in a manner consistent with the scheduled time and course content approved by the agency.
2. To complete in a professional, timely and responsible manner all other teaching and academic assignments that has been accepted or is a normal part of one's duties.
3. To give individual evaluations of student performance.
4. To refrain from committing or inciting acts of physical violence against individuals or property or acts which interfere with the academic freedom of other persons with the college or interfere with the freedom of speech or movement of such persons.

5. To treat fairly, courteously, and professionally their students, colleagues, and other members of the academic community.

OUTSIDE EMPLOYMENT

Outside employment, which interferes with an employee's productivity or which may result in a conflict of interest should be avoided. An employee should notify the Education Director if any outside employment is obtained.

Employees should carefully consider the demands of any additional work activity. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, or refusal to teach assigned courses.

Employees are not to conduct any outside business during paid working time.

PUBLIC SPEAKING

Faculty are invited periodically to speak before community groups. This service is greatly appreciated by the community and provides a valuable public relations liaison between the college and the community. Faculty members are encouraged to participate in speaking engagements. To assist them in this activity, the Education Director will provide information concerning the activities and programs of the agency. Further, when audiovisual and multimedia resources and/or equipment are desired for such presentations, the Education Director and/or IT Department supervisor will make available college equipment and materials to assist the faculty member.

REGISTRATION AND ORIENTATION RESPONSIBILITIES

Faculty and staff members that are assigned to courses are required to participate in those course registration and orientation sessions.

FACULTY MEETINGS

The CEO and/or Education Director may schedule general faculty meetings during the year. Faculty members are expected to attend all such general faculty meetings, as well as specialized meetings.

PROFESSIONAL ASSOCIATIONS

Membership in professional associations is not mandatory but is encouraged.

APPOINTMENT AND RETENTION OF FACULTY

RECRUITMENT

The request to search for new employees to fill needed areas and/or vacancies requires the approval of the CEO based on sound justification for the need. The CEO will identify the media(s) and location(s) where the advertisements are to be placed. The CEO will advertise the position for an allotment of time based on a deadline in conversation with the Education Director. After the deadline for receipt of applications, the CEO and/or Education Director will screen applications for minimum qualifications and

contact qualified candidates to schedule an interview. The Education Director will interview each candidate and make recommendations for qualified applicants to the CEO who will consider the recommendation for employment based on a second interview. Once the candidate is approved, the Education Director will contact the applicant to schedule employee orientation. Once this step is complete, the Education Director will be responsible for overseeing specified programmatic orientation based on governing body requirements.

CRITERIA FOR APPOINTMENT

The selection and appointment of faculty is determined based on the criteria stipulated by governing bodies for each specified course, including but not limited to: The West Virginia Office of Emergency Medical Services, The West Virginia State Fire Commission, The American Health & Safety Institute, and The National Association of Emergency Medical Technicians.

SELECTION OF PERSONNEL

The CEO and Education Director have the responsibility for selecting new personnel and for recommending changes in status of personnel (including salary changes, promotions, and dismissals).

TERMINATION OF EMPLOYMENT

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons are routine. Below are examples of some of the most common circumstances:

1. Resignation: Voluntary employment termination initiated by faculty. In order for a faculty member to leave in good standing, he/she will (1) provide thirty-day written notice of resignation to the CEO and/or Education Director; (2) return all agency property; and (3) settle any monetary or other obligations with the agency. An employee is expected to work throughout the thirty-day notice, unless waived by the CEO.
2. Discharge: Involuntary employment termination initiated by Princeton Rescue Squad.
3. Reduction in Force (Layoff): Involuntary employment termination because of lack of funds or work.
4. Retirement: Voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from Princeton Rescue Squad
5. Medical Reason: Voluntary and/or involuntary employment termination because it is medically, psychologically, or psychiatrically determined that an employee can no longer perform the essential duties of the position and reasonable accommodation cannot be made.
6. Grant Expiration: Voluntary and/or involuntary employment termination caused as a result of the expiration of a grant or loss of funds in a grant.

It is expected that faculty will fulfill the terms of their appointment. If the terms of appointment cannot be fulfilled, a formal letter of resignation should be submitted to the CEO and/or Education Director.

Prior to the delivery of the final paycheck the employee will be given the option of an exit interview with the administration. During this exit interview the employee will be given the opportunity to ask questions and/or make comments regarding their job. Additionally, other issues, including the following may be discussed:

Reason for termination

Final pay

Return of keys and other agency property including badges and uniforms

Correct forwarding address.

Resigning employees will receive their final pay on the next regularly scheduled payday. Employees terminated by Princeton Rescue Squad will be paid within 48 hours from the date of termination.

EVALUATION

There are two types of evaluations that will be performed for each faculty member. The first evaluation is based on Instructional Effectiveness which will be performed annually, at a minimum, by the Education Director. The second evaluation is conducted annually by the CEO with input from the Director of Education. This second evaluation will be based on the following areas: instructional effectiveness, student evaluations, and course completion results and documentation which will be analyzed by the Advisory Board to identify outstanding contributions and excellence in educational practices.

RETENTION

Princeton Rescue Squad values and supports the professional development of faculty and respects the contributions of each faculty member. Thus, retention of those faculty members who bring excellence and merit into the classroom is crucial to the effectiveness of our courses. As a result, Princeton Rescue Squad offers the following opportunities:

- Training and professional development opportunities
- Instructor of the year award
- Preceptor of the year award
- Leadership opportunities

LEAVE

Notification of an absence prior to a faculty member's scheduled start time is required. If for any reason an employee is unable to report to work as scheduled, the employee should notify the Education Director at the earliest possible time with the reason for and the expected duration of the absence. Failure of notification can result in discipline, including termination. Absence from work for two consecutive days without explanation or authorization may be deemed an automatic resignation. Leave forms should be turned in prior to or immediately after time off.

MILITARY LEAVE

Members of the U.S. Military Service will be granted time off (unpaid) for the performance of their service duties, including initial training, active duty, inactive duty training and full-time National Guard duty.

Failure to report back to work immediately after reserve duty or your military discharge will be regarded as a voluntary resignation.

PAYDAY

Instructors MUST use the time clock feature found within www.app.praxischool.com for each class session to record his or her arrival and departure time.

Each instructor is paid as a Private Vendor. Pay days will coincide with the established bi-weekly pay period for agency personnel. Instructors should examine his/her paycheck to assure that he or she has received the correct amount based on time sheets submitted dictating the hours worked and the rate of pay. If errors are identified, the instructor should contact the billing office as soon as possible.

ORIENTATION

Any time a faculty member takes on a new role in the education department, he/she is responsible for attending an orientation to that arena. This orientation process will vary based on the governing entity and specifications for each may differ. However, a new employee can minimally expect to participate in the following:

- A Review of policies and procedures found within this Faculty Manual with the Education Director.
- A review of mandatory documentation based on the designated course he/she is assigned to. This could be in the form of an "Instructor Resource Manual" or based on instructional materials identified by the governing entity.
- An assigned instructor monitoring period with an approved senior faculty member in the designated arena in which Instructor Monitor Reports will be filed in the employee's file (This monitor report could vary based on the governing entity).
- A discussion with the Education Director after the assigned monitoring period is complete to review his/her monitor ratings and suggestions for improvement or remedial training as necessary.

TRAINING AND PROFESSIONAL FACULTY DEVELOPMENT

The Faculty Development has a two-fold purpose: (1) To develop future EMS professional Lead Instructors, (2) To provide further educational development to maintain and enhance present faculty effectiveness. Continuing faculty development at Princeton Rescue Squad Education and Training Center is central to providing quality instruction to our students.

Faculty will be required to attend various training programs and workshops conducted or offered. These training programs are designed to provide knowledge and skills to ensure better job performance. It is recommended that you and your Education Director discuss your desire to participate in training programs, conferences, annual symposiums, etc. that would be of value to your position and to the agency. Personnel development funds are available to assist employees in professional development and to improve credentials.

FACULTY GRIEVANCE PROCEDURE

The Education Director outlines standards of performance and conduct for each faculty member. If an employee does not observe these standards, the Director will counsel him/her to try to resolve the

problem. If counseling is not effective, the faculty may receive a series of warning letters, a period of suspension, or immediate dismissal.

A faculty member who believes he or she has been disciplined unjustly may file a grievance. Disciplinary action, including suspension or dismissal, may be taken whenever an employee's conduct interferes with the operation of his or her course or brings discredit to the Education department of Princeton Rescue Squad. An employee being considered for discharge must, when appropriate, be informed of the possible action by letter of warning. The letter, to be delivered in person or by certified mail; specifies the nature of the nonstandard work, remedial steps the employee must take, a calendar date by which the employee's work will be brought back to standard, and a notification that failure to bring the work back to standard by the date specified will result in dismissal.

The Education Director may give an employee written warnings about his/her performance or conduct. Written warnings are given to the employee with a copy placed in the employee's personnel file and will specify how long it will remain in the file.

The Education Director may also recommend suspension for a period varying from one to 30 days, depending on the gravity of the offense and the employee's previous records. Suspension may be applied in cases of first serious offenses or repeated minor ones when, in the Director's judgement, proper conduct can be attained without resorting to dismissal.

Immediate dismissal may be appropriate in cases of flagrant or willful violations of rules, regulations, standards of accepted behavior or performance, or for actions where an investigation proves the employee was in clear violation of policy. An employee may also be discharged for offenses after he or she has received two written warnings. A pre-termination hearing will be scheduled to allow the employee the opportunity to provide an explanation why he/she should not be terminated. The employee will be informed of the CEO's decision within five working days of the hearing.

The CEO or Director of Education has the right of dismissal for "just cause". In cases of immediate dismissal, a written statement will be given to the employee and a copy will be included in the employee's personnel file. Just cause includes but is not limited to, the following:

- Reporting to work under the influence of alcohol or narcotics or partaking of these substances while at work
- Malicious destruction or theft of property of the institution, its visitors, patrons, or employees
- Wrongful injury to an employee or student of Princeton Rescue Squad
- Refusal to comply with institutional rules
- Neglect of duty
- Dishonesty
- Sleeping duty
- Failure to maintain established performance standards
- Habitual absence from work without permission or proper explanation
- Tardiness
- Insubordination and
- Failure to adhere to repeated warnings

MISCELLANEOUS INFORMATION

CONFIDENTIALITY

Confidential information is protected under institutional policies and state or federal law. Examples include, but are not limited to certain financial, employee, and student information; donor histories and related information collected and maintained by various foundations and departments; and mailing lists.

All employees are responsible for protecting such information by not disclosing the information without authorization; not viewing or copying information without authorization; and carefully disposing of documents and computer listings containing private information. Any and all requests of employment verifications are to be forwarded to the Education Director.

It is one of your prime responsibilities to be sure that you in no way reveal or divulge any such information and that you use it only in the performance of your duties. Divulging confidential information will result in immediate suspension leading to dismissal.

MISUSE OF COMPUTING, SIMULATION, AND TELECOMMUNICATION RESOURCES

Telephones, computer equipment, simulation and recording equipment, data, or programs owned, leased or otherwise provided by Princeton Rescue Squad are for conducting authorized, non-personal business. Use of personal benefit, gain, or unauthorized purposes may be grounds for suspension or dismissal and may require reimbursement of funds to Princeton Rescue Squad.

Inappropriate use of computing, simulation, and telecommunication resources should be reported to the Education Director and the Information Technology (IT) Department. The IT department will investigate and verify any abuse or misuse of the computers, software, etc. Upon the findings of the investigation being presented to the Education Director, he/she will contact the CEO if criminal conduct is determined. If the findings are limited to a violation of policies and/or procedures, then the Education Director, in conjunction with the CEO, will determine what penalties/discipline is necessary.

SAFETY/WORKPLACE VIOLENCE

Each faculty member is expected to obey safety rules and to exercise caution in all work activities. Employees should immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, may be subject to disciplinary action, up to and including termination of employment.

So as not to cause any unnecessary dangers or hazardous situations, individuals coming on campus to visit employees should be kept to a minimum.

SMOKING/USE OF TOBACCO OR VAPING PRODUCTS

The use of all tobacco and/or vaping products is prohibited in the training center. Smoking and/or vaping is permitted only at designated smoking areas.

DRUG AND ALCOHOL USE

It is the policy of Princeton Rescue Squad to create a drug-free workplace in keeping with the spirit and intent of the Drug-Free Workplace Act of 1988. The use of controlled substances is inconsistent with the

behavior expected of employees. It subjects all employees, students and visitors to unacceptable safety risks, and it undermines the ability to operate effectively and efficiently. For these reasons, the unlawful manufacture, distribution, dispensing, possession, sale, or use of a controlled substance in the workplace or while engaged in Princeton Rescue Squad business off our premises is strictly prohibited.

SOLICITATION

All solicitations and selling of products and articles upon property under the jurisdiction of Princeton Rescue Squad is prohibited except by organizations and groups directly connected with and recognized by Princeton Rescue Squad and upon the written approval of the CEO or his designee.

No individual, firm, group, organization or other agency may use the name of Princeton Rescue Squad to secure funds for any purpose, by any means, without the written permission of the CEO.

POLICY AND PROCEDURES

HEALTH AND SAFETY

Princeton Rescue Squad appreciates that there is an inherent responsibility to look after the health, safety and welfare of the staff, students, patients and any others that may be affected by their actions. We aim to provide an environment which encourages safe work and study, promotes the highest health and safety standards and encourages a positive attitude toward continuous improvement.

Policy

Princeton Rescue Squad will:

- Provide ambulances, stations and equipment that are safe, fit for purpose and maintained in working order.
- Ensure that all activities that have associated health and safety risks, are assessed and measures are put in place to ensure that the risks to staff, students and patients are reduced and kept to a minimum.
- Provide all parties with appropriate information, including technical standards as necessary, regarding the risks to their health and safety.
- Provide staff with training and information as necessary to ensure that they are competent to carry out any activities that have associated risk.
- Ensure that there are plans in place to effectively deal with emergencies/incidents, and that all such incidents are fully investigated to minimize the likelihood of similar incidents.
- Address student concerns regarding their health and safety and take appropriate action.

Procedure

The faculty and students in Princeton Rescue Squad's education programs play an important role in implementing the Department's Health and Safety policies and ensuring they make a valued contribution. To do this they must:

- Take all reasonable steps to ensure their own health and safety, and the health and safety of others.
- Cooperate with Princeton Rescue Squad regarding all health and safety arrangements to include attending or participating in any safety briefings or classes.
- Report all accidents and incidents and bring any concerns regarding health and safety to the attention of the Director of Education.
- Behave in a responsible and safe manner and take all reasonable steps to encourage others to do the same.
- All staff and students will wear PPE where there is the possibility of exposure to body fluids.
- All persons involved shall understand how and when to utilize PPE equipment.
- Any person who is not adequately protected with PPE will take all steps necessary to minimize risk of exposure until suitable PPE is available.

ACADEMIC ADVISING & COUNSELING PROGRAM

The Academic Advising & Counseling Program has been established to provide a system of guidance and counseling to assist students in understanding course content, observing program policies and to provide counseling or referrals for problems that may interfere with student progress.

Policy

I. Advising

- a. Students attending initial EMS certification classes will have an advisory session at regular intervals throughout the program where the advisor (Lead Instructor and/or Education Director) can review their noted strengths and weakness in the classroom and clinical internship with the student.
- b. The Lead Instructor and/or Education Director will document and retain each advisory session in the student records.

II. Counseling

- a. A student will receive counseling for any of the following:
 - i. Excessive absences.
 - ii. Below average grades.
 - iii. Below average competencies in psychomotor evaluations.
 - iv. Affective learning deficits.
 - v. Any time the class Lead Instructor and/or Education Director feels the student would benefit from an individual counseling session.
- b. The Lead Instructor and/or Education Director will document and retain the counseling session in the student records.
 - i. Documentation will contain an improvement plan designed by both the instructor and student to enhance performance.

III. Tutoring

- a. Using student assessments and evaluations the program Lead Instructor will identify those individuals that require additional help with course concepts.
 - i. Students requiring additional help will have tutoring made available to them.

- b. Any student, regardless of evaluations, who feels that they require additional help with course content can make a request to the program instructor for tutoring.

ADVISORY BOARD

The Educational Advisory Committee's purpose is to strengthen current and future Princeton Rescue Squad's Education Department programs. The committee exists to formulate appropriate goals and standards, monitor the needs and expectations, and ensure program effectiveness and responsiveness to community needs.

Policy

- I. The Educational Advisory Committee meets at least bi-annually to review education programs.
- II. The Advisory Committee will, at a minimum, consist of:
 - a. Chief Executive Officer
 - b. Chief of Operations
 - c. Director of Education
 - d. Medical Director
 - e. One EMT
 - f. One Paramedic
 - h. One MCCP or MCCN
 - i. One person to represent rescue disciplines.
 - j. One Hospital Representative
 - k. One community member
- III. Role of the Advisory Committee
 - a. Suggest new educational programs for the Department.
 - b. Reviewing and assuring the effectiveness of all students, courses, and the overall program(s) in achieving it(s) stated objectives, standards, and competencies and shall demonstrate that measured outcomes are consistent with national guidelines.
 - c. Committee may take on the task of a special project.
- IV. While the work produced by the committee is valuable and respected, the final decisions related to program education at Princeton Rescue Squad will be made by the administration.
- V. Documentation of all meetings will be placed on file in the Education Department Office.

POST-GRADUATION DATA

Post-Graduation data is gathered on vocational education courses to determine if the education preparation that Princeton Rescue Squad have provided their students for EMS certification has assisted them in obtaining employment and/or in their pursuit of further higher education.

Policy

1. Graduate Information
 - a. Six (6) months post program completion of an EMS certification class, students will be mailed a questionnaire that will gather the following information:
 - ii. Length of employment

- iii. Identification of any deficiencies noted in the following domains: Cognitive, Psychomotor, and Affective
- 1. Employer Information
 - a. Six (6) months post program completion of an EMS certification class, employers of graduates will be mailed a questionnaire that will gather the following information:
 - i. Length of employment/certification
 - ii. Identification of any deficiencies noted in the following domains: Cognitive, Psychomotor, and Affective.

Areas of weakness identified by graduates and/or employers will be reviewed by the Advisory Board to determine what actions (if any) are necessary to implement an improvement plan for future classes.

PRECEPTOR PROGRAM

The preceptor program has been initiated by Princeton Education Department to provide guidance to the student in their learning experience during field clinicals and field internships. The preceptor shall mentor and evaluate students in the field setting. The preceptor in the field is key to producing quality entry-level EMS professionals.

Policy

- I. Preceptor Appointment:
 - a. PRS Education Department Faculty presents preceptor recommendations to the Director of Education.
 - b. The Director of Education reviews recommendations and in consultation with the CEO, and Medical Director appoint those individuals qualified to be preceptors.
- II. Preceptor Preparation:
 - a. A Preceptor will be provided with a guidebook and an in-service detailing his/her role and responsibilities as a preceptor.
 - b. A Preceptor will be given directions on how to complete the “Internship Evaluation Form” on students they are precepting in the field.
- III. Student Mentoring:
 - a. Through the guidance of the preceptor the student enrolled in initial EMS certification classes can apply the competencies learned in the classroom during an actual field experience.
 - b. The Preceptor is a source of information for the student and will serve to answer questions the student may have during their field experience.
 - c. The Preceptor through a safe non-discriminating clinical setting allows the student to grow in their cognitive, psychomotor and affective learning process.
- IV. Student Preparation:
 - a. The student will be educated in the importance of their clinical time and how the Preceptor is there to assist them in the learning process.
 - b. The student is given direction on completing the “Patient Contact Log” and the importance of obtaining the preceptors feedback related to performance.

JOB TITLES & RESPONSIBILITIES

Education Director:

Reports to: Chief Executive Officer (CEO) of Princeton Rescue Squad.

Job Summary:

Under the general direction of the CEO, a person in this classification will perform a variety of functions necessary to manage and direct the Princeton Rescue Squad Education Center. While this position has implied decision-making authority, it will report directly to the CEO of PRS for any decisions that are not defined by policy, procedures, or precedents.

Qualifications:

While it is preferred that the Education Director possesses a minimum of a master's degree from an accredited institution of higher education with experience in administering education programs, the experience as described below will be a sufficient substitution. The Education Director shall have appropriate education, training, and experience to fulfill the responsibilities of overseeing education programs. This includes field experience in the delivery of prehospital emergency care and holds at least a Paramedic certification by the State of West Virginia. The Education Director will be knowledgeable concerning current national curricula, national accreditation, national registration and the requirements for state certification or licensure. The Education Director should also have knowledge in the methodologies of cognitive, psychomotor, and affective instructional objectives, testing, and competency evaluation of students.

Responsibilities include but are not limited to:

1. Development, organization, supervision, and continuous quality improvement of Princeton Rescue Squad's Education Department.
2. Class scheduling, room, and instructor assignments.
3. The development, disbursement, and processing of applications and student selection.
4. The provision for and maintenance of required equipment.
5. Maintaining student and faculty records.
6. Submitting course requests, and student results to the WVOEMS and other regulatory bodies in the manner specified.
7. Ensuring compliance with the standards of all accrediting and regulatory bodies including but not limited to: site visit preparation and annual reporting.
8. The management of the Education Department's budget with oversight from the CEO.
9. The selection and supervision of qualified instructors, laboratory assistants, guest instructors, and skill evaluators with direct input from the CEO.
10. Develop, review, and revise policies and procedures for the operation of the Education Department with final approval of the CEO.
11. Write and/or approve lesson plans and supplemental materials for current and new programs.
12. Long range planning and ongoing development of the Education Department in coordination with the CEO and may also include researching, planning, and organizing of new programs of study.

Other Essential Functions, Skills, and Abilities include:

1. The ability to communicate with students, educators from other agencies, professional educational groups, and consultants in person, via telephone, and through written correspondence.
2. Must be able to follow simple and/or complex instructions.
3. Must be able to work independently and/or as a team member.
4. Must be able to work with minimal supervision.
5. Must be proficient in software programs including, but not limited to: Microsoft Office, Microsoft Teams, Excel, Word, PowerPoint, Adobe Software, Airtable, Platinumeducation, weebly website editing.

Additional Responsibilities:

The Educational Director will perform any additional duties or assignments that are deemed appropriate and/or necessary by the CEO of Princeton Rescue Squad.

Education Department Medical Director:

Works in Conjunction With: Chief Executive Officer (CEO) of Princeton Rescue Squad.

Job Summary:

Working in conjunction with the CEO and the Director of Education the Education Department Medical Director assumes responsibility for all medical aspects and provides oversight for the development, direction, and coordination of all continuing education and initial education programs sponsored by Princeton Rescue Squad Education Center.

Qualifications:

The Education Department Medical Director must be a physician licensed and authorized to practice in the State of West Virginia. The Medical Director shall have current knowledge and experience of emergency care of acutely ill and injured patients. He or she must have adequate training or experience in the delivery of out-of-hospital emergency care, including proper care and transport of patients, medical direction, and quality improvement in out-of-hospital care. It is necessary for the Medical Director to be an active member of the local medical community and participate in professional activities related to out-of-hospital care. It is also a requirement the Medical Director be knowledgeable about the education of pre-hospital care providers, including professional, legislative, and regulatory issues regarding pre-hospital care education.

Responsibilities:

1. The Education Department Medical Director is required to review and approve all curriculums, and educational content of the program(s) for appropriateness, medical accuracy, and reflection of current evidence-informed prehospital or emergency care practice. course presentations of initial education programs for EMS.
2. The Medical Director will review and approve the required minimum numbers for each of the required patient contacts and procedures for all initial education curriculum including, but not limited to: EMT, Paramedic, and CCT classes.
3. The Medical Director will approve the instruments and processes used to evaluate students in didactic, laboratory, clinical, and field internship.
4. The Medical Director will review the progress of each student throughout the program and assist in the determination of appropriate corrective measures when necessary.
5. He/she will ensure the competency of each graduate of the program in the cognitive, psychomotor, and affective domains.
6. The Medical Director will engage in cooperative involvement with the program director.
7. The Medical Director will interact with students at least once during one semester programs such as EMT and CCT classes.
8. The Medical Director will interact with students at least once per semester throughout the paramedic program. Every attempt should be made for students to engage in quality interactions with the physician in a variety of settings throughout the program. For example:

lecture, lab, clinical, and field internship. These interactions can be made via synchronous electronic methods.

9. The Education Department Medical Director in collaboration with the Education Directors assures that avocational (continuing education) classes are being presented as required by the certification agency. These programs include but are not limited to American Safety and Health Institute (ASHI) – BLS CPR, ACLS, PALS and the NAEMT Classes – PHTLS, GEMS, AMLS.
10. The Education Department Medical Director will review recommendations from the Education Director on his/her choice for appropriate selection and orientation of faculty and clinical preceptors at Princeton Rescue Squad Education & Training Center.
11. The Medical Director will be available, if not present, during all cumulative psychomotor competencies to verify the appropriateness of the examination procedures and to act as an intermediary in the case of any complaints or issues during the examination procedure.

Program Director:

Reports to: Education Director of Princeton Rescue Squad.

Job Summary:

Under the general direction of the Education Director, a person in this classification is responsible for all aspects of the vocational education of pre-hospital providers at the level of training he/she is assigned to manage.

Qualifications:

While it is preferred that the Program Director possesses a master's degree from an accredited institution of higher education, the Program Director must possess a minimum of a Bachelor's degree to direct Paramedic Programs, and an Associate's degree to direct EMT programs. The Program Director shall have experience in educational program administration or have demonstrated experience in managing and administering the educational level for which he/she is directing. The Program Director must have knowledge of an ability to apply methodologies of instruction, guidance, and evaluation of students. He/she must have field experience in the delivery of pre-hospital emergency care at the level of the program he/she is to direct. Possess knowledge of current national curricula and requirements for national registration, state certification and licensure.

Responsibilities:

Under the general direction of the Education Director, a person in this classification is responsible for all aspects of the program, including, but not limited to:

1. The administration, organization, and supervision of the educational program.
2. Teaching the curriculum in part, or in whole.
3. The continuous quality review and improvement of the educational program.
4. Ensure all records, documentation, and student outcomes meet the accrediting standards.
5. Long range planning and ongoing development of the program with input from the Education Director.
6. Conduct an analysis of instruction and faculty using demonstrable methods to validate efficacy in program delivery.
7. Cooperative involvement with the Medical Director.
8. The orientation/training and supervision of clinical and field internship preceptors.
9. Evaluate and ensure the fulfillment of responsibilities delegated to other qualified individual(s).
10. Responsible for requesting and coordinating any written or practical examinations required.
11. Maintaining student records and submitting student results within the WV Continuum system.
12. Oversight of selected instructors, laboratory assistants, simulated patients, and skill evaluators.

Other Essential Functions, Skills, and Abilities:

1. Attend all required meetings required by both Princeton Rescue Squad, the WVOEMS, ACCET, and other accrediting/governing bodies.

2. The ability to communicate with students, educators from other agencies, professional educational groups, and consultants in person, via telephone, and through written correspondence.
3. Must be able to follow simple and/or complex instructions.
4. Must be able to work independently and/or as a team member.
5. Must be able to work with others in a team-oriented setting.
6. Must be able to work with minimal supervision.
7. Strong working knowledge of Microsoft Excel, Word, PowerPoint, and Microsoft Teams.

Additional Responsibilities:

Performs any additional duties or assignments that are deemed appropriate and/or necessary by the administration of Princeton rescue Squad.

Education Department Faculty: Lead Instructors

Reports To: Program Director and Director of Education.

Job Summary:

Under the supervision of the Program Director and Director of Education, a Lead Instructor is responsible for teaching cognitive, psychomotor, and affective classroom instruction, to students participating in vocational programs at Princeton Rescue Squad. Classroom instruction by Lead Instructors should be interactive and incorporated through a variety of teaching techniques, materials, and resources.

Qualifications:

The Education Director will designate a Lead Instructor for each vocational program or course that it conducts. A Lead Instructor must possess the knowledge of instructional methods and teaching experience to deliver content, skills instruction, and remediation. A Lead instructor for EMT courses must have a high school diploma or approved equivalency exam, two years active field experience as an EMT or higher. Successful completion of the WVOEMS approved instructor course, and 16 hours of student teaching experience evaluated by a supervising instructor. It is preferred that a Lead Instructor for Paramedic courses have a bachelor's degree, but must have, at a minimum, an associate degree. A Paramedic Lead Instructor must have professional healthcare credentials at a minimum of the paramedic level with experience in emergency medicine/prehospital care. While it is preferred that a faculty member assigned to the role of CCT Lead Instructor have a bachelor's degree, he/she must have, at a minimum, an associate degree with two years active field experience at the CCT level or equivalent professional clinical practice. He/she must provide proof of successful completion of the WVOEMS approved instructor course, and complete 16 hours teaching experience evaluated by a supervising instructor. The Lead Instructor will comply with all standards specified by the West Virginia Office of Emergency Medical Service and all other regulatory bodies including but not limited to: ACCET and CAAHEP.

Responsibilities and Duties (EMT & Paramedic Level Courses):

1. Responsible for the course management and curriculum delivery of each assigned vocational/avocational course.
2. Will follow all curriculums that are applicable to the program that is being offered.
3. Will collaborate with the program director or education director to ensure that there are a sufficient numbers of lab assistants and/or additional faculty to maintain a student to teacher ratio that provides students with adequate psychomotor instruction and supervised practice.
4. Will collaborate with the assigned clinical coordinator to ensure that preceptors are properly oriented to the expectations of the curriculum and validate that students are complying with the expectations of the clinical practicum/internship to meet the goals of the program.
5. Will provide direction and oversight of all lab assistants, faculty, and visiting instructors to verify continuity of curriculum standards and its delivery.
6. Will provide a safe, non-discriminatory class setting that allows the student a positive learning environment.
7. Will analyze student progress to identify areas of improvement.
8. Administers formative and summative assessments.

9. Responsible for completing all course paperwork and submitting all associated documents to the Program Director and Education Director in a timely manner.
10. Will participate in any QA/QI process in cooperation with the Program, Education, and Medical Directors in cases where there are questions/concerns involving student activities in the classroom, laboratory, or clinical practicum/internship environment.

Other Essential Functions, Skills, and Abilities:

1. Ability to communicate both verbally and in writing in an effective manner.
2. Knowledge of Emergency Medical Services operations, principles, procedures, techniques, and equipment.
3. Ability to handle confidential matters and information in a discreet and professional manner.
4. Ability to evaluate situations and use sound judgement in making decisions.
5. Must be able to work with minimal supervision.
6. Strong working knowledge of Microsoft Excel, Word, PowerPoint, and Microsoft Teams.

Additional Responsibilities:

Performs any additional duties or assignments that are deemed appropriate and/or necessary by the administration of Princeton rescue Squad.

Education Department Faculty: Lab Assistants, Visiting Instructors, & Subject Matter Experts

Reports To: Director of Education.

Job Summary:

In each location where students are assigned didactic or clinical instruction or supervised practice, there must be an assigned Faculty member designated to coordinate supervision and provide frequent assessments of the students' progress in achieving acceptable program requirements. Classroom instruction by Visiting Instructors, subject matter experts and lab assistants should be interactive and incorporated through a variety of teaching techniques, materials and resources to assist the student in their learning process.

Qualifications:

The Education Department will designate all Lab Assistants, Visiting Instructors, & Subject Matter Experts for each Education Program that it conducts as necessary within individual courses. A Lab Assistant, Visiting Instructor or Subject Matter Expert must be knowledgeable in course content and effective in teaching their assigned subjects, and capable through academic preparation, training, and experience to teach the courses or topics to which they are assigned. These Faculty members will comply with all instructional standards specified by the West Virginia Office of Emergency Medical Service, ACCET, CAAHEP, and/or other regulatory bodies.

Responsibilities and Duties:

1. Will follow all curriculums that are applicable to the Education Program that is being offered.
2. Will provide a safe, non-discriminatory class setting that allows the student a positive learning environment.
3. Will assist in the analysis of student progress to identify areas of improvement.
4. Will assist in the administration of formative and summative assessments as needed.
5. Will assist in completing all course paperwork and turning it in to the Director of Education in a timely manner, along with any associated class materials.

Other Essential Functions, Skills, and Abilities:

1. Ability to communicate both verbally and in writing in an effective manner.
2. Ability to handle confidential matters and information in a discreet and professional manner.
3. Ability to evaluate situations and use sound judgement in making decisions.

Additional Responsibilities:

Performs any additional duties or assignments that are deemed appropriate and/or necessary by the administration of Princeton rescue Squad.

Preceptor:

Reports to: Director of Education.

Job Summary

The role of a preceptor is to mentor and evaluate CCT, Paramedic, and EMT students in the field setting. The preceptor will assist the student with the application of cognitive knowledge, psychomotor skills, and affective behavior within the field setting.

Qualifications:

A preceptor shall be an experienced prehospital provider that has demonstrated competence in their areas of EMS certification. A preceptor shall have the attributes to be a teacher, leader, facilitator, evaluator, socialization agent, protector, and role model to develop and validate the competencies of another individual.

Responsibilities:

1. Orient the student to pre-hospital policies, procedures, and equipment.
2. Review with each student the knowledge, skills, and personal behaviors/attitudes required of an entry-level practitioner.
3. Ensure that the student obtains the experience necessary to acquire the knowledge, skills and personal behaviors/attitudes required of an entry-level practitioner.
4. Based on student's clinical experience and skill, provide supervision which is adequate and appropriate to assuring effective and efficient learning.
5. Provide student with feedback and evaluation regarding his/her clinical performance as related to the objectives of an entry-level practitioner.
6. Advise the Education Director and/or Lead Instructor of any significant problems with student knowledge, skills, or personal behaviors/attitudes that require immediate intervention.
7. Work with the Education Director and Faculty in remediation of problems with student performance.
8. Communicate openly, effectively, and objectively with the EMS program faculty on a routine basis throughout the field internship.

Education Department Faculty: Continuing, Industry, & Community Course Instructors

Reports To: Director of Education.

Job Summary:

Under the direction of the Director of Education all Continuing, Rescue, and Community Education Faculty are responsible for teaching cognitive, psychomotor, and affective classroom instruction, to students participating in prescribed Princeton Rescue Squad Education courses. Classroom instruction should be interactive and incorporated through a variety of teaching techniques, materials and resources as approved by each course's governing body.

Qualifications:

Instructors in the discipline areas of (but not limited to): Bloodborne Pathogens, Wilderness First Aid, Community Emergency Response, CPR, ACLS, PALS, PEPP, AMLS, PHTLS, GEMS, Extrication, EVOC, and Beginner American Sign Language shall meet and maintain all standards set forth by the certifying agencies, including but not limited to: ACCET, the American Safety & Health Institute, the American Heart Association, NAEMT, NFPA, and VIFS. Instructors failing to meet and/or maintain the standards of the certifying agency (including but not limited to: WVOEMS, American Heart Association, American Safety & Health Institute, NAEMT, and VIFS) will have their teaching duties suspended until such time they have complied with their agency's standards.

Responsibilities and Duties:

1. Responsible for the management and delivery of specified continuing and/or community education courses for Princeton Rescue Squad's Education Department.
2. Will follow all curriculums that are applicable to the course that is being offered.
3. Will ensure that there are a sufficient numbers of qualified lab assistants and/or additional faculty to maintain a student to teacher ratio that provides students with adequate didactic and psychomotor instruction and supervised practice.
4. Will provide direction and oversight of any and all lab assistants, faculty, and visiting instructors to verify continuity of curriculum delivery and standards.
5. Will provide a safe, non-discriminatory class setting that allows the student a positive learning environment.
6. Will analyze student progress to identify areas of improvement.
7. Administers all required assessments.
8. Responsible for completing all course paperwork and turning it in to the Director of Education in a timely manner, along with any associated class materials.

Other Essential Functions, Skills, and Abilities:

1. Ability to communicate both verbally and in writing in an effective manner.
2. Knowledge of specified course operations, principles, procedures, techniques, and equipment.
3. Ability to handle confidential matters and information in a discreet and professional manner.
4. Ability to evaluate situations and use sound judgement in making decisions.

Additional Responsibilities:

Performs any additional duties or assignments that are deemed appropriate and/or necessary by the administration of Princeton rescue Squad.

Department Chair:

Reports to: Director of Education.

Job Summary

The Chair serves as a mentor to faculty colleagues and as collaborator with other administrative officers, advocates for his or her department from a perspective of the best overall interests of Princeton Rescue Squad, leads faculty in important processes that shape curriculum and/or have an impact on the learning of all students, and effectively articulates the mission statement, goals, and core values to internal and external constituencies.

Qualifications:

A candidate for the position of Department Chair must have functioned as an active member of the specified department for three years. He/she should receive a recommendation from the Education Director based on formal evaluations of instructional performance and data analyzed by the Advisory Board indicating an “above average” rating for his/her contributions to the Education Department. Exceptions to any of the qualifications for Department Chair may be granted only by the written approval of the CEO and Director of Education.

Responsibilities:

A Department Chair holds the authority and responsibility for all administrative functions and supervision within the department. These responsibilities/authorities include, but are not limited to, the following:

1. Provide leadership toward the achievement of the highest possible level of excellence in teaching.
2. Maintain a climate that is hospitable and encourages faculty engagement, participation, collegiality, and innovation.
3. Enforce the Education Department’s policies and procedures as identified in this faculty handbook.
4. Serve as a liaison among students of the department, the faculty, and other administrators.
5. Assess and maintain the physical facilities of the department, including equipment, supplies, and space. Report, to the Education Director, maintenance or service required when necessary.
6. Assist in establishing teaching assignments and communicate department course schedules to the Education Director as necessary.
7. Assist in the maintenance of accurate student, course, and department records.
8. Assist in periodic Instructional Evaluations of faculty members within the department.
9. Mentor new faculty members within the department.
10. Conduct a periodic review and update of faculty personnel files.

Other Essential Functions, Skills, and Abilities:

1. Ability to communicate both verbally and in writing in an effective manner.
2. Knowledge of specified course operations, principles, procedures, techniques, and equipment.
3. Ability to handle confidential matters and information in a discreet and professional manner.
4. Ability to evaluate situations and use sound judgement in making decisions.

PearsonVue Test Center Administrator and Education Dept. Administrative Assistant:

Reports to: Director of Education.

Job Summary

The Administrative Assistant serves to provide support to the Education Director. He/she will coordinate, organize, oversee, and perform everyday clerical and administrative duties associated with the Education Department of Princeton Rescue Squad. He/she will also serve as a liaison between students, staff and administration. As the PearsonVue Test Center Administrator, he/she will oversee and ensure compliance with all regulations stipulated by PearsonVue and will ensure a fair and valid testing environment for all testing candidates.

Qualifications:

A candidate for the position should be adept at communicating with a diverse population, such as school officials, students, faculty/staff, and vendors. Strong organizational and interpersonal skills are vital. He or she should be detail-oriented multitasker who possess strong time-management and problem-solving skills. He/she should be able to work independently as needed and understand basic customer service concepts. It is important that the candidate hold knowledge of office management techniques and have some information on modern office practices in an academic environment. Experience with computers and being proficient in the use of Microsoft office applications (ie: Excel, Word, and Publisher) is a necessity. Proficiency with learning management software and data entry software is preferred.

Responsibilities – Ed. Dept. Admin Assist:

1. Prepare and maintain student records and ensure that they are updated regularly both in paper and electronic format.
2. Assist in the collection and maintenance of staff/faculty records (paper and electronic) and provide monthly reports detailing faculty certifications that have or will expire.
3. Provide secretarial assistance to the Education Director by relieving him or her of administrative tasks such as composing, typing and editing letters and bulletins, making copies, and relay information to faculty, staff, students, and graduates using a variety of mediums.
4. Process course paperwork which includes, at a minimum, the following tasks:
 - a. Verify attendance records.
 - b. Confirm course payments.
 - c. Submit course completion to the appropriate governing entity.
 - d. Process certificates of completion based on the expectations of the governing entity.
 - e. Transcribe data to the appropriate accreditation documents for tracking purposes.
5. Collect survey data results, tabulate, and enter into the appropriate databases for meaningful reports to be distributed to the Education Director, Medical Director, and Advisory Board as necessary.
6. Plan events including, but not limited to: Advisory Board and faculty meetings, and graduation ceremonies.

7. Attend meetings, take minutes, and reproduce those minutes into a meaningful report to be forwarded to the Education Director.
8. Handle mail distribution, collating, filing, scanning, faxing and sorting activities.
9. Man the reception area and direct visitors to the correct personnel, and answer telephone calls and transfer calls to the appropriate recipients.
10. Assist in the registration and admission procedures of course applicants.
11. Complete additional duties assigned by the Education Director

Responsibilities – PearsonVue Test Center Administrator:

As the PearsonVue Test Center (PVTC) Administrator, he/she is responsible for providing a secure exam delivery and superior customer service in a comfortable friendly environment. In this position, you will be required to:

1. Comply with all testing procedures and strictly adhere to company policies using careful judgement.
2. Check in testing candidates, verify identification, and explain the exam process.
3. Proctor / invigilate candidates while testing.
4. Troubleshoot with internal departments to fix technical issues.
5. Maintain daily PVTC records and respond to issues identified by PearsonVue and/or the Education Director.
6. Validate compliance with PVTC policies/procedures when part-time PVTC test proctors are utilized.
7. Complete light housekeeping duties such as vacuuming the floors and sanitizing keyboards after each candidate has finished their examination.

Other Essential Functions, Skills, and Abilities:

1. Ability to communicate both verbally and in writing in an effective manner.
2. General knowledge of course operations, principles, procedures, techniques, and equipment.
3. Ability to handle confidential matters and information in a discreet and professional manner.
4. Ability to evaluate situations and use sound judgement in making decisions.

PearsonVue Exam Proctor & Education Department Support Staff

Reports to: PVTC Administrator

Responsibilities -PVTC Exam Proctor

The PV Exam Proctor position is responsible for providing a secure exam delivery and superior customer service in a comfortable friendly environment. In this position, you will be required to:

- Comply with all testing procedures and strictly adhere to company policies using careful judgement.
- Check in testing candidates, verify identification, and explain the exam process.
- Proctor / invigilate candidates while testing.
- Troubleshoot with internal departments to fix technical issues.
- Complete light housekeeping duties such as vacuuming the floors and sanitizing keyboards after each candidate has finished their examination.

Reports to: Education Director

Responsibilities -Ed. Dept. Support Staff

As a Support Staff member of the Education Department, you will be responsible for providing support to the Education Director and the Administrative Assistant in performing everyday clerical duties such as:

- Man the reception area and direct visitors to the correct personnel
- Answer telephone calls, taking messages, and transfer calls to the appropriate recipients.
- Provider secretarial assistance including but not limited to:
 - Tabulating reports
 - Data entry
 - General record keeping and filing.

Clinical Coordinator:

Reports to: Director of Education.

Job Summary

In every course for which clinical internship is required, there must be a faculty designated to coordinate clinical supervision and provide frequent assessments of the student's progress in achieving acceptable program requirements.

Qualifications:

The faculty must be knowledgeable in course content and the expectations of the accrediting bodies toward quality educational experiences. Documented proof of CoAEMSP and ACCET workshop attendance is strongly preferred. The faculty member **MUST** be certified by the NREMT at an equal or higher level of professional training than the Emergency Medical Services profession for which training is being offered.

Responsibilities:

1. Verify that each student enrolled has met the expected pre-requisites PRIOR to initiating clinical rotations, including but not limited to: required immunization records, background checks, drug screens, and skill verification.
2. The Clinical Coordinator is responsible for collecting sizes, ordering, and disseminating clinical uniforms.
3. Develop a lesson plan and complete presentation for the instruction of students on the expectations, documentation, and "do's/don'ts" of attending internship.
4. Develop a lesson plan and complete orientation program for new preceptors to become familiarized with the expectations of the internship and the value of their feedback.
5. Develop and execute an annual compliance update for current preceptors.
6. Maintain the airtable database of current preceptors based on annual compliance update attendance, etc.
7. Maintain the airtable database of internship sites including necessary renewal dates.
8. Collect and maintain records (to be kept on file in the Education Department) on internship sites and preceptors including but not limited to:
 - a. Agency MOU's
 - b. Preceptor Affiliation agreements
 - c. FERPA Compliance Signature Forms
 - d. Rosters verifying attendance to orientations and compliance updates
 - e. Student and preceptor survey results for each rotation
 - f. Student time sheets and/or internship forms for each rotation
 - g. Annual agency data submission validates the continued quality of instructional opportunities at each participating squad/facility.
9. Transcribe results from each student rotation into an airtable database to track competencies. OR in the case of Paramedic Programs: Perform audits on all student documentation and platinum planner submissions to track compliance towards competency requirements.

Other Essential Functions, Skills, and Abilities:

1. Ability to communicate both verbally and in writing in an effective manner.
2. General knowledge of course operations, principles, procedures, techniques, and equipment.
3. Ability to handle confidential matters and information in a discreet and professional manner.
4. Ability to evaluate situations and use sound judgement in making decisions.

FACULTY GRIEVANCE FORM

NAME: _____

DATE GRIEVANCE INITIALLY DISCUSSED WITH SUPERVISOR: _____

EXPLANATION OF GRIEVANCE: *(You may attach a detailed explanation)*

CORRECTIVE ACTION DESIRED: *(You may attach a detailed explanation)*

Date Grievance Received: _____

Date Grievance Filed with CEO: _____

DISCRIMINATION/HARRASSMENT COMPLAINT FORM

This is an investigative complaint form which may be submitted by the complainant to file a discrimination/harassment/sexual harassment/retaliation complaint through Princeton Rescue Squad's Education Department's complaint process. All complaint forms must be submitted to the Education Director, Paula Johnson (students) at 701 Stafford Drive Princeton, WV 24740.

To complainant: Please fill out this form as completely as possible. Use additional sheets of paper as needed. Please print or type.

Complainant Full Name: _____
Address: _____
Telephone Number: _____ Cell Phone Number: _____
Email Address: _____

List the person(s) you allege discriminated against or harassed you.

Name	Title	Address	Telephone Number
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Which of the following best describes why you believe you were discriminated against or harassed?
(Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> National Origin/Ancestry | <input type="checkbox"/> Color |
| <input type="checkbox"/> Disability | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Race |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Veteran Service | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Other |

I believe that I have been sexually harassed. Yes No

Date(s) and Place of the alleged discriminatory act: _____

If there was continuing discrimination/harassment, indicate the dates with the most recent first. _____

Complainants initials: _____

Complainant Name: _____

Explain clearly the events that occurred. When alleging discrimination, include how you believe you were treated differently from other persons. You may attach any written documentation pertaining to this matter, such as emails or letters you received from the alleged respondent(s). (use additional sheets of paper if needed)

List any witnesses, you believe had direct knowledge of your allegation that we may contact for additional information to support or clarify your complaint.

Name	Title	Address	Telephone Number
------	-------	---------	------------------

<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

What resolution do you seek?

Additional Comments:

Princeton Rescue Squad's Education Department complaint process allows investigators 45 calendar days from their appointment date to complete the investigation. Should the investigators be unable to complete their investigation within the allotted time period, they may request an extension from the CEO of Princeton Rescue Squad. Upon completion of the investigation, the investigative report will be submitted to the CEO for review. A decision should be rendered within 15 working days.

I attest that the information provided is true and accurate to the best of my knowledge. I am aware that filing a false complaint or providing false statements may lead to stringent disciplinary measures, including suspension, dismissal, or expulsion as well as possible legal recourse by the parties involved in the complaint.

Signature of Complainant:

Date:



Instructor Evaluation

ACCET Document 19
 Date Developed: January 1988
 Date Revised: April 2011/April 2016
 Pages: 1 of 1
 Pertinent to: All institutions

Institution: _____ City/Location: _____
 Instructor: _____ Program/Course: _____
 Reviewer: _____ Date: _____ Time: _____ # Students: _____

- YES NO
- A. The instructor uses a pre-planned lesson plan to guide the content and activities of the lesson?
- B. The instructor demonstrates enthusiasm for the subject being taught?
- C. The instructor demonstrates professionalism?
- D. The instructor's delivery is clear and understandable?
- E. The instructor's word/vocabulary selection is appropriate to the context?

Rate the Instructor in the Following Areas:	Exceeds	Meets	Needs Improvement
1. Instructor maintains a positive rapport with the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor demonstrates mastery of the lesson content/subject matter being taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instructor delivers content consistent with the stated lesson objectives, syllabus, and curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor illustrates lesson concepts with relevant examples and/or draws significant connections to related material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructor demonstrates a student-centered focus. Examples: <ul style="list-style-type: none"> • Facilitates class discussion/activities • Checks for understanding beyond rhetorical questions • Employs appropriate error correction techniques (ESOL) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructor employs effective classroom management techniques. Examples: <ul style="list-style-type: none"> • Maintains students' attention (e.g. controls technology use) • Adjusts pacing of the lesson to meet student needs • Facilitates organized transitions between activities/stages • Effectively monitors student practice activities, if applicable 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructors demonstrates the ability to effectively instruct and manage students at different levels and/or abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instructor demonstrates the effective use of various learning modalities to address the different learning styles of students. Examples: <ul style="list-style-type: none"> • Uses supplementary instructional materials • Uses technology and/or multi-media (e.g. PowerPoints) • Uses teaching aids (e.g. props, demonstrations) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIELD TRIP RELEASE FORM

For an in consideration of being allowed to participate in the trip going to _____ to take place on _____ described in more detail in the attached document, I, in full recognition and appreciation of the dangers and hazards involved in such activity, do hereby agree to assume all risks and responsibilities surrounding my participation in this event and do hereby release and hold harmless Princeton Rescue Squad, its Trustees, Officers, Directors, Faculty and Employees, and participants from and against any and all liabilities to the undersigned, his/her dependents, assigns, personal representatives, heirs and next of kin for any and all damages, expenses (including attorney fees) claims, judgments, actions or causes of action as a result of any loss or injury to the person or property, including death, which the participant may sustain or suffer during or arising out of activities of the above described event and during transportation to and from such event whether caused by negligence of the Princeton Rescue Squad, of persons acting on its behalf or otherwise.

I understand that Princeton Rescue Squad does not, in any manner, serve as principal, agent or partner of any travel agent, commercial carrier, or lodging establishment which may provide services or accommodations to the participants. I have read and understand this release and voluntarily sign this document and participate in this trip.

Please print and sign you name. Illegible forms will be rejected and returned.

Participant/student printed name:

Date

Participant/student signature:

CONSENT TO ADMISSION AND TREATMENT

I hereby authorize the Princeton Rescue Squad or representatives thereof to admit me to a facility for emergency medical treatment as may be deemed necessary to my health or welfare. I hereby consent to whatever medical treatment is deemed necessary. I, on my behalf, and on the behalf of my heirs, successors, assigns, and personal representatives, hereby release the Princeton Rescue Squad, its trustees, officers, faculty and employees from any and all claims arising from my admission to such facility or from such treatment administered by such facility.

Persons to contact in the event of an emergency are listed below:

NAME	ADDRESS	TELEPHONE
------	---------	-----------

NAME	ADDRESS	TELEPHONE
------	---------	-----------

ACKNOWLEDGEMENT AND RECEIPT

I have received my copy of the Princeton Rescue Squad Faculty Handbook.

The Faculty Handbook describes important information about my responsibilities as Faculty at Princeton Rescue Squad, and I understand that I should consult with the Education Director and/or CEO regarding any questions not answered in this Handbook. I have entered into my faculty employment relationship as a private contractor with Princeton Rescue Squad voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or Princeton Rescue Squad can terminate the relationship at will, with or without cause, at any time so long as there is not violation of applicable federal or state law.

This manual and the policies and procedures contained herein supersede any and all prior practices, oral or written representations, or statements regarding the terms and conditions of your employment with Princeton Rescue Squad as Faculty of the Education Department. By distributing this Handbook, the company expressly revokes any and all previous policies and procedures which are inconsistent with those contained herein.

I understand that, any and all policies and practices may be changed at any time by Princeton Rescue Squad, and the company reserves the right to change my hours, wages, and working conditions at any time. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the CEO of Princeton Rescue Squad has the ability to adopt any revision to the policies in this handbook.

I understand and agree that nothing in the Employee Handbook creates, or is intended to create, a promise or representation of continued employment and that employment at Princeton Rescue Squad as Faculty of the Education Department is employment at-will, which may be terminated at the will of either Princeton Rescue Squad or myself. Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I understand and agree that employment and compensation may be terminated with or without cause and with or without notice at any time by Princeton Rescue Squad or myself.

I have received the Faculty Handbook, and I understand that it is my responsibility to read and comply with the policies contained in this Handbook and any revisions made to it.

Employee's Signature:

Today's Date:

Employee's Name (Print):