

NFPA 1035

Professional Qualifications for Public Fire Educator 1987 Edition



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Policy Adopted by NFPA Board of Directors on December 3, 1982

The Board of Directors reaffirms that the National Fire Protection Association recognizes that the toxicity of the products of combustion is an important factor in the loss of life from fire. NFPA has dealt with that subject in its technical committee documents for many years.

There is a concern that the growing use of synthetic materials may produce more or additional toxic products of combustion in a fire environment. The Board has, therefore, asked all NFPA technical committees to review the documents for which they are responsible to be sure that the documents respond to this current concern. To assist the committees in meeting this request, the Board has appointed an advisory committee to provide specific guidance to the technical committees on questions relating to assessing the hazards of the products of combustion.

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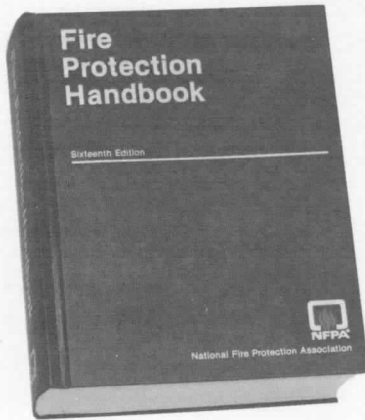
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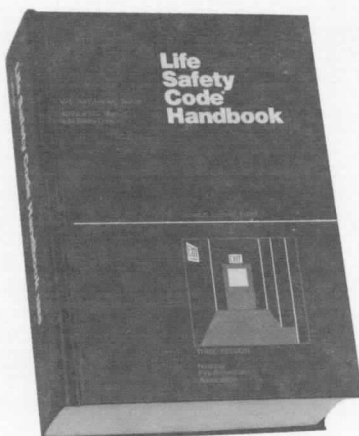


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National Professional Qualifications System
established by the
Joint Council of National Fire Service Organizations

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Joint Council of National Fire Service Organizations

Fire Marshals Association of North America
International Association of Arson Investigators
International Association of Black Professional Fire Fighters
International Association of Fire Chiefs
International Association of Fire Fighters
International Fire Service Training Association
International Municipal Signal Association
International Society of Fire Service Instructors
Metropolitan Committee of International Association of Fire Chiefs
National Fire Protection Association
National Volunteer Fire Council

The Joint Council of National Fire Service Organizations consists of leaders of the principal national organizations representing the Fire Service of the United States. It meets periodically to review current developments and to establish areas of common interest where cooperative efforts of member organizations can be used for maximum results.

An important step in the establishment of national standards of professional competence for the fire service was taken by the Joint Council on October 25, 1972.

The Council decided that one area of common interest in which national collective action was desirable was in the establishment of standards upon which the levels of competency within the fire service could be determined.

A committee of the Council was delegated the responsibility of preparing an acceptable system for the development of the standards. Following several months of work, during which the suggestions of constituent organizations were incorporated, the Committee submitted the final proposal to the Joint Council and the following system was approved and established:

1. Committees to develop standards of professional competency, made up of peer group representation; and
2. An independent Board to oversee and validate standards developed and the implementation of such standards in a nationally coordinated continuing professional development program for the fire service.

The Secretariat for Committees and Board is to be provided by the staff of the National Fire Protection Association.

1. Fire Service Professional Standards Development Committees

There are four committees, each of which is made up of representatives of organizations which are constituent members of the Joint Council and certain other persons nominated by the Joint Council, collectively.

The four committees are respectively responsible for the development and preparation of recommended minimum standards of professional competence required of:

1. Fire Fighters
2. Fire Inspectors and Investigators

3. Fire Service Instructors
4. Fire Service Officers.

Each committee is established and operated under NFPA standards-making procedures with one important variation, which is that no draft standard shall be submitted to NFPA for final adoption until it has been approved by the National Professional Qualifications Board for the Fire Service.

Standards are prepared for use after final adoption as a basis for nationally standardized examinations by authorized agencies and the standards are available for adoption by federal, state and local authorities.

Committees do not determine, or become involved in, actual certification procedures or the direct implementation of the standards; they do assist implementing agencies by a continuing review and revision of the standards.

The authorized representation on each committee is as follows:

1. Fire Fighter Qualifications Committee

International Association of Fire Chiefs
International Association of Fire Fighters
International Association of Black Professional Fire Fighters
International Fire Service Training Association
International Society of Fire Service Instructors
National Fire Protection Association
Joint Council of National Fire Service Organizations

2. Fire Inspector and Investigator Qualifications Committee

Fire Marshals Association of North America
International Association of Arson Investigators
International Association of Fire Chiefs
International Association of Fire Fighters
National Fire Protection Association
Joint Council of National Fire Service Organizations

3. Fire Service Instructor Qualifications Committee

International Association of Fire Chiefs
International Association of Fire Fighters
International Fire Service Training Association
International Society of Fire Service Instructors
National Fire Protection Association
Joint Council of National Fire Service Organizations

4. Fire Service Officer Qualifications Committee

Fire Marshals Association of North America
International Association of Fire Chiefs
International Association of Fire Fighters
International Association of Black Professional Fire Fighters
International Society of Fire Service Instructors
Metropolitan Committee of the International Association of Fire Chiefs
National Fire Protection Association
Joint Council of National Fire Service Organizations

2. National Professional Qualifications Board for the Fire Service

A nine-person Board appointed by the Joint Council to act on behalf of the Council in the following duties and responsibilities:

- (i) The Board is constituted to supervise a nationally coordinated continuing professional development program for the Fire Service.
- (ii) The Board shall be responsive to the needs and opinions of all groups involved with the Fire Service and of others, including individuals who have related interests.
- (iii) It shall identify and define levels of professional progression.
- (iv) It shall correlate, review and validate draft standards prepared by the Technical Committees established to produce professional standards for each level of fire service responsibility.
- (v) It shall approve all draft standards before such are submitted for final adoption procedures.
- (vi) It shall be responsible for the accreditation and supervision of any national programs of certification and shall coordinate with implementing agencies to ensure validity and reliability of the evaluation criteria used in connection with such programs.

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207 White St.
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125 Wesker Park Drive
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9316 Brookville Road
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294 Colony Street
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5332 Kershaw Street
Philadelphia, PA 19131

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International Association of Fire Fighters
11036 North 28 Drive # 111
Phoenix, AZ 85029

STATEMENT BY THE BOARD AS TO THE APPLICABILITY OF STANDARDS DEVELOPED UNDER THE SYSTEM

Application to Existing Positions

It is not the intent of the Board that these standards shall have the effect of rendering invalid any rank, qualification and appointment acquired prior to the adoption of this standard.

Upon adoption of any standard, the authority having jurisdiction shall classify its existing ranks, qualifications, and appointments to determine equivalency with an appropriate level of the standard.

An incumbent of a position established prior to adoption of a standard shall be considered qualified and eligible for future progression in accordance with the standards.

Existing Systems

Those existing systems of qualifications which meet or exceed these minimum standards should continue in force.

It is the intent, however, that existing systems of qualifications that fail to meet these standards be discontinued after adoption of the standard, so that all persons acquiring qualification thereafter do so in accordance with this standard.

The Board recognizes that, at present, wide variations exist in the standards of competence required of members of the fire service; and, that due to geographic considerations and the differing requirements of the many organizations providing fire protection, higher levels of competence than those provided in the standards produced under the National System may be desirable in certain areas.

The Board considers it essential that all members of the fire service eventually achieve the minimum standards.

Performance Objectives

The Board directed all committees to develop standards in terms of terminal performance objectives, which are considered the *minimum* necessary for a person to be considered competent to engage in providing fire service at the respective level and in the role specified by the standard, no matter where that person is serving.

In this connection, it is pointed out that the statement of performance objectives contained in the standards is not a training program outline. A number of instructional steps are required for mastery of an objective. Teaching outlines will be more detailed and extensive, as a single objective can require many hours of instruction and may interrelate to instruction for other objectives.

The Standards

The standards are designed so that any member of the fire service can achieve the level required by various means; these include participation in state and local training programs, self-study, attendance at colleges offering suitable courses, and by combinations of these means.

The standards are the first step: there must also be a controlled testing procedure by which personnel can be officially certified when they have demonstrated their competency. The Board stresses that such testing procedures are essential to a meaningful program of professionalism and, accordingly, is prepared, in conformance with the directions of the Joint Council of National Fire Service Organizations, to review the validity and quality of testing procedures established by state and local authorities, and to accredit such procedures.

The Board strongly recommends that certification procedures be established on a statewide basis in every state where no such system exists at present, and that every fire department participate in the program.

The establishment of standards and testing procedures will not, in themselves, ensure that all personnel will achieve the required levels of competency. It follows that training programs should be developed to prepare members of the fire service to acquire the skills and knowledge necessary to achieve the terminal performance objectives of the standards.

Throughout the standards, levels of numerical ascending sequence have been used to denote increasing degrees of responsibility: e.g., Public Fire Educator I, II, III, the lowest or basic level being I. A similar sequence will be used in each standard; the total number of levels varying in accordance with the number of steps involved in the individual standard.

o Approval of Standard

This version of NFPA 1035, *Standard for Professional Qualifications for Public Fire Educator*, was approved by the National Professional Qualifications Board for the Fire Service in February, 1987, with the recommendation that it be submitted for adoption at the NFPA Annual Meeting to be held in Cincinnati, Ohio in May, 1987.

NFPA 1035
Standard for
Professional Qualifications for Public Fire Educator
1987 Edition

This edition of NFPA 1035, *Standard for Professional Qualifications for Public Fire Educator*, was prepared by the Technical Committee on Fire Inspector and Investigator Professional Qualifications and acted on by the National Fire Protection Association, Inc. at its Annual Meeting held May 18-21, 1987 in Cincinnati, Ohio. It was issued by the Standards Council on June 10, 1987, with an effective date of June 30, 1987, and supersedes all previous editions.

The 1987 edition of this standard has been approved by the American National Standards Institute.

Origin and Development of NFPA 1035

The NFPA Committee on Fire Inspector and Investigator Professional Qualifications was asked by the Joint Council of Fire Service Organizations and the National Professional Qualifications Board to determine if the current NFPA 1031, which covers professional qualifications for Fire Inspector, Fire Investigator, and Public Fire Education Officer, could be modified to allow entry into these professional classifications by individuals who may not have been certified as a Fire Fighter III. After careful evaluation, the Committee decided that the development of separate standards with the possibility of certification by individuals outside the traditional fire service system was justified. New NFPA 1035, *Standard for Professional Qualifications for Public Fire Educator*, represents an effort to provide organizations both within and outside the traditional fire service a system to ensure the competency of public fire educators.

**Technical Committee on
Fire Inspector and Investigator
Professional Qualifications**

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Nashville, TN

(Rep. Fire Marshals Assn. of North America)

Philip N. Cooksey, Midwest City Fire Dept., OK
(At Large Rep.)

Charles H. Donaldson, Int'l. Fire Service Training Assn.

(Rep. JCFSO/At Large)

Douglas P. Forsman, Champaign Fire Dept., IL
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Kay F. Marano, Int'l. Society of Fire Service Instructors

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Michael J. McGovern, Tacoma, WA

(Rep. IAFF)

Seldon S. Weedon, Montana State Fire Services Training School

(Rep. NFPA)

Alternates

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(Alternate to R. E. May)

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(Alternate to H. Boyd)

Myrle K. Wise, Denver Fire Dept.

(Alternate to IAFC Rep.)

This list represents the membership at the time the Committee was balloted on the text of this edition. Since that time, changes in the membership may have occurred.

NOTE: Membership on a Committee shall not in and of itself constitute an endorsement of the Association or any document developed by the Committee on which the member serves.

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NFPA 1035

Standard for

Professional Qualifications for

Public Fire Educator

1987 Edition

NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates explanatory material on that paragraph in Appendix A.

Chapter 1 Administration

1-1* Scope. This standard identifies the professional levels of competence required of public fire educators. It specifically covers the requirements for knowledge and a progression through three levels of competency.

1-2* Purpose. The purpose of this standard is to specify the terms of performance objectives, and the minimum requirements of professional competence required for service as a public fire educator. It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements. This standard shall cover the requirements for the three levels of certification, i.e., Public Fire Educator I, II, and III.

1-3 General.

1-3.1* The public fire educator shall be at least 18 years of age.

1-3.2* The public fire educator shall have a high school diploma or a state recognized equivalent.

1-3.3* There shall be a thorough investigation and evaluation of the candidate's character before the candidate is accepted.

1-3.4* All the performance standards for any level of public fire educator shall meet the following criteria: they shall be performed with competence, and each objective shall be met in its entirety unless otherwise stated.

1-3.5 It is not required that the objectives be mastered in the order that they appear in each of the levels of certification.

1-3.6 The candidate shall meet all of the objectives specified in Chapter 3 for Public Fire Educator I before being certified as a Public Fire Educator I.

1-3.7 The Public Fire Educator I shall meet all of the objectives for Public Fire Educator II before being certified at that level and before applying for qualification at the next higher level.

1-3.8 The Public Fire Educator II shall meet all of the objectives for Public Fire Educator III before being cer-

tified at that level and before applying for qualification at the next higher level.

1-3.9 The performance standards for each level shall be met in their entirety before certification at that level.

1-3.10 Candidates and applicants for higher levels shall meet the physical requirements established by the authority having jurisdiction for the position classification involved.

Chapter 2 Definitions

Approved. Acceptable to the "authority having jurisdiction."

NOTE: The National Fire Protection Association does not approve, inspect or certify any installations, procedures, equipment, or materials nor does it approve or evaluate testing laboratories. In determining the acceptability of installations or procedures, equipment or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization concerned with product evaluations which is in a position to determine compliance with appropriate standards for the current production of listed items.

Authority Having Jurisdiction. The "authority having jurisdiction" is the organization, office or individual responsible for "approving" equipment, an installation or a procedure.

NOTE: The phrase "authority having jurisdiction" is used in NFPA documents in a broad manner since jurisdictions and "approval" agencies vary as do their responsibilities. Where public safety is primary, the "authority having jurisdiction" may be a federal, state, local or other regional department or individual such as a fire chief, fire marshal, chief of a fire prevention bureau, labor department, health department, building official, electrical inspector, or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the "authority having jurisdiction." In many circumstances the property owner or his designated agent assumes the role of the "authority having jurisdiction"; at government installations, the commanding officer or departmental official may be the "authority having jurisdiction."

Define. To supply a description, orally or in writing, that gives the precise meaning of essential qualities.

Demonstrate. To show by actual use, illustration, simulation, or explanation.

Identify. To physically select, indicate, or explain verbally or in writing, using acceptable and recognizable terms.

Objective. A goal that is achieved through the attainment of a skill, knowledge, or both, which can be observed or measured.

Public Fire Educator I. The individual who has demonstrated the knowledge and ability to perform the

objectives specified in this standard for the Public Fire Educator I level.

Public Fire Educator II. The individual who has demonstrated the knowledge and ability to perform the objectives specified in this standard for the Public Fire Educator II level.

Public Fire Educator III. The individual who has demonstrated the knowledge and ability to perform the objectives specified in this standard for the Public Fire Educator III level.

Qualified. Having satisfactorily completed the requirements of the objectives.

Regulation. The statute, law, ordinance, or authorized rules by which something or someone is governed.

Shall. Indicates a mandatory requirement.

Should. Indicates a recommendation or that which is advised but not required.

Chapter 3 Public Fire Educator I

3-1 Fire Department Organization and Procedures.

3-1.1* The Public Fire Educator I shall identify the organization of the fire department or other entity having jurisdiction.

3-1.2 The Public Fire Educator I shall identify the size of the fire department, the scope of its operation, and the standard operational procedures as they relate to the public education function.

3-1.3 The Public Fire Educator I shall identify the fire department rules and regulations that apply to the position of public fire educator.

3-1.4* The Public Fire Educator I shall identify the life safety hazards and fire suppression problems various building or property security measures present to building occupants and to fire suppression forces.

3-1.5 The Public Fire Educator I shall identify procedures for forcible entry.

3-1.6 The Public Fire Educator I shall identify at least four (4) hazardous respiratory environments encountered in fire fighting.

3-1.7 The Public Fire Educator I shall identify the use, the limitations, and the safety features of protective breathing apparatus.

3-1.8 The Public Fire Educator I shall identify the purpose of salvage, and its value to the public and the fire department.

3-1.9 The Public Fire Educator I shall explain the use of nozzles, hose adaptors, and hose appliances carried on a pumper.

3-1.10 The Public Fire Educator I shall define a fire stream.

3-1.11 The Public Fire Educator I shall identify the use and limitations of each type of fire department ladder.

3-1.12 The Public Fire Educator I shall describe the principles of building emergency ventilation as well as the advantages and effects of such ventilation with emphasis on the rescue or protection of building occupants and the protection of fire fighters.

3-2 Fire Behavior and Fire Science.

3-2.1 The Public Fire Educator I shall define *fire*.

3-2.2 The Public Fire Educator I shall define *fire tetrahedron*.

3-2.3 The Public Fire Educator I shall define the four classes of fire.

3-2.4 The Public Fire Educator I shall identify and list characteristics of three (3) products of combustion commonly found in structural fires, which contribute to the life hazard of those fires.

3-2.5 The Public Fire Educator I shall identify four sources of heat energy.

3-2.6* The Public Fire Educator I shall identify the following potential stages of fire:

- (a) preburning
- (b) initial burning
- (c) vigorous burning
- (d) interactive burning
- (3) remote burning.

3-2.7 The Public Fire Educator I shall define the following terms:

- (a) flameover
- (b) flashover
- (c) flammable (explosive limits)
- (d) specific gravity
- (e) boiling point
- (f) vapor density.

3-2.8 The Public Fire Educator shall explain flamespread ratings and how they are determined.

3-2.9 The Public Fire Educator I shall list and define three (3) methods of heat transfer.

3-2.10 The Public Fire Educator I shall list and define three (3) states in which matter is commonly found.

3-2.11 The Public Fire Educator I shall explain the hazards of finely divided fuels as they relate to the combustion process.

3-2.12 The Public Fire Educator I shall define *flash point* and *ignition temperature*.

3-2.13 The Public Fire Educator I shall explain the relationship of oxygen concentration in air, and its effect on the combustion process.

3-2.14 The Public Fire Educator I shall identify the general properties of compressed and liquefied gases.

3-2.15 The Public Fire Educator I shall explain the relationship of temperature and pressure and their effect on compressed and liquefied gases.

3-2.16* The Public Fire Educator I shall define *toxicity* as it relates to the fire environment.

3-2.17* The Public Fire Educator shall identify the placards and labels used to designate hazardous materials and list the common materials in each classification.

3-3 Building Construction.

3-3.1 The Public Fire Educator I shall explain the characteristics of basic building materials and their behavior under fire conditions.

3-3.2* The Public Fire Educator I shall explain the purpose and relationship of various building components as they involve fire movement and travel.

3-3.3* The Public Fire Educator I shall explain the general fire behavior expected with each type of building construction, including the spread of fire and the impact of safety on the building, occupants, and fire fighters.

3-4 Records Maintenance.

3-4.1 The Public Fire Educator I shall demonstrate the use of program records and reports utilized by the authority having jurisdiction.

3-4.2 The Public Fire Educator I shall cite the application of each form utilized, and its role in the agency's information management process.

3-4.3 The Public Fire Educator I shall demonstrate the ability to complete a report for individual activities.

3-5 Public Information. The Public Fire Educator I shall define the importance of public relations relative to the fire department and explain the difference between public relations, public education, and public information.

3-6 General Fire Hazards.

3-6.1* The Public Fire Educator I shall identify basic fire, burn, and scald hazards in rural, suburban, and urban settings.

3-6.2 The Public Fire Educator I shall identify common fire hazards associated with the occupancies listed in NFPA 101®, *Code for Safety to Life from Fire in Buildings and Structures*.

3-6.3 The Public Fire Educator I shall explain the relationship that time of day and year has with fire, burn, and scald hazards.

3-6.4* The Public Fire Educator I shall identify the high-risk behaviors and hazards associated with the following target audiences:

- (a) preschoolers
- (b) elementary
- (c) adolescents
- (d) adults
- (e) elderly
- (f) special populations
 - (1) physically impaired
 - (2) mentally impaired
 - (3) non-English speaking
 - (4) minority populations
- (g) juvenile firesetters.

3-6.5* General Fire Hazards. The Public Fire Educator I shall identify predictable human behavior in a fire situation.

3-6.6* The Public Fire Educator I shall demonstrate and describe key firesafety and burn behaviors.

3-7 Oral Communication Skills.

3-7.1* The Public Fire Educator I shall demonstrate the ability to speak in an easily understood manner.

3-7.2* The Public Fire Educator I shall explain the difference between direct and indirect persuasion, and identify and explain the six (6) steps of indirect persuasion.

3-7.3 The Public Fire Educator I shall identify loaded, general, specific, closed, and open questions, and explain the use of general and open questions.

3-7.4 The Public Fire Educator I shall identify two (2) types of listeners and list the behaviors of each.

3-7.5 The Public Fire Educator I shall define feedback, explain the difference between facts and feelings, and demonstrate the ability to give feedback and identify feelings through use of questioning and listening skills.

3-7.6* The Public Fire Educator I, given a topic, shall demonstrate the ability to prepare and deliver a presentation, including the development of appropriate visual aids.

3-8 Written Communication Skills.

3-8.1* The Public Fire Educator I shall demonstrate an ability to express ideas clearly in writing.

3-9* Instructional Methodologies.

3-9.1 The Public Fire Educator I shall identify how the following student/instructor factors influence the instruction/learning process:

- (a) attitude
- (b) experience
- (c) knowledge
- (d) education
- (e) personality
- (f) physical condition (fatigue, illness, etc.).

3-9.2 The Public Fire Educator I shall describe at least two (2) means of dealing with the following types of students:

- (a) daydreamer
- (b) fast learner
- (c) shy or timid student
- (d) sidetracker or staller
- (e) slow learner
- (f) troublemaker
- (g) apathetic student.

3-9.3 The Public Fire Educator I shall describe how to organize an optimum learning environment in a classroom or other indoor facility with regard to:

- (a) adequate lighting
- (b) freedom from distraction
- (c) heating/cooling/ventilation
- (d) noise control
- (e) seating
- (f) use of AV equipment and teaching aids
- (g) use of existing classroom facilities such as chalk and bulletin boards.

3-9.4 The Public Fire Educator I shall describe how to organize an optimum learning environment in an outdoor facility with regard to:

- (a) ability for learners to see and hear
- (b) audible and visible distractions
- (c) inclement weather
- (d) visual aid limitations.

3-9.5 The Public Fire Educator I shall identify and describe the following components of a lesson plan:

- (a) job title or topic
- (b) level of instruction
- (c) behavioral objectives or performance objectives
- (d) instructional materials needed
- (e) references
- (f) preparation
- (g) presentation
- (h) application
- (i) lesson summary
- (j) evaluation
- (k) assignment.

3-9.6 The Public Fire Educator I shall demonstrate the ability to effect changes in student behavior by utilizing a lesson plan that employs the following (5) steps:

- (a) pretest
- (b) preparation
- (c) presentation
- (d) application
- (e) post-test.

3-9.7 The Public Fire Educator I, given the following situations, shall describe how to adjust a presentation to ensure class continuity and interest:

- (a) failure of AV equipment
- (b) failure of students to perform as planned
- (c) inclement weather
- (d) unexpected interruption of class
- (e) lack of student interest.

3-10 Teaching Aids.

3-10.1* The Public Fire Educator I shall demonstrate the proper use of audio-visual equipment, teaching aids, and demonstration devices.

3-11 Systematic Planning Process.

3-11.1 The Public Fire Educator I shall list and define each of the five (5) steps of the systematic planning process for planning fire and burn prevention education programs:

- (a) identification
- (b) selection
- (c) design
- (d) implementation
- (e) evaluation.

3-12 Educational and Human Resources.

3-12.1* The Public Fire Educator I shall identify organizations from outside and within the fire service that may assist with a fire and burn injury prevention program.

3-12.2* The Public Fire Educator I shall identify existing firesafety programs, audio-visual materials, brochures, and national campaigns that may be directed at the local fire problem.

3-13 Building and Fire Codes.

3-13.1 The Public Fire Educator I shall identify the fire prevention codes, building codes, and the ordinances applicable to firesafety according to the authority having jurisdiction.

3-13.2 The Public Fire Educator I shall identify four (4) model fire prevention codes.

3-14 Portable Fire Extinguishers.

3-14.1 The Public Fire Educator I shall identify the types of portable fire extinguishers.

3-14.2 The Public Fire Educator I shall demonstrate the use and application of portable fire extinguishers.

3-14.3 The Public Fire Educator I shall demonstrate assessing the operational readiness of portable fire extinguishers.

3-14.4 The Public Fire Educator I shall explain portable extinguisher control capabilities as well as the relationship between the extinguishing agent and the class of fire involved.

3-15 Fixed Fire Extinguishing Systems.

3-15.1* The Public Fire Educator I shall list types of fixed fire extinguishing systems.

3-16 Automatic Sprinkler Systems.

3-16.1* The Public Fire Educator I shall identify three (3) different types of sprinkler systems:

- (a) wet systems
- (b) dry systems
- (c) deluge systems.

3-16.2* The Public Fire Educator I shall describe the operation of automatic sprinkler systems and their ap-purtenances.

3-16.3 The Public Fire Educator I shall explain the value of automatic sprinklers in providing life safety to the occupants of a structure.

3-16.4 The Public Fire Educator I shall explain how typical automatic sprinkler heads activate and release water.

3-16.5 The Public Fire Educator I shall identify the advantages of an automatic sprinkler system that affords complete coverage over a sprinkler system that affords partial coverage.

3-16.6 The Public Fire Educator I shall identify three (3) sources of water supply for an automatic sprinkler system.

3-16.7* The Public Fire Educator I shall describe the benefits, design, installation, and maintenance of a residential sprinkler system.

3-16.8* The Public Fire Educator I shall identify the characteristics of private water supply systems.

3-17 Detection Devices and Alarm Systems.

3-17.1* The Public Fire Educator I shall describe the benefits, design, installation, and maintenance of heat, flame, and smoke detection devices.

3-17.2* The Public Fire Educator I shall describe the benefits, design, installation, and maintenance of residential fire warning equipment.

3-17.3 The Public Fire Educator I shall explain the procedures for evaluating the operational readiness of heat, smoke, and flame detection systems or devices.

3-17.4* The Public Fire Educator I shall differentiate between the type of residential, local, proprietary, central station, and municipal fire alarm systems.

3-18 Standpipe and Hose Systems.

3-18.1* The Public Fire Educator I shall identify stand-pipe and hose systems.

3-19 Communications.

3-19.1 The Public Fire Educator I shall explain how emergency calls are received and handled by the author-ity having jurisdiction.

3-19.2 The Public Fire Educator I shall identify the procedures for the receipt and processing of business and personal calls according to the authority having jurisdic-tion.

Chapter 4 Public Fire Educator II**4-1 Public Information.**

4-1.1* The Public Fire Educator II shall list characteristics of newsworthy material.

4-1.2 The Public Fire Educator II shall explain re-quirements of different media for the processing and dissemination of information.

4-1.3 The Public Fire Educator II shall explain ethical and legal responsibilities associated with the gathering and release of information.

4-1.4 The Public Fire Educator II shall list examples of organizations that publish and distribute fire- and burn-related literature.

4-1.5 The Public Fire Educator II shall list legal re-quirements for the distribution, duplication, and posting of materials.

4-1.6 The Public Fire Educator II shall list four (4) types of informational formats, and the advantages and disadvantages of using each in a public information pro-gram.

4-1.7 The Public Fire Educator II shall write and deliver public service announcements following stated guidelines on firesafety education topics for television and radio for a selected target audience.

4-1.8 The Public Fire Educator II shall describe the release of public information in both emergency and non-emergency situations.

4-1.9 The Public Fire Educator II shall describe the procedure for organizing and conducting a major infor-mational campaign.

4-1.10 The Public Fire Educator II shall describe basic advertising techniques and marketing strategies that can be used in firesafety and burn prevention education/awareness programs.

4-2 Written Communications.

4-2.1 The Public Fire Educator II shall demonstrate preparation of a written report describing a firesafety education program.

4-3 Instructional Methodologies.

4-3.1 The Public Fire Educator II shall demonstrate development of an educational package to achieve behavioral change, to include:

- (a) task analysis
- (b) behavioral objectives
- (c) instructional strategies profile
- (d) cognitive test.

4-3.2* The Public Fire Educator II shall complete a task analysis for a firesafety behavior.

4-3.3 The Public Fire Educator II shall explain the "A-B-C-D" of behavioral objectives:

- (a) the learning characteristics of various age groups
- (b) the characteristics of behavioral and performance objectives
- (c) the conditions under which behaviors will be performed
- (d) the degree to which behavior will be performed.

4-3.4* The Public Fire Educator II shall develop behavioral objectives using performance class verbs that are related to fire and burn safety education.

4-3.5 The Public Fire Educator II shall identify appropriate instructional methods related to a firesafety task analysis designed for a target audience.

4-3.6 The Public Fire Educator II shall demonstrate how to analyze printed material to determine its reading level using an accepted reading level analysis procedure.

4-3.7 The Public Fire Educator II shall develop a criterion referenced test, using three (3) types of questions.

4-3.8 The Public Fire Educator II shall describe the following methods of evaluating behavioral change:

- (a) educational gain
- (b) risk reduction
- (c) loss reduction
- (d) institutional change.

4-4 Audio-Visual Equipment and Materials.

4-4.1* The Public Fire Educator II shall, having analyzed needs and available programs, prepare or select instructional materials.

4-5 Systematic Planning Process.

4-5.1 The Public Fire Educator II shall identify potential problems in the implementation of a public fire education program.

4-5.2 The Public Fire Educator II shall explain the process of developing community support necessary for a successful planning process.

4-5.3 The Public Fire Educator II shall describe a potential fire or burn problem scenario.

4-5.4 The Public Fire Educator II shall define fire and burn education objectives based on community fire and burn problems.

4-5.5 The Public Fire Educator II shall demonstrate an ability to relate the local fire problem to the state or national problem.

4-5.6 The Public Fire Educator II shall demonstrate the ability to design a program based on community fire and burn data.

4-5.7 The Public Fire Educator II shall describe the method of program implementation, based on fire and burn data.

4-5.8 The Public Fire Educator II shall identify methods of evaluating the effectiveness of a firesafety and burn prevention education program.

4-6 Sociology.

4-6.1 The Public Fire Educator II shall describe how culture influences human behavior.

4-6.2 The Public Fire Educator II shall define the relationship of culture, socioeconomic levels, and physical and mental disabilities to fire problem identification.

4-6.3 The Public Fire Educator II shall describe the influence of culture, socioeconomic levels, and disabilities on high risk behavior and high risk groups.

4-6.4 The Public Fire Educator II shall identify how to target a firesafety or burn prevention program at various audience levels, considering human behavior factors.

4-6.5 The Public Fire Educator II shall describe the advantages and disadvantages of one-on-one contact as a fire and burn prevention education delivery system.

4-6.6 The Public Fire Educator II shall describe the basic social services required to meet the needs of the community.

4-6.7 The Public Fire Educator II shall describe the fire protection organization's role in providing social services.

4-7 Research Methodology.

4-7.1 The Public Fire Educator II shall demonstrate applying accepted principles of statistical analysis and interpretation to a body of data in order to evaluate a public education program.

4-7.2 The Public Fire Educator II shall identify sources of fire and burn data.

4-7.3 The Public Fire Educator II shall describe the procedures for developing a data collection system compatible with the NFIRS and the state fire data recording system.

4-7.4 The Public Fire Educator II shall identify the techniques necessary for utilizing data-survey instruments.

4-7.5 The Public Fire Educator II shall demonstrate the utilization of statistical measurement of frequency.

4-7.6 The Public Fire Educator II shall demonstrate the utilization of statistical measurement of variance and standard deviation.

4-7.7 The Public Fire Educator II shall demonstrate concepts of and applications for creating and interpreting graphs.

4-7.8 The Public Fire Educator II shall demonstrate the calculation of T-scores and be able to interpret the results as to statistical significance.

4-7.9 The Public Fire Educator II shall demonstrate the calculation and interpretation of confidence limits.

4-7.10 The Public Fire Educator II shall demonstrate the calculation and interpretation of correlation coefficients.

4-8 Educational and Human Resources.

4-8.1 The Public Fire Educator II shall describe possible community communications systems in rural, suburban, and urban settings; and describe advantages and disadvantages of using these as firesafety delivery systems.

4-8.2 The Public Fire Educator II shall describe possible community groups and individuals who influence high fire-risk audiences.

4-8.3 The Public Fire Educator II shall describe people in various community groups that may need to be involved in firesafety and burn prevention programs.

4-8.4 The Public Fire Educator shall describe how to utilize target audience needs to motivate their involvement with the educational program.

4-9 Budgeting.

4-9.1 The Public Fire Educator II shall define the process of budgeting.

4-9.2 The Public Fire Educator II shall identify the commonly utilized budgeting formats and list the advantages and disadvantages of each style.

4-9.3 The Public Fire Educator II shall demonstrate completing a program-type budget instrument.

4-9.4 The Public Fire Educator II shall demonstrate the

ability to plan and design a total program budget instrument for public education activities.

4-9.5* The Public Fire Educator II shall describe the process of budget preparation and acceptance.

4-9.6* The Public Fire Educator II shall explain the cost benefit analysis calculation, its application, and interpretation.

4-10 Legislative Process.

4-10.1 The Public Fire Educator II shall describe demographical and governmental structures at the state, regional, and local levels.

Chapter 5 Public Fire Educator III

5-1 Public Information.

5-1.1 The Public Fire Educator III shall demonstrate an ability to plan, organize, and conduct a comprehensive informational campaign.

5-1.2 The Public Fire Educator III shall describe the procedure for operating and managing an on-scene public information sector.

5-2 Oral Communication Skills.

5-2.1 The Public Fire Educator III shall identify and explain group process skills that are utilized to conduct meetings and discussions.

5-2.2 The Public Fire Educator III shall identify and explain group process skills and negotiation techniques utilized to achieve group consensus.

5-3 Educational and Human Resources.

5-3.1 The Public Fire Educator III shall describe potential political forces and groups in rural, suburban, and urban areas.

5-3.2 The Public Fire Educator III shall identify community organizations and describe how they may assist in educational programs.

5-3.3 The Public Fire Educator III shall list advantages and disadvantages of creating a nonprofit organization to conduct educational programs.

5-3.4 The Public Fire Educator III shall describe the process of obtaining a nonprofit status rating.

5-3.5 The Public Fire Educator III shall explain the advantages of coordinating public education activities with those of other agencies and jurisdictions.

5-4 Financial Resource Management.

5-4.1 The Public Fire Educator III shall identify reference materials that list potential funding sources and criteria for application.

5-4.2 The Public Fire Educator III shall describe the legal and ethical considerations of accepting money or in-kind contributions on behalf of an organization.

5-4.3 The Public Fire Educator III shall identify potential funding sources within the local community.

5-4.4* The Public Fire Educator III shall identify the components of a written grant proposal.

5-4.5* The Public Fire Educator III shall demonstrate the ability to write a sample cover letter for a grant proposal.

5-4.6 The Public Fire Educator III shall demonstrate the ability to write a complete grant proposal.

5-5 Legislative Process.

5-5.1 The Public Fire Educator III shall give examples of conditions that may indicate a need to develop firesafety-related legislation.

5-5.2 The Public Fire Educator III shall identify the process of developing firesafety-related legislation, including a knowledge of the law-making process at the federal, state, and local level.

5-5.3 The Public Fire Educator III, given an actual or simulated situation requiring new legislation, shall demonstrate the ability to draft a legislative proposal.

5-5.4 The Public Fire Educator III shall list and explain available resources that provide information and technical assistance in the development of firesafety-related legislation.

5-5.5 The Public Fire Educator III shall describe federal, state, and local legislation affecting fire protection.

5-6 Building Code, Fire Code, and Standards Process.

5-6.1 The Public Fire Educator III shall identify conditions that may indicate a need to develop building and fire codes and standards.

5-6.2* The Public Fire Educator III shall identify the process of developing and adopting model building and fire codes and standards.

5-7 Management Skills.

5-7.1 The Public Fire Educator III shall define *management*.

5-7.2* The Public Fire Educator III shall list in sequence, and explain for each, the major elements of the following:

- (a) organizing
- (b) staffing
- (c) directing
- (d) controlling
- (e) planning.

5-7.3* The Public Education Officer III, given management-related issues, shall make decisions that are consistent with accepted management practices.

Chapter 6 Referenced Publications

6-1 The following documents or portions thereof are referenced within this document and shall be considered part of the requirements of this document. The edition indicated for each reference shall be current as of the date of the NFPA issuance of this document. These references shall be listed separately to facilitate updating to the latest edition by the user.

6-1.1 NFPA Publications. National Fire Protection Association, Batterymarch Park, Quincy, MA 02269.

NFPA 101-1985, *Life Safety Code*®

Appendix A

This Appendix is not a part of the requirements of this NFPA document, but is included for information purposes only.

A-1-1 This standard may be used by all organizations desiring to establish levels of professional competence for individuals employed as public fire educators. The requirements set forth by the standard are meant to represent the body of knowledge required for the particular levels described regardless of the method of entry into the fire service or the public or private orientation of an organization.

A-1-2 Jurisdictions should determine the number of different job classifications on the basis of their personnel, budget, and local needs. Smaller jurisdictions may require that one person fulfill all duties set forth under several job classifications while others may establish full- or part-time specialists in a classification or any combination thereof. For certification, an individual must meet the requirements of each classification and the level of progression regardless of whether the individual does or does not hold that title or accomplish the tasks.

A-1-3.1 Two factors indicate the need to establish a minimum age of 18 for new applicants. First, it provides an opportunity to complete minimum educational requirements. Second, the nature of a fire protection career requires a high degree of motivation and maturity demanded to ensure proper efficiency. It is recognized that evaluating motivation and maturity may not be a completely objective process; nevertheless, an applicant's behavior pattern should be sufficiently well established by age 18 to permit a reasonable assessment of interests and emotional stability necessary to carry out the duties of a public fire educator.

A-1-3.2 Applicants shall have graduated from high school or have obtained an equivalency certificate. From the beginning of a career in fire protection, an individual must be able to acquire and correctly associate significant quantities of information covering a wide variety of sub-

ject areas. Initially, training will be concentrated on development of manual skills and knowledge of physical sciences. Continuing education will include humanities and administration, particularly if the individual is to progress in the career ladder of his/her organization.

Although a considerable quantity of the knowledge will be obtained through in-service training, certain required levels of educational achievement can only be obtained through community colleges or programs at other institutions of higher learning. Completion of high school (or an equivalency certificate) is considered a reasonable and identifiable benchmark whereby an applicant demonstrates through past performance the self-discipline and ability to acquire new knowledge necessary to fulfill the immediate and long-range training needs of a fire protection career.

A-1-3.3 An applicant's background, including personal, work, and criminal history, should be evaluated. A public fire educator will be called upon to perform a variety of duties that require a high degree of public trust and confidence.

A-1-3.4 It is assumed that each jurisdiction using this standard will have the capabilities for checking or testing to ensure that the minimum requirements of this standard have been met on either a local, state, or national basis. This may be by examination or other acceptable certification criteria.

A-3-1.1 The intent of the objective is for public fire educators to know the chain of command within their organizations and to know the type of governing body and/or management that controls the organizations.

A-3-1.4 The equipment and procedures should be those used by the authority having jurisdiction and should include such items as standard apparatus, fire fighter protective envelope, tools, equipment, and basic fire suppression procedures.

A-3-2.6 The potential stages of fire are taken from the *Fire Protection Handbook*, 16th Edition, Page 7-6.

A-3-2.16 The intent of this article is that the Public Fire Educator I should be familiar with the sort of toxic atmosphere created by a fire as it represents a life hazard to the fire fighter.

A-3-2.17 The placards and labeling systems should include those used by the Department of Transportation, National Fire Protection Association Standard 704, and the United Nations.

A-3-3.2 The building components referred to here should include but not be limited to:

- (a) fire stops
- (b) draft curtains
- (c) fire walls

- (d) smoke vents
- (e) flues
- (f) rated ceilings
- (g) fire doors.

A-3-3.3 The jurisdiction may desire to use the local building code and/or NFPA 220, *Standard on Types of Building Construction*, in determining the appropriate terminology to be used in describing or explaining construction types.

A-3-6.1 The hazards identified should include at least the following:

- (a) flammable and combustible liquids
- (b) compressed and liquified gases
- (c) explosives including fireworks
- (d) heating and cooking equipment
- (e) electricity and electrical equipment
- (f) interior finishes and furnishings
- (g) smoking materials
- (h) matches
- (i) other hazards that cause scalds or burn injuries.

Good sources of information for burn and fire hazards are: *NFPA Project Burn Prevention*, and the Consumer Product Safety Commission.

A-3-6.4 While specific target audiences are cited in the standard, the audiences that a public fire educator will address will certainly vary according to locale, time, and other influencing factors. So, there may be additional audiences to be identified and understood.

Information on juvenile firesetters is available through the U.S. Fire Administration's counseling manuals.

A-3-6.5 Sources of information for human behavior in a fire situation include *Fire-Related Human Behavior*, John Bryan, et. al. (Ginn Publishing), and the work of University of Washington psychology professor John Keating.

A-3-6.6 These prevention behaviors should include but not be limited to:

- (a) stop, drop, and roll
- (b) crawl low in smoke
- (c) reporting an emergency
- (d) evacuation procedures
- (e) cool a burn
- (f) smoke detector installation and maintenance.

A-3-7.1 English. Intent: The Public Fire Educator I should have an understanding of advanced written and verbal communications skills. A transcript of a second semester college-level English course, or result of a Clep test, or an equivalent method of testing is acceptable.

A-3-7.2 Information on direct and indirect persuasion with application to the fire service is available through

the U.S. Forest Service's Contactor Training Program; see *Interpersonal Communication*, Jerry W. Robinson, Jr.

A-3-7.6 The Public Fire Educator I should have a good command of the major language of the area in which s/he works, and s/he should also have a good understanding of any other language(s) that are commonly used in his/her area of work.

A-3-8.1 Effective written communication is logically organized, free of errors in grammar and syntax, and in a style appropriate to the subject and the intended audience. (See A-3-7.1.)

A-3-9 The instructional abilities outlined in this section are drawn mainly from those parallel sections of NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*. That reference should be consulted for further information on what instructional skills are important and for other elements of an effective instructor.

A-3-10.1 Teaching aids:

- (a) audio-visual equipment
 - (1) motion picture film projector
 - (2) overhead projector
 - (3) portable projection screen
 - (4) slide projector
- (b) projection instructional materials
 - (1) motion picture film
 - (2) slides
 - (3) transparencies
- (c) nonprojectable instructional materials
 - (1) chalkboard
 - (2) charts
 - (3) diagrams
- (d) computer and computer-generated materials.

A-3-12.1 Some of the organizations to consider are the Federal Emergency Management Agency, the National Fire Academy, the National Fire Protection Association, the International Society of Fire Service Instructors, the International Fire Service Training Association, the National Safety Council, the Consumer Product Safety Commission, the Children's Television Workshop, the Shriners Burn Institute, and the U.S. Forest Service. For a complete list with addresses of these and other related organizations, see the NFPA Fire Almanac.

A-3-12.2 See Public Fire Education Resource Catalogue (FEMA 23, available through the International Society of Fire Service Instructors) and the IFSTA Public Fire Education Manual. Also, the organizations listed in the previous appendix item produce and publish relevant materials, such as Smokey the Bear from the Forest Service, Sparky from the NFPA, and Sesame Street from CTW.

A-3-15.1 Fixed fire extinguishing systems should include those using dry chemical, carbon dioxide, foam,

foam-water, and halogenated agents as extinguishing agents.

A-3-16.1 See NFPA 13, *Standard for the Installation of Sprinkler Systems*.

A-3-16.2 See NFPA 13A, *Recommended Practice for the Inspection, Testing, and Maintenance of Sprinkler Systems*.

A-3-16.7 See NFPA 13D, *Standard for the Installation of Sprinkler Systems in One- and Two-Family Dwellings and Mobile Homes*.

A-3-16.8 See NFPA 1231, *Standard on Water Supplies for Suburban and Rural Fire Fighting*.

A-3-17.1 See NFPA 72E, *Standard on Automatic Fire Detectors*.

A-3-17.2 See NFPA 74, *Standard for Household Fire Warning Equipment*.

A-3-17.4 See NFPA 71, *Standard for the Installation, Maintenance, and Use of Signaling Systems for Central Station Service*; NFPA 72A, *Standard for the Installation, Maintenance, and Use of Local Protective Signaling Systems*; NFPA 72D, *Standard for the Installation, Maintenance, and Use of Proprietary Protective Signaling Systems*; and NFPA 1221, *Standard for the Installation, Maintenance, and Use of Public Fire Service Communication Systems*.

A-3-18.1 NFPA 14, *Standard for the Installation of Standpipe and Hose Systems*, provides basic information on standpipe and hose systems, as does the *Fire Protection Handbook*, 16th Edition.

A-4-1.1 The meaning of "newsworthy" may vary from place to place. The best definition is probably the one provided by the major media contacts within the Public Fire Educator II's community. The Public Fire Educator II might also consult the articles on this subject appearing periodically in the fire magazines.

A-4-3.2 The ability to perform a task analysis involves using an acceptable numbering system, categorizing according to educational domains, sequencing of performance, and differentiating between learning and performance times. For further information on task analysis, as that device has been applied to public fire education, see the National Fire Academy curriculum for "Introduction to Fire Safety Education" and "Advanced Fire Safety Education," as well as the IFSTA Public Fire Education Manual.

A-4-3.4 For information on performance class verbs, which are a requirement for behavioral objectives and include verbs such as "identify," "explain," and "demonstrate," consult the curriculum of the National Fire Academy's "Introduction to Fire Safety Education."

A-4-4.1 Audio-visual instructional material includes:

- (a) projectionable: film strips, motion pictures, slides, transparencies, video, and computer programs.

(b) nonprojectionable: audio materials, blueprints, mock-ups, models.

(c) printed: information sheets, program instruction manuals, self-study materials, student workbooks and worksheets, and textbooks.

A-4-9.5 The precise budget cycle will vary from organization to organization. The intent of this requirement is that the Public Fire Educator II be able to describe the chronological order of the phases of the organization's budget. An example might be:

January: Department Head Solicits Staff Input

March: Department Head Submits Preliminary Estimate to Head of Government

May: Head of Government Submits Proposal to Governing Body

June: Adoption of Finalized Budget

July: Beginning of New Fiscal Year.

A-4-9.6 See the curriculum of the National Fire Academy's "Advanced Fire Safety Education" for one method of calculating a cost-benefit value for a public fire education program.

A-5-4.4 The components of a grant proposal in outline form might be:

- A. Introduction
- B. Needs/Problem
- C. Objective
- D. Procedures
- E. Evaluation
- F. Budget
- G. Future.

A-5-4.5 There are doubtless many different approaches to an effective cover letter. The desirable characteristics

of such a letter include a positive tone, a stress on professionalism and the unique qualifications of the applicant and the applicant's agency, enthusiasm and willingness, and an overall view of the proposed project.

A-5-6.2 The intent of this item is that the Public Fire Educator III have a knowledge of the process at the federal, state, and local levels, as well as the consensus process of the NFPA or a similar organization.

A-5-7.2 This item addresses the most commonly cited components of traditional management. For further information on this subject, consult *Management: Tasks, Responsibilities, Practices* (1974), by Peter F. Drucker, or any other standard management text; also, see *Management in the Fire Service*, NFPA; *Managing Fire Services*, ICMA.

A-5-7.3 It is the intent of Section 5-7 in its entirety to ensure that the Public Fire Educator III has knowledge of management. The management practices that the Public Fire Educator III should be familiar with include:

- (a) Budget Preparation and Administration
- (b) Discipline
- (c) Grievance Procedures
- (d) Hiring Practices
- (e) Leadership
- (f) Motivation
- (g) Office Management
- (h) Promotion Policy
- (i) Staff Development
- (j) Termination.

The assessment center procedure is recommended as a way to evaluate public fire educators.

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SUBMITTING PROPOSALS ON NFPA TECHNICAL COMMITTEE DOCUMENTS

**Contact NFPA Standards Administration for final date for receipt of proposals
on a specific document.**

INSTRUCTIONS

Please use the forms which follow for submitting proposed amendments.
Use a separate form for each proposal.

1. For each document on which you are proposing amendment indicate:
 - (a) The number and title of the document
 - (b) The specific section or paragraph.
2. Check the box indicating whether or not this proposal recommends new text, revised text, or to delete text.
3. In the space identified as "Proposal" include the wording you propose as new or revised text, or indicate if you wish to delete text.
4. In the space titled "Statement of Problem and Substantiation for Proposal" state the problem which will be resolved by your recommendation and give the specific reason for your proposal including copies of tests, research papers, fire experience, etc. If a statement is more than 200 words in length, the technical committee is authorized to abstract it for the Technical Committee Report.
5. Check the box indicating whether or not this proposal is original material, and if it is not, indicate source.
6. If supplementary material (photographs, diagrams, reports, etc.) is included, you may be required to submit sufficient copies for all members and alternates of the technical committee.

NOTE: The NFPA Regulations Governing Committee Projects in Paragraph 10-10 state: Each proposal shall be submitted to the Council Secretary and shall include:

- (a) identification of the submitter and his affiliation (Committee, organization, company) where appropriate, and
- (b) identification of the document, paragraph of the document to which the proposal is directed, and
- (c) a statement of the problem and substantiation for the proposal, and
- (d) proposed text of proposal, including the wording to be added, revised (and how revised), or deleted.