

Davidson County Community College Fire Protection Technical Standards

Criterion	Standard	Example
Cognitive	A. Ability to measure, calculate, reason, analyze, integrate and synthesize information	1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and during an incident/emergency setting. 2. Example: Apply broad class concepts to unique situations. 3. Example: Concentrate to correctly apply fire service or telecommunication procedures/guidelines within the scope of practice. 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner. 5. Example: Respond appropriately to constructive feedback.
Communication	A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals. B. Effective communication with others, both verbally and in writing.	1. Example: Establish and maintain a professional relationship with clients and colleagues. 1. Convey information in a clear, professional and timely manner. 2. Listen and respond to others in an accepting and respectful manner. 3. Correctly utilize verbal, non-verbal, and written forms of communications to convey thoughts, ideas and orders in multiple environments.
Motor Skills	A. Sufficient motor function to execute movements required to provide service required for specialized job functions as required B. Sufficient physical endurance to participate fully in the incident and academic settings at an appropriate level.	1. Example: Participate, within reasonable limits, to safely operate and maneuver equipment to perform duties within established guidelines. 1. Example: Participate completely in classroom activities. 2. Example: Participate fully in required activities in class and lab settings; including sitting, standing, lifting and walking briskly as is reflective of the general practice of fire protection and or telecommunication activities.
Professional Conduct	A. Function effectively and adapt to circumstances involving highly stressful or rapidly changing situations.	1. Example: Modify behaviors and demonstrate emotional stability to meet the needs in professional relationships to include academic and/or public safety environments. 2. Example: Maintain mature, sensitive and effective relationships with clients, colleagues, faculty, staff and other professionals.

<p>Professional Conduct</p>	<p>B. Incorporate professional standards of practice into all activities.</p> <p>C. Demonstrate integrity and accountability in both the public and academic setting.</p> <p>D. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.</p>	<p>1. Example: Work effectively with a team in an academic or professional setting. 2. Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional.</p> <p>1. Example: Adheres to the DCCC Code of Conduct and Academic Standards.. 2. Example: Respond appropriately to constructive feedback. 3. Example: Completes Assignments, Labs, Tests and Examinations as scheduled.</p> <p>1. Example: Use online learning management system (Moodle) to obtain and submit course information. 2. Example: Utilize the internet to collect current information from appropriate sources to provide appropriate classroom interactions. 3. Example: Communicate via e-mail in a professional and ethical manner.</p>
<p>Sensory</p>	<p>A. Hearing sufficient to assess the emergency and non-emergency environment</p> <p>B. Vision sufficient for assessment necessary in the emergency and non-emergency environment</p>	<p>1. Example: Understanding and comprehending verbal communications. 2. Example: Communication with employees, supervisor, instructor and other agency staff.</p> <p>1. Example: Reading documentation, statutes, regulations, and reference materials. 2. Example: Evaluating non-verbal communication and behavior.</p>