**Fire Service Education Technical Standards**

 **Purpose Statement**

All Fire Service Education students are expected to meet certain essential technical standards for successfully completing all program phases and reflect industry requirements and standards. To verify the student’s ability to perform these essential functions, students may be required to demonstrate the technical standards below.

Meeting these technical standards does not guarantee employment in this field upon graduation. The ability to meet the program’s technical standards does not guarantee a student’s eligibility for any certification exams or successful program completion.

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| Technical Standard | Definition of Standards | Examples |
| Critical Thinking/Problem-Solving Skills | Abilities are sufficient for classroom, lab, and work in industry situations. | * Receive, interpret, and correctly complete assignments (e.g.: reading, research, writing, and presentations).
* Receive critical information and quickly synthesize a plan of action.
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| Interpersonal Skills | Abilities are sufficient to interact with individuals and groups from a variety of social, emotional, cultural, and intellectual backgrounds. | * Establish rapport with teammates and others participating in projects.
* Respect and care for others whose appearance, condition, beliefs, and values may conflict with your own.
* Demonstrate sufficient emotional health to perform under stress, exercise good judgment and promptly complete all academic and work-based learning responsibilities.
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| Communication Skills | Abilities are sufficient for interaction with others in verbal and written form. | * Speak and write clearly and distinctly in interacting with team members and instructors and preparing documents and written tests.
* Provide and follow directions from other members of the class or instructors.
* Demonstrate active listening skills.
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| Coping Skills | Ability to deal effectively with stress produced by work and interaction situations. | * Solves personal and interpersonal problems.
* Minimizes stress and conflict.
* Balances internal needs and external demands.
* Function and perform to standards in a simulated or actual rapidly changing, high-stress, dangerous environment.
* Develop skills to become comfortable working in confined spaces and in constrictive clothing and masks.
* Avoid the use of substances as a coping strategy.
* Ask for help with stress before reaching personal limitations.
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| Mobility/Motor Skills | Physical abilities are sufficient to move in one’s environment with ease and without restriction. | * Most courses require motor skills (including but not limited to lifting and moving heavy ladders, pulling and lifting heavy fire hoses, and climbing stairs and ladders while carrying heavy equipment) to participate in demonstrations and skill instruction or observe activities.
* Perform to standards in a physically demanding environment using firefighting equipment weighing 100 lbs. and dragging 165 lbs.
* Recognize and negotiate hazards in all environmental extremes including but not limited to light/dark, heat/cold, and wet/dry/frozen scenes.
* Wear appropriate personal protective equipment (PPE) without assistance (ex: gloves, masks, etc.).
* Perform rescue duties.
* Operate emergency vehicles under extreme environmental conditions.
* Perform physical tasks requiring prolonged physical exertion (ex: walking for long periods of time while carrying equipment, vehicle extrication, extrication of a victim from the confines of a structure).
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| Auditory Skills | Auditory abilities are sufficient to work effectively and safely. | * Discern instructors and team direction in a classroom, and outdoor, harsh, dynamic lab environment.
* Understand spoken words over a two-way radio and public address systems.
* Detect audible emergency signals in a loud environment.
* Review videos in the classroom, online, and lab environment.
* Communicate via two-way radio and telephone links.
* Receive and respond to instructors, team leaders, and others.
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| Visual Skills | Visual ability is sufficient for observation and assessment necessary in the classroom, lab, and other locations on the campus. | * Discern visual information provided in the classroom and in harsh and rapidly changing firefighting lab environment.
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| Tactile Skills | A sufficient sense of touch and tactile acuity are necessary for the performance of Fire Service duties. | * Discern various heat levels in the surrounding environment, particularly when heat rises to dangerous levels.
* Detect movement and resistance when operating equipment..
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| Environmental | Ability to tolerate environmental stressors. | * Practice standard safety precautions.
* Perform to standards in all varieties of environments, including but not limited to outdoor, cold, hot, dark, dangerous, loud, heights, confined, and wet..
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| Emotional/Behavioral | Emotional stability is sufficient to maintain composure in stressful situations and assume responsibility/accountability for actions. | * Adapt rapidly to changing environments and/or stress.
* Calmly receive feedback and interact with others.
* Demonstrate honesty and integrity beyond reproach.
* Demonstrate high levels of personal responsibility and accountability.
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In the case of an otherwise qualified individual with a documented disability, appropriate and reasonable accommodations will be made unless doing so would fundamentally alter the essential training elements, cause undue hardship, o produce a direct threat to the safety of the patient or student.

Beaufort County Community College is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or other legally protected category. The College will provide all qualified individuals reasonable accommodations in the work and educational environment and ensure equal access to all College programs, activities and facilities. The College does not discriminate in admissions, educational programs, or employment on the basis of any factor outlined above or prohibited under applicable law. The College is committed to creating and maintaining an environment free of discrimination that is unlawful or prohibited by College policy. For detailed information or to request accommodations visit Support Services at <https://www.beaufortccc.edu/student-life/accessibility-services>. An appointment is recommended prior to enrollment in order to discuss any special concerns.

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