

GENERAL INFORMATION			
Name: Michael McCann	Phone #: (305) 237-1884		
Course Prefix/Number: FFP 00XX	Course Title: Fire Fighter Minimum Standards		
Number of Credits: 15 Vocational Credits			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input checked="" type="checkbox"/> C.T.C.(V.C.C.)		
Date Submitted/Revised: 10-07-09	Effective Year/Term: 2009-3		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course teaches the initial and intermediate knowledge and skills for prospective firefighters. Via lectures, drills, and evolutions, students will learn to operate as a team under supervision. Successful completion of all examinations, performance objectives and adherence to the Student Manual are required. Fire Academy Students Only. (450 clock hours)			
Prerequisite(s): Departmental Restriction Approval Required	Co requisite(s): NO		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will demonstrate knowledge of fire department organization, procedures and responsibilities by:

- a. Identifying the fire fighter's tasks and areas of responsibility.
- b. Describing the organization of the fire department and explaining the firefighter's role as a member of the organization.
- c. Explaining the mission of the fire service, the local fire department, and the function of a standard operating procedure.
- d. Discussing the fire department rules and regulations that apply to the position of firefighter.
- e. Identifying the basic components of incident management and the firefighter's role within the local incident management system.
- f. Stating the role and responsibility of other agencies that may respond to emergencies.
- h. Defining the following terms: chain of command, span of control, and unity of command.

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Competency 2: The student will define and possess knowledge of firefighter safety and health by:

- a. Defining the ways to prevent firefighter injuries and death and discussing the National Protection Association standards related to firefighter health and safety.
- b. Discussing Occupational Safety and Health Administration regulations, summarizing the IFSTA (International Fire Service Training Association) principles of Risk Management.
- c. Listing the main goals of a safety program and discussing firefighter health consideration and employee assistance and wellness programs.
- d. Providing guidelines for riding safely on the apparatus (i.e. Emergency Vehicles) and discussing safety in the fire station.
- e. Describing ways to maintain safety in training; stating how to properly maintain and service equipment used for training.
- f. Defining emergency scene safety; summarizing general guidelines for scene management, including highway incidents, crowd control and cordoning off emergency scene.
- g. Explaining the importance of personnel accountability and identifying basic interior operations techniques.
- h. Responding to an incident, correctly mounting and dismounting an apparatus (actual practical demonstration on fireground).
- i. Setting up and operating in various work areas at an incident using traffic and scene control devices (actual practical demonstration on fireground).

Competency 3: The student will demonstrate knowledge and comprehension of fire behavior by:

- a. Defining the physical and chemical changes of matter related to fire.
- b. Discussing modes of the fire triangle and tetrahedron; identifying two chemical, mechanical, and electrical energy heat sources.
- c. Defining the three methods of heat transfer and the three physical stages of matter in which fuels are commonly found.
- d. Describing the hazard of finely divided fuels as they relate to the combustion process; identifying flash point, fire point, and ignition temperature.
- e. Discussing concentrations of oxygen in air as it affects combustion and life safety.
- f. Distinguishing the three products of combustion commonly found in structural fires that create a life hazard.
- h. Defining the following units of heat measurement: British Thermal Unit (BTU), Fahrenheit (°F), Celsius (°C), and Calorie (C).
- i. Describing the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

Competency 4: The student will identify and demonstrate knowledge of the effects of building construction on fire fighting by:

- a. Describing the basic structural characteristics of the following types of building construction and building materials: wood frame, ordinary, heavy timber, noncombustible, and fire resistant.
- b. Identifying at least three hazards associated with truss and lightweight construction, explaining the dangerous building conditions created by fire and fire suppression activities.
- c. Identifying the five indicators of building collapse and describing the effects of fire and fire fighting activities on the following building materials: wood, masonry, cast iron, steel, gypsum wallboard, reinforced concrete, glass, and plaster on lath.
- d. Defining the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants, and firefighters.
- e. Defining the following terms as they relate to building construction: load bearing, partition wall, veneer wall (exterior), party wall, fire wall, and cantilever wall.

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Competency 5: The student will identify and demonstrate knowledge of the components used for personal protective equipment by:

- a. Describing the purpose and characteristics of protective clothing and equipment.
- b. Demonstrating the care, inspection and maintenance of each of the items of protective equipment: helmet (with shield), hood, boots, gloves, turnout or bunker coat, turnout or bunker pants, self-contained breathing apparatus (SCBA), personal alert safety system (PASS), and eye protection.
- c. Listing the four common respiratory hazards and their characteristics associated with fires and other emergencies, describing the potential long term consequences of exposure to products of combustion.
- d. Demonstrating the donning and doffing of the personal protective equipment: donning self-contained breathing apparatus while wearing protective clothing and the use of self-contained breathing apparatus (SCBA) in conditions of obscured visibility.
- e. Identifying the physical requirements of the wearer, the limitations of the SCBA, and the safety features of all types of self-contained breathing apparatuses, demonstrating that the SCBA is in a safe condition for immediate use.
- f. Defining and documenting routine maintenance for SCBA, including inspection, cleaning and sanitizing.

Competency 6: The student will identify and demonstrate the appropriate types and uses of portable fire extinguishers by:

- a. Describing the methods by which agents extinguish fire and identifying the classification of types of fire as they relate to the use of portable extinguishers.
- b. Identifying the appropriate extinguishers for the various classes of fire and explaining the portable extinguisher rating system.
- c. Extinguishing Class A and B fires using the appropriate portable fire extinguisher.
- d. Naming and defining the five classes of fire and the hazards of the fire classes and extinguisher.
- e. Describing the pull, aim, squeeze, sweep (PASS) method of application and discussing the damaged portable fire extinguishers and obsolete portable fire extinguishers.
- f. Summarizing the procedures that should be part of every fire extinguisher inspection and operating a stored pressure water extinguisher to extinguish a Class A fire.
- g. Demonstrating in full protective equipment, the appropriate extinguisher to extinguish a Class C fire.

Competency 7: The student will identify and develop the appropriate uses of ropes, tools, and equipment by:

- a. Defining and explaining the differences between life safety and utility rope, identifying the knot and describing the purpose for which it would be used.
- b. Identifying the construction characteristics and appropriate uses of natural and synthetic ropes.
- c. Distinguishing and explaining the proper size and amount of rope; tying a bowline knot, a clove hitch, figure of eight on a bight, figure of eight follow through, figure of eight stopper knot, chimney hitch, a Becket or sheet bend, girth hitch, and an overhand safety knot.
- d. Learning the proper segments of a fire service knot by demonstrating the bight, loop, round turn, and half hitch as used in tying knots and hitches.
- e. Selecting an approved knot by demonstrating hoisting any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet (6m).
- f. Identifying the techniques of inspecting, cleaning, maintaining, and storing rope by utilizing equipments.
- g. Utilizing a rope to tie ladders, hoses, and other equipment so as to secure them to immovable objects.

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Competency 8: The student will practice and perform building search & victim removal by:

- a. Defining and distinguishing the difference between a rescue and an extrication operation by demonstrating the removal of injured persons from the immediate hazard by the using carries, drags, and stretchers.
- b. Identifying and performing the primary and secondary search procedures under fire conditions, with a rope or hose and without a rope or hose.
- c. Identifying and demonstrating the use of the following rescue tools: cribbing and shoring material, block and tackle, hydraulic devices, pneumatic devices, and ratchet devices.
- d. Explaining and performing the following evolutions which may be required to extricate an entrapped victim of a motor vehicle crash by displacing: vehicle roof, vehicle door, windshield, steering wheel, steering column and dashboard.
- e. Describing the methodology for finding victims in a rescue situation and preparing for the psychological effects of operating in obscured conditions and finding ways to control these effects.

Competency 9: The student will describe and perform the techniques of forcible entry by:

- a. Identifying and demonstrating the use of each type of forcible entry tool, while summarizing the safety rules for performance.
- b. Following the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool.
- c. Locating and identifying the materials and construction features of doors, windows, and walls and the dangers associated with forcing entry through each.
- d. Describing and practicing the procedures for forcing entry through at least three different types of doors, windows, and walls.
- e. Demonstrating opening various types of windows from inside and outside, with and without the use of fire department tools and breaking window or door glass and removing obstruction.
- f. Naming the characteristics of various types of wooden swinging doors, metal swinging doors, sliding doors, revolving doors and overhead doors.
- g. Explaining how fire doors function with the various characteristics of basic types of locks.
- h. Listing the potential dangers associated with forcing entry through walls and describing the techniques for breaching floors.
- i. Breaching walls with a selection of tools and protective equipment as part of a team-force entry or escape.

Competency 10: The student will demonstrate an understanding of safe ground ladders usage by:

- a. Explaining and describing the proper procedures to follow when lifting and lowering ground ladders.
- b. Identifying and practicing the use of the following types of ladders: folding /attic, roof, straight/wall, and aerial ladders.
- c. Identifying the equipment to consider before removing and replacing ladders on apparatus.
- d. Demonstrating (as an individual and as a member of a team) the following ladder carries: one person carry, two person carry, and three person carry.
- e. Performing the raising, positioning and lowering the following types of ground ladders: 14 ft. single or wall ladder, 24 ft. extension ladder, 35 ft. extension ladder, and an attic/folding ladder.
- f. Demonstrating the deployment of a roof ladder on a pitched roof, climbing the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools or equipment while ascending and descending.

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- g. Practicing climbing the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.
- h. Demonstrating the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.
- i. Utilizing the techniques of cleaning, inspecting and maintaining ladders.

Competency 11: The student will demonstrate knowledge and perform appropriate ventilation practices by:

- a. Defining and describing the principles of ventilation, and identifying the advantages and effects of fireground ventilation.
- b. Explaining the principles of natural, horizontal, mechanical and hydraulic ventilation.
- c. Identifying and understanding the dangers present and precautions to be taken in performing ventilation.
- d. Describing the advantages and disadvantages of the following types of ventilation: vertical, horizontal, trench/strip, mechanical, mechanical pressurization, and hydraulic.
- e. Identifying the role of proper ventilation in the prevention of backdrafts explosions, explaining the methods or procedures used to prevent backdraft explosions.
- f. Demonstrating the tools and equipment used during ventilation.
- g. Evaluating (from a flat, pitched or arched roof with both safe and unsafe soft areas, protective equipment, tools, ladders) the integrity of a roof system by sounding.
- i. Comparing and contrasting positive-pressure and negative-pressure ventilation.

Competency 12: The student will operate and demonstrate the use of water supplies by:

- a. Identifying the water distribution system and other water sources in the local community by defining the following parts of a water distribution system: distributors, primary feeders, and secondary feeders.
- b. Explaining and defining the operation of: a dry-barrel hydrant, a wet-barrel hydrant, the normal operating pressure of a water distribution system, the residual pressure of a water distribution system, and flow pressure.
- c. Describing how the following conditions reduce hydrant effectiveness: obstructions to use of hydrant, direction of hydrant outlets to suitability of use, mechanical damage, rust and corrosion, failure to open the hydrant fully, ability to drain.
- d. Defining a tanker shuttle and identifying the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping, large diameter hose, or a tanker shuttle.
- e. Identifying and labeling the following types of main water valves: indicating, a non-indicating, post indicator, and outside screw and yoke.
- f. Demonstrating the deployment of a portable water tank while connecting a supply hose to a hydrant, and fully opening and closing the hydrant.
- g. Joining the hydrant to pumper hose connections for forward and reverse lays.
- h. Assembling and connecting the equipment necessary for drafting from a static water supply source.
- i. Explaining the loading and off-loading of tanks on mobile water supply apparatus by identifying the pipe sizes used in water distribution systems for residential, business, and industrial districts.

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Competency 13: The student will develop the proper use of fire hose, nozzles, and appliances by:

- a. Identifying and discussing the fire hose sizes, types, amounts, and use of hose as required to be carried on a pumper according to National Fire Protection Association (NFPA) 1901 Standard.
- b. Demonstrating the use of all nozzles, hose adapters, and hose appliances as required to be carried on a pumper according to NFPA 1901.
- c. Operating (as an individual and as a member of a team) the necessary equipment to advance dry hose lines of two different sizes, both of which shall be 1 1/2 inch or larger, from a pumper into a structure, up a ladder to a second floor landing, up an inside stairway to an upper floor, an outside stairway to an upper floor, down an inside stairway to a lower floor, down an outside stairway to a lower floor, and to an upper floor by hoisting.
- d. Explaining and demonstrating techniques for cleaning fire hose, couplings, and nozzles; inspecting for damage (with the rate at least 3) different types of hose loads and finishes.
- e. Demonstrating three types of hose rolls and two types of hose carries with coupling and uncoupling of fire hose.
- f. Discussing and describing the purpose, advantages and disadvantages of the flat, minuteman and triple layer hose load.
- g. Distinguishing between characteristics of threaded couplings and non-threaded couplings.
- h. Demonstrating the methods of extending a hose line and replacing a burst section of the hose line, while working from the ground ladder with a charged attack line, which shall be 1-1/2 inch or larger.

Competency 14: The student will explain and demonstrate the concept of fire streams by:

- a. Defining a fire stream and listing the methods that are used with fire streams to reduce the heat from a fire and provide protection to firefighters and exposures.
- b. Explaining and listing the properties of a fire stream, discussing the extinguishing properties of water.
- c. Demonstrating how to open and close a nozzle and how to adjust its stream pattern and flow setting when applicable.
- d. Defining water hammer and methods to prevent water hammer.
- e. Identifying precautions to be followed while advancing hose lines to a fire.
- f. Describing three observable results that are obtained when the proper application of a fire stream is accomplished.
- g. Assembling and operating a foam fire stream arrangement given the appropriate equipment while demonstrating the methods for applying foam.

Competency 15: The student will summarize the concept and development of fire control by:

- a. Describing the initial factors to consider when suppressing structure fires by listing the fundamental steps in the process of fire extinguishment.
- b. Explaining the importance of exposure protection in the extinguishment process by giving considerations prior to entering a burning building.
- c. Explaining the gas cooling technique as well as describing direct attack, indirect attack and combination attack.
- d. Discussing deployment of master stream devices and explaining the aerial devices used to deliver elevated master streams.
- e. Differentiating between the differences in attack and control techniques for at grade and above grade fires.
- f. Demonstrating, while operating from a water source, hose line, nozzle, sufficient pressure, tools, equipment, protective equipment and a class A fire, the following: ability to apply water

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- using direct attack, ability to apply water using indirect attack, and ability to apply water using combination attack
- g. Demonstrating attacking a passenger vehicle fire and extinguishing a fire in a trash container.

Competency 16: The student will identify and demonstrate the appropriate use of automatic sprinkler systems by:

- a. Listing the functions of fire detection, alarm and suppression systems and identifying a fire department sprinkler connection and water motor alarm.
- b. Connecting hose line(s) to a fire department connection of a sprinkler or standpipe system.
- c. Describing the control valves and operating valves used in sprinkler systems and defining how the automatic sprinkler heads open and release water.
- d. Listing the three methods of stopping the flow of water from an active sprinkler head: wedges, kit, and valve.
- e. Defining the value of automatic sprinklers in providing safety to the occupants in a structure and demonstrating carrying a 100 ft. attack line, 1 1/2" or larger, into a building, connecting it to a standpipe, and advancing from a standpipe.
- f. Identifying the "Main Control" valve on an automatic sprinkler system.

Competency 17: The student will develop the knowledge and awareness of loss control by:

- a. Explaining the philosophy of loss control and listing the four methods of property conservation/loss control: salvage, overhaul, ventilation and minimizing water damage.
- b. Discussing the planning and procedures for salvage operations and describing salvage covers, salvage cover maintenance, and equipment used in salvage operations.
- c. Listing the three types of salvage covers.
- d. Listing the four uses of salvage covers: cover roof openings, cover furnishings, chutes and catchalls.
- e. Identifying the basic principles of salvage cover deployment and summarizing the methods used to catch and route water from fire fighting operations and cover openings, using salvage covers.
- f. Defining overhaul operation and explaining the purpose of overhaul.
- g. Demonstrating locating hidden fire by recognizing at least four indicators of hidden fires: discoloration, distortion, hot spot, smoke and failed sheet rock.
- h. Identifying the overhaul process that includes cleaning, inspecting, and repairing a salvage cover.
- i. Creating a water chute with and without pike poles.
- j. Demonstrating on a structure how to handle water run-off from an upper floor.
- k. Extinguishing a training fire using protective equipment, tools, and hose line(s).
- l. Locating and extinguishing hidden fires.

Competency 18: The student will analyze and demonstrate knowledge of protecting fire scene evidence by:

- a. Identifying signs and indications of an incendiary fire.
- b. Outlining at least three obvious signs of arson, explaining the important observations to be made en route, after arriving at the scene and during fire fighting operations.
- c. Defining at least two visual indicators used in determining the area of origin by showing post fire pictures of a fire scene and identifying the obvious signs of arson.
- d. Discussing and explaining the firefighter conduct and statements at the scene as well the responsibilities of the firefighter after the fire.
- e. Describing the protection and preservation evidence.

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Competency 19: The student will summarize and recognize the various types of fire department communications by:

- a. Defining communication responsibilities of the firefighter and explaining the necessary skills for fire department communication.
- b. Describing basic communications equipment used in telecommunications centers.
- c. Explaining the fundamental skills of business telephone courtesy.
- d. Explaining and demonstrating how a firefighter should proceed when receiving emergency calls from the public.
- e. Describing the various types of public alerting systems, listing at least five critical aspects of information needed by dispatch to properly process the call.
- f. Demonstrating the use of portable radio for routine and emergency traffic by performing the proper operation of both mobile and portable radio equipment.
- g. Explaining the purpose of tactical channels by discussing the calls for additional resources and emergency radio traffic, as well as discussing evacuation signals and personnel accountability reports.
- i. Demonstrating the ability to report observations in written or oral form.

Competency 20: The student will identify and demonstrate knowledge of the Florida State Emergency Response Commission (SERC) awareness level of hazardous materials by:

- a. Defining regulations and identifying the regulatory requirements that apply to responders of hazardous materials incidents (Awareness).
- b. Identifying the expected roles of responders of hazardous materials incidents and stating who must receive awareness training.
- c. Identifying the four roles or functions of the awareness level responder.
- d. Defining Hazardous Materials and naming the five levels of hazardous materials training.
- e. Explaining the potential outcomes associated with a hazardous materials emergency.
- f. Describing how hazardous material incidents differ from other emergencies and identifying the hazards posed by hazardous materials incidents.
- g. Recognizing the presence of hazardous substances in an emergency and identifying the six clues to the presence of hazardous materials.
- h. Identifying the three components of a hazardous materials incident and defining the common physical and chemical properties as they relate to hazardous materials.
- i. Identifying specific types of containers and the types of spills and stating their importance in determining the potential course and harm of the incident.

Competency 21: The student will gain fundamental knowledge of the various operation levels of hazardous materials by:

- a. Defining Code of Federal Regulations 1910.20(q)(6)(ii)(A) – (F) & Florida State Emergency Response Team Operations.
- b. Explaining the four functions of Hazmat Awareness and the five functions of Hazmat Operations.
- c. Explaining a Hazmat Operations function and defining the function.
- d. Performing a proper operations level action at a hazmat incident and matching the action to the operations level function.
- e. Identifying the incident levels and the need for using of an Incident Management System.
- f. Demonstrating the chain of command by identifying the methods for communication.
- g. Reviewing the Department of Transportation text and other related materials given for awareness of hazmat information using the Emergency Response Guide.

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Competency 22: The student will be introduced to wildland fire behavior by:

- a. Defining basic terminology used in wildland fire and the elements of the fire triangle.
- b. Describing the three methods of heat transfer and listing the basic characteristics of topography and describing how they affect wildland fire behavior.
- c. Identifying the basic fuel types and their three methods of heat transfer.
- d. Describing the effect temperature and relative humidity have on wildland fire behavior, the effect of precipitation on wildland fire behavior, the differences between a stable and unstable atmosphere and the general and local winds.
- e. Listing the different types of fire weather forecasts and outlooks available, identifying the indications that fire behavior may be increasing.
- f. Describing the combined influences that may cause extreme fire behavior and safety concerns.
- g. Stating the seven factors of the fire environment of which to be aware while monitoring fire behavior.

Competency 23: The student will have knowledge of wildland fire behavior by:

- a. Identifying the nine parts of a wildland fire:
 - Finger
 - Right and Left Flank
 - Head
 - Island
 - Origin
 - Perimeter
 - Pocket
 - Rear/Heel
 - Spot Fire
- b. Defining nine wildland fire behavior terms:
 - Backing
 - Blowup
 - Creeping
 - Crowning
 - Running
 - Smoldering
 - Spotting
 - Spread
 - Torching
- c. Discussing five other useful wildland firefighting terms:
 - Anchor Point
 - Class of Fire
 - A-G
 - Control Line
 - Fireline
 - Mop up
- d. Explaining the importance of the proper use and maintenance of Personal Protective Equipment (PPE).
- e. Developing a list of personal gear needed for an extended period away from the home station.
- f. Reviewing handouts and materials provided by instructors which include awareness procedures and guidelines.

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Competency 24: The student will participate and complete a physical fitness program by:

- a. Successfully completing a medical physical examination by a board certified physician in accordance with Nation Fire Protection Association 1582 and Florida State Statute 633.
- b. Participating in physical fitness exercises during training for a minimum of eight hours.
- c. Participating in exercises during the course of training which includes: warm-up, stretching, strength/conditioning, stamina improvement, and cool-down.
- d. Performing exercises outside of class hours to meet individual needs.
- e. Conducting a physical ability test and recording all results before the course.

Competency 25: The student will demonstrate acquired knowledge in fire training examinations by:

- a. Taking written and oral examinations on each academic portion of the outline (chapters).
- b. Taking performance objective examinations on certain portions of the outline.

Competency 26: The student will demonstrate a controlled burning exercise by:

- a. Extinguishing a Class A & B fire inside of a structure using the appropriate protective equipment, tools, and agents.
- b. Extinguishing a Class A or B fire in a simulated basement inside of a structure using the appropriate protective equipment, tools, and agents.
- c. Extinguishing an exterior Class A or B fire using the appropriate protective equipment, tools, and agents.
- d. Extinguishing an exterior open pan of a Class B liquid using the appropriate protective equipment, tools, and agents.
- e. Extinguishing a vehicle fire using the appropriate protective equipment, tools, and agents.

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