

Welcome to the Fire  
and Emergency  
Services Higher  
Education Conference!

## **Fire and Emergency Services Higher Education Consortium (FESHEC) Mission**

Establish an organization of post-secondary institutions to promote higher education and to enhance the recognition of the fire and emergency services as a profession to reduce loss of life and property from fire and other hazards.

## **FESHE Goals**

1. To establish a formal network for post-secondary institutions that offer degree programs in fire and life safety and emergency response.
2. To assist institutions in establishing relationships between degrees and professional certifications.

3. To provide national models for a collegiate curriculum leading to career tracks in fire protection, life safety and emergency services including associated allied professional fields.

4. To encourage the establishment of partnerships between individual educational institutions, and other local, state and federal fire- and emergency-related training agencies and organizations.

5. To promote quality assurance through mechanisms such as accreditation.

6. To further the concept of higher education and its positive effect in the overall mission of the fire protection, life safety and emergency services providers.
7. To promote the concept of integrated life-long education and training for fire protection, life safety and emergency services providers.
8. To collaborate with the National Fire Academy in meeting the goals stated in *America Burning* and other national initiatives that involve degree-granting institutions.
9. To enhance the professional qualifications and development of the faculties at the institutions offering courses related to these programs.

10. To encourage ongoing development of the quality, content and delivery of these programs.

11. To encourage the exploration of innovative program enhancements.

12. To explore and facilitate the integration of technology in all aspects of the educational programs.

13. To impact the mission of the participating educational institutions.

14. To promote inter-institutional recognition of courses.

# **FESHE Conference Outcomes**

## **June 1-3, 2000**

- Improved collaboration between the academic fire programs and national and state fire service leaders
- Model fire science curriculum:
  - Fire Prevention
  - Building Construction
  - Fire Protection Hydraulics
  - Introduction to Fire Protection Systems
  - Introduction to Fire Science
  - Fire Behavior and Combustion
- National Survey of Academic Fire Programs

# FESHE Pipelines

## *Pipeline #1: Affect Learning in Academic Environments*

1. Develop for fire-related academic courses suggested classroom projects or assignments related to USFA goals or products and make them available to the FESHE network.

A USFA video, research study or fire prevention product with a powerful, relevant message could be shown in class with a team-developed project or questions to prompt student discussion.

2. Develop courses or convert selected resident courses for release to academic fire programs through the FESHE network.

Provide community risk reduction and public fire education courses to produce future graduates who become a new generation of prevention-oriented leaders.

## Pipeline #2: Involve the FESHE network in USFA campaigns.

1. Use academic fire program coordinators as points of contact for information distribution to students and campaign coordinators for local action.
  - Fire fighter safety campaign, including accidents to and from incidents, heart attacks, etc.
  - College dorm fire safety programs
  - Reaching Seniors

### Pipeline #3: Involve FESHE network in support of fire research.

1. Use the FESHE network to integrate USFA/NIST research results into fire science programs, particularly the “model” curriculum courses.
2. Include FESHE network (particularly baccalaureate and graduate programs) in research projects.

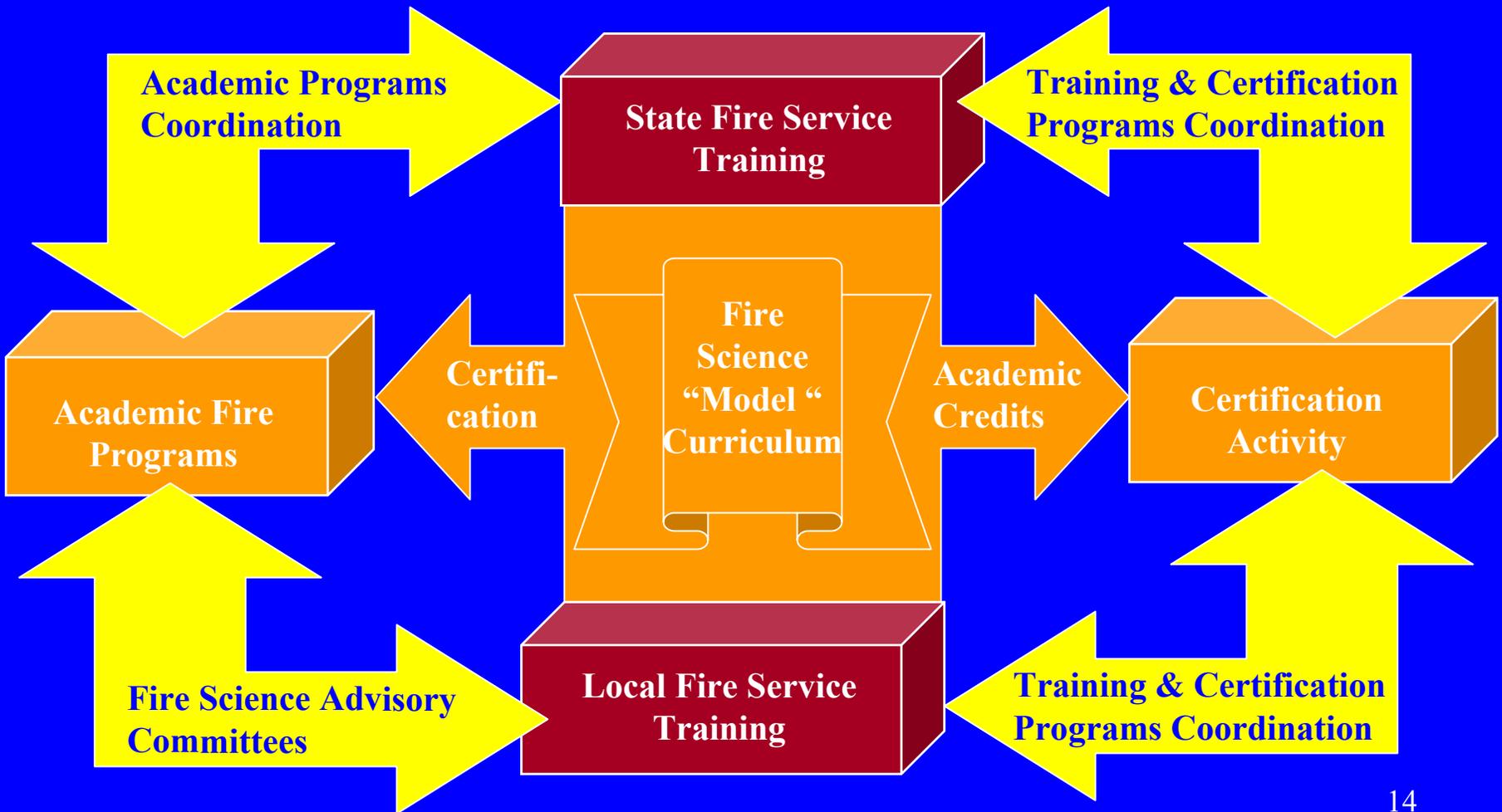
# Model Curriculum

- A recommended set of courses which serve as core requirements for any fire science associate degree program
- Common course titles and content can lead to a national core set of knowledge and competencies provided by the fire science programs

# Model Curriculum

- Moves fire service towards a national, unified system of training and education
- Minimizes duplication of effort
- Moves firefighting from an occupation to profession

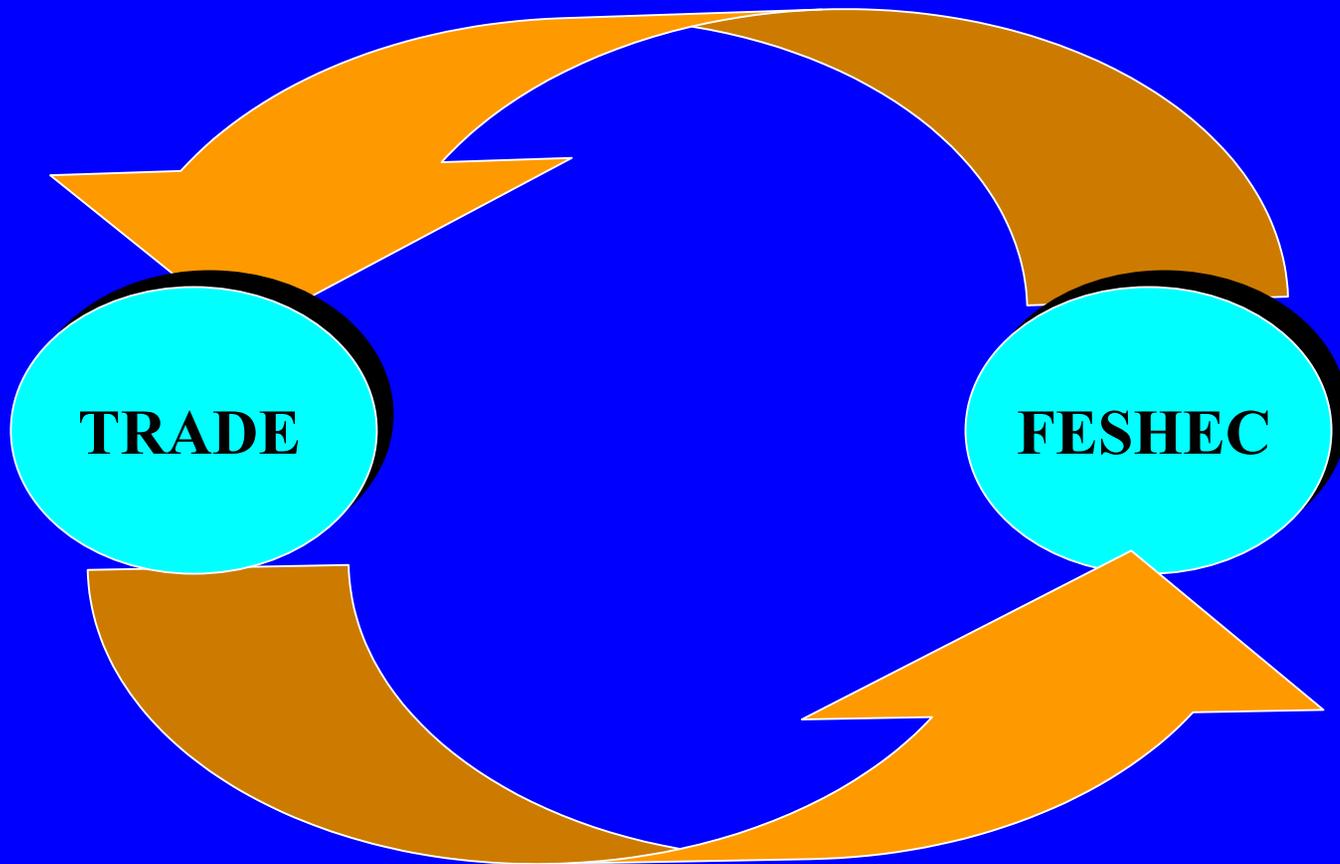
# Partnerships in Training and Higher Education (Statewide)



# Performance Measurements

- Number of states which adopt national T/HE model or develop their own
- Number of community colleges which adopt model curriculum
- Number of states in which collaboration between academic fire programs and state fire training occurs, e.g., meetings, jointly-sponsored activities
- Number of TRADE regions who include academic fire programs in their activities

# A National Training and Higher Education Partnership



## **USFA Training and Higher Education Partnership Objectives**

- Develop a network of fire training agencies and academic degree programs
- Promote the sharing of resources, curricula and ideas for the mutual gain and benefit of participating network members
- Promote collaboration between members at regional, state and local levels

## What TRADE Can Do

- Discuss ways to collaborate with the academic fire programs within your regional meetings today, including:
  - Participation in future meetings
  - Develop statewide training and higher education plans which factor in the fire science model curriculum and certification and training programs

## Anticipated Outcomes from Collaboration

- Partnering of the TRADE and FESHE Consortium leading to the formation of a national training and higher education network
- Adoption of a model curriculum for fire and emergency services-related degree programs and the formation of a national body of knowledge and critical thinking skills
- Improvement of academic degree programs

# TRADE Grants

## \$150,000

Objective #1 (of 3): Dialogue with 2 and 4-yr. educational institutions

- Identify available college resources for training and education
- Identify regional training and education needs
- Identify current employment education standards: Entry Level; Fire Officer, Chief Officer, Fire Chief;
- Review NFA Higher Education initiative

# Higher Education Plan Elements

Recommended:

- Extent to which certification should be granted academic credit
- Levels of certification which should be granted, e.g., Fire Officer I for Management
- Number and types of fire-related courses
- General education courses