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Fire and Emergency Service Personnel Knowledge and Skills Proficiency

FINAL REPORT BY:

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FOREWORD

With a few local exceptions, certification of fire and emergency services personnel is conducted on a voluntary basis by public sector or government agencies. Present NFPA Professional Qualification System Standards, upon which are based the international certification systems (e.g., accredited by the Pro Board®), do not contain a requirement for maintaining proficiency on a stated interval. Due to the criticality of credentialing of emergency services personnel and the fact that the Standards upon which certification is based change on a regular basis, there is a need to determine if fire and emergency services personnel need and/or should be required to undergo some other process to demonstrate continued knowledge and skills proficiency on a stated interval so as to maintain the proficiency.

The goal of this research project is to identify, clarify and evaluate the characteristics of a transitional process for Fire and Emergency Services personnel, designed to ensure continued demonstration of knowledge and skill proficiency against a given level of credentialing, including an impact assessment of implementation.

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[All NFPA codes and standards can be viewed online for free.](#)

NFPA's [membership](#) totals more than 65,000 individuals around the world.

Keywords: professional qualifications, firefighter, fire officer, fire chief, knowledge, certification, competency, continuing education, skills maintenance, proficiency, recertification.

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EXECUTIVE SUMMARY

The purpose of this research was to evaluate the current approaches utilized in the fire service for proficiency training and continuing education. Approaches utilized by parallel professions, e.g. emergency medical providers, nurses, law enforcement officers, and teachers, were also assessed. Based upon these findings, a CE model was developed, and stakeholders were surveyed to determine how implementation of this CE model would impact them and their organization.

The current editions of the NFPA Pro-Qual standards require fire service members to “remain current” with the knowledge and skills related to their certification. This need for knowledge and skills proficiency has been expressed in various ways in the NFPA Pro-Qual and Training standards for at least a decade. Advancements in fire science reveal that continuing education in the fire service goes beyond maintenance of initial skills and core competencies. Continuing education is necessary to ensure that firefighters are current with changes in suppression and ventilation techniques, building construction, fire behavior, personal protective equipment, firefighter health and safety, and more.

The study found that every State and all the Canadian Provinces have at least one Pro Board or IFSAC Accredited Agency, however only 20 States (and no Canadian Provinces) have a continuing education program for recurrent training, recertification, or license renewal. These continuing education programs, along with the NFPA standards, most commonly required recurrent training on an annual basis. Considering all the professions and average hourly requirements, a 24 hour per year certification “renewal” model was recommended for firefighters. The continuing education program would include a minimum of one live fire training per year, as well as methods to evaluate all associated job performance requirements. A variety of methods could be used to support completion of continuing education requirements including face-to-face and online training. Considering all stakeholders, the survey showed that the impact of this “renewal” model would be positive to very positive apart from the impact on completion of existing continuing education requirements, which was found to be negative.

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Section 1: Introduction

The issue of continuing education (CE) and implementation of appropriate methods for maintenance of personnel knowledge and skills proficiency has been a long-standing challenge within the fire and emergency services (FEMS). Advances in fire behavior research have led to changes in firefighting tactics and technologies. These advancements in fire science reveal the critical importance of CE in the fire service. CE is not limited to maintenance of initial skills and core competencies. Rather, CE is also necessary to ensure that firefighters are current with changes in suppression and ventilation techniques, building construction, fire dynamics, personal protective equipment, and firefighter health and safety, amongst other things.

Emergency service providers generally recognize the need to ensure that personnel are appropriately trained and fluent in the state-of-the-art in their discipline(s), however, ensuring this need is fulfilled is often met with staffing, time, and financial restrictions. Because of these obstacles, the impact of which vary across different departmental models (e.g. career, volunteer, county, city, etc.) only federally mandated requirements, such as annual hazardous materials, respiratory protection, and infectious disease training, have been uniformly implemented by fire departments. Thus, there is a lack of consistency in frequency, hourly requirements, and training content in the handful of CE programs that go beyond these federally mandated requirements. As such, there is a need to determine if CE should be more systematically implemented across the fire service, as is currently done when assessing initial knowledge and skills proficiency.

Section 2: Research Objectives

The purpose of this research was to evaluate the current approaches utilized for proficiency training and CE across the U.S. and Canada. An understanding of the approaches came from an assessment of the NFPA Pro Qual and Training Standards, as well as an assessment of current CE programs in the fire service. CE programs for emergency medical providers, nurses, law enforcement officers, and teaching professionals, were also analyzed to determine how these parallel professions address maintenance of knowledge and skills. Casual factors in firefighter deaths and injury and advancements in firefighting tactics and technologies provided an understanding of the need. Another objective of this research was to develop a CE model based upon current approaches utilized in the fire service and parallel professions and to assess the challenges that departments may face when implementing uniform CE requirements.

Section 3: Methodology

In order to evaluate the problem, three tasks were completed: 1) a literature review to establish current requirements across the U.S. and Canada, 2) a literature review to establish CE requirements in parallel professions, and 3) an approach for implementation of CE requirements with consideration for the impact of implementation.

3.1 Task 1- Literature review to clarify current landscape

The Task 1 literature review evaluated historical context, current practice, value and benefit, and changing trends as it related to FEMS knowledge and skills proficiency. Historical context was evaluated by identifying changes in knowledge and skills proficiency requirements between the most recent editions of the NFPA Professional Qualifications (Pro-Qual) and Training standards and previous editions of the same standards. Table 1 provides a full list of all standards reviewed for this task.

NFPA Standards for Professional Qualifications	
NFPA 1000	Standard for Fire Service Professional Qualifications Accreditation and Certification Systems
NFPA 1001	Standard for Fire Fighter Professional Qualifications
NFPA 1002	Standard for Fire Apparatus Driver/Operator Professional Qualifications
NFPA 1003	Standard for Airport Fire Fighter Professional Qualifications
NFPA 1005	Standard for Professional Qualifications for Marine Fire Fighting for Land-Based Fire Fighters
NFPA 1006	Standard for Technical Rescuer Professional Qualifications
NFPA 1021	Standard for Fire Officer Professional Qualifications
NFPA 1026	Standard for Incident Management Personnel Professional Qualifications
NFPA 1031	Standard for Professional Qualifications for Fire Inspector and Plan Examiner
NFPA 1033	Standard for Professional Qualifications for Fire Investigator
NFPA 1035	Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Specialist
NFPA 1037	Standard for Professional Qualifications for Fire Marshal
NFPA 1041	Standard for Fire Service Instructor Professional Qualifications
NFPA 1051	Standard for Wildland Fire Fighter Professional Qualifications
NFPA 1061	Standard for Professional Qualifications for Public Safety Telecommunicator
NFPA 1071	Standard for Emergency Vehicle Technician Professional Qualifications
NFPA 1072	Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Personnel Professional Qualifications
NFPA 1078	Standard for Electrical Inspector Professional Qualifications

NFPA 1081	Standard for Industrial Fire Brigade Member Professional Qualifications
NFPA 1082	Standard for Facilities Fire and Life Safety Director Professional Qualifications
NFPA 1091	Standard for Traffic Control Incident Management Professional Qualifications
NFPA 1521	Standard for Fire Department Safety Officer Professional Qualifications
NFPA Standards for Competencies, Proficiencies, and Training	
NFPA 405	Standard for the Recurring Proficiency of Airport Fire Fighters
NFPA 472	Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents
NFPA 473	Standard for Competencies for EMS Personnel Responding to Hazardous Materials/Weapons of Mass Destruction Incidents
NFPA 1404	Standard for Fire Service Respiratory Protection Training
NFPA 1407	Standard for Training Fire Service Rapid Intervention Crews
NFPA 1451	Standard for a Fire and Emergency Service Vehicle Operations Training Program
NFPA 1670	Standard on Operations and Training for Technical Search and Rescue Incidents

Table 1: List of NFPA Standards Reviewed in Task 1.

A keyword search of each standard, and its various editions, was performed for the following terms: annual, competent, competency, continuing education, current, interval, maintain, maintenance, month, periodic, proficient, proficiency, recertification, recurrent, recurring, retrain, and year. Sections containing terms such as competency or proficiency were only documented if they related to maintenance of knowledge and skills as opposed to evaluation of initial competencies or proficiencies. This task also addressed the impetus for CE requirements within the NFPA standards through a review of committee drafts, public input, Report on Comments (ROC), Report on Proposals (ROP), and the “Origin and Document” section of each standard.

Current practice was evaluated by reviewing the NFPA Pro-Qual and Training standards to identify those standards with CE requirements and the required cycle for recertification. Additionally, extensive online research was performed to determine which States and Provinces currently have CE requirements in place and to identify the details of those requirements. A survey was also conducted to determine the most prevalent frequency, hourly requirements, and methods currently utilized to test firefighter knowledge and skills proficiency (see discussion in Task 2). Lastly, the International Fire Service Accreditation Congress (IFSAC) and Pro Board accreditation directories were utilized to identify the jurisdictions in the U.S. and Canada which provide accredited FEMS licensing programs.

The value and benefit of CE was evaluated by reviewing firefighter fatality and injury data from the NFPA and Canadian Centre for Justice Statistics. Specifically, the data was reviewed to identify the prevalence of firefighter deaths and injuries that resulted from deficiencies in training and CE. In addition, NIOSH firefighter fatalities cases were reviewed to identify those cases where training and CE deficiencies were the primary or contributory factor in the death(s).

Changing trends in the fire service were evaluated by utilizing data gathered from the *Historical Context* section, as the origin of some changes to the standards were directly related to changing trends in technology, safety, and expansion of job performance requirements (JPRs). Current research initiatives by the NFPA Fire Protection Research Foundation (FPRF), National Institute of Standards and Technology (NIST) Fire Research Division (FRD), and UL Firefighter Safety Research Institute (FSRI) were also reviewed.

3.2 Task 2- Literature review of parallel professions

The Task 2 literature review focused on the identification of CE methods utilized in parallel professions, e.g. emergency medical, nursing, law enforcement, and teaching. These methods were assessed to determine if they could be applied in programs for fire service knowledge and skills proficiency. Resources such as the National Registry of Emergency Medical Technicians, AAACEUs, Lipcott Nursing Center, Target Solutions, Police One Academy, and the National Board for Professional Teaching Standards, were utilized to identify knowledge and skill proficiency requirements within the emergency medical, nursing, law enforcement, and teaching professions.

3.3 Task 3- Implementation and Assessment

In Task 3 a recommended approach and CE model was developed based upon the data gathered from the literature reviews. The model was based upon the most prevalent frequency, duration, and implementation methods currently utilized within the fire service and parallel professions, in coordination with requirements present in the NFPA Pro-Qual and Training Standards. A survey was developed to assess the impact of this proposed model on firefighters, fire departments, certification providers (state/province fire academies), and accreditation bodies (e.g., Pro Board and IFSAC). The survey was designed to illicit data which defined the level to which the stakeholder felt the change was positive or negative.

Section 4: Analysis & Discussion

4.1 Task 1- Literature review to clarify current landscape

The Task 1 literature review evaluated historical context, current practice, value and benefit, and changing trends, as it related to FEMS knowledge and skills proficiency.

4.1.1 Historical Context

A review of 22 NFPA Pro-Qual standards and seven other NFPA standards related to competencies, proficiencies, and training revealed different approaches to CE and skills maintenance. Appendix A presents a comprehensive list of extracted sections from the reviewed standards. The extracted sections contained the following relevant keywords: annual, competent, competency, continuing education, current, interval, maintain, maintenance, month, periodic, proficient, proficiency, recertification, recurrent, recurring, retrain, and year. Sections containing terms such as competency or proficiency were only documented if they related to maintenance of knowledge and skills as opposed to evaluation of initial competencies or proficiencies.

4.1.1.1 NFPA Pro-Qual Standards

NFPA 1000

In 1994, the first edition of NFPA 1000 was issued and contained requirements for “Currency and Recertification.” The document charged the “certifying entity” with the responsibility to “provide documentation describing a currency policy and recertification policy” which addressed “a period of time for which a certification is valid”, “lapsed certification”, “a continuing education process”, and “recertification requirements”. Reference to “continuing education” was in the context of “progression to the next level of completion”, however, in 2006, the same section was modified to include “maintaining currency”. Additionally, in 2006, Section A.5.2.7 specified that the certifying entity policy should address “the currency of knowledge and skills of personnel, if certification is not time-limited.”

In 2017, recognizing the importance of skills maintenance and in response to a public input comment, the NFPA 1000 committee relocated the Appendix content for Section A.5.2.7 into the core provisions of Section 5.2.7. As such, it is now required rather than recommended, that the certifying entity’s recertification policy address “a continuing education, professional development, and training process to maintain currency of knowledge and skills.” The committee

further emphasized the significance of skills maintenance by including the following in the Appendix:

“A.5.2.7 The committee recognizes the importance of formal and continuing education and training programs to ensure individuals have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, tribal or federal agencies as well as by professional association and accredited institutions of higher education. The method of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”

NFPA 1001, 1002, 1003, 1005, 1006, 1026, 1051, 1071, and 1081

Prior to 2006, NFPA Pro-Qual standards 1001, 1002, 1003, 1005, 1006, 1026, 1051, 1071, and 1081 were absent of requirements for CE or skills maintenance while other Pro-Qual and training standards took varying approaches on this issue. Circa 2008, as part of the Pro-Qual Project, general language was added to Chapter 1 of the Pro-Qual standards to address “skills maintenance.” For example, in the 2008 edition of NFPA 1001, Section 1.3.8 stated “The fire fighters at all levels of progression shall remain current with fire protection technology, fire suppression practices, and applicable standards by attending workshops and, undergoing certification testing, and accessing professional publications.” Additionally, Section A.1.3.8 stated “Continuing education or training is necessary to ensure that fire fighters remain current and update their knowledge and skills in the evolving field of fire fighting. Nationally recognized certification is one means of demonstrating proficiency in current practices.” Hence, the need for CE and skills maintenance was formally recognized, however, language addressing this topic was still not consistently formatted and aligned across all the Pro-Qual standards.

In 2011, committee representatives from the various Pro-Qual standards met for the “Professional Qualifications “Now and Beyond Workshop” for the Fire and Emergency Services”. The purpose of the workshop was “to establish a common understanding of how the individual elements of the Pro-Qual system and the applicable NFPA Standards (and related documents) interact to provide best value to all the Pro-Qual stakeholders.” (Grant, 2011). The workshop

produced twenty key recommendations including two recommendations related to “recertification.” The panel focused on addressing two questions related to recertification: Is it needed? and How to Proceed? The panel concluded that both certification and recertification are needed and that “NFPA could put suggestions rather than requirements” into the Standards that “doesn’t require it, but strongly suggests it.”

At the recommendation of the Pro-Qual Correlating Committee, with the intention of taking a cohesive and consistent approach to skills maintenance, the current editions of most of the Pro-Qual Standards have been modified to co-locate language regarding skills maintenance to Section 1.2.6 and A.1.2.6. The 2019 edition of NFPA 1001, Section 1.2.6 now states that “Fire Fighter I and Fire Fighter II level individuals shall remain current with general knowledge, skills, and JPRs addressed for each level of position of qualifications.” The 2017 edition of NFPA 1002, Fire Apparatus Driver/Operator Professional Qualifications includes similar language in Section 1.2.6 as it relates to Apparatus Drivers/Operators, and NFPA 1002, Section A.1.2.6 content mimics that found in NFPA 1000, Section A.5.2.7 (See extracted content in Appendix A for further details).

NFPA 1021

In 1997, the NFPA 1021 committee modified JPRs for Fire Officer IV to include a requirement to “Establish and evaluate a list of education and in-service training goals, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.” A specific reason for this addition could not be located within the ROC or ROP documents, however, this requirement still remains within the most recent edition of the standard in Section 7.2.3. Language requiring fire officers to “remain current” with the general requirements for their level of certification was added in 2009 and remains present in the most recent edition of the standard in Section 1.3.4 and A.1.3.4. This language was added as “required by the Technical Correlating Committee to provide consistency through out the Professional Qualifications Project.” (NFPA, 2007).

NFPA 1031, 1033, 1035, 1041, 1061, 1521

In 1993, Section 1-3.8 of NFPA 1031 was added to require Fire Inspectors and Plan Examiners to “remain current with inspection methodology, fire protection technology, and current applicable codes and standards”; methods for remaining current included “attending

workshops/seminars or by means of professional publications and journals.” Similar language was added for Fire Investigators in the 1993 edition of NFPA 1033, for Fire and Life Safety Educators in the 1993 edition of NFPA 1035, for Fire and Emergency Services Instructors in the 2002 edition of NFPA 1041, and for Public Safety Telecommunications Personnel in the 1996 edition of NFPA 1061. A specific reason for this addition could not be located within the ROC or ROP documents.

The current editions of NFPA 1035, 1041, and 1061 have been revised to include Section 1.2.6 and A.1.2.6 as found in the other Pro-Qual standards (e.g. NFPA 1001, NFPA 1002, etc.); having not been revised since 2014, NFPA 1031 and NFPA 1033 do not include these new sections. Unique to NFPA 1033, Section 1.3.7 of the 2014 edition of the standard contains a detailed list of 15 subject areas in which the Fire Investigator is required to maintain “an up-to-date basic knowledge” (See extracted content in Appendix A for further details). In their substantiation, the NFPA 1033 Committee indicated that these “topics are intended to form a supportive knowledge base for the application of JPRs” of the fire investigator. While the current edition of NFPA 1521 has been revised to only include reference to skills maintenance and currency in Section 1.2.6 and A.1.2.6, previous editions contained numerous sections which detailed skills that the health and safety officer and incident safety officer were required to maintain.

4.1.1.2 NFPA Training Standards

NFPA 405, 472, and 473

While not a Pro-Qual standard, NFPA 405 is the only standard with the explicit purpose of establishing “the basis for a recurring training program that focuses on measurable performance criteria.” NFPA 405 builds upon the U.S. Department of Transportation, FAA, FAR, Part 139 requirements for Aircraft Firefighting. NFPA 405 specifies a required interval for skills evaluation. In 2004, when the document changed from a recommended practice to a standard, the evaluation of skills and knowledge was required “at least every 18 months.” In 2015, the time interval changed again from 18 months to 12 months to align with changes to FAA requirements. Unlike any other standard, NFPA 405 also requires recurrent live fire training.

NFPA 472 and 473 address competencies for responders involved in Hazardous Materials/Weapons of Mass Destruction Incidents. Only those responders defined as “Specialist Employee A” are required to demonstrate competency on a regular basis. In 2008, NFPA 473

underwent a complete revision, during which time reference to skills maintenance for Emergency Medical Services (EMS) personnel was removed from the document. The 2002, 1997, and 1992 editions of NFPA 472 did include recommendations for EMS personnel to receive “regular continuing education and maintain competency in three areas: emergency medical technology, hazardous materials, and specialized topics approved by the authority having jurisdiction.”

NFPA 1404, 1407, 1451, and 1670

NFPA 1404 is a training standard with the purpose of supporting JPRs originating from NFPA 1001. The training standard includes requirements for “annual” retraining for respiratory protection which have been present in the standard since its inception. NFPA 1407 is the training standard for “fire fighter rapid intervention operations as specified in NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, and NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*. NFPA 1407 states that the “training policy shall include an annual performance evaluation.” In 1997, the first edition of NFPA 1451 required an annual “reauthorization” of drivers for “all vehicles they are expected to drive” which is consistent with the current requirements in NFPA 1002 for annual demonstration of competency. NFPA 1451 also required training to be provided to drivers “not less than twice each year.” There have been minimal changes to these requirements within the various editions of the standard. In 1999, NFPA 1670 required the Authority Having Jurisdiction (AHJ) to “provide for the necessary continuing education to maintain all requirements of the organization’s identified level of capability” and to conduct “annual performance evaluations”. In 2004, language was added to the Appendix of the standard to recommend that the AHJ utilize “perform-based evaluations as the primary basis for the amount and frequency of training required to meet the standard.” As such, if the organization demonstrated “poor performance” during their annual evaluation, then training should be provided more often. In the 2014 edition of the standard, more specific language was added to require annual evaluations of rope rescue teams, confined space rescue teams, dive rescue teams, mine and tunnel rescue teams, helicopter search and rescue teams, and tower rescue teams.

4.1.2 Current Practice

As presented in the *Historical Context* section, a recognized need for CE and skills maintenance is not a new concept. The need has been expressed in various ways in the NFPA Pro-Qual and Training standards for at least a decade. In fact, NFPA 1000 has required certifying entities to have a “Currency and Recertification” policy since 1994, and those with Fire Officer IV certifications have been required to “establish and evaluate a list of education and in-service training goals...so that all members can achieve and maintain required proficiencies” since 1997. At issue is defining the way(s) and specific method(s) used to maintain currency of knowledge and skills across the various levels of qualifications and certifications. This section presents data on NFPA standards with recommended frequencies for CE, jurisdictions which accredited certifying entities, and jurisdictions with current CE policies.

4.1.2.1 Recommended Frequency for CE

The current editions of all the NFPA Pro-Qual standards, excluding NFPA 1000, require the fire service member to “remain current” with knowledge and skills. Table 2 provides a list of standards which specify, in their current edition, a frequency for skills maintenance and/or competency demonstration. Of the handful of standards that specified frequency, it was on an annual basis. NFPA 1071 was the only standard which included a required number of CE hours.

Standard	Edition	Frequency
NFPA 405	2020	To be evaluated on an annual basis
NFPA 472	2018	To demonstrate competency on an annual basis
NFPA 1002	2017	To demonstrate competency on an annual basis
NFPA 1006	2017	To demonstrate competency on an annual basis
NFPA 1071	2020	To maintain- 20 hours of CE on an annual basis
NFPA 1082	2020	To drill and receive training and education on an annual basis
NFPA 1404	2018	To be retrained and evaluated on an annual basis
NFPA 1407	2015	To be evaluated on an annual basis
NFPA 1451	2018	To be reauthorized on an annual basis
NFPA 1670	2017	To be evaluated on an annual basis

Table 2: Frequency of skills maintenance or demonstration of competency.

In addition to the requirements within the NFPA Pro-Qual and Training Standards, OSHA 29 CFR 1910.156(c)(2) requires that the employer “assure that training and education is conducted

frequently enough to assure that each member of the fire brigade is able to perform the member's assigned duties and functions satisfactorily and in a safe manner so as not to endanger fire brigade members or other employees. All fire brigade members shall be provided with training **at least annually**. In addition, fire brigade members who are expected to perform interior structural fire fighting shall be provided with an education session or training **at least quarterly**.” Additionally, OSHA 29 CFR 1910.120(q)(8)(i), 1910.134(k)(5), and 1910.1030(g)(2)(ii)(B) requires an **annual** demonstration of competency in hazardous materials response, respiratory protection, and blood borne pathogens.

4.1.2.2 States with CE Requirements

Each State in the U.S. and Province in Canadian was researched to establish those entities who currently have knowledge and skills proficiency requirements or recertification practices in place. No information was found to indicate that any Canadian Provinces have defined requirements for CE. This review did not include policies or practices within cities, towns, counties, or other local jurisdictions, rather it included policies and practices implemented at a State level. Additionally, the research findings presented below are based upon those States which had published policies available on the web, as that was the primary method for data collection.

It was found that only the federally mandated OSHA requirements related to hazardous materials, respiratory protection, and blood borne pathogens have been uniformly implemented by fire departments across the U.S. As shown in Table 3, only **20 States** have recurrent training, recertification, or license renewal policies and only 18 of the 20 States specify hourly requirements. A more detailed discussion of requirements for each State is presented after the Table 3.

State	Position	ConEd Requirement
Alabama	Firefighter	30 hours per year
Alaska	Fire Investigator	40 hours every 3 years
	Fire Service Instructor	40 hours every 5 years
California	Fire Mechanics	36 hours every 5 years
Colorado	Driver Operator	3 year renewal (no defined hourly req.)
	Firefighter	3 year renewal (no defined hourly req.)
	Fire Officer	3 year renewal (no defined hourly req.)

	Fire Service Instructor	12 hours every 3 years
	HazMat	3 year renewal (no defined hourly req.)
Indiana	Fire Service Instructor	20 hours every 2 years
Iowa	Firefighter	24 hours per year ¹
Georgia	Firefighter	24 hours per year ²
Kansas	Aircraft Firefighter	Annual renewal (no defined hourly req.)
Kentucky	Firefighter	20 hours per year (volunteer)
	Firefighter	100 hours per year (career)
Maryland	Fire Service Instructor	12 hours every 3 years
Michigan	Fire Inspector	60 hours every 3 years
Minnesota	Firefighter	72 hours every 3 years
Missouri	Fire Service Instructor	24 hours every 3 years
	Fire Inspector	30 hours every 3 years
	Fire Investigator	30 hours every 3 years
	Technical Rescuer	8 hours per year
	HazMat	8 hours per year
New York	Firefighter ³	Annual refresher training (no defined hourly req)
Ohio	Firefighter	18 hours per year not to exceed 54 hours after 3 years of certification
	Fire Inspector	8 hours per year not to exceed 24 hours after 3 years of certification
	Fire Service Instructor	8 hours per year not to exceed 24 hours after 3 years of certification
	HazMat (Rec Officer)	2 hours per year not to exceed 6 hours after 3 years of certification
Oregon	Aircraft Firefighter	60 hours per year ⁴
	Driver Operator	60 hours per year

¹ Applies to all fire service members regardless of position.

² Training can be used towards maintenance of other certifications.

³ Applies to all fire service members regardless of position.

⁴ All Oregon certifications with hourly requirement can also be fulfilled through “service delivery” or “task performance” or “any combination of service delivery, task performance, and education and/or training.”

	Firefighter	60 hours per year
	Fire Inspector	12 hours per year
	Fire Investigator	12 hours per year
	Fire Officer I/II	60 hours per year
	Fire Officer III/IV	12 hours per year
	Fire Service Instructor	4 hours per year
	HazMat	60 hours per year
	Marine Firefighter	60 hours per year
	Technical Rescuer	60 hours per year
	Wildland Firefighter	60 hours per year
Texas	Aircraft Firefighter	20 hours per year
	Firefighter (Structural)	20 hours per year
	Fire Inspector	20 hours per year
	Fire Investigator	20 hours per year
	Fire Service Instructor	20 hours per year
	Haz Mat Tech	8 hours per year in addition to other applicable CEs
	Head of Fire Dept	20 hours per year
	Marine Firefighter	20 hours per year
	Wildland Firefighter	4 hours per year inclusive of 18 hours per year
	Other Certifications	18 hours per year
Utah	Aircraft Firefighter	36 hours per year
	Driver Operator	36 hours per year
	Firefighter	36 hours per year
	Fire Investigator	36 hours per year
	FLS Educator	36 hours per year
	Fire Officer	36 hours per year
	Fire Service Instructor	36 hours per year
	Technical Rescuer	36 hours per year
	Wildland Firefighter	36 hours per year
Vermont	Firefighter	24 hours per year
	Fire Inspector	60 hours every 3 years
	Fire Officer	24 hours per year
Wisconsin	Emergency Service Instructor	240 hours every 5 years

Table 3: States with CE policies.

Alabama

The requirements for CE of firefighters are set forth in the Alabama Administrative Code (2018, 2019), Chapters 360-X-1 and Chapter X-2. Fire service certifications are issued by the Commission after individuals complete their respective training requirements for their specific position. To maintain a Fire Fighter I certification (specific to career personnel) or a Volunteer Fire Fighter certification, individuals must complete **30 hours every year** of “continuing training that is relevant to the performance of firefighting duties.” Examples of the types of courses available for CE are shown in Appendix B. Training records are required to be maintained by the career firefighter’s employing agency or volunteer firefighter’s department and must be made available to the Commission upon request. The State has Administrative Codes for numerous fire service certifications, such as Fire Service Instructor, Fire Inspector, Fire Investigator, and Fire Officer (see Chapters 360-X-3 through Chapter 360-X-27), however Fire Fighter I is the only certification with CE requirements.

Alaska

The Alaska Fire Standards Council (2014) sets requirements for CE for Fire Investigators and Fire Service Instructors. While Certification Directives exist for various other fire service certifications, only Fire Investigators and Fire Service Instructors have CE requirements. The Council cites Section 1.3.7 of NFPA 1033 “as a basis for maintaining currency through certification renewal”, and Section 1.3.7 of NFPA 1041 as the basis for maintaining “professional competency through continuing education, instructional development, and delivery associated with fire instruction skills.” Fire Investigators are required to complete **40 hours every 3 years** of classroom/field training within the fire investigative topics listed in NFPA 1033 Section 1.3.7. After January 1, 2019, the Directive requires that Fire Instructors complete **40 hours every 5 years** of CE which can be fulfilled by “attendance of a fire service class or workshop or by delivery of training as an instructor.” The requirement cannot be fulfilled by teaching one 40-hour class during the 5-year period, as the Council cites that “the intent is that you are keeping up and staying relevant with your learning/instruction each year.” An example of the Fire Investigator and Fire Instructor Renewal packets are provided in Appendix B.

California

In 2008, CalFire (2008) implemented the Blueprint 2020 program with the overall goal of improving the California State Training System for the benefit of both career and volunteer fire departments. The program included five primary focuses: Quality Improvement, a National Professional Development Model, Capstone Testing, SFT Business Processes and Training Delivery, and the California Public Safety Institute. Under “Quality Improvement”, the plan identified the need to “develop currency and continuing education requirements for instructors.” The program also includes CE requirements for Fire Mechanics, Fire Investigators, and Fire Officers. At present, only CE requirements for Fire Mechanics has been implemented. Fire Mechanics are required to complete **36 hours every 5 years** of training to allow for recertification.

Colorado

The Colorado Department of Public Safety (2017) requires renewal of certifications every three years. The policy manual provides renewal requirements for the following certification levels: Firefighter I-II, Fire Officer I-III, Fire Service Instructor I-III, Driver Operator, Driver Operator Pumper, Driver Operator Aerial, Hazardous Materials Awareness, Hazardous Materials Operations, Hazardous Materials Technician, Airport Fire Fighter, Fire and Life Safety Educator I and II, Youth Firesetter Intervention Specialist I, Incident Safety Officer, Live Fire Training Evolutions Fixed Facility Instructor I, Technical Rescue- Core and Rope Rescue Level I, Technical Rescue- Rope Rescue Level II, Technical Rescue- Confined Space Rescue Level I-II, Technical Rescue- Surface Water Rescue Level I-II, and Technical Rescue- Trench Rescue Level I. The same language exists for almost all certification levels; to renew a certification, in addition to have the required accompanying certifications, the applicant must have “successfully demonstrated proficiency in all of the skill evolutions identified for the level of certification as verified through evaluation by a person certified at or above this level, the Training Officer, Fire Chief or department designee. The applicant must meet the Performance Outcome in each JPR while completing 100% of all JPRs.” The policy manual does not specify hourly training requirements for renewal, other than for Fire Service Instructors (Level I) whom are required to instruct for a minimum of **12 hours every 3 years**. Renewal requirements are applied to all fire service members regardless of their career or volunteer affiliations.

Georgia

Pursuant to Georgia Administrative Rules and Regulations (2019), Subject 205-1-3 *Minimum Requirements for Firefighters Operating in the State of Georgia*, State Certified Fire Service Personnel are required to complete annual CE. Both career and volunteer firefighters must complete **24 hours per year** of professional development training as approved by the Fire Chief. Professional development training is defined as “training that meets a national or state standard, or addresses a specific area of local service delivery...and performed in a classroom, at a conference, a drill field setting, etc. with instruction by an individual deemed to be qualified by the fire chief.” Professional development hours can be “credited towards the maintenance of any and all certifications as approved by the Council.” The local department is responsible for maintaining training records.

Indiana

The Indiana Administrative Code (2013a, 2013b), Title 655- *Board of Firefighting Personnel Standards and Education*, only requires recertification for Fire Instructors. Individuals with a Fire Instructor I certification must complete a total of **20 hours every 2 years** of CE composed of 12 hours of “teaching classes in public safety and emergency response”, 4 hours of “evaluating practical skills”, and 4 hours of “attendance at classes in training in adult education.” In addition to the CE requirements for a Fire Instructor I, individuals with a Fire Instructor II/III certification must “have taught, documented, and reported to the board thirty (30) hours of instruction.” An example of the recertification application is provided in Appendix B.

Iowa

The Iowa Administrative Code (2011), Section 661, Chapter 251 sets minimum standards for firefighter training and certification to be administered by the Department of Public Safety. Section 661-251.103 of the Code requires fire service personnel to complete **24 hours per year** of CE within one or more of the 17 subject areas listed in the Code (see Appendix B for full list). The requirements for CE apply to both volunteer and career departments that participate in the Iowa Fire Service Certification System.

Kansas

There is no CE requirement for Kansas fire service members, however, the Kansas Fire & Rescue Training Institute (2019) does provide an annual training course in Aircraft Rescue and Fighting. This course is designed to meet the FAA Part 139.319(j)(3) requirements for live fire training.

Kentucky

The Kentucky Fire Commission (2019a, 2019b) requires **20 hours per year** of training for volunteer firefighters and **100 hours per year** of training for career firefighters. Kentucky State Fire Rescue Training (SFRT) provides 20 hours of training to each department at no cost. A maximum of 25% of training can be obtained through online sources such as FireRescue1 Academy and Target Solutions, but firefighter training hours must be monitored by a Kentucky Fire Commission Certified Instructor.

Maryland

Code of Maryland Administrative Regulations (2016), Title 13B, Subtitle 03- *Fire/Rescue Education and Training*, Chapter 01- *Certification Standards and Procedures for Emergency Services Instructors*, requires that instructors be recertified every 3 years. Instructors are required to complete **12 hours every 3 years** of “professional development or continuing education in instructional methodology or training safety.” Recertifications are issued by the Maryland Instructor Certification Review Board.

Michigan

The Michigan Occupational Safety and Health Administration (2019), *General Industry Safety Standards*, Part 74, *Fire Fighting Standard* provides requirements for in-service training programs and CE. Consistent with OSHA federal requirements, the Standard requires the employer to provide initial and CE “commensurate with and specific to the duties and functions that the employee is expected to perform.” Appendix A of the Standard provides “Non-Mandatory Training Reference” and indicates that, beyond the regulatory requirements for respiratory protection, hazardous materials, and infectious control, those with Fire Fighter I/II certifications should receive “continued training to cover all expected duties on a 3 year cycle, unless otherwise specified.” Drivers are recommended to receive training annually to “maintain competency,” and

fire officers are recommended to receive training “as needed”. No defined hourly requirements are specified. The Michigan Administrative Code (2009), Rule 29.502a does require fire inspectors to be recertified every 3 years. Fire inspectors must complete **10 hours per year** and not less than **60 hours every 3 years** of CE. Distance learning is limited to no more than 30 hours in the 3-year recertification period. An example of the application is provided in Appendix B.

Minnesota

In 2009, the Minnesota Board of Firefighter Training and Education (MBFTE) began requiring firefighters to be licensed per Minnesota Statute (2018), 299N.05, Subdivision 6. Minnesota was the first state to implement a licensing requirement (see application in Appendix B). All full-time, paid firefighters are required to be licensed; however, licensing is not mandatory for part-time, paid-on-call, or volunteer firefighters. To renew a license, a firefighter must complete **72 hours every 3 years** of training. The training must be composed of various topics, which are listed in Appendix B. The firefighter is responsible for training documentation, and the renewal application is signed by the AHJ, who is most typically the Fire Chief. The MBFTE oversees the licensing and renewal process and provides reimbursement funding to departments for training. The policy allows for 100% of the training to be taken online through resources as such Target Solutions.

Missouri

The Missouri Revised Statute (2007), Chapter 320.202, tasks the Division of Fire Safety with “establishing and maintaining a voluntary training and certification program based upon nationally recognized standards.” This responsibility includes initial certification as well as recertification. The Missouri Department of Public Safety, *Certification Policy and Procedure Manual* (2017) goes on to specify CE requirements for various certifications. Fire Service Instructor I/II, Fire Inspector I/II, and Fire Investigator are required to recertify every three years, and all Technical Rescuer and Hazardous Materials Technicians are required to recertify every 5 years. An example of the recertification application is provided in Appendix B. Fire Service Instructors are required to complete **12 hours every 3 years** of instructing and **12 hours every 3 years** as a student. Fire Inspectors and Fire Investigators are required to complete **30 hours every 3 years** of training. A suggested list of courses is provided on the Missouri Division of Fire Safety website (2019) and includes a variety of college courses, National Fire Academy courses, training

academy course, conferences, and professional organization courses. Technical Rescuers are required to complete **8 hours per year** of CE in course work relevant to their highest level of certification. Hazardous Material Technicians are also required to complete **8 hours per year** of CE. In addition to the training requirements, applicants must also summarize the ways in which their duties “reflect” their current level of certification.

New York

The New York State Public Employee Safety and Health (PESH) Act requires firefighter to complete annual refresher training. The specific requirements associated with the Act are overseen by the New York State (NYS) Division of Homeland Security and Emergency Services, Office of Fire Prevention and Control (OFPC). In their guidance document, NYS Division of Homeland Security and Emergency Services (2015) specifies OSHA federal requirements for training in hazardous materials/emergency response, respiratory protection, blood borne pathogens, and fire extinguishers as well as annual training to address “proficiency of each member’s knowledge and abilities as it related to that member’s expected assignment.” The guidance does not provide an hourly requirement for annual training but states that it should be of “sufficient duration” to allow for demonstration of knowledge and abilities.

Ohio

The State of Ohio requires firefighters, fire safety inspectors, fire instructors, and hazard recognition officers to complete CE. The Ohio Administrative Code (2018), Chapter 4765-20, *Fire Service Training Programs*, requires **54 hours every 3 years** to renew a Firefighter certificate, **24 hours every 3 years** for Fire Safety Inspector recertification, and **6 hours every 3 years** for Hazard Recognition Officers recertification. The certificates are issued by the Department of Public Safety and apply to volunteer and career firefighters alike. For fighters, CE is “approved by the applicant’s fire chief or program director” and may be “completed through in-service training programs conducted by the applicant’s affiliated fire department.” For fire safety inspectors and hazard recognition officers, CE is “approved by the applicant’s fire chief or program direction” but must be provided by “institutions of higher education, recognized state agencies, chartered training programs, fire schools, fire training academies, or a fire department operated by federal, state, county, or local government, or non-profit organization.” Ohio has four categories of fire instructors: Assistant Fire Instructor (AFI), Fire Instructor (FI), Live Fire Instructor (LFI),

and Fire Safety Inspector Instructor (FSII). The CE requirements for each level are as follows: AFI- **8 hours** of instruction and **6 hours** of instructional methodology **every 3 years**, FI- **24 hours** of instruction and **6 hours** of instructional methodology **every 3 years**, LFI- participating in at least one live burn training exercise every 3 years, and FSII- **24 hours** of instruction and **6 hours** of instructional methodology **every 3 years**. Those required to take instructional methodology have the option to “pass an instructional methods exam” in place of the hourly requirements. The applicant is required to maintain records of his or her training. Appendix B provides a comprehensive table of requirements for each position.

Oregon

Oregon Administrative Rule (2019), Chapter 259-*Department of Public Safety Standards and Training*, Section 65- *Maintenance*, requires fire service personnel to maintain their certifications through “service delivery”, “task performance”, “completion of education or training hours”, or a combination of all methods. The Fire Training Officer or the Agency Head is responsible for ensuring that CE requirements are completed by “submitting each fire service professional’s maintenance re-certification form to the Department December 31st of each even year.” Fire Officer III/IV, Fire Investigators, and Fire Inspectors who complete the maintenance requirements through hourly training are required to perform **12 hours per year**. Fire Instructors who choose this path are required to complete **4 hours per year**. All other certificate holders, such as Firefighters, Driver/Operator, Fire Officer I/II, HazMat, Technical Rescue, etc. who choose this path are required to complete **60 hours per year**. Requirements are compounding, hence, someone with a Firefighter and Fire Instructor certification would be required to complete 64 hours per year of training to maintain their certifications. Appendix B includes a summary sheet of certification requirements.

Texas

The Texas Administrative Code (2012) specifies requirements for CE in Title 37, Part 13, Chapter 441. The Texas Commission on Fire Protection (TCFP) oversees the CE program, and the requirements only apply to commission-certified personnel. TCFP requires that certificate holders who are “employed” complete **18 hours per year** of CE. Those individuals that are “not employed by a regulated entity” must complete **20 hours per year** of CE. Two levels of CE are defined: Level 1- “Training intended to maintain previously learned skills as stated in the

commission certification curriculum manual for the certifications held”, and Level 2- “Fire service training or education intended to develop new skills that are not contained in the commission’s certification curriculum manual for certifications held.” In addition to the 18 hours per year, the code specifies that Fire Inspector, Fire Instructors, Fire Investigators, Marine Fire Fighters, and Structural Fire Fighters complete two additional hours of CE per year. An exception is HazMat Technicians who are required to complete an additional 8 hours per year of CE, and Wildland Firefighters who are required to complete an additional 4 hours per year of CE. Aircraft Fire Fighters are also required to complete a minimum of 20 hours per year of CE. Unique to Texas, the “Head of Department” also has a requirement which includes 20 hours per year of CE. Examples from the TCFP website of the tiered hourly approach are presented in Appendix B. If an individual holds a certification but is not assigned to that position, they are not required to complete CEs. CEs can be in any of the subject areas applicable to the certifications. The department is responsible for maintaining CE records.

Utah

The Utah Fire Service Certification Council requires that individuals with a certification as an Aircraft Firefighter, Driver Operator, Firefighter, Fire Service Instructor, Fire Investigator, FLS Educator, Fire Officer, Technical Rescuer, or Wildland Firefighter complete **36 hours per year** of “structured class and manipulative training.” The certification standards for each position can be found on the Utah Fire & Rescue Academy (2019) website. The recertification cycle for these positions is every three years. The renewal is submitted by the Chief/Administrator to the Utah Fire Service Certification Council. An example of the applications is provided in Appendix B.

Vermont

Vermont Statute (2018), Title 20: *Internal Security and Public Safety*, Chapter 179: *Vermont Fire Service Training Council*, requires the Council to establish minimum training requirements for certification and recertification of “full-time firefighters and minimum basic training courses which shall be made available, on a voluntary basis, to other firefighters.” The Council allows the local fire chief to define the training requirements for volunteer and call firefighters, e.g. those working less than 32 hours per week, given that the Statute is voluntary for these positions. Full-time firefighters including fire officers are required to renew their certification on an annual basis and must complete **24 hours per year** of CE. Recertification

forms are sent to the Chief of the Department for verification. Fire Inspectors are required to complete a minimum of **60 hours every 3 years** of CE. “Professional practice” can account for a maximum of 10 hours with no minimum. Training attended by the applicant can account for a minimum of 30 hours and a maximum of 60 hours. Instructing can account for a maximum of 30 hours with no minimum. An example of the application is presented in Appendix B.

Wisconsin

The Wisconsin Fire Service Education Office Policy and Procedures Manual (WTCS, 2018) requires that Emergency Services Instructors (previously known as Fire Instructors) be recertified every 5 years. Instructors are required to complete **240 hours every 5 years** which can include “train-the-trainer and continuing education courses dealing with instructional techniques.” Recertifications are issued by the Wisconsin Technical College System- Fire Service Education Office.

4.1.2.3 Jurisdictions with Accredited Certifying Entities

As previously mentioned, the current editions of all the NFPA Pro-Qual standards require the fire service member to “remain current” with knowledge and skills. Additionally, training frequency requirements are specified in ten NFPA standards beyond that required by federal regulations. It is of interest to determine the number of States and Provinces with accredited certification providers, as these accredited agencies should have programs to address the CE requirements within the Pro-Qual standards.

Table 4 was developed based upon data from the Pro Board (2019) *Accredited Agencies* list and IFSAC (2019) *Accredited Entities and Levels* list. Table 4 provides a summary of those agencies possessing an accreditation for NFPA 1001, Firefighter Level I. Other agencies that were not accredited for Firefighter Level I but were accredited for other levels of certification, such as Fire Investigator, Hazardous Materials Technician, Fire Officer, etc. were not included in the Table.

	US- State Level	US- Federal Level	Canada- Province Level	Canada- Federal Level
IFSAC	18	1	3	1
Pro Board	21	2	2	0
Both	24	1	7	0
Total	63	4	12	1

Table 4: Number of States, Provinces, and Federal Entities with NFPA 1001 accreditation.

The review found that almost all jurisdictions are accredited based upon the requirements in the 2013 edition of the standard. With regards to CE, the 2013 edition of NFPA 1001 states the following:

1.3.8 “The fire fighters at all levels of progression shall remain **current** with fire protection technology, fire suppression practices, fire and life safety initiatives, and applicable standards as determined by the AHJ.”

A.1.3.8 “**Continuing education** or training is necessary to ensure that fire fighters remain **current** and update their knowledge and skills in the evolving field of fire fighting. Nationally recognized certification is one means of demonstrating **proficiency** in **current** practices.”

Hence, the 2013 edition of NFPA 1001 does have requirements for firefighters to remain current, and NFPA 1000 places the responsibility for “a current knowledge policy and a recertification policy” on the certifying entity. The data shows that every State in the U.S. and every Canadian Province have at least one entity accredited for NFPA 1001, however only ten States were found to have defined recurrent training, recertification, or license renewal programs for individuals with a firefighter certification.

4.1.3 Value and Benefit

The value and benefit of CE was evaluated by reviewing firefighter fatality and injury data to identify the prevalence of firefighter fatalities and injuries that resulted from deficiencies in training and CE. In the NFPA *Firefighter Fatalities in the US* report, Fahy and Molis (2019) documented 64 firefighter deaths in 2018. The annual average over the past decade in the U.S. was 70 firefighter deaths. The Canadian Centre for Justice Statistics (2017), using data from Canada’s National Fire Incident Database, reported 9 firefighter deaths and 3,102 firefighter injuries between 2005 and 2014.

While it is hypothesized that CE will reduce firefighter deaths and injuries, it is important to note that Fahy and Molis (2019) found that training accounted for 11 of 64 firefighter deaths in the U.S in 2018. Of the 11 training-related deaths, 9 deaths resulted from sudden cardiac arrest. This finding is consistent with the United States Fire Administration (2018) report, showing that training-related activities account for 9 firefighter deaths per year between 2008 and 2017. As such, an increase in training activities could lead to an increase in training-related deaths. Hence, job performance training and CE must be accompanied by and coupled with a strong firefighter health and safety program.

The NIOSH Fire Fighter Fatality Investigation and Prevention Program is responsible for investigating all firefighter line-of-duty deaths with the expressed purpose of understanding causes and providing recommendations for firefighter death reduction and/or prevention. Kunadharaju et al (2010) examined 189 NIOSH firefighter fatality investigations involving 213 line-of-duty deaths to derive the highest frequency of corrective actions for incidents occurring between 2004 and 2009. The study reported four primary root causes for firefighter deaths: 1) “under-resourcing”, 2) “inadequate preparation for/anticipation of adverse events during operations”, 3) “incomplete adoption of incident command procedures”, and 4) “sub-optimal personnel readiness” (Kunadharaju, 2010). Of the 213 deaths investigated, 114 were categorized as “trauma-related” and 99 were deemed “medical-related”. Cardiac events comprised the largest majority (87) of “medical-related” deaths. Of the 652 NIOSH “trauma-related” recommendations, 135 recommendations were related to training. These recommendations included driver/operator training as often as necessary to meet the requirements set forth within the relevant NFPA standards, firefighter survival training when lost or trapped, structural collapse training to address hazards and risks, and training on SCBA use and emergency survival procedures.

In addition to the above discussion on NIOSH investigations, a more in-depth look into deficiencies in job performance training and CE was performed by reviewing five NIOSH firefighter death investigation reports. The details of these incidents and the NIOSH investigation findings are highlighted below.

4.1.3.1 Incident 1- New York, New York

On April 20, 2017, a fire occurred in a residential multi-family structure in New York, New York. A tower ladder crew was operating their elevated platform with one firefighter in the bucket

and a second firefighter on the pedestal. Initially, the pedestal operator was raising the platform, but between the 4th and 5th floors of the building, the pedestal operator turned controls over to the firefighter in the bucket. The bucket operator then moved the platform to the roof and over a parapet wall on the roof. Around that time, the platform became stuck on the parapet wall. The bucket operator thought the platform was not moving because of a controller issue. The bucket operator turned control back to the pedestal operator, who was also unaware the bucket was stuck on the parapet wall. The pedestal operator attempted to move the bucket. It was during this time that the platform dislodged from the parapet causing the firefighter in the bucket to be ejected. The firefighter fell five stories and died from his injuries. NIOSH (2018a) identified the following factors as contributing to his death:

- “Building construction and roof operations”
- “Procedures for operation of a tower ladder”
- “Apparatus platform design”
- “**Training**”
- “Multi-family residential building not sprinklered”

Of relevance to CE and skills maintenance was the following recommendation provided by NIOSH (2018a):

“Recommendation #4: Fire departments should provide **proficiency training** for fire fighters on the operations of tower ladders.”

The report cited NFPA 1500, *Standard on Fire Department Occupational Safety, Health, and Wellness Programs*, as requiring fire departments to implement policies and programs to ensure maintenance of firefighter skills and knowledge. Additionally, the report cited the New York State Public Employee Safety and Health (PESH) Act which outlines the requirements to “maintain proficient fire fighter knowledge, skills, and abilities in accordance with 29 CFR 1910.156(c)(2).” While the Act does not outline specific hourly requirements, it does specify that firefighter should remain proficient through an annual assessment of skills. While the jurisdiction did have this requirement in place, the NIOSH (2018a) report indicated that training records did not clearly show that the bucket operator had undergone an annual evaluation of skills related to tower ladder operations.

4.1.3.2 Incident 2- Wilmington, Delaware

On September 24, 2016, a fire occurred in a rowhouse in Wilmington, Delaware. The fire originated in the basement of the residence. Approximately six minutes after arriving on scene, firefighters from two engine companies and a ladder company entered the first floor of the rowhouse. Approximately two minutes later, the first floor collapsed and three of the firefighters fell into the basement. As crews worked to rescue the trapped firefighters, a second collapse occurred. In total the incident resulted in three firefighter deaths and four firefighter injuries. NIOSH (2018b) identified the following factors as contributing to the deaths and injuries:

- “Sliding glass door open on Side Charlie”
- “Lack of scene size-up”, “risk assessment”, “incident management” and “Command Safety”
- “Lack of an incident action plan” and “company/crew integrity”
- “Inappropriate fireground tactics for below grade fire”
- “Lack of personnel accountability system” and “rapid intervention crew(s)”
- “Ineffective fireground communications”
- “Lack of **professional development** for fire officers and fire fighters”

Several recommendations involved the need for SOPs and/or proper training in the areas of below grade fires, fire behavior, personnel accountability, RIC deployment, and Mayday incidents. Relevant to CE and skills maintenance, NIOSH (2018b) provided the following recommendations:

“Recommendation #17 stated “Fire departments should ensure that all members engaged in emergency operations receive **annual proficiency training and evaluation** on fireground operations. Process should include **annual live fire training**.”

“Recommendation #19: Fire departments should develop and implement a professional development plan to ensure for career enhancement plus **maintaining knowledge, skills, abilities, and competencies** for emergency response.”

The report cited NFPA 1500 as requiring fire departments to implement policies and programs to ensure maintenance of firefighter skills and knowledge. The report also emphasized that the fire

department did not have an annual training plan for fire fighters and fire officers at the time of the incident, and that this lack of annual training was a causal factor in the incident.

4.1.3.3 Incident 3- Hamilton, Ohio

On December 28, 2015, a fire occurred at a residential structure in Hamilton, Ohio with reports of trapped occupants. The fire originated in the basement of the house. After performing an exterior size up, the acting officer and a firefighter from the first arriving unit entered the first floor of the home with a hoseline. As they made their way into the family/living room of the home, the floor collapsed, and the firefighter fell into the basement and perished. NIOSH (2017) identified the following factors as contributing to his death:

- “Arson fire”, “wind-driven”
- “Incomplete scene size-up”
- “Lack of tactical priorities (incident action plan)”, “resource status management”, and “command safety”
- “Ineffective dispatch center operations”
- “Lack of a written **professional development** program”

Several recommendations involved the need for SOPs and/or proper training in the areas of wind-driven fires, fire behavior, basement fires, and the use of thermal imagers. Relevant to CE and skills maintenance, NIOSH (2017) provided the following recommendations:

“Recommendation #12: Fire departments need to ensure that members who function as acting officers have the necessary training and **competencies**.”

“Recommendation #13: Fire departments should ensure that all members engaged in emergency operations receive **annual proficiency training** and evaluation on fireground operations.”

The report cited NFPA 1500 as requiring fire departments to implement policies and programs to ensure maintenance of firefighter skills and knowledge; these competencies were stated to apply equally to those in promoted or acting positions. The report emphasized that the fire department did not have a program to certify individuals as acting officers and did not have an annual training plan for fire fighters and fire officers at the time of the incident. These deficiencies were cited as causal factors in the incident.

4.1.3.4 Incident 4- Houston, Texas

On July 9, 2014, a fire occurred in a two-story home in Houston, Texas. Upon arrival, the captain on the first arriving engine company reported fire and black smoke from the rear and right side of the home in the area of the garage. He and his crew attempted to force entry into the garage but were unsuccessful, so they entered the residence through the front door. After clearing the first floor, the crew proceeded to the second floor and began to open the ceiling and attic access. Thereafter, one of the firefighters indicated to the captain that he was low on air, so the crew retreated down the stairs. It was at that time that the captain realized his crew member was missing. The captain returned to the second floor and heard a low air alarm sounding but was unable to retrieve the downed firefighter before his own low air alarm began to sound. A second engine company and RIC was engaged to rescue the downed firefighter. Another crew recovered the firefighter from the second floor but he subsequently died from his injuries. NIOSH (2016a) identified the following factors as contributing to the death:

- “Crew integrity”, “Air management”, and “Mayday procedures”
- “Fire-fighting experience” and “Fireground communications”
- “Operational characteristics of the SCBA and other life safety devices”
- “Ventilation time” and “Hoseline deployment”
- “Construction features of the residence”
- “Munitions hazards”

Several recommendations involved the need for SOPs and/or proper training in the areas of air management, life-safety devices, out-of-air SCBA emergencies, Mayday procedures, survival techniques, firefighter monitoring systems, situational awareness, personal safety, and accountability. Relevant to CE and skills maintenance, NIOSH (2016a) provided the following recommendation:

“Recommendation #6: Fire departments should ensure fire fighters are sufficiently **retrained** when transitioning from the emergency medical service back to fire operations.”

The report cited NFPA 1500 as requiring fire departments to implement policies and programs to ensure maintenance of firefighter skills and knowledge. The report emphasized that the firefighter in this incident had “recently returned to being a fire fighter without any refresher training or

structure fire experience” after having “spent most of his career as an EMT riding an ambulance and detailed to the airport.” The fire department did not have annual training or methods for evaluating proficiencies and competencies of cross-trained individuals who transition from a primarily EMS role to a structural firefighting role.

4.1.3.5 Incident 5- Boston, Massachusetts

On March 26, 2014, a fire occurred in a residential, multi-family structure in Boston, Massachusetts. The lieutenant from the first arriving engine company reported smoke on the first floor of the residence. The lieutenant and a firefighter from the same unit proceeded to stretch a hoseline into the first floor when they were informed that the fire was in the basement with reported occupants trapped. While on the stairway leading to the basement, their charged hoseline was compromised by the fire. Additionally, a multitude of ventilation pathways were created by open doorways and failed windows which resulted in an “unrestricted flow path” for heat to communicate between the basement and the first floor via the stairway. The fire quickly grew out of control and the comprised hoseline was insufficient to protect the two firefighters, who ultimately perished in the fire. Thirteen other firefighters were injured during the incident. NIOSH (2016b) identified the following factors as contributing to the deaths and injuries:

- “Delayed notification to the fire department”
- “Uncontrolled ventilation by a civilian” and “Unrestricted flow path of the fire”
- “Occupied residential building with immediate life safety concerns”
- “Staffing” and “Scene size-up”
- “Lack of fire hydrants” and “fire sprinkler system”
- “Lack of training regarding wind-driven fires”

Several recommendations involved the need for SOPs and/or proper training in the areas of wind-driven fires and fire behavior. Relevant to CE and skills maintenance, NIOSH (2016b) provided the following recommendation:

“Recommendation #12: Fire departments should ensure that all members engaged in emergency operations receive **annual proficiency training** and evaluation on fireground operations.”

The report cited NFPA 1500 as requiring fire departments to implement policies and programs to ensure maintenance of firefighter skills and knowledge. The report emphasized that the fire department did not have annual training in place. As a result of the incident, the fire commissioner implemented a new program to require all companies to undergo annual, live fire training evolutions.

It is important to recognize that the five incidents presented above are only a small compilation of occurrences where a lack of maintenance of firefighter skills and knowledge was shown to be a direct or contributory factor in firefighter deaths and injuries. The NIOSH Fire Fighter Fatality Investigation and Prevention Program has documented numerous other incidents of this type. Based upon these findings, there is a clear value and benefit to implementation of recurrent training requirements for firefighters.

4.1.4 Changing Trends

A review of the Origin and Development sections of the NFPA Pro-Qual and Training standards provided examples of changing trends in the fire service which have led to modifications in the standards. The following is a list of topics addressed in the NFPA standards:

- The need to define the firefighter's role in hazardous materials incidents involving criminal and terrorist activity, e.g. Oklahoma City bombing and 9/11 (ref: NFPA 472 and NFPA 473)
- The need to address the firefighter's expanding role in emergency medical services (ref: NFPA 1001)
- The need to reduce firefighter exposure to toxic chemicals and carcinogens (ref: NFPA 1001)
- The need to address firefighter behavioral health challenges (ref: NFPA 1001)
- The need for an enhanced safety culture through implementation of the National Fallen Firefighter Foundations (NFFF) *16 Firefighter Life Safety Initiatives* (ref: NFPA 1001)
- The need to address emerging technologies, such as passive power sources, and the competencies needed to operate safely with or around them. (ref: NFPA 1006)

Aligned with the NFFF initiatives, the National Safety Culture Change Initiative (NSCCI) project headed by the United States Fire Administrative and International Association of Fire

Chiefs, is also responsible for changing trends in the fire service. The NSCCI project is focused on improving the safety culture within the fire service by identifying and combating adverse behaviors that lead to firefighter deaths and injuries (USFA, 2015). The NSCCI project identified a lack of firefighter training as an inappropriate risk behavior and has advocated for “risk behavior modification” in the areas of “education, training, health and wellness” to improve the fire service safety culture.

Changing trends within the fire service are also driven by fire science research. Organizations, such as the NFPA Fire Protection Research Foundation (FPRF), National Institute of Standards and Technology (NIST) Fire Research Division (FRD), and UL Firefighter Safety Research Institute (FSRI) continue to advance knowledge in firefighting tactics and technologies. Examples of recent or on-going NFPA FPRF (2019) projects involving firefighting tactics and technologies include:

- Fire Fighter Flammable Refrigerant Training
- Fire Fighter Safety in Battery Energy Storage System Fires
- Real time particulate and toxic gas sensors for firefighter health and safety

Examples of recent or on-going NIST FRD (2019) projects involving firefighting tactics and technologies include:

- Smart Firefighting
- Enhanced Effectiveness of Fire Fighting Tactics
- High Temperature Performance of Fire Fighting Equipment
- Hose Stream Flow, Distribution and Thermal Impact
- Structural Ventilation Techniques

Examples of recent or on-going UL FRSI (2019) projects involving firefighting tactics and technologies include:

- Coordinated Fire Attack Utilizing Acquired Structures
- Understanding and Fighting Basement Fires
- Fire Attack Utilizing Interior and Exterior Hose Streams
- Effectiveness of Positive Pressure Ventilation
- Effectiveness of Vertical Ventilation and Suppression Tactics

These research projects are focused on advancing knowledge in firefighter tactics and technologies, some of which have already resulted in the implementation of new methods for suppression, ventilation, etc. These examples of advancements in fire science reveal that CE in the fire service goes beyond maintenance of initial skills and core competencies. Rather, CE is also necessary to ensure that firefighters are current with changes in suppression and ventilation techniques, building construction, fire behavior, personal protective equipment, firefighter health and safety, and more.

4.2 Task 2- Literature review of parallel professions

The Task 2 literature review focused on the identification of CE methods utilized in parallel professions, and the applicability of those methods in the development of a fire service CE model. Data was collected for the following parallel professions: emergency medical providers, nurses, law enforcement officers, and teachers.

4.2.1 Web Research

4.2.1.1 Emergency Medical Providers

The main resource for emergency medical provider CE requirements was the National Registry of Emergency Medical Technicians. A map of States utilizing the National Registry (NR) for initial certification of Emergency Medical Technicians (EMT) is shown in Figure 1 (NREMT, 2019a). A map of States utilizing the NR for initial certification of Paramedics is shown in Figure 2 (NREMT, 2019b). These maps were retrieved from the National Registry website (NREMT, 2019a, NREMT, 2019b). Almost all States require NREMT and NR Paramedic (NRP) certification except for Illinois and Montana where certification is optional and New York and North Carolina where certification is through alternate entry. Alaska also allows alternate entry for EMT certification, but not for Paramedic certification. In assessing CE requirements for emergency medical providers, it was assumed that States who require initial certification through NR also allow for or require recertification through NR.

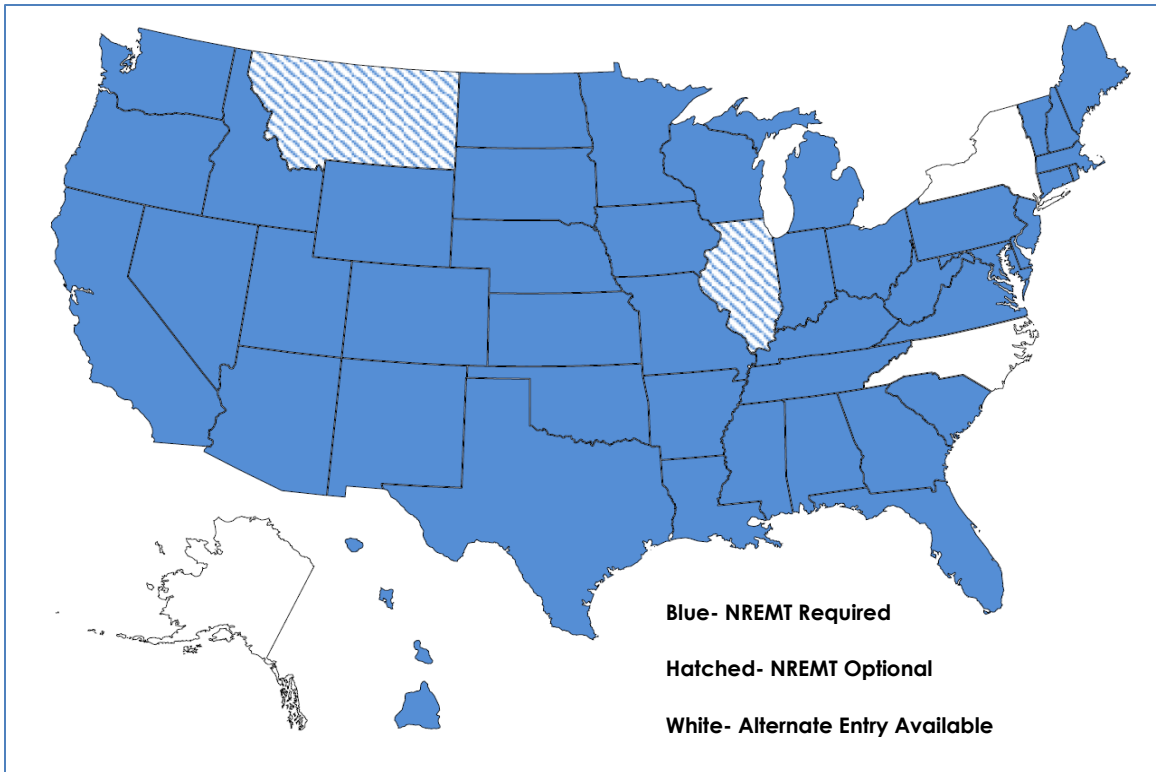


Figure 1: Map of NREMT initial certification requirements by State (retrieved from National Registry website (NREMT, 2019a)).

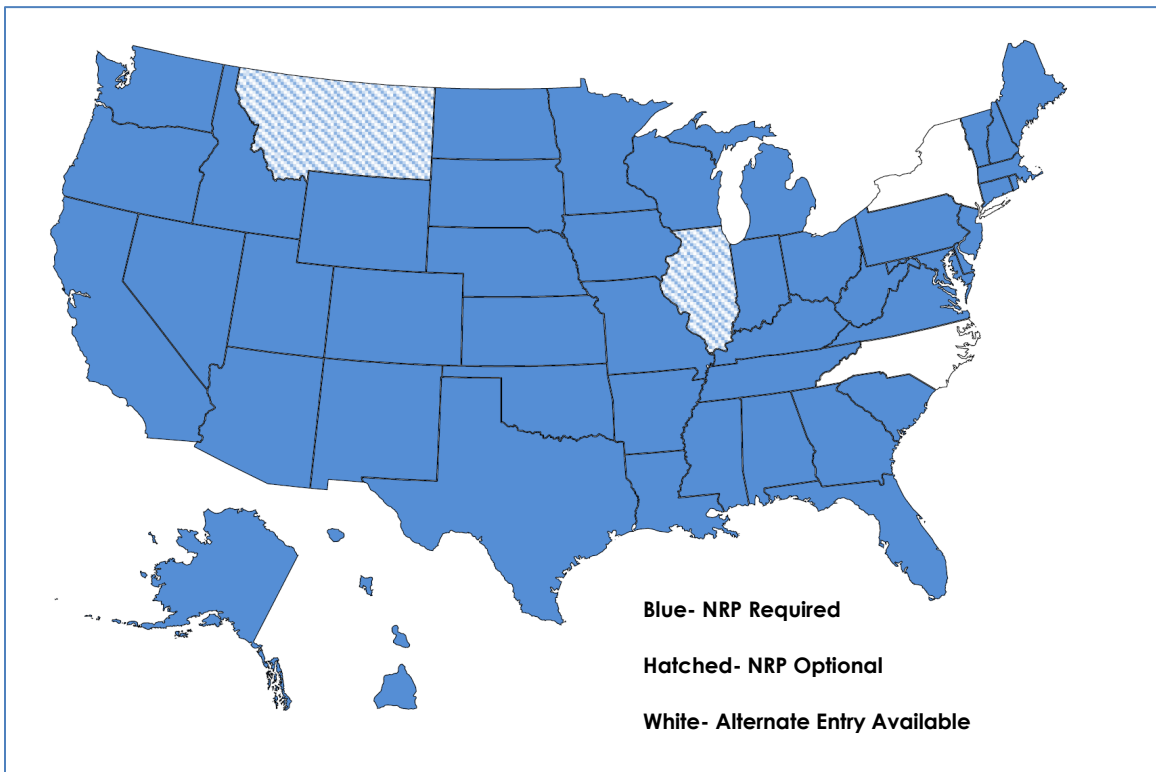


Figure 2: Map of NRP initial certification requirements by State (retrieved from National Registry website (NREMT, 2019b)).

Table 5 provides a summary of requirements for NR recertification (NR, 2019c). All recertification occurs on a 2-year cycle and allows recertification by examination or continuing education. The overall hourly CE requirements for Emergency Medical Responder (EMR), EMT, Advanced EMT (AEMT), and Paramedic are 16 hours, 40 hours, 50 hours, and 60 hours, respectively.

Certification	Renewal Period	Method	CE Requirement	Distributive Education (Maximum)
EMR (NR)	Every 2 years	Exam or ConEd	<u>16 hours</u> National- 8 hours State- 4 hours Individual- 4 hours	National- 3 hours State- 3 hours Individual- 4 hours
EMT (NR)	Every 2 years	Exam or ConEd	<u>40 hours</u> National- 20 hours State- 10 hours Individual- 10 hours	National- 7 hours State- 7 hours Individual- 10 hours
AEMT (NR)	Every 2 years	Exam or ConEd	<u>50 hours</u> National- 25 hours State- 12.5 hours Individual- 12.5 hours	National- 8 hours State- 8 hours Individual- 12.5 hours
Paramedic (NR)	Every 2 years	Exam or ConEd	<u>60 hours</u> National- 30 hours State- 15 hours Individual- 15 hours	National- 10 hours State- 10 hours Individual- 15 hours

Table 5: Summary of NR recertification requirements for Emergency Medical Providers.

The national component is composed of courses focused on the topics of airway/respiratory/ventilation, cardiovascular, trauma, medical, and operations. The local/state component includes local and/or state required courses. Where the jurisdiction does not have specified courses, the individual can fulfill the requirement with any EMS-related course approved by the State or Commission on Accreditation for Pre-Hospital Continuing Education (CAPCE). Most flexible is the individual component, which allows for any EMS-related course approved by the State or CAPCE. The various components can be composed of a limited number of distributive education hours as specified in Table 5. NR defines “distributive education” as “a method for delivering EMS education where the educator and student are not able to interact real time. Examples include online courses, journal article reviews, and videos.”

4.2.1.2 Nurses

State-level CE requirements for nurses by license type, e.g. RN, LPN, etc. was available from a variety of different web resources. Appendix C presents a comprehensive and detailed list of requirements gathered from two web resources: Lipcott NursingCenter (2019) and AAACEUs (2019). A summarized list of the Appendix C content is presented in Table 6. The table shows the hourly CE requirements and renewal frequency for RNs by State.

State	Renewal Period	CE Requirement
Alabama	Every 2 years	24 hours
Alaska	Every 2 years	Must complete two of the following: a) 30 hours of CE, or b) 30 hours professional nursing activities, or c) 320 hours nursing employment.
Arizona	Every 4 years	None
Arkansas	Every 2 years	Must complete one of the following: a) 15 hours of CE, or b) national certification/recertification, or c) 1 credit hour course in nursing with grade C or better.
California	Every 2 years	30 hours
Colorado	Every 2 years	None
Connecticut	Every year	None
Delaware	Every 2 years	30 hours
District of Columbia	Every 2 years	24 hours
Florida	Every 2 years	24 hours
Georgia	Every 2 years	30 hours
Hawaii	Every 2 years	Must complete one of the following: a) 30 hours of CE, or b) board approved refresher course, or c) 2 semester credit hour of post-licensure nursing education from accredited institution.
Idaho	Every 2 years	Must complete two of the following: a) 15 hours of CE, or b) nursing specialty certification, or c) 100 hours of practice, or d) 1 semester credit hour of post-licensure academic education, or e) completion of board-approved refresher course.
Illinois	Every 2 years	20 hours
Indiana	Every 2 years	None
Iowa	Every 3 years	36 hours of CE for renewal of a 3-year RN license; 24 hours of CE for renewal of license issued for less than 3 years or for first renewal after initial Iowa licensure by examination.
Kansas	Every 2 years	30 hours
Kentucky	Every year	14 hours

Louisiana	Every year	5 hours (full-time), 10 hours (part-time), 15 hours (unemployed or working less than 160 hours per year)
Maine	Every 2 years	None
Maryland	Every 2 years	No defined CE hours, but approved refresher course is required
Massachusetts	Every 2 years	15 hours
Michigan	Every 2 years	25 hours
Minnesota	Every 2 years	24 hours
Mississippi	Every 2 years	None
Missouri	Every 2 years	None
Montana	Every 2 years	None
Nebraska	Every 2 years	20 hours
Nevada	Every 2 years	30 hours
New Hampshire	Every 2 years	30 hours
New Jersey	Every 2 years	30 hours
New Mexico	Every 2 years	30 hours
New York	Every 3 years	3 hours of infectious control
North Carolina	Every 2 years	Must complete one of the following: a) 30 hours of CE, or b) 15 hours of CE and 640 hours of active practice, or c) 2 semester hours of post-licensure coursework, or d) national certification or re-certification, or e) board-approved refresher course, or f) 15 hours of CE and completion of nursing project, or g) 15 hours of CE and authoring paper, or h) 15 hours of CE and presenting nursing CE
North Dakota	Every 2 years	12 hours
Ohio	Every 2 years	24 hours
Oklahoma	Every 2 years	Must complete one of the following: a) 24 hours of CE, or b) 520 hours per year of employment in a position that requires an RN, or c) current certification in a nursing specialty area, or d) completion of a Board-approved refresher course, or e) completion of at 6 academic semester credit hours of nursing coursework at the current level of licensure or higher
Oregon	Every 2 years	One-time requirement for 7 hours of CE in pain management; no CE requirements thereafter.
Pennsylvania	Every 2 years	30 hours
Rhode Island	Every 2 years	10 hours
South Carolina	Every 2 years	Must complete one of the following: a) 30 hours of CE, or b) national certification, or c) academic program in nursing or related field, or d) employer verification of competency based on number of hours worked

South Dakota	Every 2 years	None
Tennessee	Every 2 years	No mandatory CE hours; Continued competency is required- must have practiced in last 5 years and meet Board standards of competency
Texas	Every 2 years	20 hours
Utah	Every 2 years	Must complete one of the following: a) 30 hours of CE, or b) 15 hours of CE and 200 practice hours, or c) 400 practice hours for RN
Vermont	Every 2 years	None
Virginia	Every 2 years	Must complete one of the following: a) 30 hours of CE, or b) 15 hours of CE and 640 practice hours, or c) specialty certification by national certifying organization, or d) 3 credit hours of post-licensure education from accredited academic institution, or e) board-approved refresher course, or f) nursing-related practice project or research study, or g) authoring a publication, or h) teaching or developing a nursing course, or i) teaching or development a nursing CE course
Washington	Every 3 years	45 hours of CE and 531 practice hours
West Virginia	Every year	12 hours of CE or b) 6 hours of CE and one of the following: national certification, nursing research project, authored publication, presented professional nursing education, clinical preceptor participation, satisfactory employment for 6 months of reporting period, or approved nursing refresher course.
Wisconsin	Every 2 years	None
Wyoming	Every 2 years	Must complete one of the following; a) 20 hours of CE, or b) nursing practice and CE, or c) 1600 hours of practice in 5 years, or d) 500 hours of practice in 2 years, or e) completion of NCLEX, or f) national certification in specialty area, or g) refresher course.

Table 6: Summary of CE requirements for Nurses.

A license renewal frequency of **every two (2) years** is most common and is required in 43 States. CE requirements with defined hours, or with programs that allow for a combination of fulfillment options including CE hours, are implemented in 36 States and the District of Columbia. Of the 36 States and the District of Columbia, the majority (25 States) only have hourly CE requirements. In those States that allow variable fulfillment options, these options commonly include practice hours, national certification, specialty certification, board-approved refresher courses, courses through an academic institution, authoring of a publication, nursing research projects, teaching or developing a course, or presenting at a seminar or workshop. There are 11

States that have no CE requirements and 2 States (Maryland and Tennessee) that have no CE hourly requirement but some other form of competency evaluation. Lastly, there is 1 State (Oregon) that has a one-time fulfillment requirement of 7 hours of CE in pain management. Regardless of the absence or presence of defined CE requirements, all States still required license renewal.

4.2.1.3 Law Enforcement Officers

The main resource for law enforcement officer CE requirements was Apex Officer (2019), Target Solutions (2019), and Police One Academy (2019). The complete data package gathered from these two sources is provided in Appendix C. A summarized list is presented in Table 7, which shows the hourly CE requirements and renewal frequency for law enforcement officers by State. These hourly requirements do not include de-escalation training or firearms recertification.

State	Frequency	CE Requirement (hours)
Alabama	Every year	12
Alaska	Every year	2
Arizona	Every year	8
Arkansas	Every year	16
California	Every 2 years	24
Colorado	Every year	24
Connecticut	Every 3 years	60
Delaware	Every year	16
Florida	Every 4 years	40
Georgia	Every year	20
Hawaii	None	0
Idaho	Every 2 years	40
Illinois	None	0
Indiana	Every year	24
Iowa	Every 3 years	36
Kansas	Every year	40
Kentucky	Every year	40
Louisiana	Every year	20
Maine	Every 2 years	40

Maryland	Every year	18
Massachusetts	Every year	40
Michigan	None	0
Minnesota	Every 3 years	48
Mississippi	Every year	24
Missouri	Every year	24
Montana	Every 2 years	20
Nebraska	Every year	20
Nevada	Every year	12
New Hampshire	Every year	8
New Jersey	Every year	4
New Mexico	Every 2 years	40
New York	Every year	21
North Carolina	Every year	24
North Dakota	Every 3 years	60
Ohio	Every year	24
Oklahoma	Every year	25
Oregon	Every 3 years	84
Pennsylvania	Every year	12
Rhode Island	None	0
South Carolina	Every 3 years	40
South Dakota	Every 2 years	40
Tennessee	Every year	40
Texas	Every 2 years	40
Utah	Every year	40
Vermont	Every year	25
Virginia	Every two years	40
Washington	Every year	24
West Virginia	Every year	16
Wisconsin	Every year	24
Wyoming	Every 2 years	40

Table 7: Summary of CE requirements for Law Enforcement Officers.

CE is required on an **annual basis** in 30 of 50 States. Only 4 States had no CE requirements. Excluding de-escalation training and firearms training, a large majority of States allowed all or a large percentage of the CE hours to be fulfilled through approved online training classes (Apex Officer, 2019, Target Solutions, 2019, Police One Academy, 2019).

4.2.1.4 Teachers

Teach Tomorrow (2019) was the main resource for CE requirements for teachers. A detailed, full list of State level requirements, retrieved from the Teach Tomorrow website, is provided in Appendix C. In Appendix C, the requirements shown are for the most common teacher's license, commonly referred to as the "Standard Teacher's License." The summarized list of requirements for CE by State are provided in Table 8. For consistency within the report, those requirements expressed as semester hours or professional development hours were converted to contact hours.

State	License Renewal	CE Requirement (hours)
Alabama	Every 5 years	75
Alaska	Every 5 years	90
Arizona	Every 6 years	180
Arkansas	Every 5 years	60
California	Every 5 years	No State Level Req for hours
Colorado	Every 5 years	90
Connecticut	Every 8 years	144
Delaware	Every 5 years	90
Florida	Every 5 years	90
Georgia	Every 5 years	90
Hawaii	Every 5 years	No State Level Req for hours
Idaho	Every 5 years	90
Illinois	Every 5 years	120
Indiana	Every 5 years	90
Iowa	Every 5 years	90
Kansas	Every 5 years	160

Kentucky	Every 5 years	225 ⁵
Louisiana	Every 5 years	150
Maine	Every 5 years	90
Maryland	Every 5 years	90
Massachusetts	Every 5 years	150
Michigan	Every 5 years	180
Minnesota	Every 5 years	125
Mississippi	Every 5 years	90
Missouri	Every 4 years	120
Montana	Every 5 years	60
Nebraska	Every 5 years	90
Nevada	Every 5 years	90
New Hampshire	Every 5 years	No State Level Req for hours
New Jersey	Standard license not subject to renewal	No State Level Req for hours
New Mexico	Every 5 years	Variable- Three Tier Licensing
New York	Every 5 years	175
North Carolina	Every 5 years	80
North Dakota	Every 5 years	90
Ohio	Every 5 years	180
Oklahoma	Every 5 years	75
Oregon	Every 5 years	62.5
Pennsylvania	Every 5 years	180
Rhode Island	No State Level Req for Licensing	No State Level Req for hours
South Carolina	Every 5 years	45
South Dakota	Every 5 years	90
Tennessee	Every 10 years or Every 5 years	90 or 45
Texas	Every 5 years	150
Utah	Every 5 years	Based on PD Plan
Vermont	Every 7 years	135
Virginia	Every 5 years	90
Washington	Every 5 years	150

⁵ First renewal requires 15 graduate semester hours or one-half of CEO requirements. Second renewal requires completion of a master's degree or completion of CEO requirements.

West Virginia	Every 5 years	90
Wisconsin	Every 5 years	Based on PD Plan
Wyoming	Every 5 years	75

Table 8: Summary of CE requirements for Teachers.

A total of 48 States have licensing requirements of which 45 have CE. The most prevalent cycle for license renewal is **5 years** which is required in 43 States. Tennessee provides the licensee with the option to renew on a 5-year or 10-year cycle.

4.2.2 Parallel Professions Survey

A survey was conducted to determine the most prevalent frequency, hourly requirements, and methods for CE utilized by parallel professions; for the same purpose, fire service professionals were also included in the survey. The survey was useful in evaluating the CE climate in these professions as well as approaches present at the local jurisdiction level, which would not be represented in the State level requirements presented in the previous sections. A copy of the complete survey is provided in Appendix D. The survey included ten questions:

- 1) Select your primary career or volunteer role from the list of choices.
- 2) Choose the type of jurisdiction/district in which you are employed or volunteer.
- 3) Select the State or Province in which you work.
- 4) What are you required to do to maintain skills and knowledge proficiency in your profession?
- 5) How is your continued knowledge, skills, and education training financially supported?
- 6) How often are you required to complete this training?
- 7) How many hours or credits of training are you required to complete within the period selected in Question 6?
- 8) How are you evaluated for knowledge proficiency?
- 9) How are you evaluated for skills proficiency?
- 10) Who provides or serves as your testing agency, evaluator, or proctor?

4.2.2.1 Survey Results- Emergency Medical Providers, Nurses, Law Enforcement Officers, and Teachers

The parallel profession respondents were composed of 45 individuals with the following breakdown: 9 emergency medical providers, 15 nurses, 11 law enforcement officers, and 10 teachers (see Figure 3).

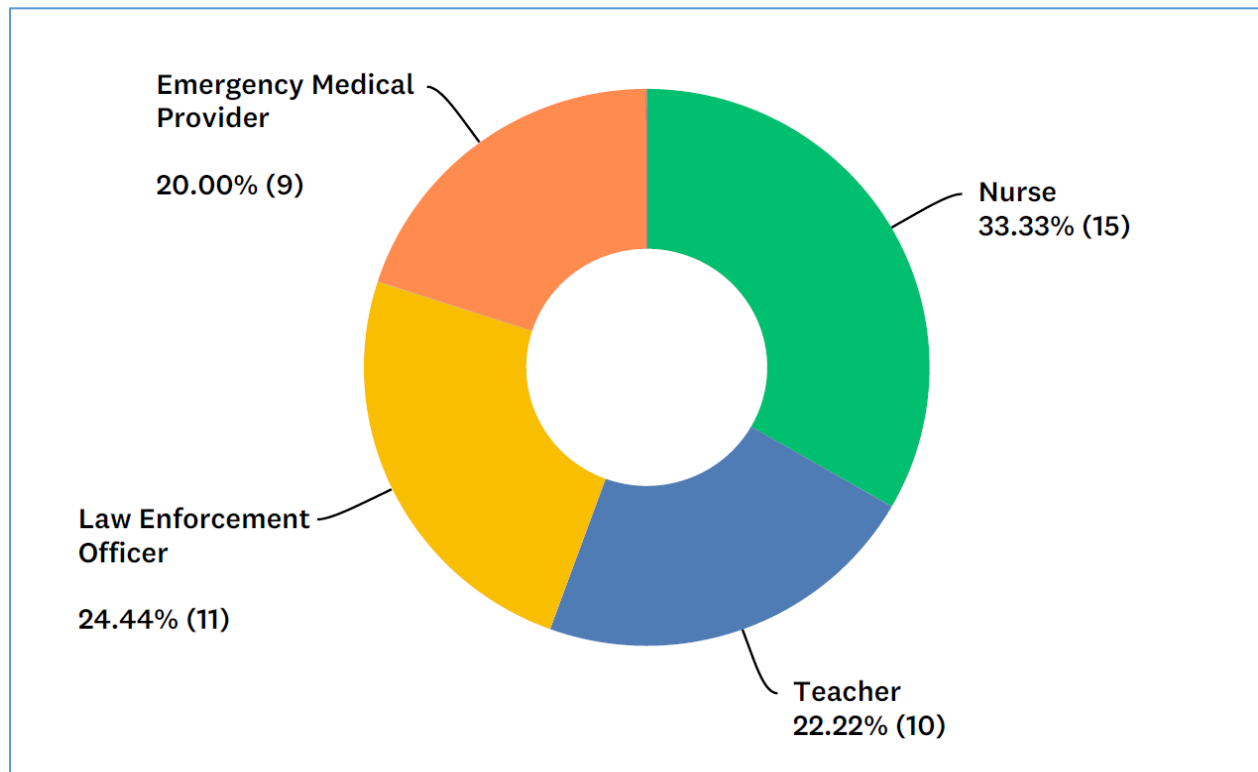


Figure 3: Distribution of Parallel Professions Respondents.

Most respondents were from city or county jurisdictions (see Figure 4) with the highest percentage of participants located in Maryland and New York (see Table 9).

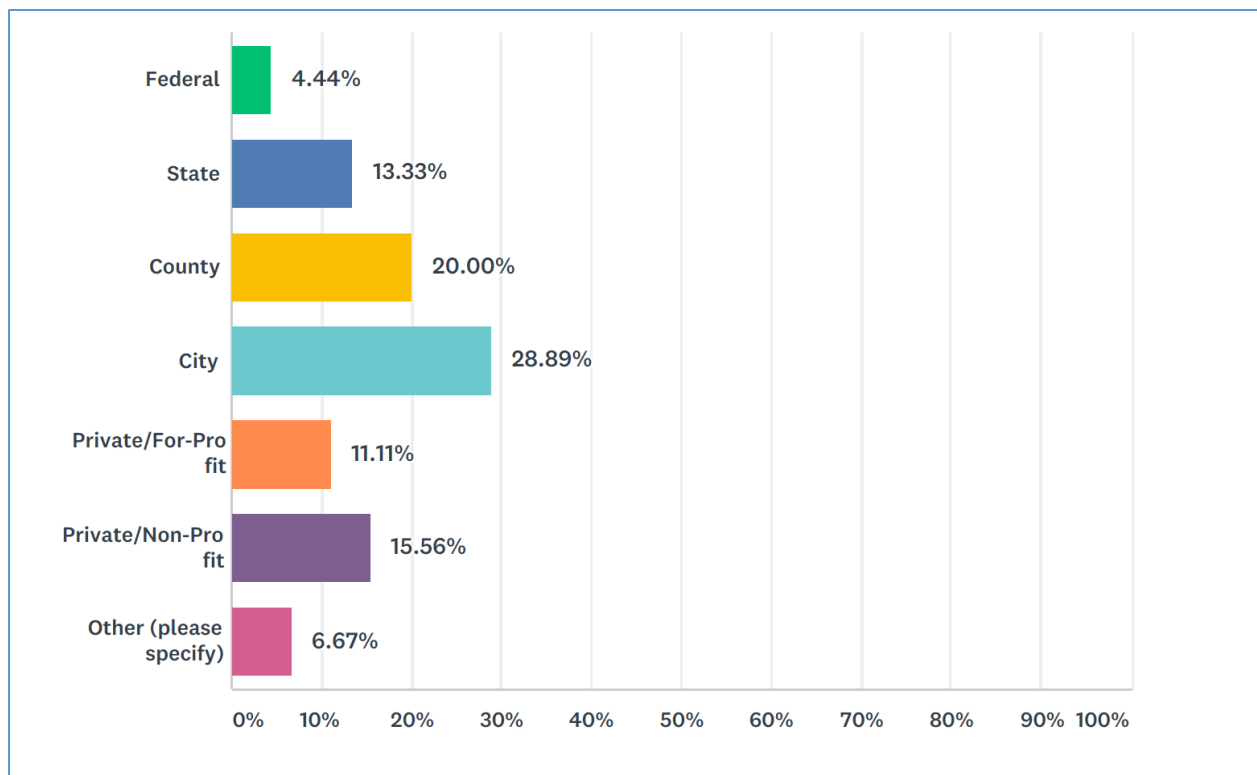


Figure 4: Parallel Professions- Respondent Jurisdiction Type.

United States	# of Respondents
Arkansas	1
California	2
Connecticut	2
Delaware	2
District of Columbia	2
Maine	1
Maryland	13
Minnesota	1
Missouri	1
New Hampshire	1
New Jersey	1
New York	11
North Carolina	1
Oregon	1
Pennsylvania	1
Virginia	2
Wisconsin	1
Canadian Province	
British Columbia	1

Table 9: Parallel Professions-Respondent State or Province.

Within their jurisdiction respondents indicated that license or certification renewal was the most common method used to maintain knowledge and skills proficiency, as shown in Figure 5. A relatively even distribution of respondents also indicated that refresher courses (58%), online training classes (53%), demonstration of practical skills (60%), on-job drills (51%), and training at professional events (58%) were common methods utilized to maintain knowledge and skills proficiency.

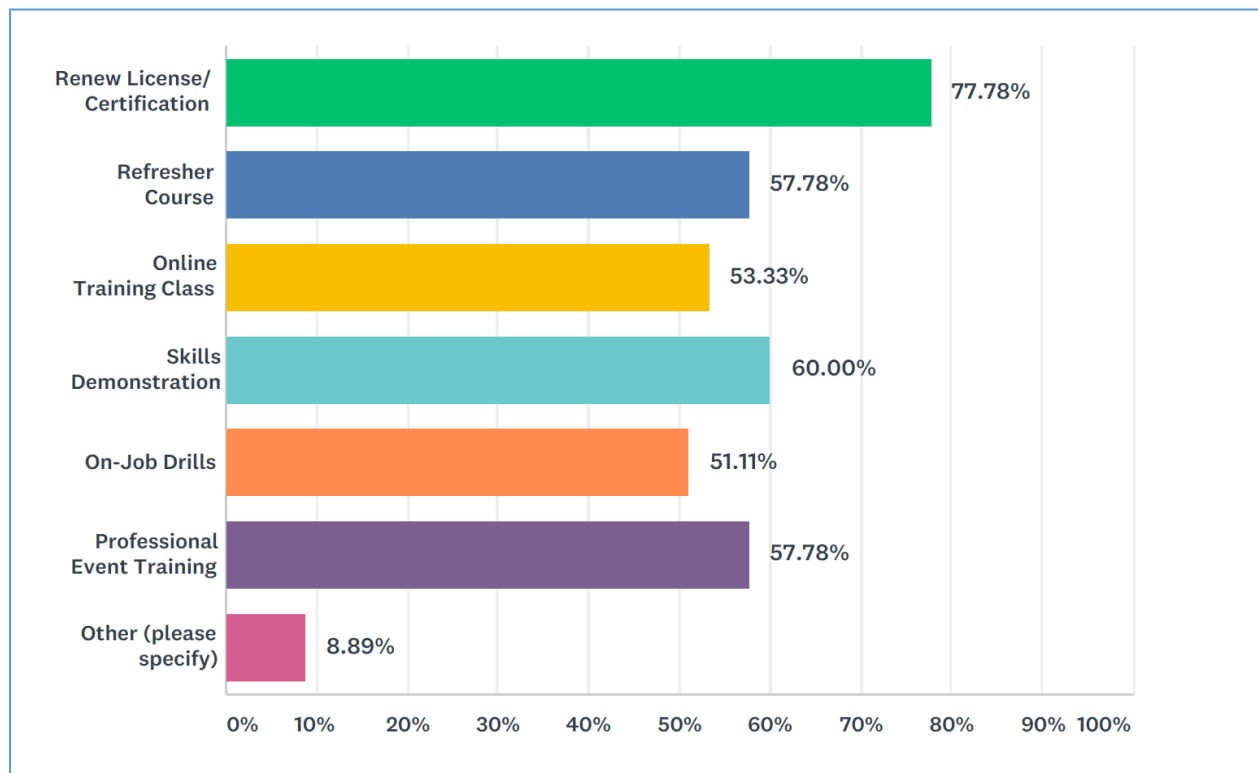


Figure 5: Parallel Profession Requirements to Maintain Knowledge and Skills Proficiency.

Training was primarily employer funded, however, approximately 50% of respondents indicated that they were required to fund their own training (see Figure 6). As shown in Figure 7, an annual training requirement was the most prevalent frequency followed by training required every two years.

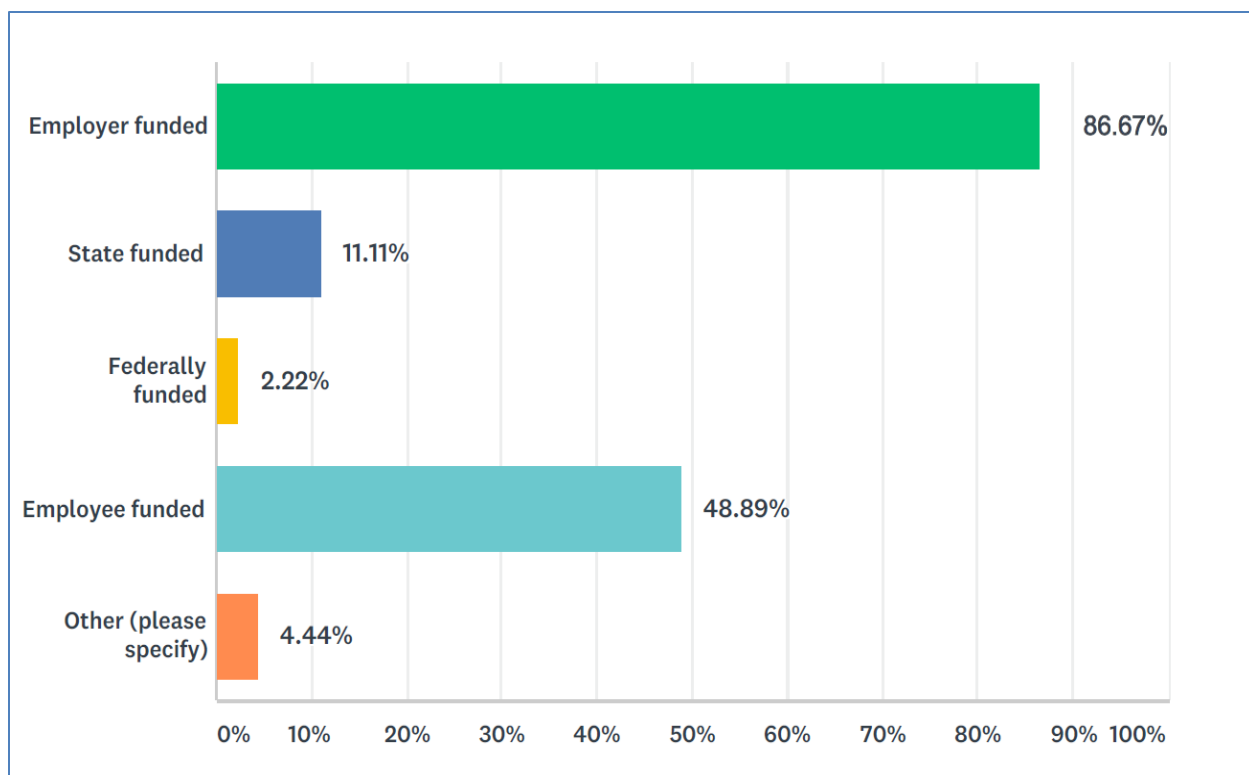


Figure 6: Parallel Professions Financial Support Methods for Continuing Education.

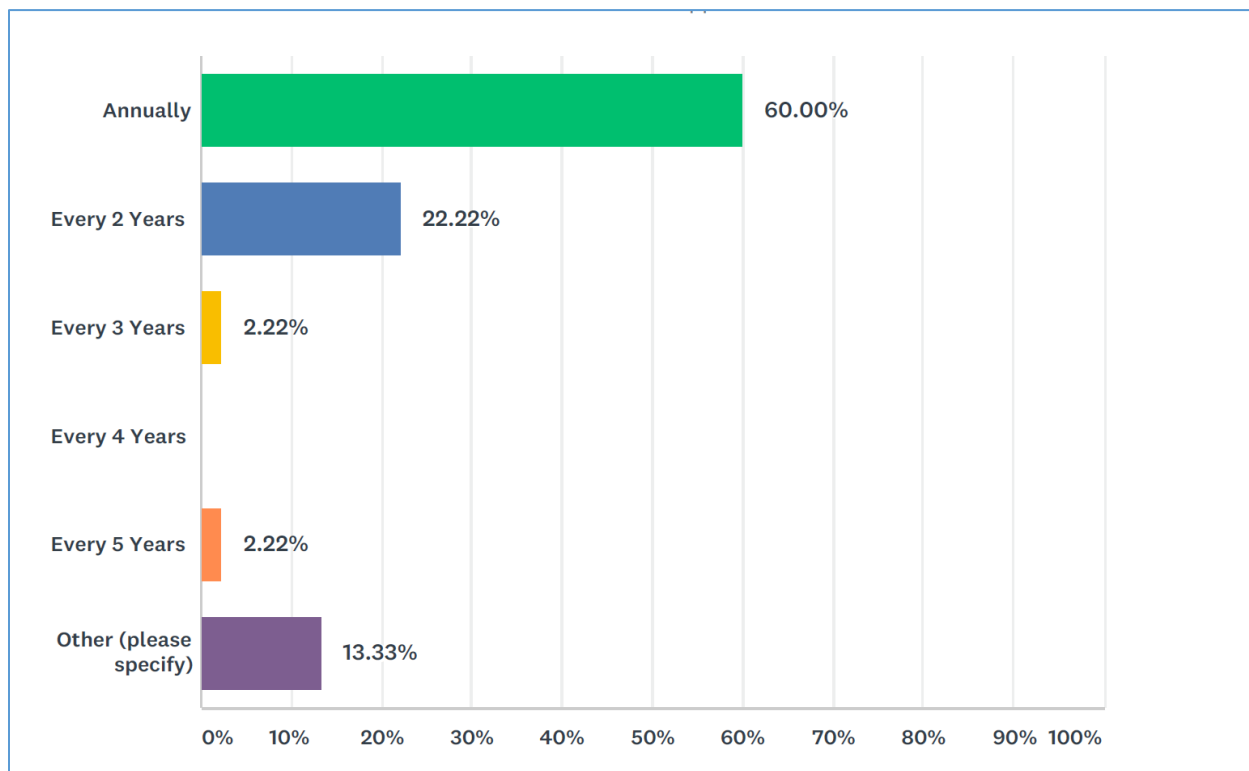


Figure 7: Parallel Professions Training Frequency.

Hourly requirements varied, as shown in Figure 8, however, the distribution of respondents was relatively even between 10 to 40 hours.

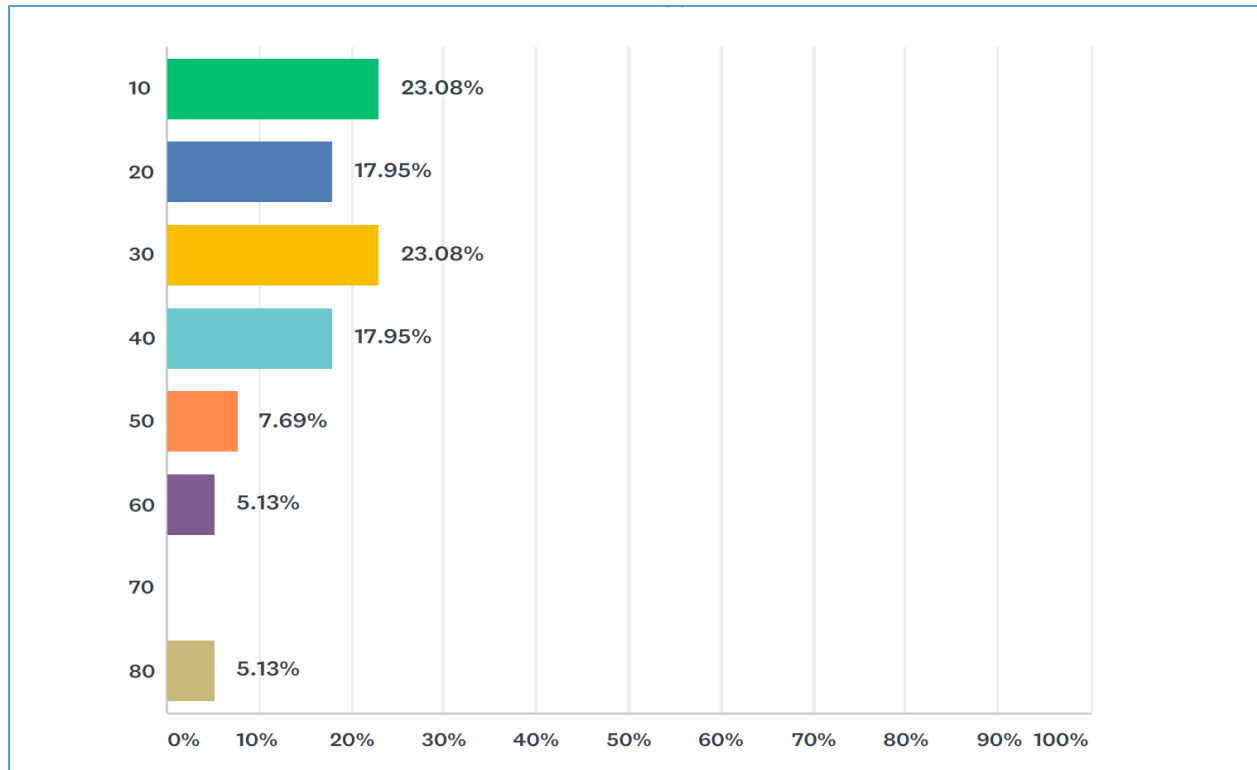


Figure 8: Parallel Professions Hourly Training Requirement.

A written examination was the most common method used to evaluate knowledge proficiency (see Figure 9), and practical evaluation was the most common method used to assess skills proficiency (see Figure 10). Slightly more than 60% of respondents said that their employer was responsible for evaluating their knowledge and skills, as shown in Figure 11.

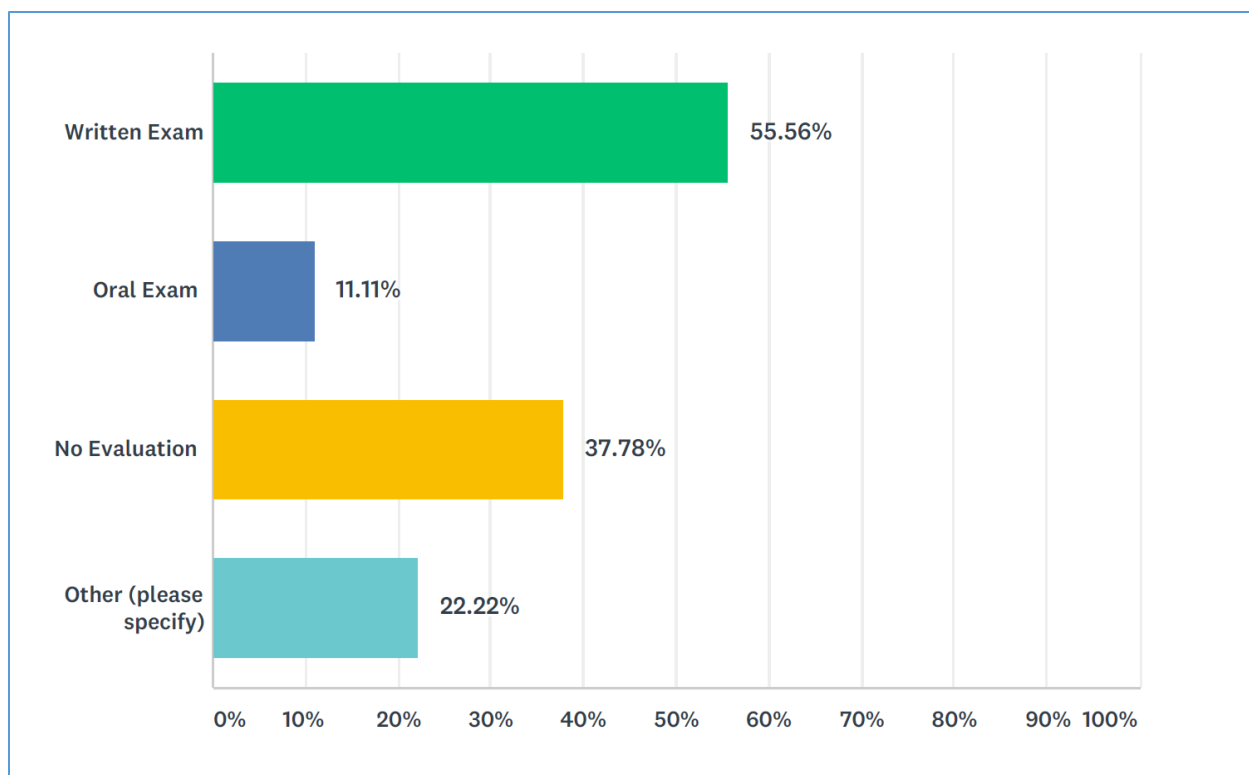


Figure 9: Parallel Professions Methods of Evaluating Knowledge.

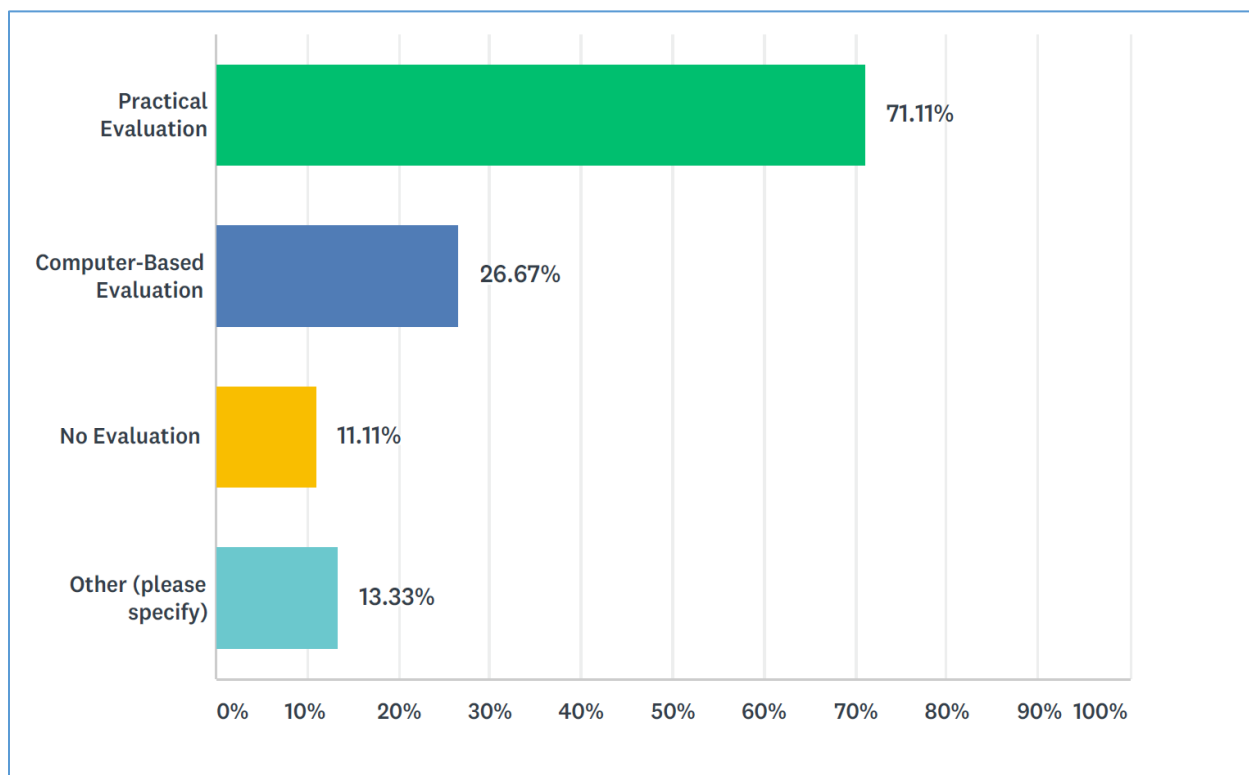


Figure 10: Parallel Professions Methods of Evaluating Skills Proficiency.

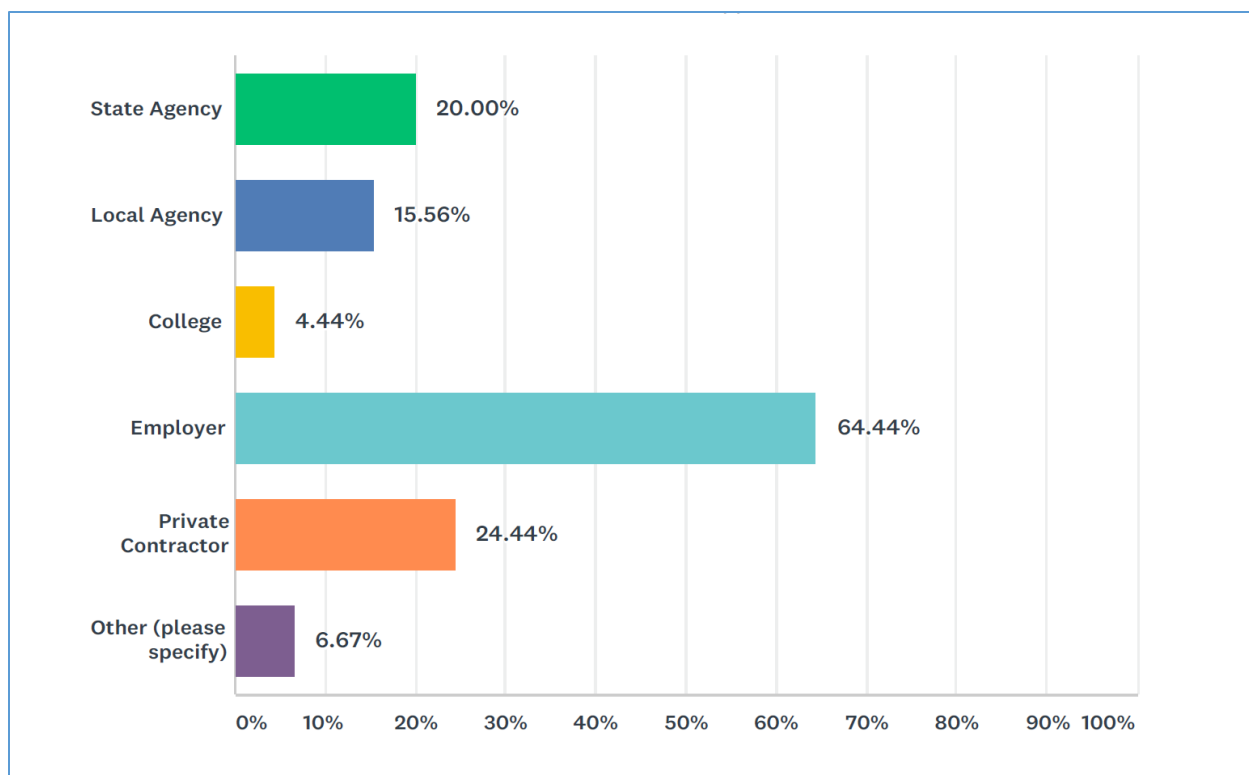


Figure 11: Parallel Professions Training Agency, Evaluator, or Proctor.

4.2.2.2 Survey Results: Fire Service Members

This portion of the survey was completed by a total of 327 respondents composed of 151 firefighters and 176 firefighter/emergency medical providers. Most respondents were from city jurisdictions (see Figure 12) and were in 43 of 50 States and 2 of 10 Provinces. Within their jurisdiction respondents indicated that license or certification renewal was the most common method used to maintain knowledge and skills proficiency, as shown in Figure 13. A relatively even distribution of participants also indicated that refresher courses (73%), online training classes (71%), demonstration of practical skills (68%), and on-job drills (67%) were common methods utilized to maintain knowledge and skills proficiency.

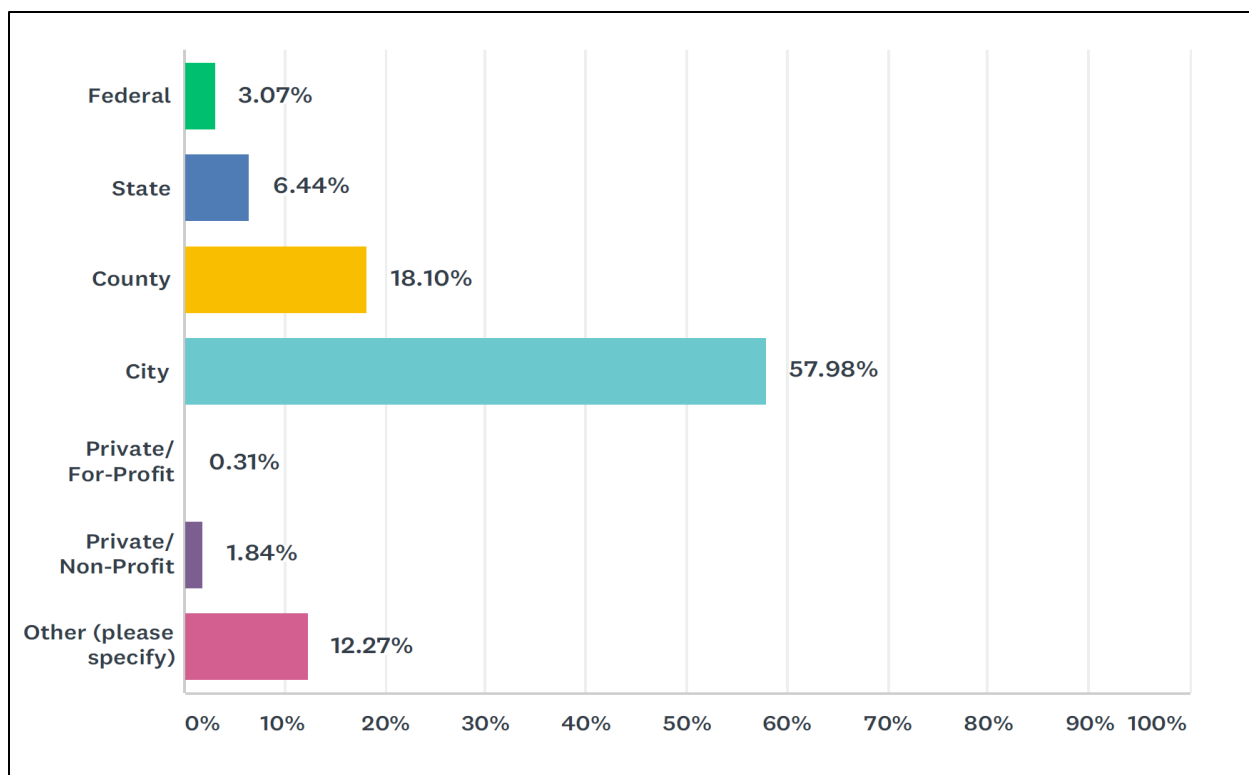


Figure 12: Fire Service Respondents Jurisdiction Type.

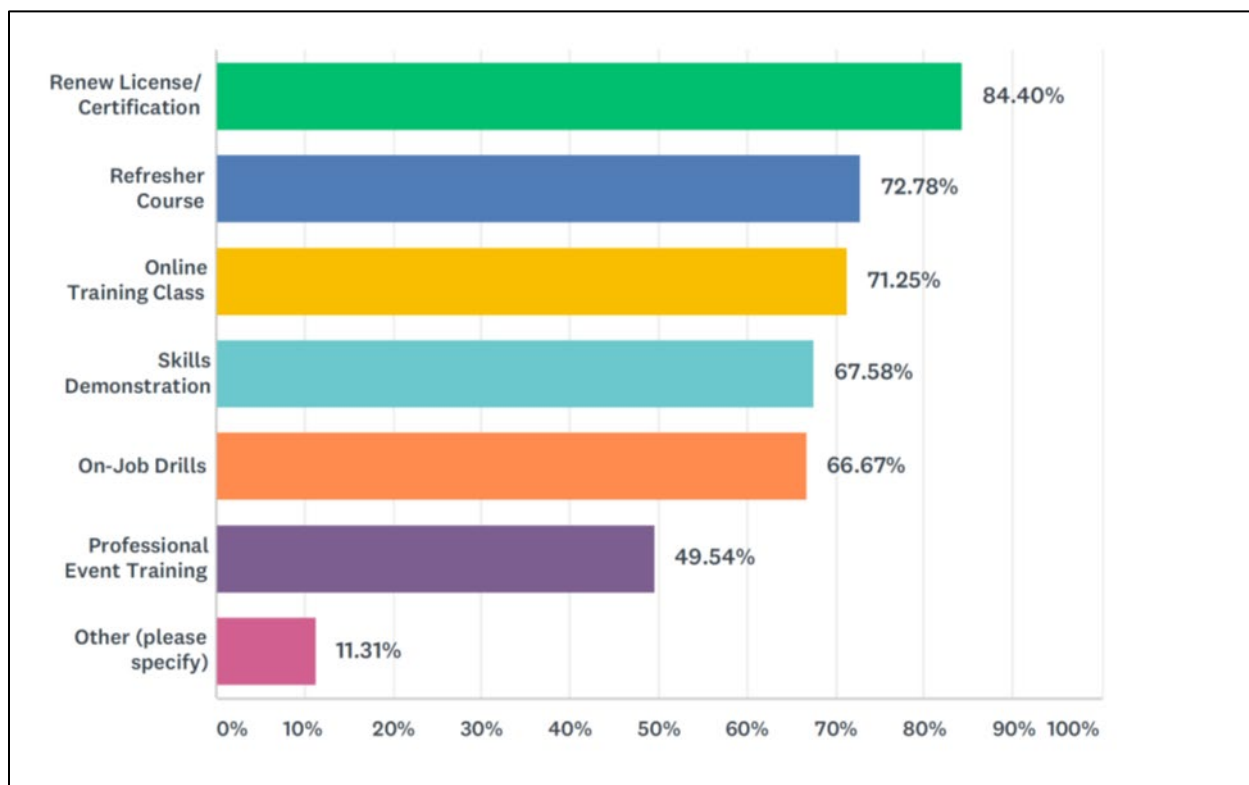


Figure 13: Fire Service Requirements to Maintain Knowledge and Skills Proficiency.

As with parallel professions, training was primarily employer-funded, however, approximately 40% of respondents indicated that they were required to fund their own training (see Figure 14). As shown in Figure 15, an annual training requirement was the most prevalent frequency which is consistent with the data from web-based research.

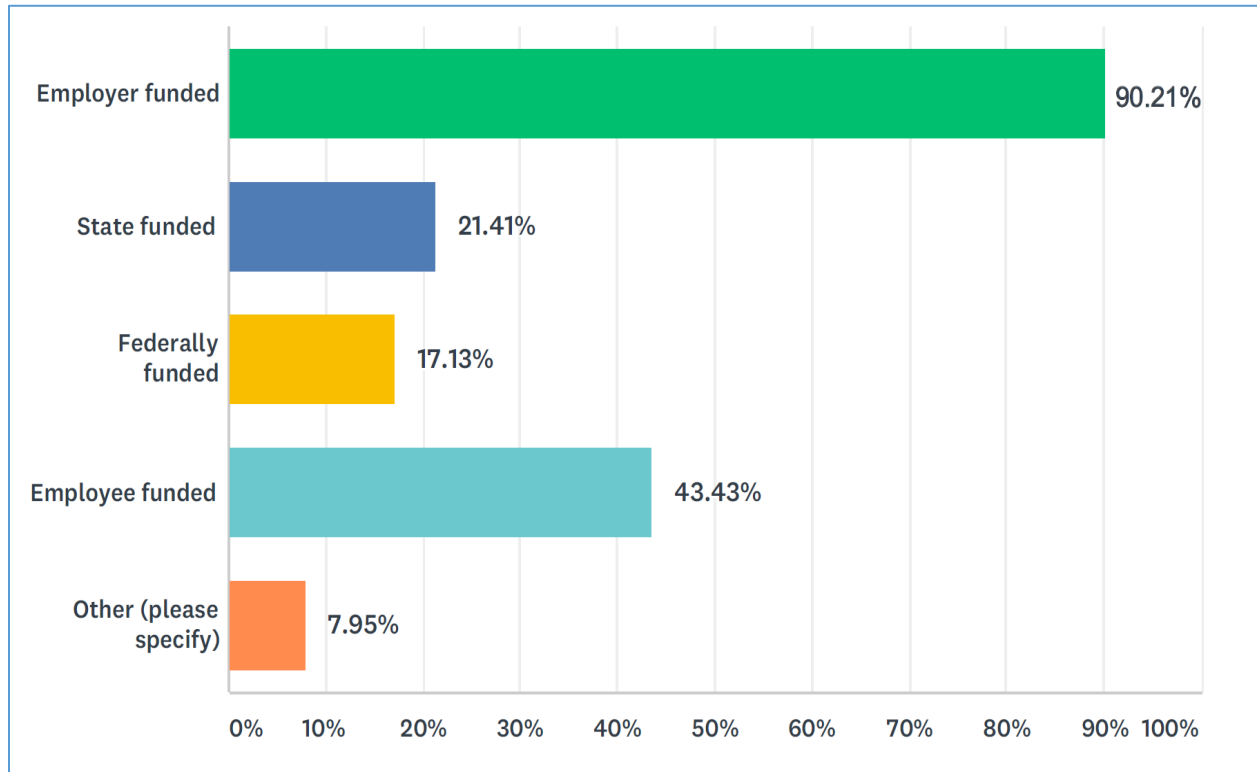


Figure 14: Fire Service Financial Support Methods for Continuing Education.

The highest percentage of hourly requirements were in the categories of 40 hours and 80 hours, as shown in Figure 16.

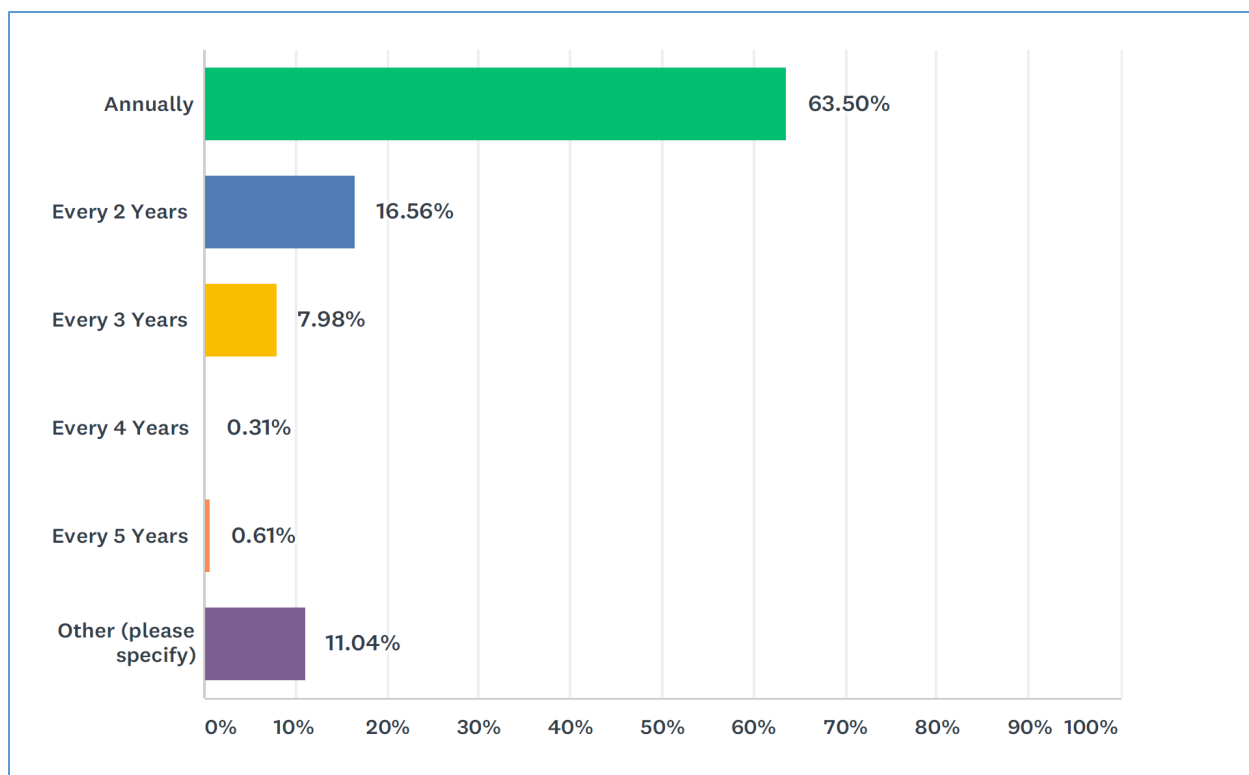


Figure 15: Fire Service Training Frequency.

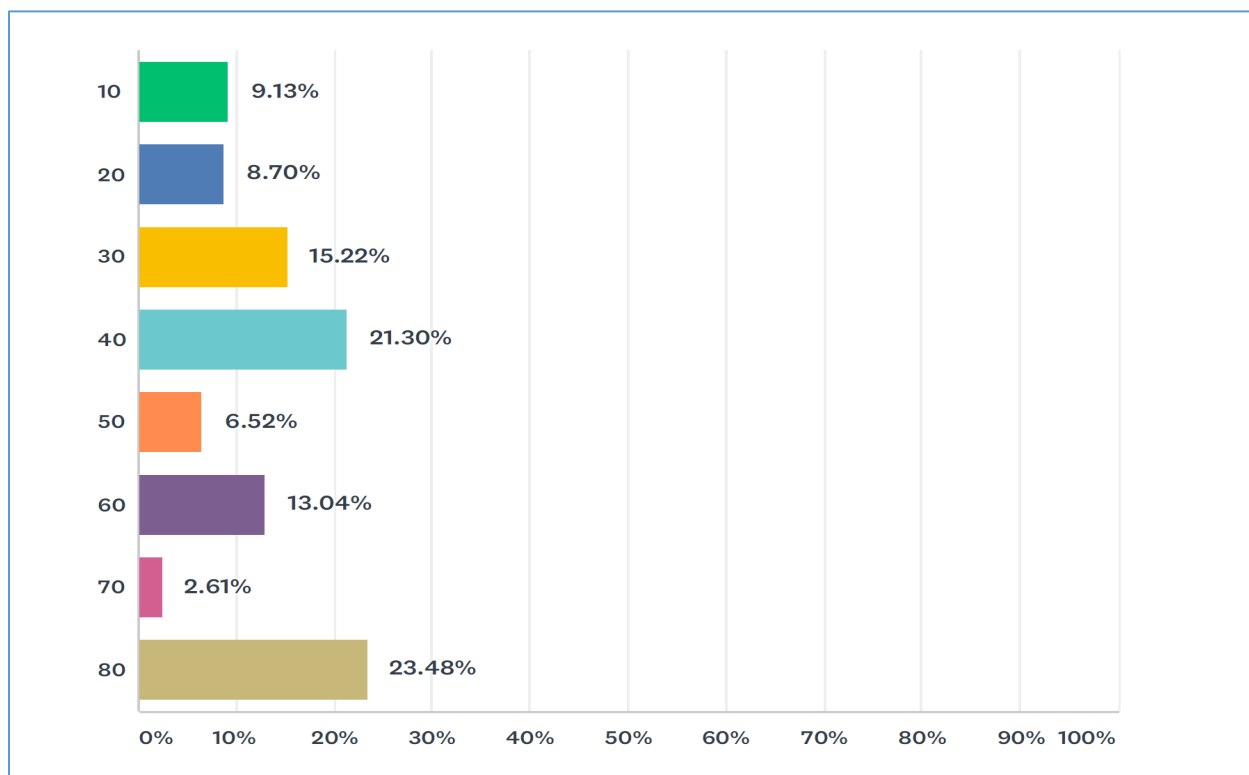


Figure 16: Fire Service Hourly Training Requirement.

As was found in parallel professions, a written examination was the most common method used to evaluate knowledge proficiency (see Figure 17), and a practical evaluation was the most common method used to assess skills proficiency (see Figure 18).

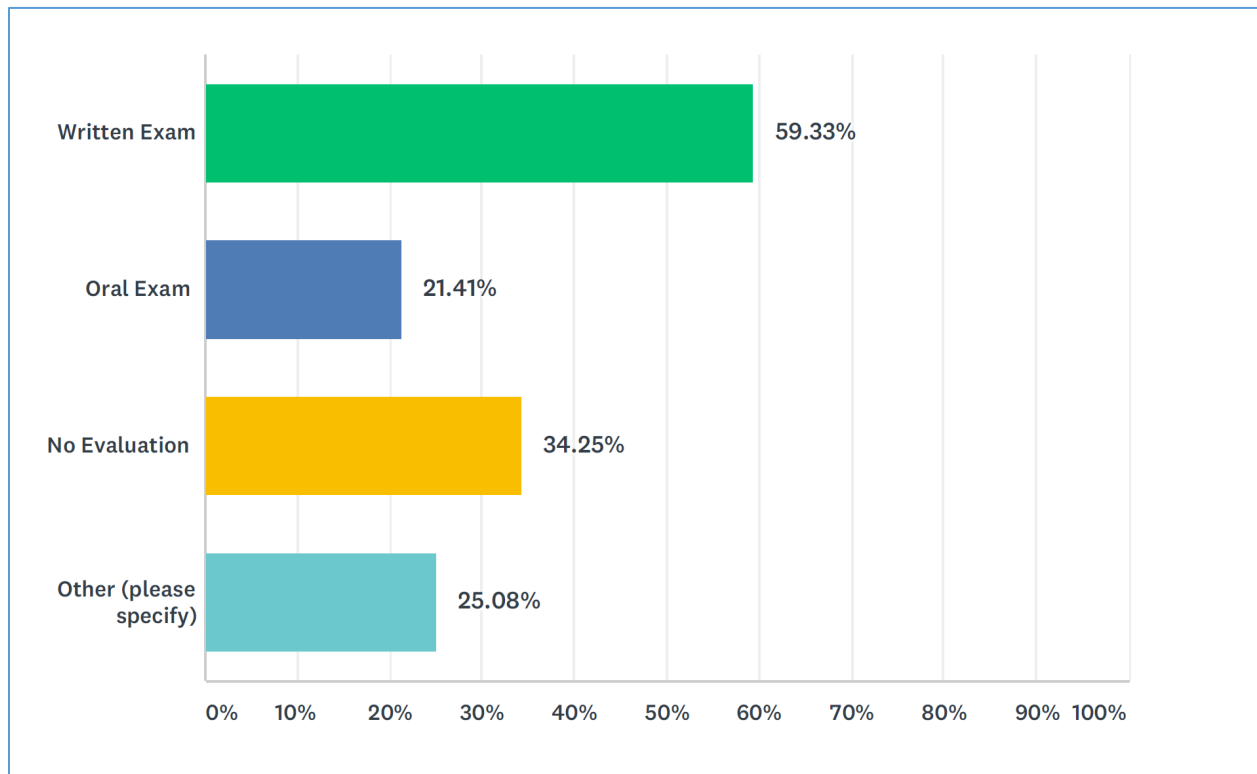


Figure 17: Fire Service Methods of Evaluating Knowledge.

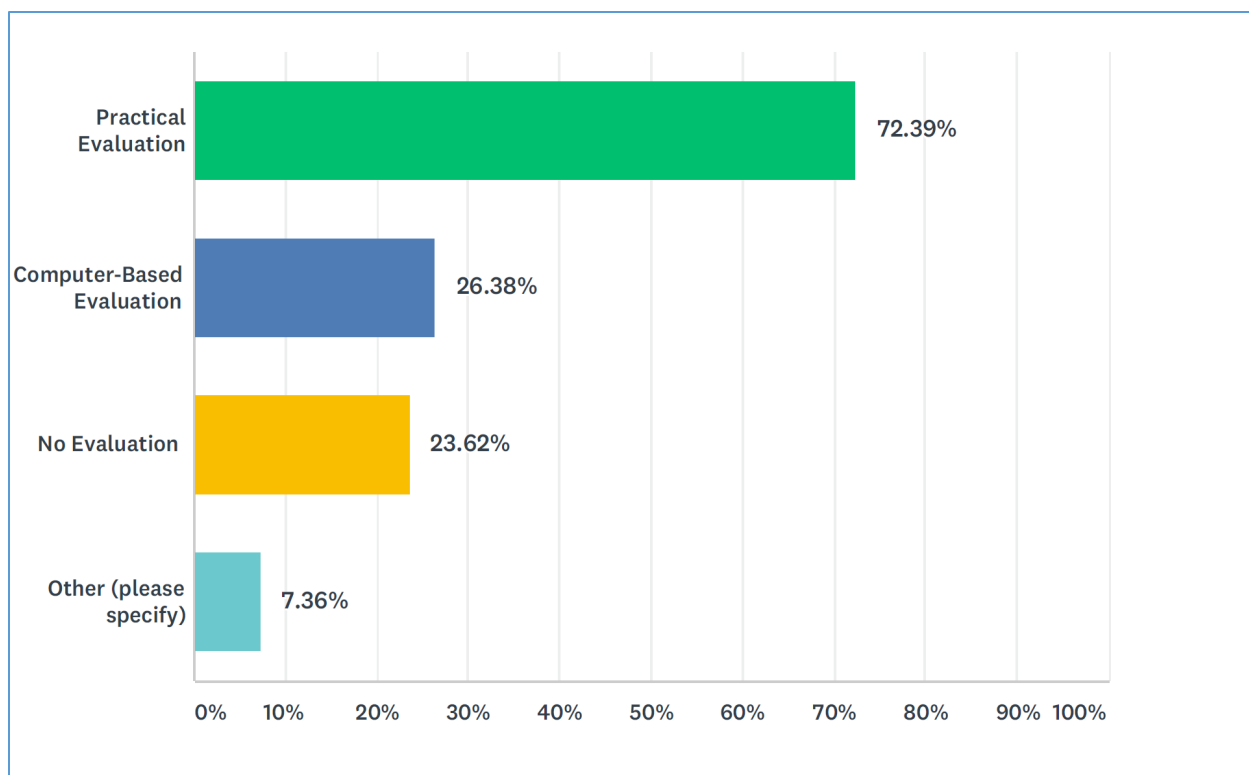


Figure 18: Fire Service Methods of Evaluating Skills Proficiency.

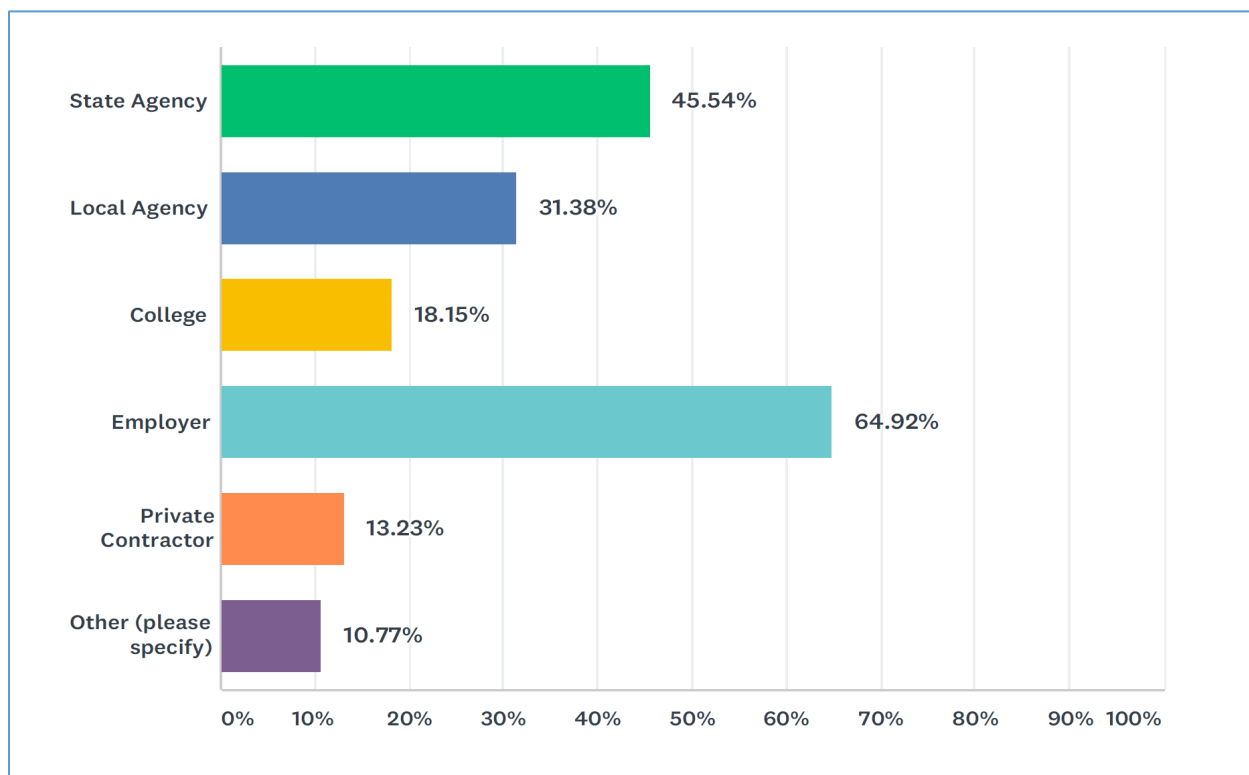


Figure 19: Fire Service Training Agency, Evaluator, or Proctor.

Approximately 65% of respondents said that their employer was responsible for evaluating their knowledge and skills with approximately 45% of respondents indicated that their knowledge and skills were evaluated by a State agency, as shown in Figure 19.

4.3 Task 3- Implementation and Assessment

Utilizing the data gathered from Task 2 and the Parallel Professions survey, the best method for implementation of FEMS knowledge and skills proficiency was established.

4.3.1 Recommended Approaches

One of the focuses of Task 2 was to identify current practices in the fire service with regards to CE. Data was analyzed for trends in frequency and hourly requirements within the fire service profession, parallel professions, and a combination of all professions.

4.3.1.1 Frequency Requirements

Table 10 provides a summary of the most prevalent frequencies for CE across all professions.

	Fire Service- All Positions	Emergency Medical Providers	Nurses	Law Enforcement Officers	Teachers
Frequency	Every year	Every 2 years	Every 2 years	Every year	Every 5 years

Table 10: Most prevalent frequency for CE across all professions.

Of note, however, is the difference between professions and jurisdiction who required recurrent training versus those who required recertification or license renewal. Almost all jurisdictions required licensing for emergency medical providers, nurses, and teachers. This was less common with fire service members and law enforcement officers. Hence, licensing requirements may be related to the longer renewal periods seen in the emergency medical provider, nursing, and teaching professions. As shown in Table 11, Minnesota is the only State that requires license renewal for fire service members.

State	Type	Application	Recordkeeper or Accreditor
Alabama	Annual Training	No	Fire Department
Alaska	Certificate Renewal	Yes	Alaska Fire Standards Council
California	Recertification	Yes	California State Fire Training
Colorado	Certificate Renewal	Yes	Colorado Division of Fire Prevention and Control

Indiana	Recertification	Yes	Indiana Department of Homeland Security, Indiana Firefighter Training System
Iowa	Annual Training	No	Fire Department
Georgia	Annual Training	No	Fire Department- Records made available to Georgia Firefighter Standards & Training Council upon request
Kentucky	Annual Training	No	Fire Department- Records required to be entered into Kentucky Fire Commission Training Records Program
Maryland	Recertification	Yes	Maryland Instructor Certification Review Board, Maryland Fire and Rescue Institute
Michigan	Recertification	Yes	Michigan Department of Licensing and Regulatory Affairs, Bureau of Fire Services
Minnesota	License Renewal	Yes	Minnesota Board of Firefighter Training and Education
Missouri	Recertification	Yes	Department of Public Safety, Division of Fire Safety
New York	Annual Training	No	Fire Department
Ohio	Certificate Renewal	Yes	Ohio Department of Public Safety, Division of Emergency Medical Services
Oregon	Recertification	Yes	Oregon Department of Public Safety Standards and Training
Texas	Certificate Renewal	Yes	Texas Commission on Fire Protection
Utah	Recertification	Yes	Utah Fire Service Certification Council
Vermont	Recertification	Yes	Department of Public Safety, Division of Fire Safety
Wisconsin	Certificate Renewal	Yes	Wisconsin Technical College System, Fire Service Education Office

Table 11: Fire Service Recertification, Renewal and Training Requirements by State.

Most States required certificate renewal or recertification for fire service members which involves an application process that is overseen, typically, by the Accredited Agency. Five States have annual training requirements only; there is no application process and the fire department is responsible for maintaining training records.

4.3.1.2 Hourly Requirements

In Task 1, it was found that 18 of the 20 States specify hourly requirements. Table 12 presents the data from Task 1 sorted by position type for these 18 States. Of note is that only 10

States have requirements which apply specifically to those with a firefighter certification, e.g. NFPA 1001 certification.

Position	State	CE Requirements
Aircraft Firefighter	Oregon	60 hours per year
	Texas	20 hours per year
	Utah	36 hours per year
Driver Operator	Oregon	60 hours per year
	Utah	36 hours per year
Firefighter	Alabama	30 hours per year
	Iowa	24 hours per year
	Kentucky	20 hours per year (volunteer)
	Kentucky	100 hours per year (career) ⁶
	Minnesota	72 hours every 3 years or 24 hours per year
	Texas	20 hours per year
	Utah	36 hours per year
	Vermont	24 hours per year
	Georgia	24 hours per year
	Ohio	18 hours per year
	Oregon	60 hours per year
Fire Inspector	Michigan	60 hours every 3 years or 20 hours per year
	Missouri	30 hours every 3 years or 10 hours per year
	Ohio	8 hours per year
	Oregon	12 hours per year
	Texas	20 hours per year
	Vermont	60 hours every 3 years or 20 hours per year
Fire Investigator	Alaska	40 hours every 3 years or ~ 13 hours per year
	Missouri	30 hours every 3 years or 10 hours per year
	Oregon	12 hours per year
	Texas	20 hours per year
	Utah	36 hours per year
FLS Educator	Utah	36 hours per year

⁶ Outlier not utilized in calculations.

Fire Mechanics	California	36 hours every 5 years
Fire Officer	Oregon	60 hours per year (Level I/II)
	Oregon	12 hours per year (Level III/IV)
	Utah	36 hours per year
	Vermont	24 hours per year
Fire Service Instructor	Alaska	40 hours every 5 years or 8 hours per year
	Colorado	12 hours every 3 years or 4 hours per year
	Indiana	20 hours every 2 years or 10 hours per year
	Maryland	12 hours every 3 years or 4 hours per year
	Missouri	24 hours every 3 years or 8 hours per year
	Ohio	8 hours per year
	Oregon	4 hours per year
	Texas	20 hours per year
	Utah	36 hours per year
	Wisconsin	240 hours every 5 years
HazMat	Missouri	8 hours per year
	Oregon	60 hours per year ⁷
	Ohio	2 hours per year
	Texas	8 hours per year
Head of Fire Dept	Texas	20 hours per year
Marine Firefighter	Oregon	60 hours per year
	Texas	20 hours per year
Technical Rescuer	Missouri	8 hours per year
	Oregon	60 hours per year
	Utah	36 hours per year
Wildland Firefighter	Oregon	60 hours per year
	Utah	36 hours per year
	Texas	18 hours per year

Table 12: Fire Service CE requirements by Position Type.

⁷ Outlier not utilized in calculations.

Descriptive statistics was used to identify trends and variability within the data sets. Table 13 presents the mean, median, mode, and standard deviation for all position types with at least two data points. The mode is listed as “N/A” where it could not be calculated due to an insufficient number of data points. States with no hourly requirement were removed from the calculation. All the data points were normalized for an annual frequency; the number of CE hours required was divided by the frequency of renewal. For example, Minnesota requires 72 hours of CE every 3 years. This data was normalized to 24 hours of CE per year. At more than 3 times the average hourly requirement, Kentucky’s 100 hours of CE per year for career firefighters and Oregon’s 60 hours of CE per year for Hazardous Material First Responders and Technicians, were identified as an outlier and were excluded from the data set.

Position Type	N	Mean (hrs)	Median (hrs)	Mode (hrs)	Stdev (hrs)
Aircraft Firefighter	3	39	36	#N/A	20
Driver Operator	2	48	48	#N/A	17
Firefighter	10	28	24	24	12
Fire Inspector	6	15	16	20	6
Fire Investigator	5	18	13	#N/A	11
Fire Officer	4	33	30	#N/A	20
Fire Service Instructor	10	15	8	8	15
HazMat	3	6	8	8	3
Marine Firefighter	2	40	40	#N/A	28
Technical Rescuer	3	35	36	#N/A	26
Wildland Firefighter	3	38	36	#N/A	21
All Fire Service Positions	54	25	20	20	17

Table 13: Descriptive Statistics for Fire Service CE Hourly Requirements by Position Type.

Figure 20 provides a graphical representation of the mean (average) hourly CE requirement for each position type.

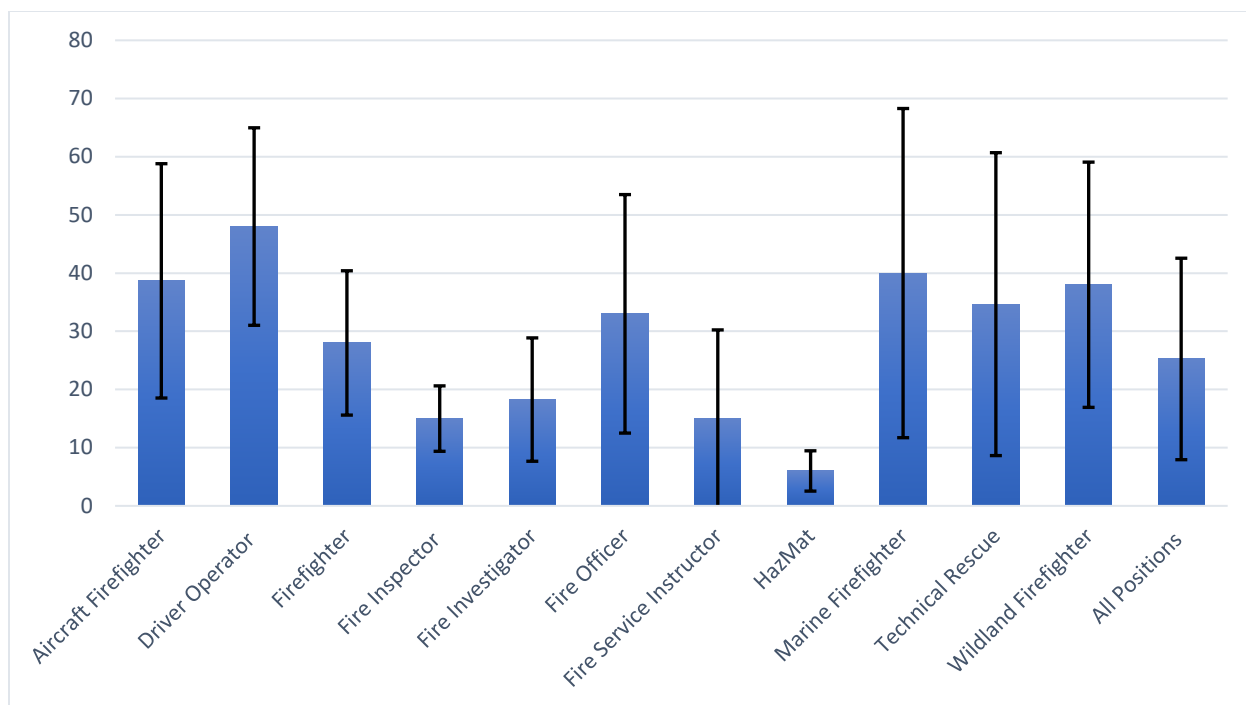


Figure 20: Average Hourly CE Requirement by Fire Service Position Type.

The same analysis was performed using the data collected for emergency medical providers, nurses, law enforcement officers, and teachers. All the data points were normalized for an annual frequency. Figures 21 through 24 present the results of this analysis.

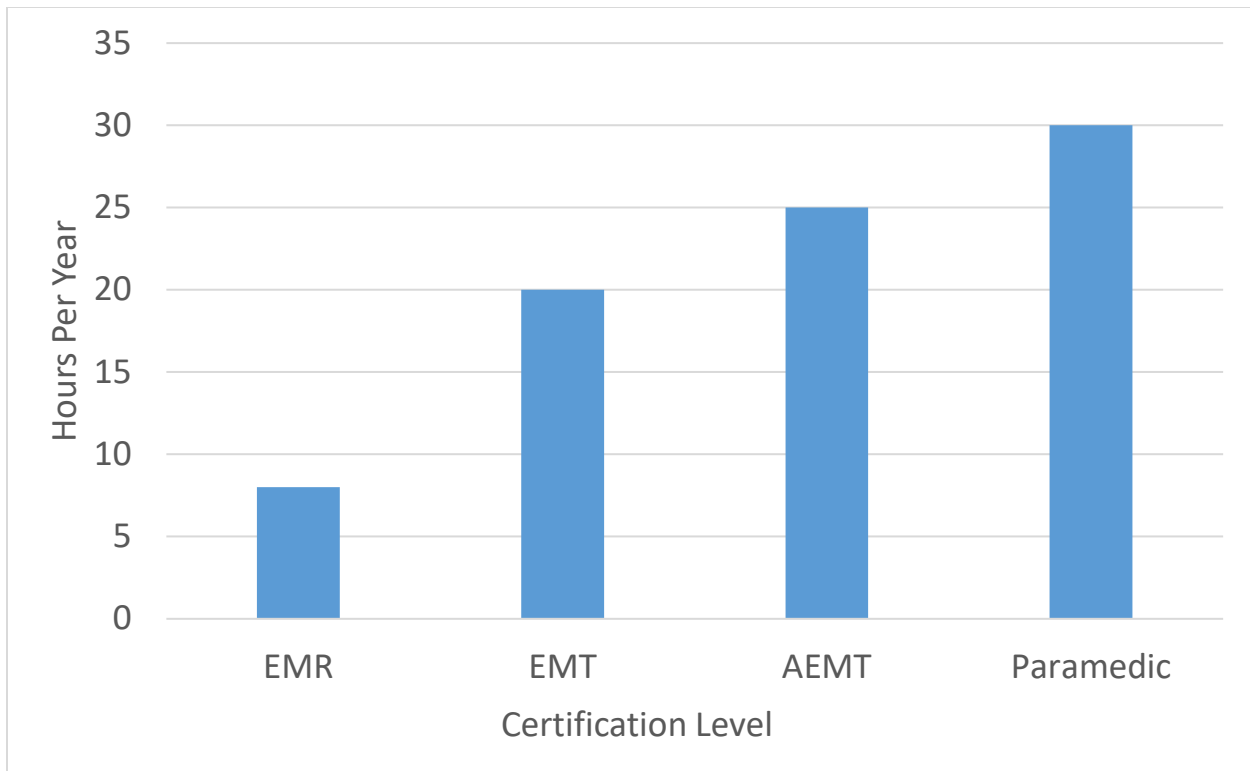


Figure 21: Emergency Medical Provider CE Requirements by Certification Level.

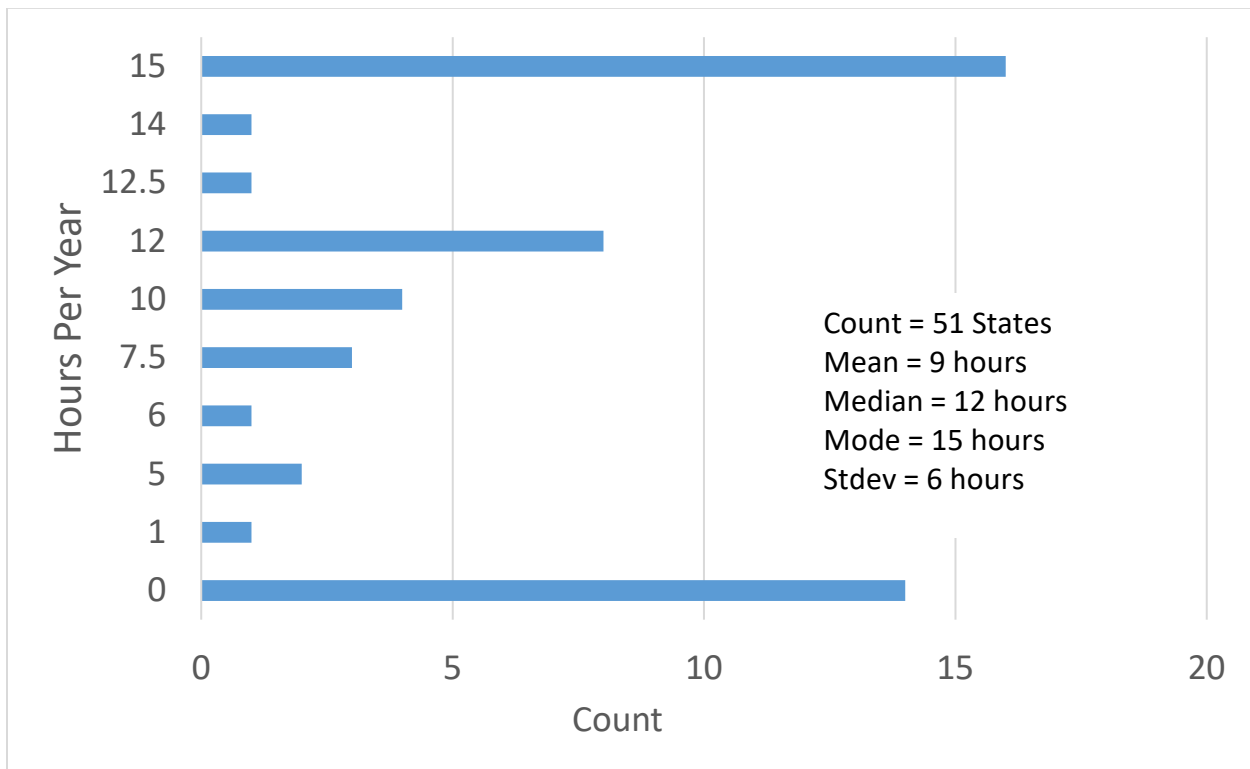


Figure 22: Nursing CE Requirements.

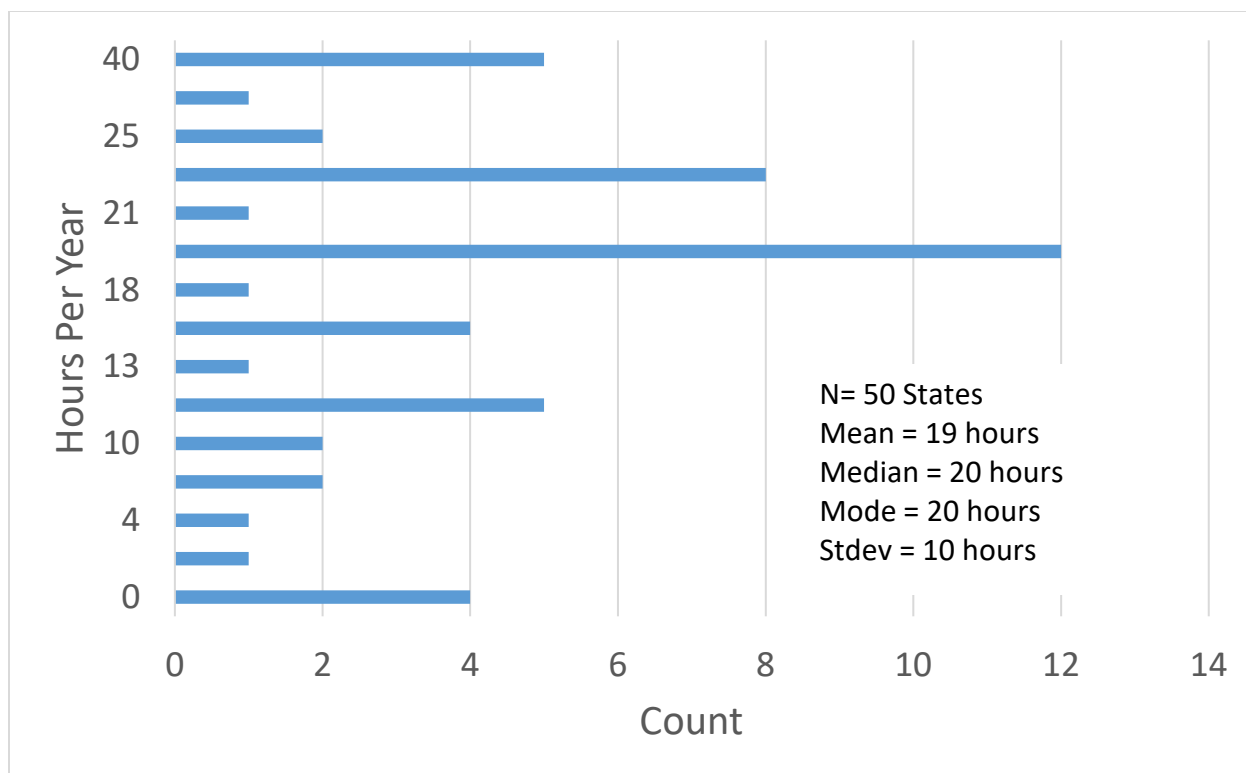


Figure 23: Law Enforcement CE Requirements.

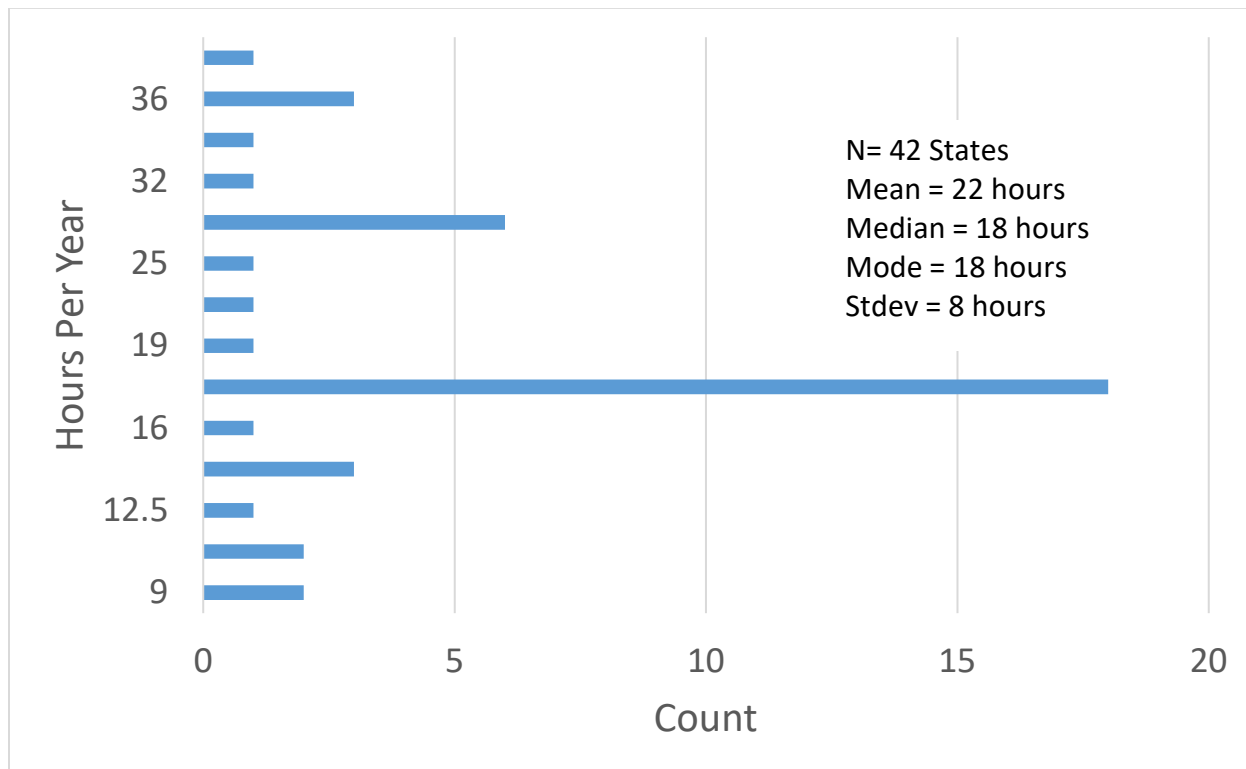


Figure 24: Teaching CE Requirements.

Using the data from Figures 21 through 24, a comparison of descriptive statistics for each data set is presenting in Table 14.

	N	Mean (hrs)	Median (hrs)	Mode (hrs)	Stdev (hrs)
Fire Service- All Positions	54	25	20	20	18
EMR- All Positions	4	21	23	N/A	9
Nurses	51	9	12	15	6
Law Enforcement Officer	50	19	20	20	20
Teacher	42	22	18	18	8

Table 14: Descriptive Statistics Comparison for All Professions.

The comparison shows a common trend across all professions. Excluding nurses, an average of 22 hours per year was required to fulfill CE requirements. The median and mode values are within this range as well. Nursing data was gathered for those with an RN license, which is an entry-level nursing certification. Those with higher level certifications, such as LPNs and NPs, have additional CE requirements beyond those represented in Table 14. Considering all levels of certification for nurses, it is likely that the cumulative hourly requirement would more closely align with that found for the other professions listed in Table 14.

4.3.1.3 Methods of Delivery

Based upon current practices in the fire service and parallel professions, there are a variety of methods used to support completion of CE requirements. Beyond on-job skills assessments, classroom training, and workshops, some fire departments allow 25% to 100% of training to be completed online. For emergency medical providers, the National Registry accepts State and CAPCE-approved education which can be taken through a combination of colleges, vocation schools, local EMS agencies, online education providers, EMS conferences, and workshops. Additionally, skills verification is required and is typically done through a practicum. Teachers can complete professional development requirements through a variety of methods such as in-service training, workshops, conferences, and college coursework. Except for hands-on skills evaluations, such as firearms requalification, law enforcement officers can complete most (if not all) of their training on the internet through sources such as Target Solutions or Police One Academy. Many nursing CE programs allow for a combination of work hours, online training, in-person training, and contact hours.

4.3.1.4 Model Recommendations

Current practices within the fire service, when compared to parallel professions, were given more weight when developing the CE models presented below. Based upon a review of the requirements currently in the NFPA Pro-Qual and Training Standards, NIOSH Line of Duty Death Reports, and current practices in some fire departments in the U.S., it is recommended that FEMS knowledge and skills proficiency be evaluated on an annual basis. Not only is this the most prevalent evaluation frequency being implemented by fire departments across the U.S., but it is the recurrent training frequency required in NFPA 405, 472, 1002, 1006, 1071, 1082, 1404, 1407, 1451, and 1670 (see Table 2). An assessment of hourly requirements for all professions (excluding nursing) found an average of 22 hours per year. Focusing specifically on the fire service, it was found that when considering all positions, an average of 25 hours per year was required by jurisdictions. The mode (the most prevalent hourly requirement) was 20 hours per year.

Recognizing the vast array of positions within the fire service and understanding that CE requirements are often linked to a position type, there was a need to focus and better define the scope of the impact assessment. After consultation with the NFPA Research Foundation Technical Panel, it was decided that the impact assessment would focus on individuals with a Firefighter I or Firefighter II certification. The largest population of fire service members possess the NFPA 1001 certification, as it is the basic, entry level requirement largely adopted across the U.S. and Canada. Hence, the fire service would be most impacted by any requirement associated with maintenance of this certification. Table 13 shows that the average CE requirement for firefighter was found to be 28 hours per year with the most prevalent being 24 hours per year. Considering this information as well as the information presented above on parallel professions, a CE model using a 24 hour per year criteria was selected.

A tiered approach was utilized to develop the three models, **Model 1: Maintain**, **Model 2: Renew**, and **Model 3: Recertify**, as shown in Figure 25.

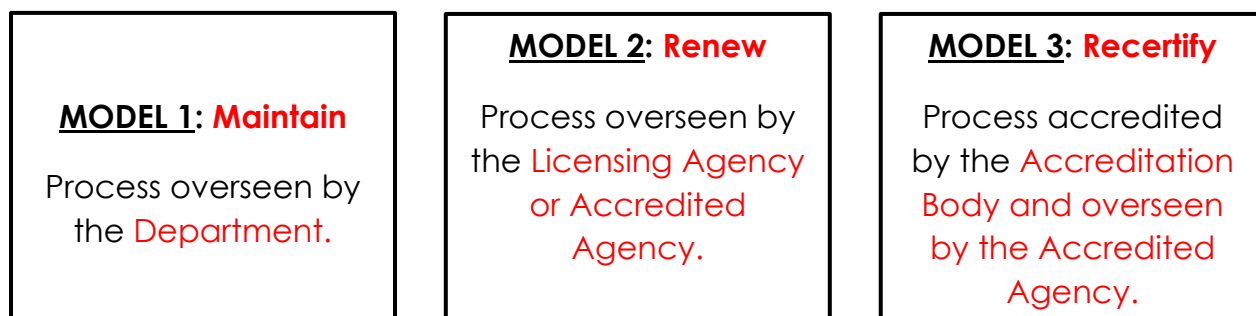


Figure 25: Recommended Models Based Upon Current Approaches in the Fire Service.

Model 1 involves processes like those being utilized by Alabama, Iowa, Georgia, Kentucky, and New York. These States have annual training requirements but no application process for renewal or recertification. In Model 1, the process is managed at the Department level. In some jurisdictions, training records are audited by the Accredited Agency, and courses are approved at the Department level or by the Accredited Agency. Model 2 involves processes like those being utilized by all other States listed in Table 11. Notably, the “recertification” process utilized in some States appears to implement the same methodologies used by other States with a “renewal” process. The process is overseen by the Accredited Agency who defines approved training, requires the submission of an application, and verifies that program conditions have been met. Model 3 utilizes the term “recertification” to mean the reissuance of a new certificate. In this Model, the Accreditation Body plays the same role in the recertification process as they do in the certification process. Given that Model 2 is the most common approach currently used in the fire service, and after consultation with the NFPA Research Foundation Technical Panel, it was decided that the impact assessment would focus on Model 2, the “Renew” approach.

4.3.2 Impact Assessment

The goal of the second survey was to determine how implementation of Model 2, throughout the United States and Canada, would impact the Firefighter, the Department, the Accredited Agency, and the Accreditation Body. Given survey respondents could possess a broad array of certifications, it was anticipated that the impact would not be easily discernable if individuals were asked to consider maintenance requirements for all of their certifications. As such, the survey focused on the largest certificate holder population within the fire service—Firefighter and Firefighter/Emergency Medical Providers. Survey participants were informed of the CE training model details and asked how it would impact them. The CE model was stated to have the following components:

- 24 hours per year of training to maintain knowledge and skills,
- taken during work hours,
- available through a combination of online and face-to-face resources,
- approved by and/or provided by a certifying entity or accredited agency,
- includes a minimum of one live fire drill per year as recommended by NIOSH, and
- evaluates all the job performance requirements set forth in NFPA 1001.

Additionally, the survey evaluated the impact to those responsible for supporting and implementing training policies, administering training, and accrediting training, such as Fire Officers, Fire Chiefs, Heads of Departments, Accredited Agencies, and Accreditation Bodies. A copy of the complete survey is provided in Appendix D. The survey included 14-questions:

- 1) Do you currently have a Firefighter Level I or II certification from an Accredited Training Agency, i.e. an Agency accredited through ProBoard or IFSAC?
- 2) What is your rank or primary role in the fire service?
- 3) In your primary role in the fire service, are you required to engage in suppression activities on emergency calls?
- 4) Are you in a career or volunteer position?
- 5) Choose the type of jurisdiction/district in which you are employed or volunteer.
- 6) My organization already has a documented program that requires completion of at least 24 hours per year of continuing education to demonstrate firefighter job performance requirements, including live-fire training, through an accredited training agency or other approved source.
- 7) I believe that my organization has adequate financial resources to support a continuing education program.
- 8) I believe my organization has adequate staffing to support a continuing education program.
- 9) I understand why continuing education is necessary.
- 10) I believe that a continuing education program is or will be beneficial to me.
- 11) I believe that a continuing education program does or will have a positive impact on firefighter knowledge and skills proficiency.
- 12) I believe that a continuing education program has led to or could lead to a reduction in firefighter deaths and injuries.
- 13) I believe that continuing education requirements are interfering or will interfere with my ability to complete my other assigned organizational duties.
- 14) I believe that completion of continuing education to maintain my Firefighter certification is or will be a challenge when considering the continuing education I already have to complete for other certifications.

4.3.2.1 Survey Results- Impact Assessment

A total of 256 responses were received of which 243 respondents indicated that they currently had a Firefighter Level I or II certification from an agency accredited through Pro Board or IFSAC. Given that the focus of the survey was on certification renewal, the 13 respondents without an accredited certification were excluded from the analysis. Figure 26 provides the respondent's primary rank or role within the fire service. The largest number of respondents were Firefighters/EMTs (68 of 243 respondents) with a total of 91 respondents identifying themselves as Firefighters/Emergency Medical Providers (e.g. FF/EMR, FF/EMT, and FF/Medic). A total of 110 respondents were Firefighter or Firefighter/Emergency Medical Provider, leading to a sample size distribution of 17% Firefighters and 83% Firefighters/Emergency Medical Providers. This distribution is consistent with the recent fire department profile report published by Evarts and Stein (2019) which indicated that, on average, approximately two-thirds of the fire departments across the U.S. provide EMS services. This ratio increases when the jurisdiction population exceeds 250,000 persons up to 100% providing EMS services for populations of 1 million or more.

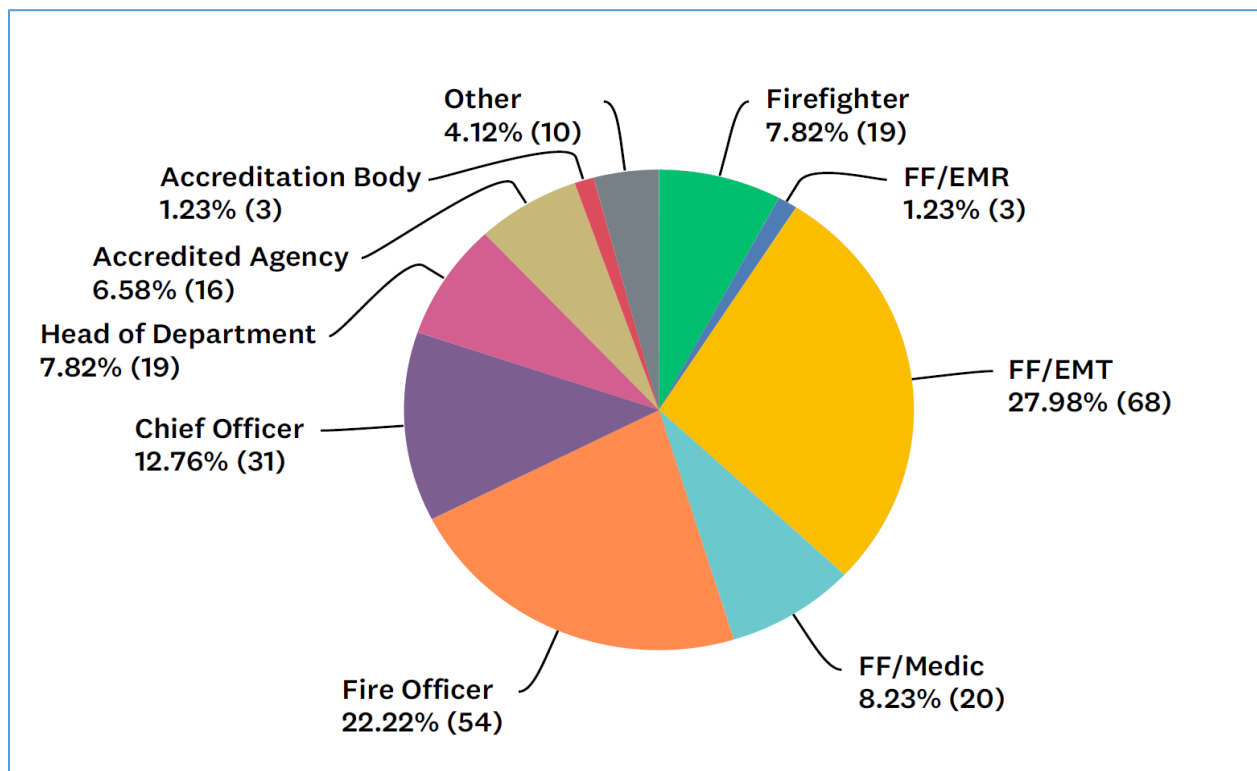


Figure 26: Impact Assessment Respondent Distribution.

The following number of responses were received from other stakeholders: 54 Fire Officers, 31 Chief Officers, 19 Head of Departments, 16 Accredited Agency members, and 3 Accreditation Body members. Figure 27 shows the frequency at which respondents engaged in suppression activities as part of their primary role in the fire service. The selection of N/A applies to those individuals from Accredited Agencies and Accreditation Bodies. The largest percentage of respondents (41%) indicated that they participated in suppression activities daily with the second largest percentage (22%) indicating that they participated in suppression activities a few times a year.

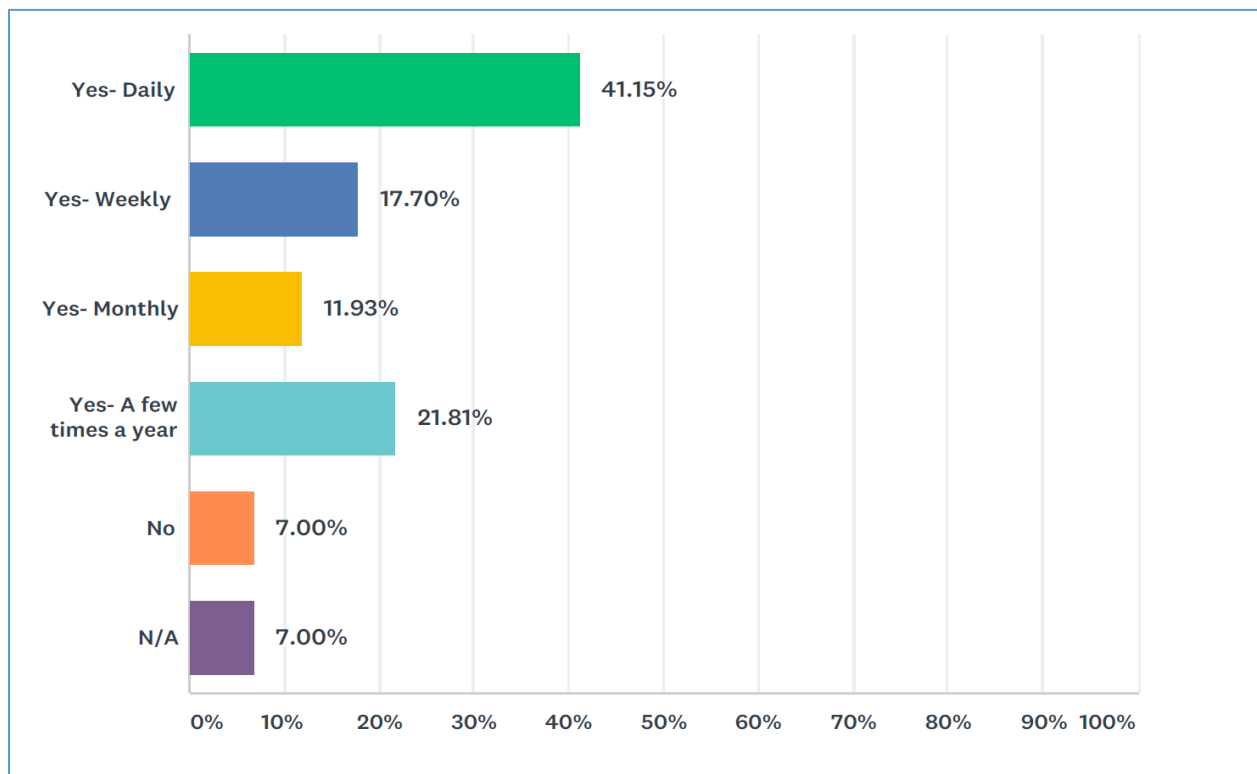


Figure 27: Frequency of Suppression Activity Participation in Primary Role.

Approximately 42% of the 243 respondents were full-time career personnel which was defined as those individuals working 32 hours or more per week (see Figure 28). Approximately 31% of respondents were volunteers and 22% served in both a career and volunteer capacity. As shown in Figure 29, the largest percentage of respondents were from City (43%) or County (42%) jurisdictions.

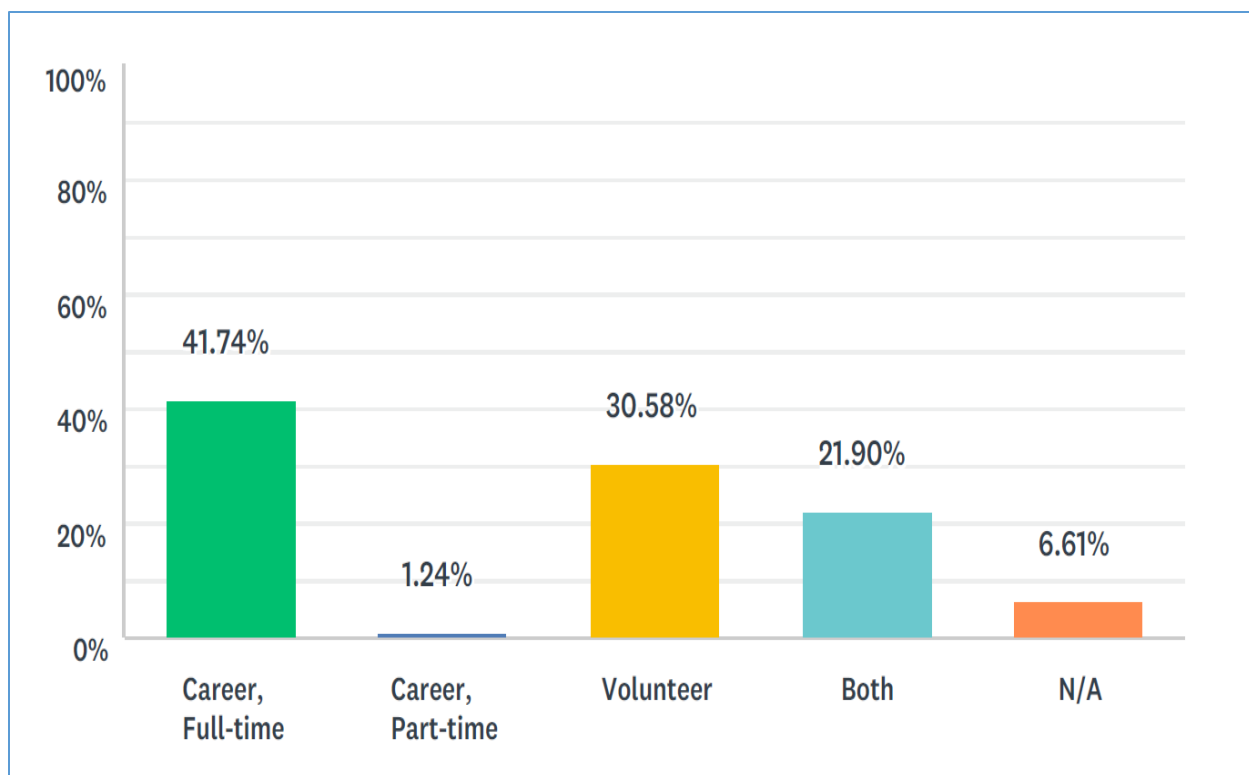


Figure 28: Percentage of Respondents in Career or Volunteer Positions.

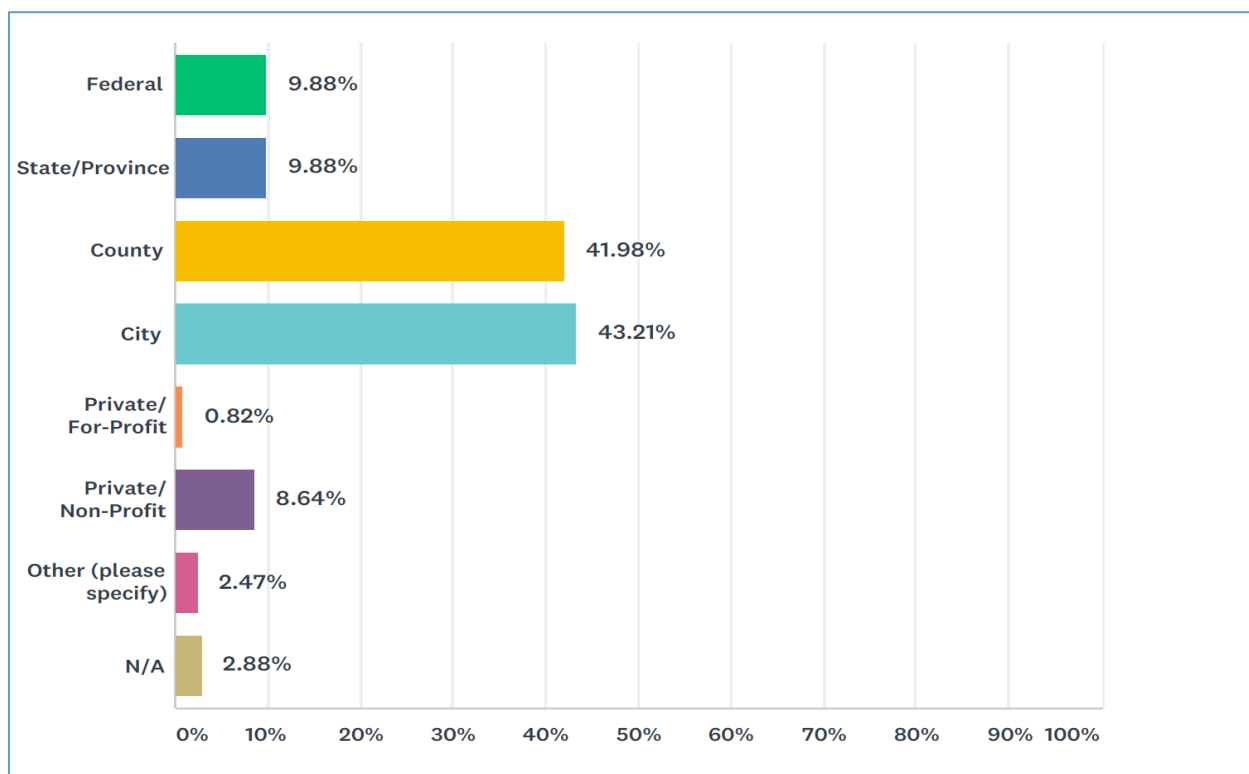


Figure 29: Type of Jurisdiction in which Respondents in Employed or Volunteers.

In question 6, participants were asked the following: My organization already has a documented program that requires completion of at least 24 hours per year of continuing education to demonstrate firefighter job performance requirements, including live-fire training, through an accredited training agency or other approved source. Table 15 provides the response results.

Answer Choice	Responses	Percentage
Yes	95	39%
No- My organization has no continuing education program	68	28%
No- My organization has a continuing education program, but it does not meet all the requirements	67	28%
N/A Accreditation Body	13	5%
Total	243	100%

Table 15: Current CE Programs Requiring 24 hours per year with Live-Fire Training. Ninety-five of the 243 participants responded “Yes”, and 68 respondents indicated that their organization had no CE program. Sixty-seven respondents indicated that their organization had a program, but it did not include the elements described in the question. This data aligns with the findings in Task 1 which showed that 20 of the 50 States (40%) had CE programs in-place.

Questions 1 through 6 were focused on establishing the participants characteristics while questions 7 through 14 focused on impact. In questions 7 through 14, the respondent’s feelings and opinions were assessed as it related to the feasibility and implementation of Model 2; these questions utilized a Likert scale of strongly disagree, disagree, neutral, agree, and strongly agree. Figures 30 through 37 present the results of the impact question set.

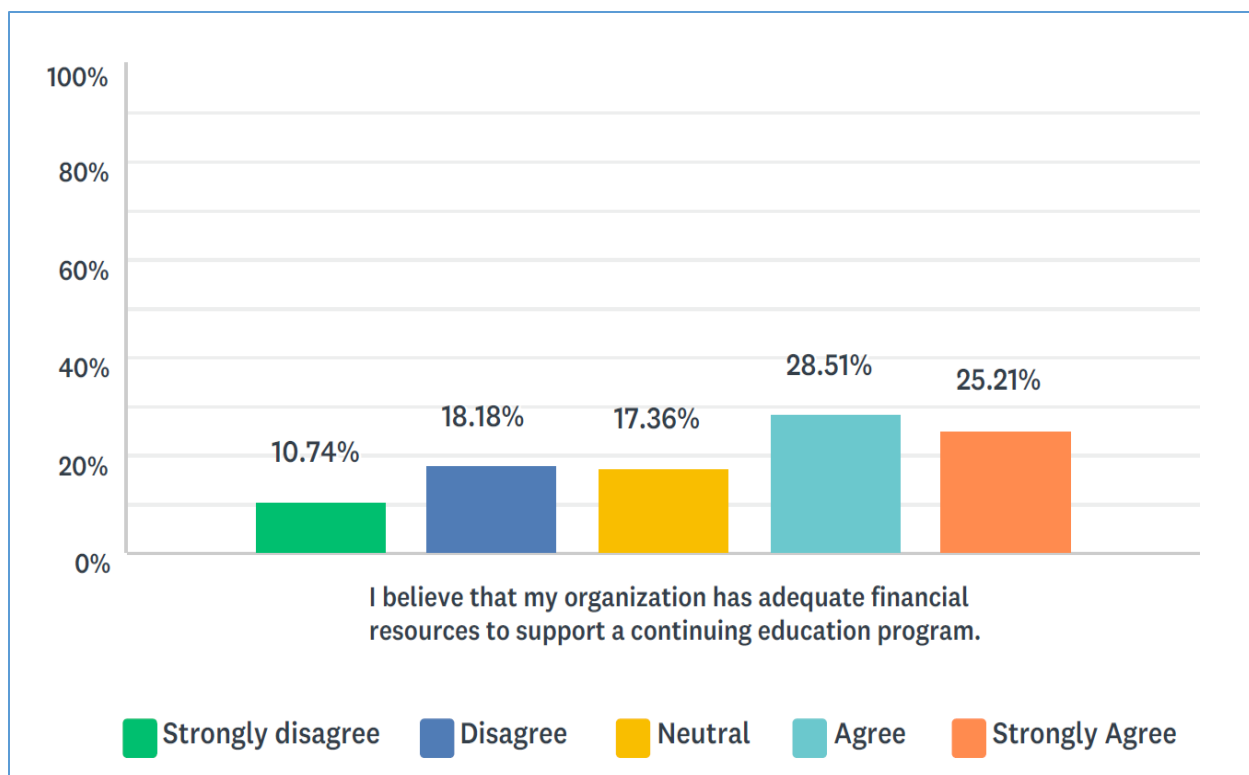


Figure 30: Responses to Question 7- Adequacy of Financial Resources.

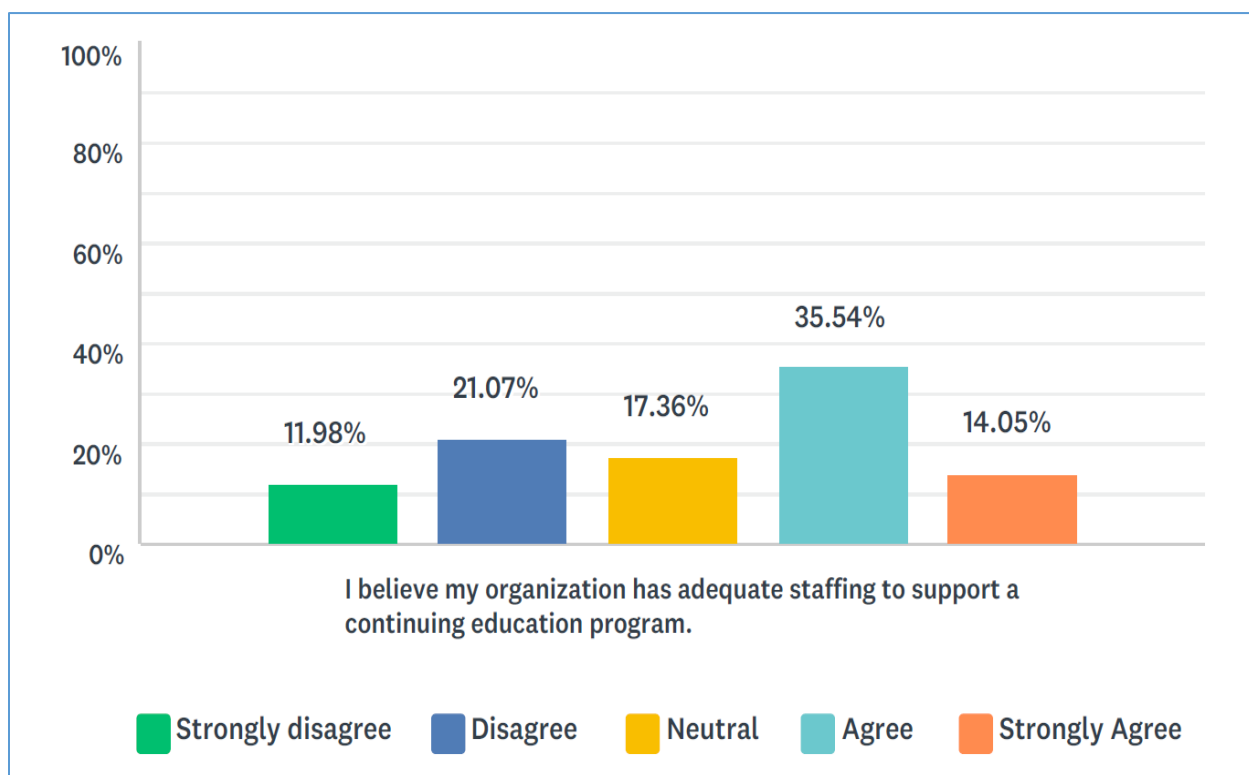


Figure 31: Responses to Question 8- Adequacy of Staffing.

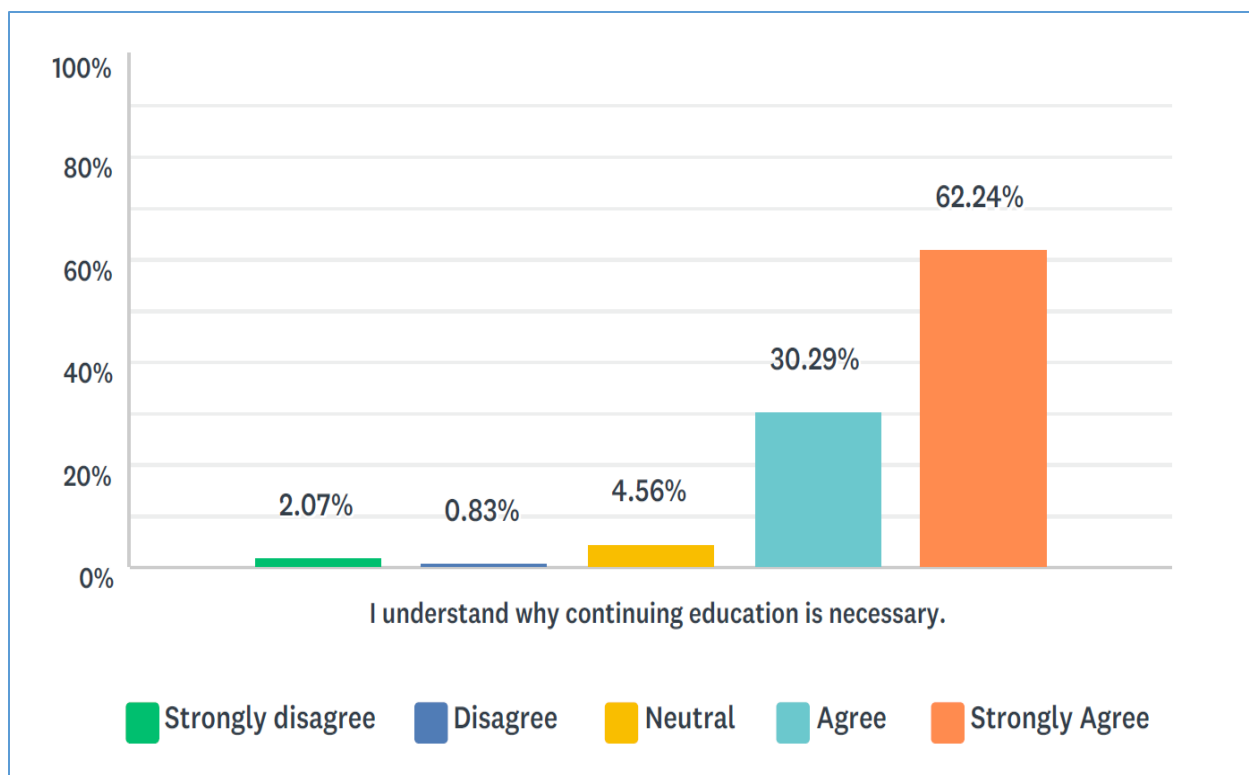


Figure 32: Responses to Question 9- Understanding of the Need.

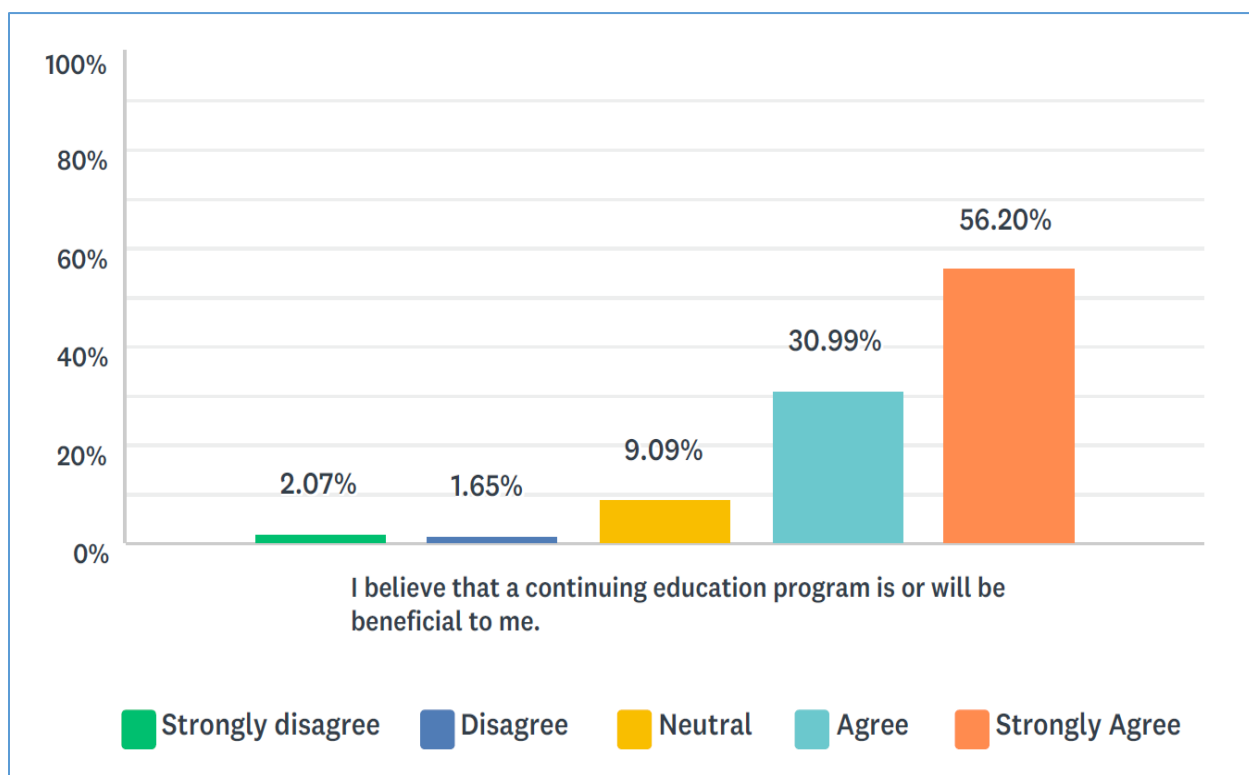


Figure 33: Responses to Question 10- Benefit to Me.

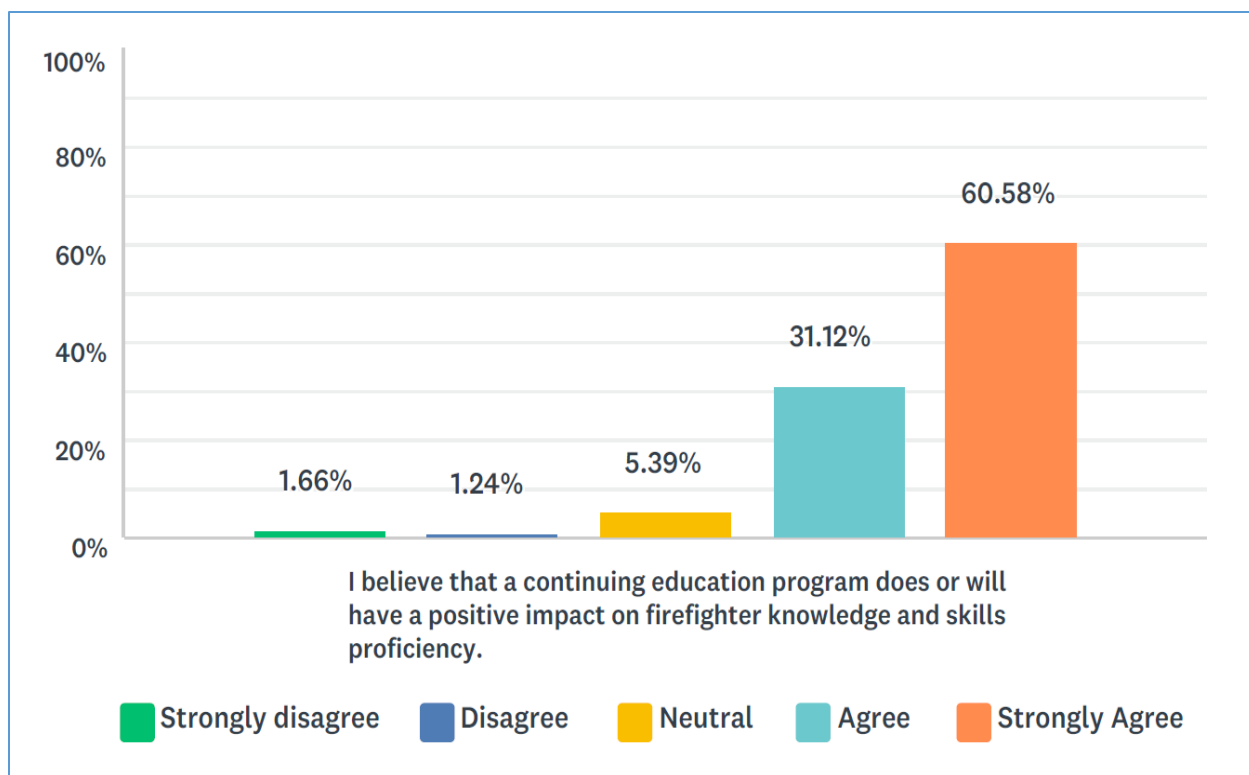


Figure 34: Responses to Question 11- Positive Impact on Proficiency.

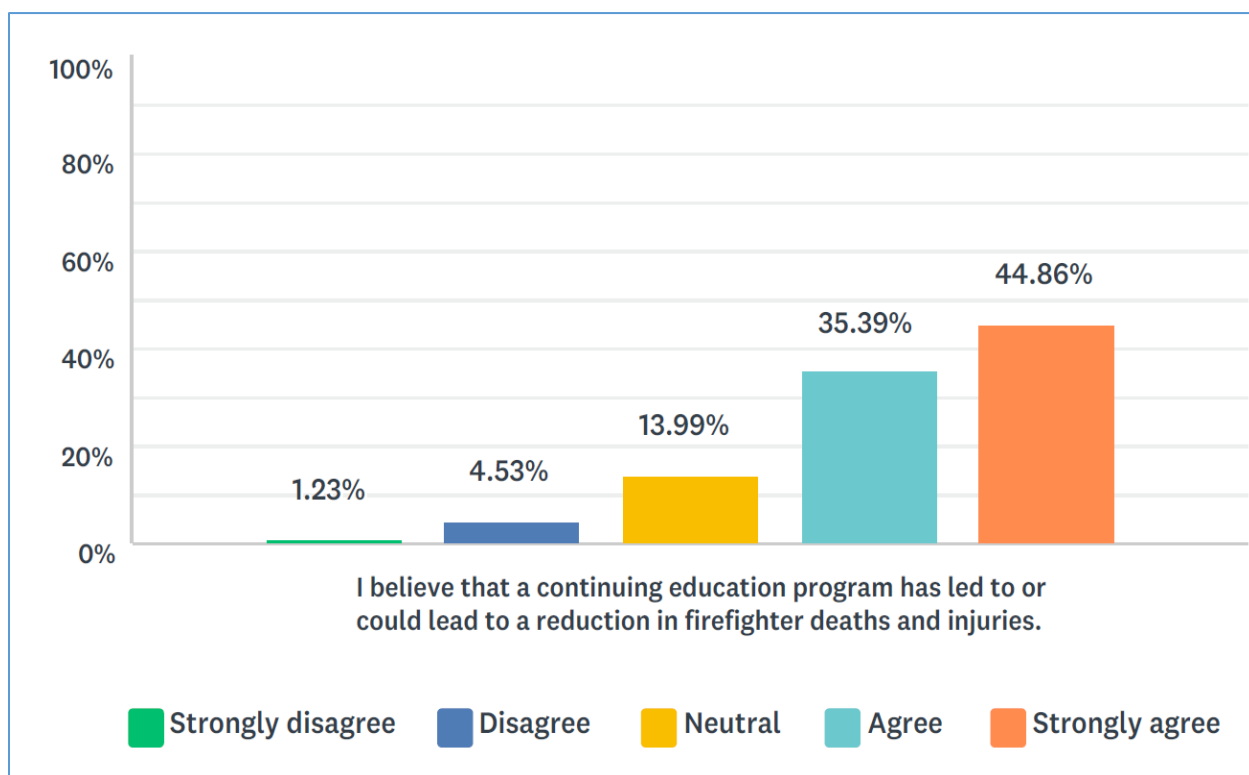


Figure 35: Responses to Question 12- Reduction in Firefighter Deaths and Injuries.

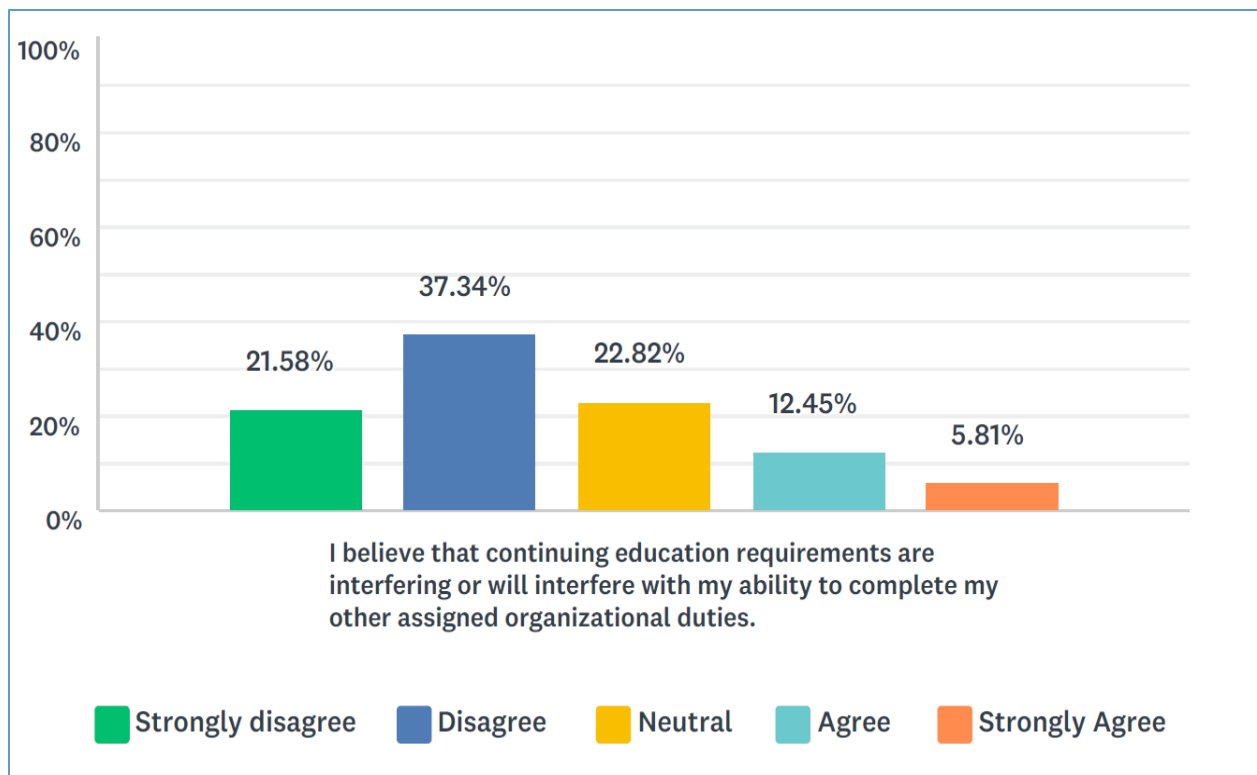


Figure 36: Responses to Question 13- Interference with Other Job Duties.

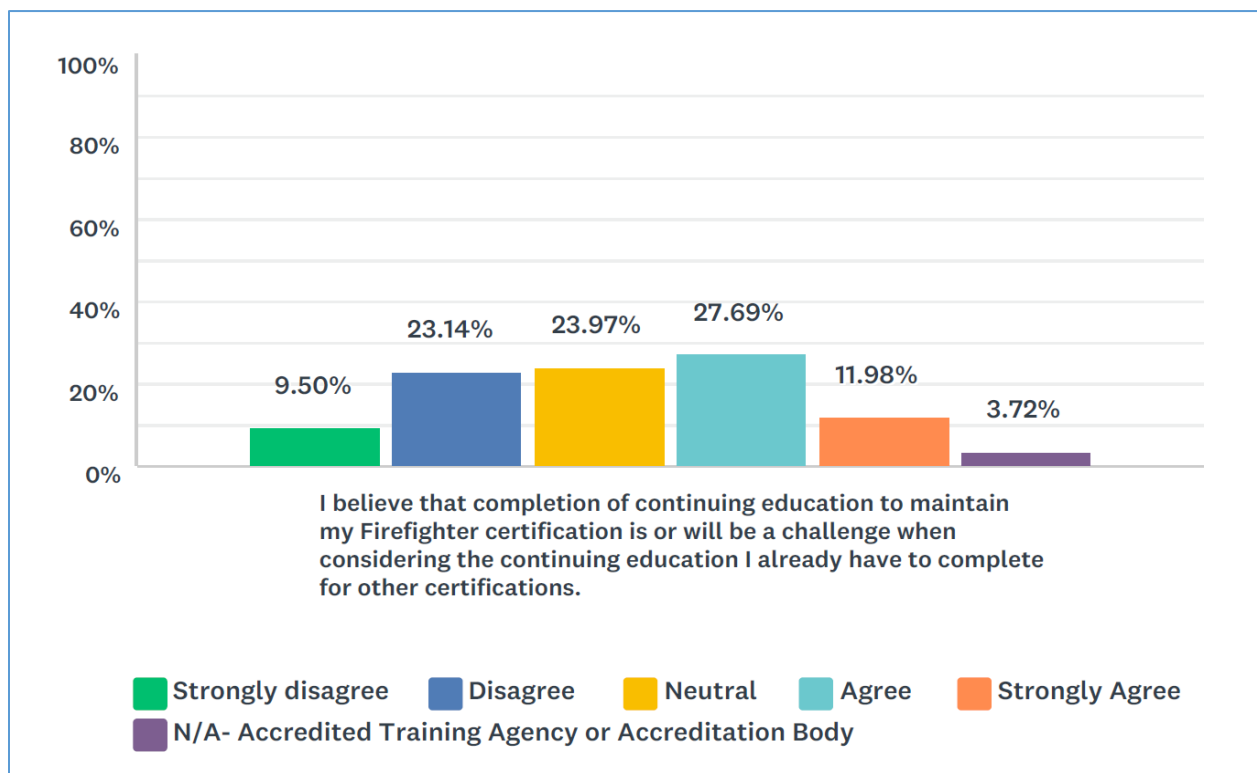


Figure 37: Responses to Question 14- Challenge to Complete all CE Requirements.

Questions 7 through 12 were formatted to assess the positivity of the impact, whereas questions 13 and 14 were formatted to assess the negativity of the impact. As an example, a response of “disagree” for questions 7 through 12 indicated a negative impact, such as inadequate financial resources and staffing, a lack of need, or no clear benefit. A response of “disagree” to questions 13 and 14, however, indicated a positive impact; the respondent did not believe that the change would interfere with their job duties or other CE requirements. The positivity or negativity of the impact can be assigned to the Likert scale, where strongly disagree = very negative, disagree = negative, neutral = neutral, agree = positive, and strongly agree = very positive. The assigned impact is in reverse order for questions 13 and 14, e.g. strongly disagree = very positive. Table 16 presents the findings on the positivity or negativity of the change. The categories with the highest percentage of responses are highlighted.

Change Impact- Questions 7-12	Impact Scale				
	Very Negative	Negative	Neutral	Positive	Very Positive
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Impact on Financial Resources	11%	18%	17%	29%	25%
Impact on Staffing	12%	21%	17%	36%	14%
Impact on Individual (the Need)	2%	1%	5%	30%	62%
Impact on Individual (the Benefit)	2%	2%	9%	31%	56%
Impact on Knowledge and Skills Proficiency	2%	1%	5%	31%	61%
Impact on Reduction in FF Deaths and Injuries	1%	5%	14%	35%	45%
Change Impact- Questions 13 & 14	Impact Scale				
	Very Negative	Negative	Neutral	Positive	Very Positive
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Impact on Other Job Duties	6%	12%	23%	37%	22%
Impact on Completion of all CE Requirements	12%	29%	25%	24%	10%

Table 16: Change Impact Range for All Responses by Percentage.

A clustered bar graph in Figure 38 is another way of visualizing the data in Table 16. The total number of responses per category by question are shown below.

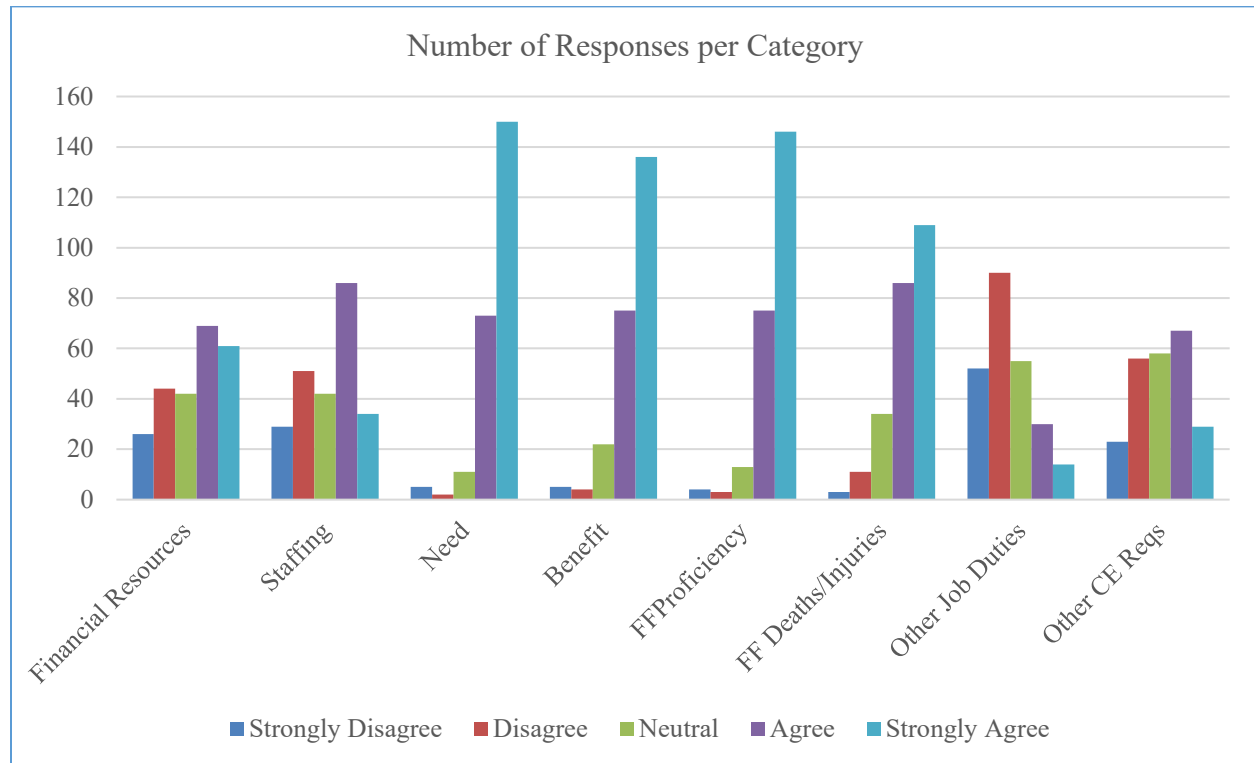


Figure 38: Number of Responses per Category for Questions 7 through 14.

In general, respondents felt that implementation of the proposed model would have a **neutral to very positive** impact on them or their organization. When asked about financial resources, adequacy of staffing, and their ability to complete other job duties, participants responded positively, e.g. participants felt that the change would not result in a negative impact in these categories. Participants felt that the change would have a **very positive** benefit to them, and they understood the need. The impact was also seen as **very positive** for proficiency of firefighter knowledge and skills and a reduction in firefighter deaths and injuries. The impact of the change was ranked as **negative** with regards to the participant's ability to complete other CE requirements.

To further assess the impact to each stakeholder, data was grouped and analyzed by participant type. Table 17 presents the highest number of responses (highest ranked category) for each stakeholder. Those questions with multiple categories indicate that more than one category had the same number of responses.

	FF & FF/ Emergency Medical Provider	Fire Officer	Fire Chief & Head of Department	Accredited Agencies	Accreditation Bodies
Q7: Adequate Financial Resources	Agree	Strongly Agree	Disagree	Agree	Neutral
		Disagree		Neutral	
Q8: Adequate Staffing	Agree	Agree	Agree	Neutral	Neutral
Q9: Understanding of the Need	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Q10: Benefit to Me	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
Q11: Positive Impact on Proficiency	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
					Agree
					Strongly Disagree
Q12: Reduction in FF Deaths and Injuries	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
		Agree			
Q13: Interference with Other Job Duties	Disagree	Neutral	Disagree	Disagree	Neutral
Q14: Challenge to Complete all CE Reqs	Disagree	Neutral	Agree		
	Neutral				

Table 17: Change Impact Range by Position Type.

Table 17 shows that there was one or less variation in responses to questions 8, 9, 10, 12, and 13. In general, there was a strong understanding of the need and benefit across all stakeholders. All stakeholders also agreed that the change would lead to a reduction in firefighter deaths and injuries. While firefighters and firefighter/emergency medical providers agreed that their organizations had adequate financial resources to support the change, responses from fire officers varied between “strongly agree” and “disagree”. Fire Chiefs and Heads of Departments expressed that they did not have adequate financial resources to support the change, whereas Accredited Agencies ranged from “agree” to “neutral”, and Accreditation Bodies indicated that they were neutral. Accredited Agencies and Accreditation Bodies both indicated that they were neutral.

regarding adequacy of staffing, while the remainder of stakeholders indicated that they did have adequate staffing to implement the change. Stakeholders either felt neutral or disagreed that the change would interfere with their normal job duties. Responses varied when respondents were asked if new CE requirements would interfere with their ability to complete existing CE. Firefighters and firefighters/emergency medical providers either disagreed that it would interfere with their abilities to complete existing CE requirement or were neutral on the issue. Fire officers were neutral, whereas, Fire Chiefs and Heads of Departments indicated that it would be challenging to implement the change considering existing CE requirements. Responses from the Accreditation Bodies varied when asked about the positive impact of the change on firefighter knowledge and skills proficiency. Only three responses were received: one respondent strongly agreed, one respondent agreed, and another respondent disagreed that the change would have a positive impact on firefighter knowledge and skills proficiency.

Responses from participants in career positions (103 responses) were compared against those in volunteer positions (74 responses). The results are shown in Table 18.

Career/ Volunteer	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
C	Q7: Adequate Financial Resources	13%	25%	11%	20%	31%
V	Q7: Adequate Financial Resources	8%	11%	19%	39%	23%
C	Q8: Adequate Staffing	17%	26%	9%	31%	17%
V	Q8: Adequate Staffing	3%	14%	22%	49%	14%
C	Q9: Understanding of the Need	2%	1%	5%	28%	64%
V	Q9: Understanding of the Need	3%	0%	3%	42%	52%
C	Q10: Benefit to Me	1%	1%	8%	27%	63%
V	Q10: Benefit to Me	4%	1%	7%	45%	43%
C	Q11: Positive Impact on Proficiency	0%	1%	5%	28%	66%
V	Q11: Positive Impact on Proficiency	3%	1%	4%	41%	51%
C	Q12: Reduction in FF Deaths and Injuries	0%	5%	17%	32%	46%
V	Q12: Reduction in FF Deaths and Injuries	1%	4%	15%	41%	39%
C	Q13: Interference with Other Job Duties	24%	34%	19%	15%	8%

V	Q13: Interference with Other Job Duties	15%	47%	26%	9%	3%
C	Q14: Challenge to Complete all CE Reqs	17%	25%	22%	21%	16%
V	Q14: Challenge to Complete all CE Reqs	4%	26%	22%	38%	11%

Table 18: Percentage Responses by Career or Volunteer Position.

With regards to the impact on financial resources and staffing, career and volunteer participants responded positively indicated that they had adequate resources in both areas; however, career participants more strongly agreed that they had adequate financial resources when compared to volunteer participants. Both career and volunteer participants understood the need and both participants strongly agreed that it would have a positive impact on their proficiency. Career participants felt more strongly that the change would benefit them and reduce firefighter deaths and injuries when compared to volunteer participants. Career and volunteer participants did not feel that the change would impact their ability to complete other job duties, however, volunteer participants felt the change would negatively impact their ability to complete all their CE requirements. Career participants did not feel that the change would negatively impact their ability to complete their CE requirements.

4.3.2.2 Other considerations

The challenge in developing a CE program is determining a reasonable approach which will ensure the highest level of skills and knowledge proficiency while minimizing the impact to the Individual, the Department, the Accredited Agency, and the Accreditation Body. With the Individual, consideration must be given to those with multiple certifications; this aspect was not evaluated in the impact assessment survey but should be a focused topic for future work. Each certification includes unique JPRs and annual demonstration of proficiency in all JPRs for each certification held by an individual may prove infeasible. However, to meet the requirements set forth in the current edition of the Pro-Qual standards, those with a certification “shall remain current with the general knowledge, skills, and JPRs addressed for each level or position of qualification.”

A Fire Officer at a Captain’s rank provides an example of an individual that would have compounding CE requirements. It would not be uncommon for a Captain to have a Firefighter Level II, Driver/Operator, Fire Officer Level II, and Fire Instructor Level II certification. In addition, this individual may possess specialty certifications such as Rescue Technician. In this

example, the path to maintaining skills proficiency is less clear. While it may be feasible to include some elements of other certification JPRs in a 24 hour per year requirement for firefighters, all JPR elements for multiple certifications could not be reasonably assessed in this hourly time frame.

As found in Task 1, some jurisdictions focus on the individual's "assigned" role when determining CE requirements to avoid compounding CE requirements. In these instances, the individual is only required to maintain certifications relevant to their assigned role. However, these approaches present challenges for those transitioning between roles or serving in an acting capacity. Additionally, this approach would be unlikely to work for departments which staff stations rather than apparatus. In these departments, assigned roles can change by the call. An officer, driver, and firefighter in a department with a special service, engine, and ambulance, could transition between all three pieces of apparatus within a given shift, requiring them to be proficient in all JPRs associated with those roles.

Another consideration is the Accreditation Body's role in the CE process. In those States that have a "recertification" process for firefighter certification, it is overseen by the Accredited Agency. As such, recertification programs vary from State to State. This is juxtaposed with initial certification which is accredited by the Accreditation Body and thereby standardized from State to State. If managed at the Accredited Agency level, variability in practices across the U.S. could present a challenge to those managing reciprocity programs. One potential solution could be a State-level required refresher course to be taken by the candidate prior to acceptance of their certification.

Section 5: Summary

The purpose of this research was to evaluate the current approaches utilized for proficiency training and CE across the United States and Canada, as well as approaches utilized by parallel professions. Based upon these findings, a CE model was developed, and stakeholders were surveyed to determine how implementation of this CE model would impact them and/or their organization. The following is a summary of key findings:

- The current editions of all NFPA Pro-Qual standards requires fire service members to "remain current" with knowledge and skills.
- The need for knowledge and skills proficiency has been expressed in various ways in the NFPA Pro-Qual and Training standards for at least a decade.

- Ten NFPA standards define a frequency for knowledge and skills proficiency; evaluation is to be conducted on an annual basis.
- A total of 20 States have recurrent training, recertification, or license renewal policies, however, only 18 of the 20 States specify hourly requirements.
- A total of 63 U.S. States, 5 U.S. federal agencies, 12 Canadian Provinces, and 1 Canadian federal agency are accredited through either IFSAC, Pro Board, or both organizations.
- A need for proficiency training on an annual basis, including live fire training, has been indicated in various firefighter death and injury investigations.
- Advancements in fire science reveal that CE in the fire service goes beyond maintenance of initial skills and core competencies and is necessary to ensure that firefighters are current with changes in suppression and ventilation techniques, building construction, fire behavior, personal protective equipment, firefighter health and safety, and more.
- Only one State currently requires license renewal for fire service members. Other States required certificate renewal or recertification for fire service members.
- Excluding nurses, an average of 22 hours per year was required to fulfill CE requirements across all professions.
- There are a variety of methods used to support completion of continuing education requirements across all professions including on-job skills assessments, classroom training, workshops, online training, college courses, etc.
- Based upon the findings of the research, it is recommended that a firefighter complete 24 hour per year of training with a minimum of one live fire drill per year.
- The CE training for firefighters should address all the job performance requirements set forth in NFPA 1001.
- Considering all stakeholders, the survey showed that the impact of the CE model would be positive to very positive with the exception of the impact on completion of existing CE requirements, which was found to be negative.

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Appendix A: Excerpts from NFPA Pro-Qual and Training Standards

Code No	Title	Editions	NFPA Standards for Professional Qualifications- Revision History and Keyword Search Results
NFPA 1000	Standard for Fire Service Professional Qualifications Accreditation and Certification Systems	2017	<ul style="list-style-type: none"> • 5.2.7* “Current Knowledge and Skills Recertification or Renewal. The certifying entity shall provide documentation describing a current knowledge and skills policy or a recertification or renewal policy. If applicable, the current knowledge and skills recertification or renewal policy shall, at minimum, consist of the following: (1) An established period of time for which a certification is valid, (2) Procedures that address lapsed certification, (3) A continuing education, professional development, and training process to maintain currency of knowledge and skills, (4) Recertification or renewal requirements, criteria, procedures, and administrative responsibilities if certification is time-limited.” • A.5.2.7 “The committee recognizes the importance of formal and continuing education and training programs to ensure individuals have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, tribal or federal agencies as well as by professional association and accredited institutions of higher education. The method of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards.”
		2011	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2006	<ul style="list-style-type: none"> • 5.2.7* “Current Knowledge and Recertification. The certifying entity shall provide documentation describing a current knowledge policy and a recertification policy.” • A.5.2.7 “The certifying entity should address, at minimum, the following: (1) Establishing a period of time for which a certification is valid, (2) Establishing procedures that address lapsed certification, (3) Identifying a continuing education process (i.e. maintaining currency and/or progression to next level of completion), (4) Establishing re-certification requirements and criteria, procedures, and administrative responsibilities, if a certification is time-limited, (5) Establishing the currency of knowledge and skills of personnel, if certification is not time-limited.”
		2000	<ul style="list-style-type: none"> • 4.2.7* “Current Knowledge and Recertification. The certifying entity shall provide documentation describing a current knowledge policy and a recertification policy.” • A.4.2.7 “The certifying entity should address, at minimum, the following: (1) Establishing a period of time for which a certification is valid, (2) Establishing procedures that address lapsed certification, (3) Identifying a continuing education process (i.e. progression to next level of completion), (4) If time-limited certification, establishing recertification requirements and criteria, procedures, and administrative responsibilities.”
		1994	<ul style="list-style-type: none"> • 4-2.7* “Currency and Recertification. The certifying entity shall provide documentation describing a currency policy and a recertification policy.” • A.4.2.7 “The certifying entity should address, at minimum, the following: (1) Establishing a period of time for which a certification is valid, and (2) Establishing procedures that address lapsed certification, and (3) Identifying a continuing education process (i.e. progression to next level of completion), and (4) If time-limited certification, establishing recertification requirements and criteria, procedures, and administrative responsibilities.”

NFPA 1001	Standard for Fire Fighter Professional Qualifications	2019	<ul style="list-style-type: none"> • 1.2.6 “Fire Fighter I and Fire Fighter II level individuals shall remain current with the general knowledge, skills, and JPRs addressed for each level or position of qualification.” • D.2 “NFFP’s “16 Firefighter Life Safety Initiatives.”.....(5) Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all fire fighters based on the duties they are expected to perform.”
		2013	<ul style="list-style-type: none"> • 1.3.8 “The fire fighters at all levels of progression shall remain current with fire protection technology, fire suppression practices, fire and life safety initiatives, and applicable standards as determined by the AHJ.” • A.1.3.8 “Continuing education or training is necessary to ensure that fire fighters remain current and update their knowledge and skills in the evolving field of fire fighting. Nationally recognized certification is one means of demonstrating proficiency in current practices.”
		2008	<ul style="list-style-type: none"> • 1.3.8* “The fire fighters at all levels of progression shall remain current with fire protection technology, fire suppression practices, and applicable standards by attending workshops and seminars, undergoing certification testing, and accessing professional publications.” • A.1.3.8 “Continuing education or training is necessary to ensure that fire fighters remain current and update their knowledge and skills in the evolving field of fire fighting. Nationally recognized certification is one means of demonstrating proficiency in current practices.”
		2002-Prior Editions	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1002	Standard for Fire Apparatus Driver/Operator Professional Qualifications	2017	<ul style="list-style-type: none"> • 1.2.6* “Emergency response personnel who drive and operate fire apparatus shall remain current with the general knowledge, skills, and JPRs addressed for each level or position of qualification. Emergency response personnel who drive and operate fire apparatus shall remain current with practices and applicable standards and shall demonstrate competency on an annual basis.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure emergency response personnel who drive and operate fire apparatus have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, tribal or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
		2014	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2009	<ul style="list-style-type: none"> • 1.4.14* “The driver/operator shall remain current with apparatus technology, driving/operating practices, and applicable laws and standards by attending workshops and seminars, undergoing certification testing, and accessing professional publications.”

			<ul style="list-style-type: none"> • A.1.4.14 “Continuing education or training is necessary to ensure that driver/operators remain current and update their knowledge and skills of fire apparatus operations. Nationally recognized certification is one means of demonstrating proficiency in current practices.”
		2003-Prior Editions	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1003	Standard for Airport Fire Fighter Professional Qualifications	2019	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2015	<ul style="list-style-type: none"> • 1.2.6* “Airport Fire Fighters shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualifications.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure Airport Fire Fighters have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
		2010	<ul style="list-style-type: none"> • 4.4.1* “The airport fire fighter shall remain current with ARFF fire protection technology, ARFF fire suppression practices, and applicable standards as determined by the AHJ.” • A.4.4.1 “Continuing education or training is necessary to ensure that fire fighters remain current and update their knowledge and skills in the evolving field of ARFF by attending workshops and seminars, undergoing competency testing, participating in recurring proficiency evolutions, and/or accessing professional publications as determined by the AHJ. Nationally recognized certification is one means of demonstrating proficiency in current practices.”
		2005-Prior Editions	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1005	Standard for Professional Qualifications for Marine Fire Fighting for Land-Based Fire Fighters	2019	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2014	<ul style="list-style-type: none"> • 1.2.6* “Marine Fire Fighting for Land-Based Fire Fighters shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualifications.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure Marine Fire Fighting for Land-Based Fire Fighters has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”

		2007	<ul style="list-style-type: none"> • 4.1.4* “The land-based marine fire fighters at all levels of progression shall remain current with marine fire protection technology, fire suppression practices, and applicable standards by attending workshops and seminars, undergoing certification testing, and accessing professional publications.” • A.4.1.4 “Continuing education or training is necessary to ensure that land-based marine fire fighters remain current and update their knowledge and skills in the evolving field of marine fire fighting. Nationally recognized certification is one means of demonstrating proficiency in current practices.”
NFPA 1006	Standard for Technical Rescue Personnel Professional Qualifications	2017	<ul style="list-style-type: none"> • 1.2.6* “Technical rescue personnel shall remain current with the general knowledge, skills, and JPRs addressed for each level or position of qualifications. Technical rescue personnel shall remain current with technical rescue practices and applicable standards and shall demonstrate competency on an annual basis.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure technical rescue personnel have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard Ongoing training and continuing education are necessary to ensure that technical rescue personnel remain current in the even-changing field of technical rescue. Attending workshops and seminars, reading professional publications, and participating in refresher training are ways technical rescue personnel can update their knowledge and skills. Proficiency in current rescue practices can be demonstrated by achieving and maintaining certification through a national certifying body.” • A.16.3.1 “A realistic evaluation of the rescuer’s water survival skills should be conducted by the AHJ to meet this requirement. It is recommended that the AHJ use an annual swim test that meets or exceeds the IADRS Annual Watermanship Test...” • A.18.3 “.....Candidates should have experience diving in various environments by taking additional specialties. Examples of specialties include ice, current, hazardous materials, dry suit, and lifting operations. Annual confirmation of these skills should be performed to ensure continued competency.”
		2013	<ul style="list-style-type: none"> • 1.3.6* “Rescuers at Level I and Level II shall remain current with technical rescue practices and applicable standards and shall demonstrate competency on an annual basis.” • A.1.3.6 “Ongoing training and continuing education are necessary to ensure that rescuers remain current in the even-changing field of technical rescue. Attending workshops and seminars, reading professional publications, and participating in refresher training are ways in which technical rescuers can update their knowledge and skills. Proficiency in current rescue practices can be demonstrated by achieving and maintaining certification through a national certifying body.” • A.11.2.1 “A realistic evaluation of the rescuer’s water survival skills should be conducted by the AHJ to meet this requirement. It is recommended that the AHJ use an annual swim test that meets or exceeds the IADRS Annual Watermanship Test...”

			<ul style="list-style-type: none"> • A.13.2 “.....Candidates should have experience diving in various environments by taking additional specialties. Examples of specialties include ice, current, hazardous materials, dry suit, and lifting operations. Annual confirmation of these skills should be performed to ensure continued competency.”
		2008	<ul style="list-style-type: none"> • 1.3.6* “Rescuers at Level I and Level II shall remain current with technical rescue practices and applicable standards.” • A.1.3.6 “Ongoing training and continuing education are necessary to ensure that rescuers remain current in the even-changing field of technical rescue. Attending workshops and seminars, reading professional publications, and participating in refresher training are ways in which technical rescuers can update their knowledge and skills. Proficiency in current rescue practices can be demonstrated by achieving and maintaining certification through a national certifying body.” • A.11.2.1 “A realistic evaluation of the rescuer’s water survival skills should be conducted by the AHJ to meet this requirement. It is recommended that the AHJ use an annual swim test that meets or exceeds the IADRS Annual Watermanship Test...” • A.13.2 “.....Candidates should have experience diving in various environments by taking additional specialties. Examples of specialties include ice, current, hazardous materials, dry suit, and lifting operations. Annual confirmation of these skills should be performed to ensure continued competency.”
		2003- Prior Editions	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1021	Standard for Fire Officer Professional Qualifications	2014	<ul style="list-style-type: none"> • 1.3.4* “The fire officer at all levels of progression shall remain current with the general requirements for fire officers, human resource management, community and government relations, administration, inspections and investigations, emergency service delivery, and health and safety.” • A.1.3.4 “Remaining current can be demonstrated by attending workshops, classes, and seminars; post-secondary education; certification; or accessing professional publications, journals, and web sites.” • 1.3.5* “The fire officer at all levels of progression shall remain current with the general knowledge and skills and job performance requirements address in the level of qualification.” • A.1.3.5 “The committee recognizes the importance of formal and continuing education and training programs to ensure the fire officer has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state/provincial, or federal agencies as well as professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard. The Fire Officer I should be matriculated into an accredited institution of higher education as accepted by the AHJ. The Fire Officer II should attain an associate degree or equivalent hours toward a baccalaureate at an accredited institution of higher education as accepted by the AHJ

			<p>The Fire Officer III should attain a baccalaureate degree at an accredited institution of higher education as accepted by the AHJ.</p> <p>The Fire Officer IV should attain a graduate level degree at an accredited institution of higher education as accepted by the AHJ.</p> <p>It is recognized that higher education provides the knowledge, skills, and abilities that can help develop competent leaders and managers. The technical committee acknowledges that the Fire and Emergency Services Higher Education (FESHE) model serves as a professional development and career path template for aspiring fire officers. Further, these educational milestones are included only as recommendations for the development of fire officers and should not be viewed as requirements. “</p> <ul style="list-style-type: none"> • 7.2.3 “Establish and evaluate a list of education and in-service training goals, given a summary of the job performance requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.”
		2009	<ul style="list-style-type: none"> • 1.3.4* “The fire officer at all levels of progression shall remain current with the general requirements for fire officers, human resource management, community and government relations, administration, inspections and investigations, emergency service delivery, and health and safety.” • A.1.3.4 “Remaining current can be demonstrated by attending workshops, classes, and seminars; post-secondary education; certification; or accessing professional publications, journals, and web sites.” • 7.2.3 “Establish and evaluate a list of education and in-service training goals, given a summary of the job performance requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.”
		2003	<ul style="list-style-type: none"> • 7.2.3 “Establish and evaluate a list of education and in-service training goals, given a summary of the job performance requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.”
		1997	<ul style="list-style-type: none"> • 5-2.2 “Establish and evaluate a list of education and in-service training goals, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.”
		1992-Prior Editions	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1026	Standard for Incident Management Personnel Professional Qualifications	2018	<ul style="list-style-type: none"> • 1.2.6* “Incident Management Personnel shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualifications.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that personnel at various response levels. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training,

NFPA 1031	Standard for Professional Qualifications for Fire Inspector and Plan Examiner		skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
		2014- Prior Edition	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
		2014	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2009	<ul style="list-style-type: none"> • 1.3.10* “The fire inspector and plan examiner at all levels of progression shall remain current with the origins and limits of their authority, fire protection technology, fire prevention practices, inspection methods, and applicable codes and standards.” • A.1.3.10 “Continuing education is necessary to ensure that fire inspectors and plan examiners maintain and update their knowledge and skills in the evolving field of fire and life safety. Attending or participating in workshops and seminars and in local, state, and national code development or professional organizations; achieving certifications; and accessing professional publications, journals, and web sites are just a few of the many avenues available to increase fire inspector and plan examiners competency.” • A.5.1 “...Formal continuing education is essential to maintain the skill level of a Fire Inspector II and to continue an individual’s advancement to the more skilled Fire Inspector III level” • A.6.1 “...Continuing education in formal programs is essential to maintaining the skill levels necessary for Fire Inspector III.”
		2003	<ul style="list-style-type: none"> • 1.3.10* “The fire inspector and plan examiner at all levels of progression shall remain current with the origins and limits of their authority, fire protection technology, fire prevention practices, inspection methods, and applicable codes and standards by attending workshops and seminars, undergoing certification testing, or accessing professional publications, journals, and web sites.” • A.1.3.10 “Continuing education is necessary to ensure that fire inspectors and plan examiners update their knowledge and skills in the evolving field of fire and life safety. Attendance at workshops or seminars and the study of professional publications are just a few of many avenues available to increase fire inspector and plan examiner learning. Nationally recognized certification is one means of demonstrating proficiency in current practices.” • A.5.1 “...Formal continuing education is essential to maintain the skill level of a Fire Inspector II and to continue an individual’s advancement to the more skilled Fire Inspector III level” • A.6.1 “...Continuing education in formal programs is essential to maintaining the skill levels necessary for Fire Inspector III.”
		1998	<ul style="list-style-type: none"> • 1.3.10 “The fire inspector and plan examiner at all levels of progression shall remain current with the origins and limits of their authority, fire protection technology, fire prevention practices, inspection methods, and current applicable codes and standards by attending workshops and seminars, by undergoing certification testing, or by means of professional publications and journals.”

		1993	<ul style="list-style-type: none"> • 1-3.8* “The fire inspector at all levels of progression shall remain current with inspection methodology, fire protection technology, and current applicable codes and standards by attending workshops/seminars or by means of professional publications and journals.”
		1987- Prior Editions	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1033	Standard for Professional Qualifications for Fire Investigator	2014	<ul style="list-style-type: none"> • 1.3.7* “The investigator shall have and maintain at a minimum an up-to-date basic knowledge of the following topics beyond the high school level: (1) Fire science, (2) Fire chemistry, (3) Thermodynamics, (4) Thermometry, (5) Fire dynamics, (6) Explosion dynamics, (7) Computer fire modeling, (8) Fire investigation, (9) Fire analysis, (10) Fire investigation methodology, (11) Fire investigation technology, (12) Hazardous materials, (13) Failure analysis and analytical tools, (14) Fire protection systems, (15) Evidence documentation, collection, and preservation, (16) Electricity and electrical systems.” • A.1.3.7 “Basic up-to-date information on these topics can be found in the current edition of NFPA 921. NFPA 921 is written on a basic level for competency in fire and explosion investigation and updated on a three-year cycle “to establish guidelines and recommendations for the safe and systematic investigation and analysis of fire and explosion incidents” and “is designed to produce a systematic, working framework or outline by which effective fire and explosion investigation and origin and cause analysis can be accomplished.” As stated in NFPA 921, “[It] is not intended as a comprehensive scientific or engineering text. Although many scientific and engineering concepts are presented within the text the user is cautioned that these concepts are presented at an elementary level and additional technical sources, training, and education may often need to be utilized in an investigation...The documents or portions thereof listed in this [document] are referenced within this guide and shall be considered part of the requirements of this document.” • 1.3.8* “The fire investigator shall remain current in the topics listed in 1.3.7 by attending formal education courses, workshops, and seminars and/or through professional publications and journals.” • A.1.3.8 “Fire investigation technology and practices are changing rapidly. It is essential for an investigator’s performance and knowledge to remain current. It is recommended that investigators be familiar with the technical information and procedural guidance presented in materials such as NFPA 921 and <i>Fire Protection Handbook</i>.”
		2009	<ul style="list-style-type: none"> • 1.3.7* “The fire investigator shall remain current with investigation methodology, fire protection technology, and code requirements by attending workshops and seminars and/or through professional publications and journals.” • A.1.3.7 “Fire investigation technology and practices are changing rapidly. It is essential for an investigator’s performance and knowledge to remain current. It is recommended that investigators be familiar with the technical information and procedural guidance presented in materials such as NFPA 921 and <i>Fire Protection Handbook</i>.” • 1.3.8* “The investigator shall have and maintain an up-to-date basic knowledge of the following topics beyond the high school level at a post-secondary education level: (1) Fire science, (2) Fire chemistry, (3) Thermodynamics, (4) Thermometry, (5) Fire dynamics, (6) Explosion dynamics, (7) Computer fire modeling, (8) Fire investigation, (9)

			<p>Fire analysis, (10) Fire investigation methodology, (11) Fire investigation technology, (12) Hazardous materials, (13) Failure analysis and analytical tools.”</p> <ul style="list-style-type: none"> • A.1.3.8 “Basic up-to-date information on these topics can be found in the current edition of NFPA 921.
		2003	<ul style="list-style-type: none"> • 1.3.7* “The fire investigator shall remain current with investigation methodology, fire protection technology, and code requirements by attending workshops and seminars and/or through professional publications and journals.” • A.1.3.7 “Fire investigation technology and practices are changing rapidly. It is essential for an investigator’s performance and knowledge to remain current. It is recommended that investigators be familiar with the technical information and procedural guidance presented in materials such as NFPA 921 and <i>Fire Protection Handbook</i>.”
		1998	<ul style="list-style-type: none"> • 1.3.7* “The fire investigator shall remain current with investigation methodology, fire protection technology, and current code requirements by attending workshops and seminars and/or through professional publications and journals.” • A.1.3.7 “Fire investigation technology and practices are changing rapidly. It is essential for an investigator’s performance and knowledge to remain current. It is recommended that investigators be familiar with the technical information and procedural guidance presented in materials such as NFPA 921, <i>Guide for Fire and Explosion Investigation</i>, and NFPA, <i>Fire Protection Handbook</i>.”
		1993	<ul style="list-style-type: none"> • 1.3.7* “The fire investigator shall remain current with investigation methodology, fire protection technology, and current code requirements by attending workshops and seminars and/or through professional publications and journals.” • A.1.3.7 “Fire investigation technology and practices are changing rapidly. It is essential for an investigator’s performance and knowledge to remain current. It is recommended that investigators be familiar with the technical information and procedural guidance presented in materials such as NFPA 921, <i>Guide for Fire and Explosion Investigation</i>, and NFPA 907M, <i>Manual for the Determination of Electrical Fire Causes</i>.”
		1987	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1035	Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications	2015	<ul style="list-style-type: none"> • 1.2.6* “A Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that the Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
		2010	<ul style="list-style-type: none"> • 1.2.3* “The fire and life safety educator, PIO, and JFIS shall remain current with all requirements and applicable standards as determined by the authority having jurisdiction (AHJ).”

			<ul style="list-style-type: none"> • A.1.2.3 “Continuing education or training is necessary to ensure that all remain current and update their knowledge and skills in the evolving field of fire and life safety educator, PIO, and JFIS by attending workshops and seminars, undergoing competency testing, participating in recurring proficiency evolutions, and/or accessing professional publications as determined by the AHJ. Nationally recognized certification is one means of demonstrating proficiency in current practices.” • 4.4.4 “The fire and life safety educator, PIO, and JFIS at all levels of progression shall remain current with educational methodology, technology, and technical content by means of workshops and seminars or professional publications and journals.”
		2005	<ul style="list-style-type: none"> • 4.4.4 “The public fire and life safety educator, public information officer, and juvenile firesetter intervention specialist at all levels of progression shall remain current with educational methodology, technology, and technical content by means of workshops and seminars or professional publications and journals.”
		2000	<ul style="list-style-type: none"> • 1-3.11 “The public fire and life safety educator at all levels of progression shall remain current with educational methodology, technology, and technical content by means of workshops and seminars or professional publications and journals.”
		1993	<ul style="list-style-type: none"> • 1-3.8 “The public fire and life safety educator at all levels of progression shall remain current with educational methodology, technology, and technical content by attending workshops/seminars, or by means of professional publications and journals.”
		1987	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1037	Standard on Fire Marshal Professional Qualifications	2016	<ul style="list-style-type: none"> • 1.2.6* “A Fire Marshal shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that a Fire Marshal has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, federal, or tribal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.” • A.4.1.3 “Continuing education is necessary to ensure that Fire Marshals update their knowledge and skills in the evolving field of fire and life safety. Attendance at workshops or seminars and the study of professional publications, journals, and websites are just a few of many avenues available to increase Fire Marshal learning. Nationally recognized certification is one means of demonstrating proficiency in current practices.
		2012	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2007	<ul style="list-style-type: none"> • 4.1.9* “The Fire Marshal shall remain current with the origins and limits of their authority, and all aspects of their assigned duties and responsibilities.” • A.4.1.9 “Continuing education is necessary to ensure that Fire Marshals update their knowledge and skills in the evolving field of fire and life safety. Attendance at workshops or seminars and the study of professional

			publications, journals, and websites are just a few of many avenues available to increase Fire Marshal learning. Nationally recognized certification is one means of demonstrating proficiency in current practices.”
NFPA 1041	Standard for Fire and Emergency Services Instructor Professional Qualifications	2019	<ul style="list-style-type: none"> • 1.2.6* “A Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge shall remain current with the general knowledge and skills and JPRs addressed in the level of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that the Fire and Emergency Services Instructor I, Fire and Emergency Services Instructor II, Fire and Emergency Services Instructor III, Live Fire Instructor, and Live Fire Instructor in Charge have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.” • A.1.3 “.....The committee realizes that some instructors candidates might qualify at the various levels without formal training, and although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor successfully complete approved formal courses of instruction, attend periodic career development and improvement courses, and remain active within a fire service training program.”
		2012	<ul style="list-style-type: none"> • A.1.3 “.....The committee realizes that some instructors candidates might qualify at the various levels without formal training, and although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor successfully complete approved formal courses of instruction, attend periodic career development and improvement courses, and remain active within a fire service training program.” • 1.3.5*”Fire service instructors at all levels of progression shall remain current and comply with all applicable laws, regulations, and standards applying to delivery of training.” • 1.3.7 “The fire service instructor shall maintain professional competency through professional development, continuing education, networking, instructional development and delivery, and membership in professional organizations.”
		2007	<ul style="list-style-type: none"> • A.1.3 “.....The committee realizes that some instructors candidates might qualify at the various levels without formal training, and although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor successfully complete approved formal courses of instruction, attend periodic career development and improvement courses, and remain active within a fire service training program.” • 1.3.5*”Fire service instructors at all levels of progression shall remain current and comply with all applicable laws, regulations, and standards applying to delivery of training.” • 1.3.7 “The fire service instructor shall maintain professional competency through continuing education, networking, instructional development and delivery, and membership in professional organizations.”

		2002	<ul style="list-style-type: none"> • A.1.3 “.....The committee realizes that some instructors candidates might qualify at the various levels without formal training, and although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor successfully complete approved formal courses of instruction, attend periodic career development and improvement courses, and remain active within a fire service training program.” • 1.3.5*”Fire service instructors at all levels of progression shall remain current and comply with all applicable laws, regulations, and standards applying to delivery of training.” • 1.3.7 “The fire service instructor at all levels of certification shall remain current with trends in training and maintain professional competency through continuing education, networking, instructional development and delivery, and membership in professional organizations.”
		1992	<ul style="list-style-type: none"> • A.1.3 “.....The committee realizes that some instructors candidates might qualify at the various levels without formal training, and although formal training is not a prerequisite, it is strongly recommended that every fire and emergency services instructor (1) successfully complete approved formal courses of instruction, and (2) attend periodic career development and improvement courses and remain active within a fire service training program.”
NFPA 1051	Standard for Wildland Firefighting Personnel Professional Qualifications	2016	<ul style="list-style-type: none"> • 1.2.6* “A Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure Wildland Fire Fighter I, Wildland Fire Fighter II, Wildland Fire Officer I, Wildland Fire Officer II, Wildland/Urban Interface Protection Specialist, and Wildland/Urban Interface Coordinator has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
		2012	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2007	<ul style="list-style-type: none"> • 1.3.17* “The AHJ shall make provisions to ensure the individual maintains the skills and knowledge required for professional qualification at a given skill level.” • A.1.3.17 “The AHJ can ensure skills maintenance by a number of different methods or combination of methods, such as nationally recognized certification system, continuing education or training, or performance training.”
		2002	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
		1995	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1061	Standard for Public Safety Telecommunications Personnel	2018	<ul style="list-style-type: none"> • 1.2.6* “Public Safety Telecommunications Personnel shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that personnel at the various response levels. Continuing education and training programs can be

Professional Qualifications		<p>developed or administrated by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”</p> <ul style="list-style-type: none"> • 7.4.3 “The periodic delivery of continuing education, given prepared course materials, so that competency levels are maintained in a consistent fashion.” • 9.6 “Continuing Education. This duty involves utilizing communication center data and results from reviewed calls for service, along with the implementation of new communication center policies and procedures to develop and deliver continuing education.” • 9.7 “Credentialing. This duty involves maintaining certifications, licenses, accreditations, and performing benchmarks that are required by all communication center personnel and others required by the AHJ.” • 9.7.1 “Schedule and recommend training, given the communication center personnel certification and other required certification by the AHJ, so that all personnel will meet and maintain all required training with the agency’s established policies and procedures.” • 10.4.1 “Maintain a continuing education training schedule, given an established less plan, so that training is ongoing and that continuing education objectives are met.” • 10.4.2 “Schedule Communication Training Officers (CTOs) to conduct training, given a roster of certified CTOs, so that all CTOs are able to instruct regularly and maintain competency.” • E.4 “Continuing Education and In-Service Training. It is recognized that some individuals grow complacent or stagnant when plateaus are reached in skill and knowledge levels. In-service training and ongoing education are methods of dealing with this problem. This responsibility is shared by both the individual and the AHJ.” • E.4.3 “Training and education should be tied directly to skill demonstration and maintenance.” • E.4.5 “A variety of outside training and educational opportunities are beneficial to both the individual and the organization. The AHJ should develop a policy regarding the participation by the employees in in-service training and identify acceptable outside training and continuing education programs. The content of, and attendance at, all training programs should be documented.
	2014	<ul style="list-style-type: none"> • A.4.1.1 “The AHJ has the responsibility to establish and provide the telecommunicator with the applicable organizational mission statement, principles, philosophies, values, directives, policies, procedures, guidelines, rules, regulations, and descriptions of positions.....In multidiscipline centers, the agency governs the operation by providing call taking, dispatch, and related services to customer agencies; in single discipline centers, a single agency can direct these services for one or more departments within a service area. Both have the duty to define training appropriateness, content, format, and continuing education requirements.” • 4.1.9* “The public safety telecommunications personnel shall remain current with communication technology and telecommunication methodology as provided by the AHJ.” • A.4.1.9 “This requirement can be fulfilled by attending workshops and seminars, or through professional publications and journals, or continuing education as established by the AHJ.”

			<ul style="list-style-type: none"> • 8.4.3 “The periodic delivery of continuing education, given prepared course materials, so that competency levels are maintained in a consistent fashion.” • 10.6 “Continuing Education. This duty involves utilizing communication center data and results from reviewed calls for service, along with the implementation of new communication center policies and procedures to develop and deliver continuing education.” • 10.7 “Certification. This duty involves maintaining certifications, licenses, accreditations, and performing benchmarks that are required by all communication center personnel and others required by the AHJ.” • 10.7.1 “Schedule and recommend training, given the communication center personnel certification and other required certification by the AHJ, so that all personnel will meet and maintain all required training with the agency’s established policies and procedures.” • 11.4.1 “Maintain a continuing education training schedule, given an established less plan, so that training is ongoing and that continuing education objectives are met.” • 11.4.2 “Schedule Communication Training Officers (CTOs) to conduct training, given a roster of certified CTOs, so that all CTOs are able to instruct regularly and maintain competency.” • C-2.2 “Organization of the Process.....The model should consist of four phases and although the phases are expressed in explicit form, OJT should be interwoven throughout all the phases. OJT in its purest form will be found in phase two, but elements of it should also be included in other phases as well. Phase One: Formal or Classroom Instruction, Phase Two: Structured On-the-Job Training, Phase Three: Skill Demonstration, Phase Four: Skill Maintenance.” • C-2.6 “If the employee now has good base knowledge and a good experience base from which to make judgment calls, what next? Many departments stop at this point and allow the passing years to develop the individual. This practice occasionally permits some skills to become rusty and forgotten completely, bad habits to develop, and complacency to set in. A skill maintenance process can be established that requires practice/demonstration on a timely basis. It could include procedures contained within team responses and/or individual demonstration of standard meeting skills. Some skills, such as life safety skills, might need to be demonstrated more often than others. Demonstration of some skills might be necessary each quarter, while it might be sufficient to demonstrate others each year. Members of the individual organization can agree what fits the situation; the main point is that demonstration intervals should be identified and followed. Even when an employee uses the skill daily, some bad habits might slip into the procedure.” • C-4 “Continuing Education and In-Service Training. It is recognized that some individuals grow complacent or stagnant when plateaus are reached in skill and knowledge levels. In-service training and ongoing education are methods of dealing with this problem. This responsibility is shared by both the individual and the AHJ.” • C-4.3 “Training and education should be tied directly to skill demonstration and maintenance.” • C-4.5 “A variety of outside training and educational opportunities are beneficial to both the individual and the organization. The AHJ should develop a policy regarding the participation by the employees in in-service training
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			and identify acceptable outside training and continuing education programs. The content of, and attendance at, all training programs should be documented.
		2007	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2002	<ul style="list-style-type: none"> • 1-3.9* “The public safety telecommunicator shall remain current with communication technology and telecommunication methodology as provided by the AHJ.” • A.1.3.9 “This requirement can be fulfilled by attending workshops and seminars, or through professional publications and journals, or continuing education as established by the AHJ.” • C-2.2 “Organization of the Process.....The model should consist of four phases and although the phases are expressed in explicit form, OJT should be interwoven throughout all the phases. OJT in its purest form will be found in phase two, but elements of it should also be included in other phases as well. Phase One: Formal or Classroom Instruction, Phase Two: Structured On-the-Job Training, Phase Three: Skill Demonstration, Phase Four: Skill Maintenance. • C-2.6 “If the employee now has good base knowledge and a good experience base from which to make judgment calls, what next? Many departments stop at this point and allow the passing years to develop the individual. This practice occasionally permits some skills to become rusty and forgotten completely, bad habits to develop, and complacency to set in. A skill maintenance process can be established that requires practice/demonstration on a timely basis. It could include procedures contained within team responses and/or individual demonstration of standard meeting skills. Some skills, such as life safety skills, might need to be demonstrated more often than others. Demonstration of some skills might be necessary each quarter, while it might be sufficient to demonstrate others each year. Members of the individual organization can agree what fits the situation; the main point is that demonstration intervals should be identified and followed. Even when an employee uses the skill daily, some bad habits might slip into the procedure.” • C-4 “Continuing Education and In-Service Training. It is recognized that some individuals grow complacent or stagnant when plateaus are reached in skill and knowledge levels. In-service training and ongoing education are methods of dealing with this problem. This responsibility is shared by both the individual and the AHJ.” • C-4.3 “Training and education should be tied directly to skill demonstration and maintenance.” • C-4.5 “A variety of outside training and educational opportunities are beneficial to both the individual and the organization. The AHJ should develop a policy regarding the participation by the employees in in-service training and identify acceptable outside training and continuing education programs. The content of, and attendance at, all training programs should be documented.

		1996	<ul style="list-style-type: none"> • 1-3.9* “The public safety telecommunicator shall remain current with communication technology and telecommunication methodology.” • A.1.3.9 “This requirement can be fulfilled by attending workshops and seminars, or through professional publications and journals. Appendix C provides additional information on the topic of in-service education for the telecommunicator.” • C-2.2 “Organization of the Process.....The model should consist of four phases and although the phases are expressed in explicit form, OJT should be interwoven throughout all the phases. OJT in its purest form will be found in phase two, but elements of it should also be included in other phases as well. Phase One: Formal or Classroom Instruction, Phase Two: Structured On-the-Job Training, Phase Three: Skill Demonstration, Phase Four: Skill Maintenance. • C-2.6 “If the employee now has good base knowledge and a good experience base from which to make judgment calls, what next? Many departments stop at this point and allow the passing years to develop the individual. This practice occasionally permits some skills to become rusty and forgotten completely, bad habits to develop, and complacency to set in. A skill maintenance process can be established that requires practice/demonstration on a timely basis. It could include procedures contained within team responses and/or individual demonstration of standard meeting skills. Some skills, such as life safety skills, might need to be demonstrated more often than others. Demonstration of some skills might be necessary each quarter, while it might be sufficient to demonstrate others each year. Members of the individual organization can agree what fits the situation; the main point is that demonstration intervals should be identified and followed. Even when an employee uses the skill daily, some bad habits might slip into the procedure.” • C-4 “Continuing Education and In-Service Training. It is recognized that some individuals grow complacent or stagnant when plateaus are reached in skill and knowledge levels. In-service training and on-going education are methods of dealing with this problem. This responsibility is shared by both the individual and the authority having jurisdiction.” • C-4.3 “Training and education should be tied directly to skill demonstration and maintenance.” • C-4.5 “A variety of outside training and educational opportunities are beneficial to both the individual and the organization. The authority having jurisdiction should develop a policy regarding the participation by the employees in in-service training and identify acceptable outside training and continuing education programs. The content of, and attendance at, all training programs should be documented.
NFPA 1071	Standard for Emergency Vehicle Technician	2020	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2016	<ul style="list-style-type: none"> • 1.2.6* “An EVT I, EVT II, and EVT III shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.”

Professional Qualifications		<ul style="list-style-type: none"> • 1.2.6.1 “To obtain and maintain qualifications as an emergency vehicle technician, persons shall furnish documentation showing that they have completed 20 hours of initial or continuing education on an annual basis.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that EVT I, EVT II, and EVT III have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard. Acceptable continuing education includes, but is not limited to, the following: (1) Pump manufacturer schools and update programs, (2) Aerial device schools and update programs, (3) Electrical system schools and update programs, (4) Brake manufacturer schools and update programs, (5) Engine manufacturer schools and update programs, (6) Transmission manufacturer schools and update programs, (7) Apparatus safety programs, (8) Chassis manufacturer update programs, (9) Chassis manufacturer measuring sessions.” • 6.2.3.1 “Provide input as to the performance level of the technician, given a time record, pertinent work orders, and evaluation forms, so that the abilities and weaknesses of a technician can be determined; required counseling and training be scheduled to maintain or improve a technician’s proficiency; or the issue can be referred to the next level of supervision.”
	2011	<ul style="list-style-type: none"> • 1.3.9* “Continuing Education.” • A.1.3.9 “Acceptable continuing education includes, but is not limited to, the following: (1) Pump manufacturer schools and update programs, (2) Aerial device schools and update programs, (3) Electrical system schools and update programs, (4) Brake manufacturer schools and update programs, (5) Engine manufacturer schools and update programs, (6) Transmission manufacturer schools and update programs, (7) Apparatus safety programs, (8) Chassis manufacturer update programs, (9) Chassis manufacturer measuring sessions. • 1.3.9.1 “In order to obtain and maintain qualifications as an EVT, persons shall furnish documentation showing that they have completed 20 hours of initial or continuing education on an annual basis.” • 1.3.9.2 “The subject matter of the continuing education shall be directly related to job performance requirements of this standard.” • 6.2.3.1 “Provide input as to the performance level of the technician, given a time record, pertinent work orders, and evaluation forms, so that the abilities and weaknesses of a technician can be determined, required counseling and training be scheduled to maintain or improve a technician’s proficiency, or the issue can be referred to the next level of supervision.”
	2006	<ul style="list-style-type: none"> • 6.2.3.1 “Provide input as to the performance level of the technician, given a time record, pertinent work orders, and evaluation forms, so that the abilities and weaknesses of a technician can be determined, required counseling and training be scheduled to maintain or improve a technician’s proficiency, or the issue can be referred to the next level of supervision.”
	2000	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills

NFPA 1072	Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications	2017	<ul style="list-style-type: none"> • 1.2.6* “Personnel at the scene of a hazardous materials/weapons of mass destruction incident at the level of awareness, operations, operations mission-specific, hazardous materials technician, and incident commander shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that personnel at the various response levels- awareness, operations, operations mission-specific, hazardous materials technician, and incident commander- have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
NFPA 1078	Standard for Electrical Inspector Professional Qualifications	2020	<ul style="list-style-type: none"> • 1.2.6* “The electrical inspector shall acquire additional training and continuing education to remain current with the general knowledge, skills, and JPRs addressed for the position.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to maintain and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should relate to the requirements of this standard.” • 1.3.11* “The electrical inspector shall remain current with the origins and limits of their authority, electrical technology, electrical inspection practices and methods, and applicable codes, standards, product certification requirements, and policies.” • A.1.3.11 “Continuing education is necessary to ensure that electrical inspectors maintain and update their knowledge and skills in the evolving field of electrical safety. Attending or participating in workshops and seminars and in local, state, and national code development or professional organizations; achieving certifications; and accessing professional publications, journals, and web sites are just a few of the many avenues available to increase fire inspector and plan examiners competency.”
NFPA 1081	Standard for Facility Fire Brigade Member Professional Qualifications	2018	<ul style="list-style-type: none"> • 1.2.6* “Incipient facility fire brigade members, advanced exterior facility fire brigade member, interior structural facility fire brigade member, facility fire brigade leader, facility fire brigade training coordinator, and support member shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.” • A.1.2.6 “This requirement emphasizes the importance of formal and continuing education and training programs to ensure that personnel at the various response levels- incipient facility fire brigade members, advanced exterior facility fire brigade member, interior structural facility fire brigade member, facility fire brigade leader, facility fire brigade training coordinator, and support member- have maintained and updated the necessary skills and

			<p>knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, federal, or private agencies as well as by professional association and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”</p> <ul style="list-style-type: none"> • A.1.3.2 “Management should define the industrial fire brigades’ training requirements to maintain competency for assigned emergency duties that management expects their personnel to perform. After initial training, recurring training should be required for the industrial fire brigade member to maintain a level of proficiency to perform their duties. 29 CFR 1910 Subpart A paragraphs 1910.120(q), 1910.134(k), 1910.156(c), NFPA 600, and NFPA 472 define some of the requirements for maintaining proficiency.” • 9.1.3.1 “All industrial fire brigade support members shall receive training and education at least annually.” • 9.1.3.2 “All industrial fire brigade support members shall participate in a drill at least annually.”
		2012	<ul style="list-style-type: none"> • A.1.3.1.1 “Management should define the industrial fire brigades’ training requirements to maintain competency for assigned emergency duties that management expects their personnel to perform. After initial training, recurring training should be required for the industrial fire brigade member to maintain a level of proficiency to perform their duties. 29 CFR 1910 Subpart A paragraphs 1910.120(q), 1910.134(k), 1910.156(c), NFPA 600, <i>Standard on Industrial Fire Brigades</i>, Section 4.3, and NFPA 472, <i>Standard on Professional Competence of Responders to Hazardous Materials Incidents</i> define some of the requirements for maintaining proficiency.” • 9.1.3.1 “All industrial fire brigade support members shall receive training and education at least annually.” • 9.1.3.2 “All industrial fire brigade support members shall participate in a drill at least annually.”
		2007	<ul style="list-style-type: none"> • A.1.3.1.1 “Management should define the industrial fire brigades’ training requirements to maintain competency for assigned emergency duties that management expects their personnel to perform. After initial training, recurring training should be required for the industrial fire brigade member to maintain a level of proficiency to perform their duties. 29 CFR 1910 Subpart A paragraphs 1910.120(q), 1910.134(k), 1910.156(c), NFPA 600, <i>Standard on Industrial Fire Brigades</i>, Section 4.3, and NFPA 472, <i>Standard on Professional Competence of Responders to Hazardous Materials Incidents</i> define some of the requirements for maintaining proficiency.”
		2001	<ul style="list-style-type: none"> • No keywords found as it relates to maintenance of knowledge and skills
NFPA 1082	Standard for Facilities Safety Director Professional Qualifications	2020	<ul style="list-style-type: none"> • 1.2.6* “The facilities fire and life safety director shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure that personnel have maintained and updated the necessary skills and knowledge for the level or position of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”

NFPA 1091	Standard for Traffic Incident Management Personnel Professional Qualifications	2019	<ul style="list-style-type: none"> • 1.2.6* “TIMP shall remain current with the general knowledge and skills and JPRs addressed for each level of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure TIMP have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial or federal agencies as well as by professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.” • 1.3.8 “Ongoing training and continuing education are necessary to ensure that TIMP remain current in the ever-changing field of traffic incident management. Attending workshops and seminars, reading professional publications, and participating in refresher training are ways in which TIMP can update their knowledge and skills. Proficiency in current traffic incident management practices can be demonstrated by achieving and maintaining certification through a nationally recognized certifying body. The following list elaborates these requirements...”
		2015	<ul style="list-style-type: none"> • 1.2.6* “Traffic Control Incident Management Personnel shall remain current with the general knowledge and skills and job performance requirements addressed for each level of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure Traffic Control Incident Management Personnel have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, provincial, or federal agencies as well as by professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.” • A.1.3.8 “Ongoing training and continuing education are necessary to ensure that Traffic Control Incident Management Personnel (TCIMP) remain current in the ever-changing field of traffic control incident management. Attending workshops and seminars, reading professional publications, and participating in refresher training are ways in which traffic control incident management personnel can update their knowledge and skills. Proficiency in current traffic control incident management practices can be demonstrated by achieving and maintaining certification through a nationally recognized certifying body. The following list elaborates these requirements...”
NFPA 1521	Standard for Fire Department Safety Officer Professional Qualifications	2015	<ul style="list-style-type: none"> • 1.2.6* “The HSO and ISO shall remain current with the general knowledge, skills, and JPRs for each level of qualification.” • A.1.2.6 “The committee recognizes the importance of formal and continuing education and training programs to ensure HSOs and ISOs have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administrated by local, state, or federal agencies as well as by professional associations and accredited institutions of higher education. The

			methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.”
	2008		<ul style="list-style-type: none"> • 4.2.1* “The health and safety officer shall have and maintain a knowledge of the current principles and techniques of occupational safety and health management systems.” • 4.2.2* “The health and safety officer shall have and maintain a knowledge of NFPA 1500, <i>Standard on Fire Department Occupational Safety and Health Program</i>, and current applicable laws, codes, and standards regulating occupational safety and health to the fire service.” • A.4.2.2 “The standard requires the health and safety officer to have and maintain a knowledge of current applicable laws, codes, and standards. Obtaining this current knowledge requires ongoing effort to be aware of the developing bodies of knowledge and experience pertaining to fire service occupational safety and health. This awareness can be gained through reading journals and periodicals, attending classes and seminars, and regularly reviewing additions and changes in applicable laws, codes, and standards.” • 4.2.3* “The health and safety officer shall have and maintain a knowledge of occupational safety and health hazards and the role these hazards in diseases, illnesses, and injuries as related to emergency and nonemergency operations.” • 4.2.4* “The health and safety officer shall have and maintain a knowledge of current health maintenance and physical fitness issues that affect the fire service members.” • 4.2.5* “The health and safety officer shall have and maintain a knowledge of infection control practice and procedures as required in NFPA 1581, <i>Standard on Fire Department Infection Control Program</i>.” • 4.2.6 “The health and safety officer shall have and maintain a knowledge of practices and procedures for live fire training evolutions as defined in NFPA 1403, <i>Standard on Live Fire Training Evolutions</i>.” • 4.2.7 “The health and safety officer shall have and maintain an awareness of the work of safety organizations, standards-making organizations, and regulatory agencies, in order to track changes in regulations and practices that are designed to eliminate unsafe practices and reduce existing hazardous conditions and that could affect policies and procedures of the fire department.” • 4.5.3* “The incident safety officer shall have and maintain a knowledge of safety and health hazards involved in emergency operations.” • 4.5.4* “The incident safety officer shall have and maintain a knowledge of building construction.” • 4.5.5* “The incident safety officer shall have and maintain a knowledge of fire scene and behavior relative to predicting hostile fire events.” • A.4.5.5 “.....The incident safety officer should maintain a knowledge, at minimum, of ignition causes, fire spread, fire growth, heat transfer, combustion products, smoke movement, and how they relate to flashover, backdraft, and rapid fire extension. The incident safety officer should also maintain a knowledge of topography, climactic conditions, fuel load, conditions, and any other factors that can affect the health and safety of members.”

			<ul style="list-style-type: none"> • 4.5.6* “The incident safety officer shall have and maintain a knowledge of fire department’s personnel accountability system.” • 4.5.7* “The incident safety officer shall have and maintain a knowledge of incident scene rehabilitation strategies.”
		2002	<ul style="list-style-type: none"> • 4.2.2* “The health and safety officer shall have and maintain a knowledge of current applicable laws, codes, and standards regulating occupational safety and health applicable to the fire service.” • A.4.2.2 “The standard requires the health and safety officer to have and maintain a knowledge of current applicable laws, codes, and standards. Such current knowledge requires continuing efforts to be aware of the developing bodies of knowledge and experience pertaining to fire service occupational safety and health. This can be gained through reading journals and periodicals, attending classes and seminars, and regularly reviewing additions and changes in applicable laws, codes, and standards.” • 4.2.3* “The health and safety officer shall have and maintain a knowledge of occupational safety and health hazards involved in emergency operations.” • 4.2.4* “The health and safety officer shall have and maintain a knowledge of current principles and techniques of safety management.” • 4.2.5* “The health and safety officer shall have and maintain a knowledge of current health maintenance and physical fitness issues that affect the fire service members.” • 4.2.6* “The health and safety officer shall have and maintain a knowledge of infection control practice and procedures as required in NFPA 1581, <i>Standard on Fire Department Infection Control Program</i>.” • 4.4.3* “The incident safety officer shall have and maintain a knowledge of safety and health hazards involved in emergency operations.” • 4.4.4* “The incident safety officer shall have and maintain a knowledge of building construction.” • 4.4.5 “The incident safety officer shall have and maintain a knowledge of fire department’s personnel accountability system.” • 4.4.6* “The incident safety officer shall have and maintain a knowledge of incident scene rehabilitation.”
		1997	<ul style="list-style-type: none"> • 2-2.2* “The health and safety officer shall have and maintain a knowledge of current applicable laws, codes, and standards regulating occupational safety and health applicable in the fire service.” • A-2-2.2 “The standard requires the health and safety officer to have and maintain a knowledge of current codes, standards, laws, hazards, principles, techniques, and factors. Such current knowledge requires continuing efforts to be aware of the developing bodies of knowledge and experience pertaining to fire service occupational safety and health. This can be gained through reading journals and periodicals, attending classes and seminars, and regularly reviewing additions and changes in applicable laws, codes, and standards.” • 2-2.3* “The health and safety officer shall have and maintain a knowledge of occupational safety and health hazards involved in emergency operations.”

			<ul style="list-style-type: none"> • 2-2.4* “The health and safety officer shall have and maintain a knowledge of current principles and techniques of safety management.” • 2-2.5* “The health and safety officer shall have and maintain a knowledge of current health maintenance and physical fitness issues that affect the fire service members.” • 2-2.6* “The health and safety officer shall have and maintain a knowledge of infection control practice and procedures as required in NFPA 1581, <i>Standard on Fire Department Infection Control Program</i>.” • 2-4.3* “The incident safety officer shall have and maintain a knowledge of safety and health hazards involved in emergency operations.” • 2-4.4* “The incident safety officer shall have and maintain a knowledge of building construction.” • 2-4.5 “The incident safety officer shall have and maintain a knowledge of fire department’s personnel accountability system.” • 2-4.6* “The incident safety officer shall have and maintain a knowledge of incident scene rehabilitation.”
		1992	<ul style="list-style-type: none"> • 2-2.2* “Safety officers shall have and maintain a knowledge of current federal, state, and local laws regulating occupational safety and health applicable to the fire service work environment.” • A-2-2.2 “The standard requires safety officers to have and maintain a knowledge of current codes, standards, laws, hazards, principles, techniques, and factors. Such current knowledge requires continuing efforts to be aware of the developing bodies of knowledge and experience pertaining to fire service occupational safety and health. This may be gained through reading journals and periodicals, attending classes and seminars, and regularly reviewing changes in applicable codes and standards.” • 2-2.3* “Safety officers shall have and maintain a knowledge of current potential safety and health hazards involved in fire fighting and other related activities.” • 2-2.4* “Safety officers shall have and maintain a knowledge of current principles and techniques of management of a safety and health program.” • 2-2.5* “Safety officers shall have and maintain a knowledge of current health and physical fitness factors that affect the fire service work environment.”
		1987	<ul style="list-style-type: none"> • 2-2.2* “The safety officer shall have and maintain a knowledge of current federal, state, and local laws regulating occupational safety and health applicable to the fire service work environment.” • A-2-2.2 “The standard requires the Safety Officer to have and maintain a knowledge of current codes, standards, laws, hazards, principles, techniques, and factors. Such current knowledge requires continuing efforts to be aware of the developing bodies of knowledge and experience pertaining to fire service occupational safety and health. This may be gained through reading journals and periodicals, attending classes and seminars, and regularly reviewing changes in applicable codes and standards.” • 2-2.3* “The safety officer shall have and maintain a knowledge of current potential safety and health hazards involved in fire fighting and other related activities.”

			<ul style="list-style-type: none"> • 2-2.4* “The safety officer shall have and maintain a knowledge of current principles and techniques of management of a safety and health program.” • 2-2.5* “The safety officer shall have and maintain a knowledge of current health and physical fitness factors that affect the fire service work environment.” • 3-2.1 “Training shall be provided for all members as often as necessary to meet the requirements of Sections 3-1 and 3-2 of this chapter, but not less than twice each year.”
Code No	Title	Edition	NFPA Standards for Competencies, Proficiencies, and Training- Revision History and Keyword Search Results
NFPA 405	Standard for the Recurring Proficiency of Airport Fire Fighters	2020	<ul style="list-style-type: none"> • 1.1 “Scope. This standard contains required performance criteria by which an authority having jurisdiction over aircraft rescue and fire-fighting (ARFF) maintains proficiency and effective ARFF at airports.” • 1.2 “Purpose. This standard is intended for the use of those charged with maintaining ARFF services at airports and establishes the basis for a recurring training program that focuses on measurable performance criteria.” • 1.2.3 “Continuous broad-based training is fundamental to maintaining proficient ARFF services at airports” • 1.2.4 “ARFF personnel at airports shall meet the requirements of NFPA 1003 prior to assignment and thereafter shall receive necessary recurring training that will enable them to consistently meet the requirements of this standard relative to each individual’s role and tasks.” • 1.3.1 “The provisions of this standard are considered fundamental to maintaining levels of professional competence of ARFF services at airports.” • 1.3.3 “The authority having jurisdiction has the responsibility to ensure that ARFF personnel receive initial training in relation to each individual’s role and expected tasks to enable them to perform competently. It is recognized that recurring proficiency training assists in the maintenance of competence through practice of initial skills and reinforcement of knowledge.” • 4.1.1 “Each evaluation of skills and knowledge required by this standard shall be conducted at regular intervals of at least every 12 months by a designated qualified evaluator(s) appointed by the authority having jurisdiction.” • 5.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in airport familiarization.” • 6.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in aircraft familiarization.” • 10.3 “Criteria. ARFF personnel shall be able to maintain and demonstrate a proficiency in the following.....” • Chapter 15 “Recurrent Live Fire Training” • 15.1 “Scope. This chapter identified the knowledge and skills to be demonstrated by designated ARFF personnel required for live fire recurrent training.” • A.15.4.1 “ARFF personnel should be able to demonstrate proficiency in the use of all extinguishing agents required to meet the airport index. It is recognized that most airports operate under constraints that do not allow all

			<p>ARFF personnel to discharge all primary and complementary agents annually. The authority having jurisdiction should consider a live fire training process for firefighter proficiency with locally available extinguishing agents.”</p> <ul style="list-style-type: none"> • 17.1 “ARFF personnel shall maintain EMS training based on the requirements of the authority having jurisdiction.” • 17.3 “Criteria. ARFF personnel shall maintain proficiency through certification and recurrent requirements.” • 19.1* “Scope. This chapter identified the knowledge and skills required by ARFF personnel in maintaining levels of competency required in water rescue operations.”
		2015	<ul style="list-style-type: none"> • 1.1 “Scope. This standard contains required performance criteria by which an authority having jurisdiction over aircraft rescue and fire-fighting (ARFF) maintains proficiency and effective ARFF at airports.” • 1.2 “Purpose. This standard is intended for the use of those charged with maintaining ARFF services at airports and establishes the basis for a recurring training program that focuses on measurable performance criteria.” • 1.2.3 “Continuous broad-based training is fundamental to maintaining a proficient ARFF delivery system at airports” • 1.2.4 “ARFF personnel at airports shall meet the requirements of NFPA 1003 prior to assignment and thereafter shall receive necessary recurring training that will enable them to consistently meet the requirements of this standard relative to each individual’s role and tasks.” • 1.3.1 “The provisions of this standard are considered fundamental to maintaining levels of professional competence of ARFF services at airports.” • 1.3.3 “Employers have a responsibility to ensure that ARFF personnel receive initial training in relation to each individual’s role and expected tasks to enable them to perform competently. It is recognized that recurring proficiency training assists in the maintenance of competence through practice of initial skills and reinforcement of knowledge.” • 4.1.1 “Each evaluation of skills and knowledge required by this standard shall be conducted at regular intervals of at least every 12 months by a designated qualified evaluator(s) appointed by the authority having jurisdiction.” • 5.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in airport familiarization.” • 6.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in aircraft familiarization.” • 6.3 “Criteria. ARFF personnel shall continuously demonstrate proficiency in the following behaviors pertinent to the types of aircraft regularly operating at the airport....” • 10.3 “Criteria. ARFF personnel shall maintain a proficiency and shall demonstrate the following....” • 17.1 “ARFF personnel shall maintain EMS training based on authority having jurisdiction requirements.” • Chapter 15 “Recurrent Live Fire Training” • 19.1* “Scope. This chapter identified the knowledge and skills required by ARFF personnel in maintaining levels of competency required in water rescue operations.”

		2010	<ul style="list-style-type: none"> • 1.1 “Scope. This standard contains required performance criteria by which an authority having jurisdiction over aircraft rescue and fire-fighting (ARFF) maintains proficiency and effective ARFF at airports.” • 1.2 “Purpose. This standard is intended for the use of those charged with maintaining ARFF services at airports and establishes the basis for a recurring training program that focuses on measurable performance criteria.” • 1.2.3 “Continuous broad-based training is fundamental to maintaining a proficient ARFF delivery system at airports” • 1.2.4 “ARFF personnel at airports shall meet the requirements of NFPA 1003, <i>Standard for Airport Fire Fighter Professional Qualifications</i>, prior to assignment and thereafter shall receive the necessary recurring training that will enable them to consistently meet the requirements of this standard relative to the individual’s role and tasks.” • 1.3.1 “The provisions of this standard are considered fundamental to maintaining levels of professional competence of ARFF services at airports.” • 1.3.3 “Employers have a responsibility to ensure that ARFF personnel receive initial training in relation to each individual’s role and expected tasks to enable them to perform competently. It is recognized that recurring proficiency training assists in the maintenance of competence through practice of initial skills and reinforcement of knowledge.” • 4.1.1 “Each evaluation of skills and knowledge required by this standard shall be conducted at regular intervals of at least every 18 months by a designated qualified evaluator(s) appointed by the authority having jurisdiction.” • 5.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in airport familiarization.” • 6.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in aircraft familiarization.” • 6.3 “Criteria. ARFF personnel shall continuously demonstrate proficiency in the following behaviors pertinent to the types of aircraft regularly operating at the airport....” • 10.3 “Criteria. ARFF personnel shall maintain a proficiency and shall demonstrate the following....” • 19.1* “Scope. This chapter identified the knowledge and skills required by ARFF personnel in maintaining levels of competency required in water rescue operations.”
		2004	<ul style="list-style-type: none"> • Document changed from Recommended Practice to Standard • 1.1 “Scope. This standard contains the required performance criteria by which an authority having jurisdiction over aircraft rescue and fire-fighting (ARFF) maintains proficiency and effective ARFF at airports.” • 1.2 “Purpose. This standard is intended for the use of those charged with maintaining ARFF services at airports and establishes the basis for a recurring training program that focuses on measurable performance criteria.” • 1.2.3 “Continuous broad-based training is fundamental to maintaining a proficient ARFF delivery system at airports”

			<ul style="list-style-type: none"> • 1.2.4 “ARFF personnel at airports shall meet approved performance objectives and requirements prior to assignment and thereafter shall receive the necessary recurring training that will enable them to consistently meet the requirements of this standard relative to the individual’s role and tasks.” • 1.3.1 “The provisions of this standard are considered fundamental to maintaining levels of professional competence of ARFF services at airports” • 4.1.1 “Each evaluation of skills and knowledge required by this standard shall be conducted at regular intervals of at least every 18 months by a designated qualified evaluator(s) appointed by the authority having jurisdiction.” • 5.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in airport familiarization.” • 6.1 “Scope. This chapter identifies the knowledge and skills necessary to maintain proficiency in aircraft familiarization.” • 6.3 “Criteria. ARFF personnel shall continuously demonstrate proficiency in the following behaviors pertinent to the types of aircraft regularly operating at the airport....” • 10.3 “Criteria. ARFF personnel shall maintain a proficiency and shall demonstrate the following on a prescribed periodic basis.....” • 19.1* “Scope. This chapter identified the knowledge and skills required by ARFF personnel in maintaining levels of competency required in water rescue operations.”
		1999	<ul style="list-style-type: none"> • 1-1 “Scope. This recommended practice contains the recommended performance criteria by which an authority having jurisdiction over aircraft rescue and fire fighting (ARFF) maintains proficiency and effective ARFF at airports.” • 1-2 “Purpose. This recommended practice is intended for the use of those charged with maintaining ARFF services at airports and establishes the basis for a recurring training program that focuses on measurable performance criteria.....Continuous broad based training is fundamental to maintaining a proficient ARFF delivery system at airports.” • 1-3 “Application. The provisions of this document should be considered fundamental to maintaining levels of professional competence of ARFF services at airports. This document is intended to be adopted as a model for the development of a proficient in-service training program for ARFF personnel at airports.” • 1-4 “General. Each evaluation of skills and knowledge recommended by this recommended practice should be conducted at regular intervals by a designated qualified evaluator(s) appointed by the authority having jurisdiction.” • 2-1 “General. This chapter identifies the knowledge and skills recommended to maintain proficiency in airport familiarization...” • 3-1 “General. This chapter identifies the skill and knowledge necessary to maintain aircraft familiarization competence...”

			<ul style="list-style-type: none"> • 3-2 “Criteria. ARFF personnel shall continuously demonstrate proficiency in the following behaviors pertinent to the types of aircraft regularly operating at the airport....” • 7-2 “Criteria. ARFF personnel shall maintain a proficiency and shall demonstrate the following on a prescribed periodic basis.....” • 16-1* “General. This chapter identified the knowledge and skills required by ARFF personnel in maintaining levels of competency required in water rescue operations.....”
NFPA 472	Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents	2018	<ul style="list-style-type: none"> • A.3.3.62.1 “Specialist Employee A. Consistent with the organization’s emergency response plan and/or standard operating procedures, the specialist employee A is able to analyze an incident involving chemicals within the organization’s area of specialization, plan a response to that incident, implement the planned response within the capabilities of the resources available, and evaluate the progress of the planned response....Specialist employees should receive training or demonstrate competency in their area of specialization annually....”
		2013	<ul style="list-style-type: none"> • A.3.3.59.1 “Specialist Employee A. Consistent with the organization’s emergency response plan and/or standard operating procedures, the specialist employee A is able to analyze an incident involving chemicals within the organization’s area of specialization, plan a response to that incident, implement the planned response within the capabilities of the resources available, and evaluate the progress of the planned response....Specialist employees should receive training or demonstrate competency in their area of specialization annually....”
		2008	<ul style="list-style-type: none"> • A.3.3.58.1 “Specialist Employee A. Consistent with the organization’s emergency response plan and/or standard operating procedures, the specialist employee A is able to analyze an incident involving chemicals within the organization’s area of specialization, plan a response to that incident, implement the planned response within the capabilities of the resources available, and evaluate the progress of the planned response....Specialist employees should receive training or demonstrate competency in their area of specialization annually....”
		2002	<ul style="list-style-type: none"> • A.3.3.52 “Private Sector Specialist Employee A. Private sector specialist employees are those persons who, in the course of their regular job duties, work with or are trained in hazards of specific chemicals or containers within their organization’s area of specialization.....Private sector specialist employees shall receive training and demonstrate competency in their area of specialization annually....”
		1997	<ul style="list-style-type: none"> • 6-1.1 “Introduction. Private sector specialist employees are those persons who, in the course of their regular job duties, work with or are trained in hazards of specific chemicals or containers within their organization’s area of specialization.....Private sector specialist employees shall receive training and demonstrate competency in their area of specialization annually....”
		1992	<ul style="list-style-type: none"> • B-2.1.2 “Training. Specialist employees should annually receive training and demonstrate competency in the area of their specialization....”
		1989	<ul style="list-style-type: none"> • 2-1.1 “First responders are divided into two levels of competency: first responder awareness and first responder operational.....All first responders shall receive annual training to meet federal Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) requirements.”

			<ul style="list-style-type: none"> • 3-13.1 “Successfully complete the annual continuing education requirements as determined by the authority having jurisdiction.” • 4-12.1 “Successfully complete the annual continuing education requirements as determined by the authority having jurisdiction.”
NFPA 473	Standard for Competencies for EMS Personnel Responding to Hazardous Materials/Weapons of Mass Destruction Incidents	2018	• No keywords found as it relates to maintenance of knowledge and skills
		2013	• No keywords found as it relates to maintenance of knowledge and skills
		2008	• No keywords found as it relates to maintenance of knowledge and skills
		2002	• B-1 “General. The Emergency Medical Services (EMS) personnel responding to hazardous materials incidents should be trained and receive regular continuing education to maintain competency in three areas: emergency medical technology, hazardous materials, and specialized topics approved by the authority having jurisdiction.”
		1997	• B-1 “General. The Emergency Medical Services (EMS) personnel responding to hazardous materials incidents should be trained and receive regular continuing education to maintain competency in three areas: emergency medical technology, hazardous materials, and specialized topics approved by the authority having jurisdiction.”
		1992	• B-1 “General. The Emergency Medical Services (EMS) personnel responding to hazardous materials incidents should be trained and receive regular continuing education to maintain competency in three areas: emergency medical technology; hazardous materials; and specialized topics approved by the authority having jurisdiction.”
NFPA 1404	Standard for Fire Service Respiratory Protection Training	2018	• No changes- same sections and wording as previous edition.
		2013	<ul style="list-style-type: none"> • 6.5 “Annual Member Retraining and Certification.” • 6.5.1 “Retraining shall be administered annually and when the following situations occurs: (1) Changes in the hazards found in the workplace or the type of respirator in use by the jurisdiction render the previous training obsolete, (2) Inadequacies in the member’s knowledge or use of the respirator indicate that the member has not retained the requisite understanding or skill, (3) Any other situation arises in which retraining appears necessary to ensure safe respirator use.” • 6.5.2 “The respiratory protection training program shall provide members with annual training concerning the following.....” • 10.1 “Annual Review. An annual evaluation of members shall be performed to determine their proficiency for each type of respiratory protection equipment used by the AHJ.”
		2006	<ul style="list-style-type: none"> • 6.2 “Annual Member Retraining and Certification.” • 6.2.1 “Retraining shall be administered annually and when the following situations occur: (1) Changes in the hazards found in the workplace or the type of respirator in use by the jurisdiction render previous training obsolete, (2) Inadequacies in the member’s knowledge or use of the respirator indicate that the member has not retained the requisite understanding or skill, (3) Any other situation arises in which retraining appears necessary to ensure safe respirator use.”

NFPA 1407	Standard for Training Fire		<ul style="list-style-type: none"> • 6.2.2 “The respiratory protection training program shall provide members with annual training concerning the following.....” • 10.1 “Annual Review. An annual evaluation of members shall be performed to determine their proficiency for each type of respiratory protection equipment used by the AHJ.”
		2002	<ul style="list-style-type: none"> • 6.2 “Annual Member Re-Training and Certification.” • 6.2.1 “Re-training shall be administered annually and when the following situations occur: (1) Changes in the workplace or the type of respirator render previous training obsolete, (2) Inadequacies in the members’ knowledge or use of the respirator indicate that the member has not retained the requisite understanding or skill, (3) Any other situation arises in which re-training appears necessary to ensure safe respirator use.” • 6.2.2 “The respiratory protection training program shall provide members with annual training concerning the following.....” • 10.1 “Annual Evaluation.” • 10.1.1 “Members shall be re-evaluated annually in accordance with 6.7.4 to determine their proficiency while using respiratory protection.”
		1996	<ul style="list-style-type: none"> • 4-2.8 “All members who are permitted to use a SCBA shall, at least annually, successfully demonstrate their ability to meet the performance standards set by the authority having jurisdiction.” • 4-4.2 “Periodic evaluations shall be held to determine the proficiency level of members while using a SCBA under simulated emergency incident conditions. This simulated emergency incident conditions shall be as realistic as possible while maintaining a safe level of protection for the wearer.” • 4-6 “Evaluation of SCBA Training. All members who might be required to wear a SCBA shall be evaluated periodically on their knowledge of SCBA equipment operation, safety, organizational policies and procedures, and facepiece seal. This evaluation shall occur at least annually.” • 4-12.3 “Annual SCBA training shall be provided to each member required to use breathing apparatus. This training shall include reevaluation of the individual for the required face-piece seal”
		1989	<ul style="list-style-type: none"> • 4-4.2 “Periodic evaluations shall be held to determine the proficiency level of personnel while using SCBA under simulated emergency incident conditions. These simulated emergency incident conditions shall be as realistic as possible while maintaining a safe level of protection for the wearer.” • 4-6.1 “All personnel who may be required to wear SCBA shall be periodically evaluated on knowledge of SCBA equipment operation, safety, organizational policies and procedures, and facepiece seal. This evaluation shall occur no less than annually.” • 4-12.3 “Annual SCBA training shall be given to each person required to use breathing apparatus. This shall include re-evaluation of the individual for acceptable facepiece seal”
NFPA 1407	Standard for Training Fire	2015	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.

	Service Rapid Intervention Crews	2010	<ul style="list-style-type: none"> • 4.4.1 “The training policy shall include an annual performance evaluation of the RIC operations and RIC members based on the requirements of this standard.”
NFPA 1451	Standard for a Fire and Emergency Service Vehicle Operations Training Program	2018	<ul style="list-style-type: none"> • No changes- same sections and wording as previous edition.
		2013	<ul style="list-style-type: none"> • 4.3.10.2 “Members shall be reauthorized annually for all vehicles they are expected to operate.” • 5.2.1* “Driver training shall be provided for all members as often as necessary to meet the applicable requirements of this chapter but not less than twice each year.” • 5.2.2 “Annual driver training shall include hands-on exercises using the actual FESO vehicles that they are expected to drive.” • 7.2.3 “In jurisdictions where an automated traffic control system provides a green light and therefore intersection right-of-way to emergency vehicles, both initial and annual retraining shall be provided to all vehicle operators on the system’s operating features and limitations.” • 8.5.2 “All FESO members shall receive initial and annual training on departmental standard operating procedures relating to operations in or near moving traffic.”
		2007	<ul style="list-style-type: none"> • 4.3.9.2 “Members shall be reauthorized annually for all vehicles they are expected to operate.” • 5.2.1* “Driver training shall be provided for all members as often as necessary to meet the applicable requirements of this chapter but not less than twice each year.” • 5.2.2 “Annual driver training shall include hands-on exercises, excluding virtual reality driver training simulator (DTS), using actual fire apparatus.”
		2002	<ul style="list-style-type: none"> • 4.3.6.2 “Fire department members shall be reauthorized annually for all vehicles they are expected to operate.” • 5.2.1* “Driver training shall be provided for all members as often as necessary to meet the applicable requirements of this chapter, but not less than twice each year.” • 5.2.2 “Annual driver training shall include hands-on exercises, excluding virtual reality driver training simulator (DTS), using actual fire apparatus.”
		1997	<ul style="list-style-type: none"> • 2-3.5 “Fire department members shall be trained to operate specific vehicles or classes of vehicles before being authorized to drive or operate such vehicles. Members shall not be expected to or permitted to drive or operate any vehicles for which they have not received training. Fire department members shall be reauthorized annually for all vehicles they are expected to operate.” • 3-2.1 “Driver training shall be provided for all members as often as necessary to meet the applicable requirements for this chapter, but not less than twice each year.”
NFPA 1670	Standard on Operations and Training for Technical Search and Rescue Incidents	2017	<ul style="list-style-type: none"> • 4.1.3.1 “The AHJ shall determine distribution of roles and responsibilities in order to focus training and resources at the designated level to maintain proficiency.” • 4.1.10.2* “The AHJ shall provide for the continuing education necessary to maintain all requirements of the organization’s identified level of capability.” • 4.1.10.3 “An annual performance evaluation of the organization based on requirements of this standard shall be performed.”

		<ul style="list-style-type: none"> • 5.1.3* “All techniques required of the rope rescue team within this standard shall be demonstrated by the team and/or team members on at least an annual basis to a level that assures their ability to perform the practice in a manner that will result in rapid access to and successful rescue of the victim while minimizing further injury and without sacrificing the safety of rescue team members.” • 7.3.5* “The organization shall ensure that each member of the rescue service practices making confined space rescues once every 12 months, in accordance with the requirements on 4.1.10 of this document,” • A.7.3.5 “The requirements in 7.3.5 provides the training necessary to gain proficiency for every size, type, and configuration of confined space to which an agency must respond. This means training once every 12 months for each type of space to which the agency must respond.....” • A.14.1.3.2 “The requirements of this section should be confirmed by an annual evaluation of the search and rescue organization’s capabilities to perform mine and tunnel rescues in terms of overall timeliness, training, and equipment and to perform safe and effective search and rescue in those types of situations to which the team must respond.” • 15.3.2 “Organizations operating at the operations level for helicopter search and rescue incidents shall development and implement procedures commensurate with the identified needs of the organization for the following: (4) Maintaining proficiency in procedures involved with in-flight emergencies. (5) Maintaining proficiency in post-crash egress and survival training appropriate to the environment likely to be encountered....” • 18.4.5* “For all diving members of a technical-level organization, an annual fitness test and a watermanship/skills test and basic scuba skills evaluation supplied by the International Association of Dive Rescue Specialists (IADRS) shall be conducted to maintain public safety diver capability.” • A.18.4.5 “....Annual skill evaluations help ensure diver competence relative to fundamental survival skills. Many investigators, researchers, and authors support the belief that poor SCUBA skills are a direct or indirect cause of diver fatalities.” • 18.4.12* “The AHJ shall ensure that all diving members of the organization complete a subsurface task utilizing tools and tactics identified by the AHJ as consistent with the mission of the team under conditions representative of the rescue environment no less than 4 times over 12 months.” • 23.2.4 “The AHJ shall ensure that each member of the tower rescue organization designated to perform tower rescue shall practice performing tower rescues at a frequency of not less than once every 12 months.....”
	2014	<ul style="list-style-type: none"> • 4.1.3.1 “The AHJ shall determine distribution of roles and responsibilities in order to focus training and resources at the designated level to maintain proficiency.” • 4.1.10.2* “The AHJ shall provide for the continuing education necessary to maintain all requirements of the organization’s identified level of capability.” • A.4.1.10.2 “Organizations should provide ongoing training commensurate with proficiency to the identified operational level of capability in each applicable technical search and rescue discipline. The amount and frequency of this continuing education required is commonly based on criteria such as the current competency and aptitude of the team, fiscal constraints, and time constraints. However, this standard provides that the AHJ utilize

		<p>performance-based evaluation as the primary basis for the amount and frequency of training required to meet this standard. Organizations demonstrating poor performance during evaluation imply a need for a greater amount and/or frequency of training.”</p> <ul style="list-style-type: none"> • 4.1.10.3 “An annual performance evaluation of the organization based on requirements of this standard shall be performed.” • 5.1.3* “All techniques required of the rope rescue team within this standard shall be demonstrated by the team and/or team members on at least an annual basis to a level that assures their ability to perform the practice in a manner that will result in rapid access to and successful rescue of the victim while minimizing further injury and without sacrificing the safety of rescue team members.” • 7.1.3.4* “Each member of the rescue service shall practice making confined space rescues once every 12 months, in accordance with the requirements on 4.1.10 of this document....” • A.7.1.3.4 “This requirement provides the training necessary to allow proficiency for every size, type, and configuration of confined space to which an agency must respond. This means training once every 12 months for each type of space to which the agency must respond....” • 7.1.3.10 “The requirements of 7.1.3.9 shall be confirmed by an annual evaluation of the rescue service’s capabilities to perform confined space rescues in terms of overall timeliness, training, and equipment and to perform safe and effective rescue in those types of situations to which the team must respond.” • 9.4.6.2* “For all diving members of a technical level organization, an annual fitness test, watermanship/skills test, and basic scuba skills evaluation supplied by the International Association of Dive Rescue Specialists (IADRS) shall be conducted to maintain public safety diver capability.” • A.9.4.6.2 “....Annual skill evaluations help ensure diver competence relative to fundamental survival skills. Many investigators, researchers, and authors support the belief that poor SCUBA skills are a direct or indirect cause of diver fatalities.” • A.14.1.3.2 “The requirements of this section should be confirmed by an annual evaluation of the search and rescue organization’s capabilities to perform mine and tunnel rescues in terms of overall timeliness, training, and equipment and to perform safe and effective search and rescue in those types of situations to which the team must respond.” • 15.3.2 “Organizations operating at the operations level for helicopter search and rescue incidents shall develop and implement procedures commensurate with the identified needs of the organization for the following: (4) Maintaining proficiency in procedures involved with in-flight emergencies. (5) Maintaining proficiency in post-crash egress and survival training appropriate to the environment likely to be encountered....” • 16.2.5 “Each member of the tower rescue organization designated to perform tower rescue shall practice performing tower rescues at a frequency of not less than once every 12 months....”
	2009	<ul style="list-style-type: none"> • 4.1.3.1 “The AHJ shall determine distribution of roles and responsibilities in order to focus training and resources at the designated level to maintain proficiency.”

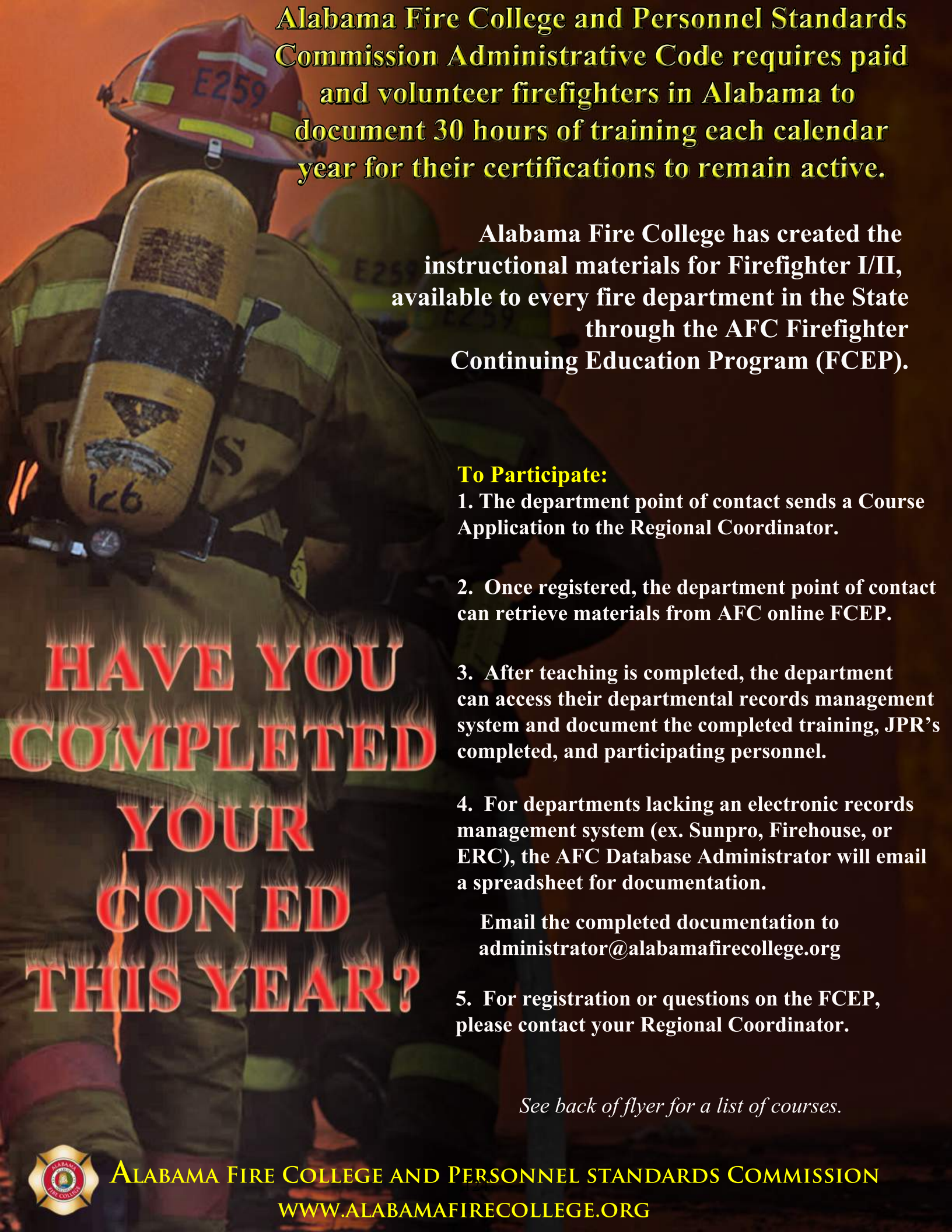
		<ul style="list-style-type: none"> • 4.1.10.2* “The AHJ shall provide for the continuing education necessary to maintain all requirements of the organization’s identified level of capability.” • A.4.1.10.2 “Organizations should provide ongoing training commensurate with proficiency to the identified operational level of capability in each applicable technical search and rescue discipline. The amount and frequency of this continuing education required is commonly based on criteria such as the current competency and aptitude of the team, fiscal constraints, and time constraints. However, this standard provides that the AHJ utilize performance-based evaluation as the primary basis for the amount and frequency of training required to meet this standard. Organizations demonstrating poor performance during evaluation imply a need for a greater amount and/or frequency of training.” • 4.1.10.3 “An annual performance evaluation of the organization based on requirements of this standard shall be performed.” • 7.1.3.4* “Each member of the rescue service shall practice making confined space rescues once every 12 months, in accordance with the requirements on 4.1.10 of this document....” • A.7.1.3.4 “This requirement provides the training necessary to allow proficiency for every size, type, and configuration of confined space to which an agency must respond. This means training once every 12 months for each type of space to which the agency must respond.....” • 7.1.3.10 “The requirements of 7.1.3.9 shall be confirmed by an annual evaluation of the rescue service’s capabilities to perform confined space rescues in terms of overall timeliness, training, and equipment and to perform safe and effective rescue in those types of situations to which the team must respond.” • 9.4.6.2* “For all diving members of a technical level organization, an annual fitness test, watersmanship/skills test, and basic scuba skills evaluation supplied by the International Association of Dive Rescue Specialists (IADRS) shall be conducted to maintain public safety diver capability.” • A.9.4.6.2 “....Annual skill evaluations help ensure diver competence relative to fundamental survival skills. Many investigators, researchers, and authors support the belief that poor SCUBA skills are a direct or indirect cause of diver fatalities.” • A.14.1.3.2 “The requirements of this section should be confirmed by an annual evaluation of the search and rescue organization’s capabilities to perform mine and tunnel rescues in terms of overall timeliness, training, and equipment and to perform safe and effective search and rescue in those types of situations to which the team must respond.” • 15.3.2 “Organizations operating at the operations level for helicopter search and rescue incidents shall development and implement procedures commensurate with the identified needs of the organization for the following: (4) Maintaining proficiency in procedures involved with in-flight emergencies. (5) Maintaining proficiency in post-crash egress and survival training appropriate to the environment likely to be encountered....”
	2004	<ul style="list-style-type: none"> • 4.1.7.2* “The AHJ shall provide for the continuing education necessary to maintain all requirements of the organization’s identified level of capability.”

			<ul style="list-style-type: none"> • A.4.1.7.2 “Organizations should provide ongoing training commensurate with proficiency to the identified operational level of capability in each applicable technical search and rescue discipline. The amount and frequency of this continuing education required is commonly based on criteria such as the current competency and aptitude of the team, fiscal constraints, and time constraints. However, this standard provides that the AHJ utilize performance-based evaluation as the primary basis for the amount and frequency of training required to meet this standard. Organizations demonstrating poor performance during evaluation imply a need for a greater amount and/or frequency of training.” • 4.1.7.3 “An annual performance evaluation of the organization based on requirements of this standard shall be performed.” • 7.1.3.10 “The requirements of 7.1.3.9 shall be confirmed by an annual evaluation of the rescue service’s capabilities to perform confined space rescues in terms of overall timeliness, training, and equipment and to perform safe and effective rescue in those types of situations to which the team must respond.” • 9.4.6.2* “For all diving members of a technical level organization, an annual fitness test, watermanship/skills test, and basic scuba skills evaluation supplied by the International Association of Dive Rescue Specialists (IADRS) shall be conducted to maintain public safety diver capability.” • A.9.4.6.2 “....Annual skill evaluations help ensure diver competence relative to fundamental survival skills. Many investigators, researchers, and authors support the belief that poor SCUBA skills are a direct or indirect cause of diver fatalities.”
		1999	<ul style="list-style-type: none"> • 2-1.6.1 “The AHJ shall provide for the necessary continuing education to maintain all requirements of the organization’s identified level of capability. This shall include annual performance evaluations of the organization based on requirements of this standard.” • 7-4.7.2 “Annual fundamental SCUBA skill reviews shall be conducted to maintain public safety diver capability.”

Appendix B: Continuing Education and Recertification Examples from Various States

ALABAMA

Retrieved from <http://www.alabamafirecollege.org/docs/default-source/brochures/coned-flyer.pdf?sfvrsn=4> on May 18, 2019



Alabama Fire College and Personnel Standards Commission Administrative Code requires paid and volunteer firefighters in Alabama to document 30 hours of training each calendar year for their certifications to remain active.

Alabama Fire College has created the instructional materials for Firefighter I/II, available to every fire department in the State through the AFC Firefighter Continuing Education Program (FCEP).

To Participate:

1. The department point of contact sends a Course Application to the Regional Coordinator.
2. Once registered, the department point of contact can retrieve materials from AFC online FCEP.
3. After teaching is completed, the department can access their departmental records management system and document the completed training, JPR's completed, and participating personnel.
4. For departments lacking an electronic records management system (ex. Sunpro, Firehouse, or ERC), the AFC Database Administrator will email a spreadsheet for documentation.

Email the completed documentation to
administrator@alabamafirecollege.org

5. For registration or questions on the FCEP, please contact your Regional Coordinator.

See back of flyer for a list of courses.



ALABAMA FIRE COLLEGE AND PERSONNEL STANDARDS COMMISSION

WWW.ALABAMAFIRECOLLEGE.ORG



AFC-CEU Codes, Descriptions, and Hours

GROUP	CODE	DESCRIPTION	HOURS
AFC-CEU	CT-1.0	Company Training Chapter 1 FD Organization	2
AFC-CEU	CT-2.1	Company Training Chapter 2 Module 1 Safety and Health	2
AFC-CEU	CT-2.2	Company Training Chapter 2 Module 2 Safety and Health	2
AFC-CEU	CT-3.1	Company Training Chapter 3 Module 1 FD Communications	2
AFC-CEU	CT-3.2	Company Training Chapter 3 Module 2 FD Communications	2
AFC-CEU	CT-4.1	Company Training Chapter 4 Module 1 Building Construction	2
AFC-CEU	CT-4.2	Company Training Chapter 4 Module 2 Building Construction	2
AFC-CEU	CT-4.3	Company Training Chapter 4 Module 3 Building Construction	2
AFC-CEU	CT-5.1	Company Training Chapter 5 Module 1 Fire Behavior	2
AFC-CEU	CT-5.2	Company Training Chapter 5 Module 2 Fire Behavior	2
AFC-CEU	CT-6.1	Company Training Chapter 6 Module 1 PPE	3
AFC-CEU	CT-6.2	Company Training Chapter 6 Module 2 PPE	2
AFC-CEU	CT-6.3	Company Training Chapter 6 Module 3 PPE	4
AFC-CEU	CT-7.0	Company Training Chapter 7 Portable Fire Extinguishers	2
AFC-CEU	CT-8.1	Company Training Chapter 8 Module 1 Ropes and Knots	2
AFC-CEU	CT-8.2	Company Training Chapter 8 Module 2 Ropes and Knots	4
AFC-CEU	CT-9.1	Company Training Chapter 9 Module 1 Search and Rescue	4
AFC-CEU	CT-9.2	Company Training Chapter 9 Module 2 Firefighter Survival	4
AFC-CEU	CT-10.1	Company Training Chapter 10 Module 1 Scene Lighting and Rescue Equip	2
AFC-CEU	CT-10.2	Company Training Chapter 10 Module 2 Vehicle Extrication	4
AFC-CEU	CT-10.3	Company Training Chapter 10 Module 3 Technical Rescue	3
AFC-CEU	CT-11.1	Company Training Chapter 11 Module 1 Forcible Entry	2
AFC-CEU	CT-11.2	Company Training Chapter 11 Module 2 Forcible Entry	4
AFC-CEU	CT-12.1	Company Training Chapter 12 Module 1 Ground Ladders	2
AFC-CEU	CT-12.2	Company Training Chapter 12 Module 2 Ground Ladders	3
AFC-CEU	CT-12.3	Company Training Chapter 12 Module 3 Ground Ladders	3
AFC-CEU	CT-13.1	Company Training Chapter 13 Module 1 Tactical Ventilation	2
AFC-CEU	CT-13.2	Company Training Chapter 13 Module 2 Tactical Ventilation	3
AFC-CEU	CT-14.0	Company Training Chapter 14 Water Supply	2
AFC-CEU	CT-15.1	Company Training Chapter 15 Module 1 Fire Hose	3
AFC-CEU	CT-15.2	Company Training Chapter 15 Module 2 Fire Hose	6
AFC-CEU	CT-15.3	Company Training Chapter 15 Module 3 Fire Hose	6
AFC-CEU	CT-16.1	Company Training Chapter 16 Module 1 Fire Streams	2
AFC-CEU	CT-16.2	Company Training Chapter 16 Module 2 Foam Operations	4
AFC-CEU	CT-17.1	Company Training Chapter 17 Module 1 Fire Control	6
AFC-CEU	CT-17.2	Company Training Chapter 17 Module 2 Fire Control	6
AFC-CEU	CT-17.3	Company Training Chapter 17 Module 3 Fire Control	6
AFC-CEU	CT-18.0	Company Training Chapter 18 Loss Control	4
AFC-CEU	CT-19.0	Company Training Chapter 19 Fire Origin and Cause Determination	3
AFC-CEU	CT-20.0	Company Training Chapter 20 Fire Protection Systems	3
AFC-CEU	CT-21.0	Company Training Chapter 21 Fire and Life Safety Initiatives	4
AFC-CEU	HM-23.0	Chapter 23 Hazards, Behavior, and Identification of Haz Mat/WMD	8
AFC-CEU	HM-24.0	Chapter 24 Mitigation of Haz Mat/WMD Incidents	8

ALASKA

Retrieved from <https://dps.alaska.gov/getmedia/bc665c92-db48-461e-8ccf17dbd71246d9/2FireInvestigatorRenewalPacket> on May 18, 2019

Retrieved from <https://dps.alaska.gov/getmedia/c1362745-fc1b-4551-9a6a-35681ecfa9a2/FireServiceInstructorRenewalPacketEditable> on May 18, 2019



FIRE INVESTIGATOR

CERTIFICATION RENEWAL PACKET

(NFPA 1033 2014 Edition)

**Department of Public Safety
5700 E. Tudor Road
Anchorage, Alaska 99507
(907)269-5052**

www.firestandards.alaska.gov

Revised September, 2015

V14-2

Investigator Renewal Requirements

The Alaska Fire Standards Council ([AFSC](#)) has designed this packet to assist fire investigators with renewal for previously issued certification. The AFSC AKFIT & CFI certification levels have specific expiration dates for each certificate that is issued. For initial certification and renewals, the individual expiration date is 3-years from the issuance date. Official expiration/renewal dates are listed on all issued certificates or within the AFSC [IMPACT](#) database. The CFI level supersedes AKFIT and only one [Fire Investigator Renewal Packet](#) is needed for renewal as a CFI.

A previously certified investigator can renew certification by providing documentation under item 1 *and* 2 as follows:

1. Documentation of fire investigator learning *and/or* instructional delivery of fire investigator related training.
 - a. Documentation of attendance at one or more *courses totaling 40 classroom/field hours during the previous period of certification (up to 40 total hours) with primary objectives that meet the following criterion:
 - i. Directly relate to fire investigative topics outlines within NFPA 1033 1.3.7 (2014 edition), to include: fire science; fire chemistry; thermodynamics; thermometry; fire dynamics; explosion dynamics; computer fire modeling; fire investigation; fire analysis; fire investigation methodology; fire investigation technology; hazardous materials; failure analysis and analytical tools; fire protection systems; evidence documentation, collection, and preservation; and electricity and electrical systems.
**Qualifying courses include hours accrued through [CFITrainer.net](#), AAFAI conference attendance hours, and other related CFI course hours. All CEU's must be specific to CFI training and education hours and are subject to AFSC review and final approval.*
 - b. Documentation that an individual **instructed classroom/field hours during the 3-year certification period (up to 40 total hours) on topics specifically related to NFPA 1033 1.3.7 (listed above).
***Instructional delivery is specific to training public safety personnel (not public education/presentations). Course preparation and closeout time **do not** apply.*
 - c. Any combination of **a** and **b** above **equivalent to a minimum of 40-hours over the **3-years preceding the renewal request.**

2. Submit a Fire Investigator renewal packet within one-year of the expiration date.

Note: For item "2", this AFSC [Investigator Renewal Packet](#) is available online. The packet items must be reviewed and signed by applicant Chief/Designated Supervisor before return to the AFSC office.

Additional Renewal Requirements for CFI Level Applicants Only:

3. ***must submit 2 (two) fingerprint cards processed by an approved service ([click for Approved Finger Printers](#)).

**** The AFSC will perform the criminal background check before issuance of final certification. An individual convicted of a felony is not eligible for certification at this level (report is sent to applicant)*

Alaska Fire Investigator Renewals (AKFIT & CFI) For Expirations More Than 12-Months

Individual renewal for AFSC (or SOA issued) fire investigator certificates that are expired **more than 12-months** must complete the items listed below:

- a. Complete the renewal steps in the previous section; and,
- b. provide clear documentation of 20 additional hours (**60 total hours when combined with renewal requirement above**) of fire investigator learning *and/or* instructional delivery of fire investigator related training specific to fire and arson investigation, that has been completed within the 3-years preceding the renewal application date.
- c. complete a Certified Fire Investigator written exam with a minimum score of 70%

ALASKA FIRE INVESTIGATOR CERTIFICATION RENEWAL PACKET

Investigator Renewal Form

Sheet A

AFSC Alaska Fire Investigator Technicians (AKFIT) and Certified Fire Investigators (CFI) may use this renewal form when the applicant is currently certified or within 12-months of expiration. **If certification is expired more than 12-months**, the applicant must complete an AFSC [Application for Certification](#). See the AFSC [Certified Fire Investigator Directive](#) for details.

First Name:	Middle Initial:	Last Name:	
Mailing Address:			
City:	State:	Zip Code:	
Contact Phone:	Work Phone:	DOB:	Age:
A VALID EMAIL ADDRESS MUST BE LISTED TO RECEIVE AFSC CERTIFICATES			
Email Address:			
Department/Employer:			
Address:			
City:	State:	Zip Code:	Dept. Phone:
Present Job/Rank/Affiliation:			

Renewal Applicant:

☐ **Investigator Level:** - AKFIT Only / CFI **Most Recent Expiration Date:** _____
Circle one

I attest that all the information within the Fire Investigator renewal packet is accurate and that I have completed all requirements for renewal. I authorize the Alaska Fire Standards Council access to my fire department files to verify my qualifications and credentials if needed.

Applicant Signature: _____ **Date:** _____

CFI Renewal Requirement Review by Fire Chief/Designated Supervisor

<i>Initial Here</i>	_____ I have reviewed and signed the Instructional Learning and Delivery Record (<i>Sheet B</i> or local equivalent)
	_____ I verify that (two) fingerprint cards that were processed by an approved service or authorized law enforcement personnel are included with this packet
	_____ I verify that the applicant is a member in good standing with responsibility for fire investigative duties

I attest that the applicant has met and performed all requirements for renewal of investigator certification and has the knowledge and competency for the requested level of certification.

Name: _____ **Signature:** _____ **Date:** _____
Fire Chief/Designated Supervisor *Fire Chief/Designated Supervisor*

FIRE STANDARDS COUNCIL OFFICE USE ONLY

Date Received:	IMPACT Expiration Date:	Written Renewal Exam Date:	Exam Score & Date:

Renewal Fee Invoiced:	Fee Rec'd Date:	FSC Approval and Date:

ALASKA FIRE INVESTIGATOR CERTIFICATION RENEWAL PACKET

INSTRUCTIONAL LEARNING AND DELIVERY RECORD

Sheet B

*Renewal Investigator Printed Name**Renewal Investigator Signature***CONTINUING EDUCATION DOCUMENTATION**

For Certified Fire Investigator renewal applicants must have a combined total (CEU's + Instructional time) of 40 hours of continuing education credit related to the current edition of [NFPA 1033 Standard](#), *Certified Fire Investigator Professional Qualifications*. Attach all relevant course completion documents/certificates.

Course	Location	Date	Hours	Supervisor/ Chief Initial
Total Hours:				

FIRE INVESTIGATOR INSTRUCTIONAL DOCUMENTATION

For Certified Fire Investigator renewal applicants must have a combined total (CEU's + Instructional time) of 40 hours of instructional delivery of a fire services related course. Provide a brief overview, outline, or schedule of each course that you instructed for review and initial by your Fire Chief/Designated Supervisor(s).

Fire Department/Agency	Course	Date	Hours	Supervisor/ Chief Initial
Total Hours:				

My signature below is verification that I have reviewed the information above and attest the information is true and accurate.

*Fire Chief/Designated Supervisor Printed Name**Fire Chief/Designated Supervisor Signature*



FIRE SERVICE INSTRUCTOR

RENEWAL EVALUATION PACKET

(NFPA 1041 2012 Edition)

**Department of Public Safety
5700 E. Tudor Road
Anchorage, Alaska 99507
(907)269-5052**

www.firestandards.alaska.gov

Revised January 2019

V13-5

Instructor Renewal Program

The Alaska Fire Standards Council ([AFSC](#)) has designed this packet to assist Fire Service Instructors (FSI) in the renewal process. The following is a description of the instructor renewal program and the instructor evaluator documents.

NFPA Fire Service Instructor Definitions:

Instructor I: (*NFPA 1041 2012 ed., 3.3.2.1*): An individual who has demonstrated the knowledge and ability to deliver instruction effectively from a prepared lesson plan, including instructional aids and evaluation instruments; adapt lesson plans to the unique requirements of the students and authority having jurisdiction; organize the learning environment so that learning is maximized; and meet the record-keeping requirements of authority having jurisdiction.

Instructor II: (*NFPA 1041 2012 ed., 3.3.2.2*): An individual who has met the requirements for FSI Level I qualifications, and has demonstrated the knowledge and ability to develop individual lesson plans for a specific topic including learning objectives, instructional aids, and evaluation instruments; schedule training sessions based on overall training plan of authority having jurisdiction; and supervise and coordinate the activities of other instructors.

Instructor III: (*NFPA 1041 2012 ed., 3.3.2.3*): An individual who has met the requirements for FSI Level II qualifications, and has demonstrated the knowledge and ability to develop comprehensive training curricula and programs for use by single or multiple organizations; conduct organization needs analysis; and develop training goals and implementation strategies.

Evaluators should use the above definitions to assist in completion of the instructor evaluation checklist.

Instructor Renewal Process

The AFSC FSI certification program has specific expiration dates for each certificate that is issued. For initial certification and renewals, the individual expiration date is 5-years from the issuance date. The renewal timeline was extended from 3 to 5 years in spring of 2009. All 3-year certificate expirations changed to 5-years upon renewal. Expiration dates listed on all FSI certificates are the official renewal date.

A Fire Service Instructor can renew instructor certification by providing documentation under item 1 *and* 2 as follows:

1. Documentation of instructional learning or delivery
 - a. Documentation that an individual *instructed at least 8 classroom/field hours each year of the **5-year certification period (40 hours).
Instructional delivery is specific to student contact hours with face-to-face delivery. Hours served on an AFSC Certifying Officer assignment do apply. Course preparation and closeout time **do not apply.*
 - b. Documentation of attendance at 1 or more courses annually totaling 8 classroom/field hours each year of the **5-year certification (40 hours) with primary objectives that meet the following criteria:
 - i. address instructional techniques;
 - ii. are train-the-trainer for learning instruction of new courses
 - iii. apply specifically to advanced fire service instructor
 - c. Any combination of **a** and **b** above equivalent to 8 hours in each year over the **5-year certification period (total of 40 hours). Beginning in January of 2015 the total hourly renewal requirement will start at 8 hours (as required in previous directive) and will increase by 8 hours every year until 2019. The full 40 hours of instruction or delivery time will apply beginning January 1, 2019.
***The AFSC will allow a carryover of up to 16 hours from one year to the next.*
2. Submit an Instructor Evaluation packet completed by a current AFSC Fire Service Instructor. An individual must complete the evaluation within one-year of the application submittal date.

Note: For item “2”, this AFSC [Instructor Renewal Packet](#) is available online. The evaluation portion must be filled out by an instructor with current AFSC FSI certification, and the complete packet must be returned to the AFSC to comply with the renewal requirements.

INSTRUCTOR EVALUATOR INSTRUCTIONS

This packet is for the evaluation of individuals seeking Fire Service Instructor (FSI) renewal for any level. The Renewal Applicant must be evaluated **by a current AFSC Instructor** while instructing a course/topic and the evaluation packet (**Section A**) must be completed by a *qualified Instructor Evaluator.

**The AFSC defines a qualified Instructor Evaluator as a current Fire Service Instructor certified at any level through the AFSC.*

Evaluation Packet – The following information is included in this packet:

- a. Instructor Evaluation Program Description
- b. Instructor Evaluator Directions
- c. *Renewal Instructor Checklist
 - i. Review Course Objectives and Lesson Plans
 - ii. Review quizzes or tests given
 - iii. **Instructor Renewal Form (*Sheet A*)
 - iv. **Completed Instructor Evaluator Checklist (*Sheet B*)
 - v. **Instructional Learning and Delivery Record (*Sheet C*)
 - vi. Student Course Evaluations (*Sheet D*)

**Items i-vi must be reviewed and signed by applicant Chief/Designated Supervisor*

*** Sheets A-C must be submitted to the AFSC office for final review*

Evaluation Process - Review and complete the following elements **prior** to observing the instructor:

- a. Read the attached Evaluation Program Description
- b. Interview the applicant
 - Introduce yourself
 - Explain the evaluation process
 - Explain how you will conduct the evaluation
 - Describe your expectations of the evaluation
 - Make a copy of any portions of this evaluation packet for the applicant.
 - Schedule a date for the course and evaluation session
- c. Complete the interview portion of the checklist

Immediately prior to the course - Review the following from the renewal applicant:

- a. Course lesson plans and course objectives
- b. Written or oral quizzes for the course session

During Course - Observe the renewal applicant during delivery of the presentation and complete the evaluation checklist.

After the Course - Conduct an exit interview and evaluation briefing with the Instructor Renewal applicant and complete the following.

- a. Review the completed evaluation checklist with the applicant
- b. Review student evaluations with the applicant. *Instructor Renewal applicants shall provide a course evaluation form to each student. The course students shall complete and return these to the Instructor Renewal applicant or the Instructor Evaluator. Instructor Renewal applicants can use their own form or a student evaluation document from their own organization.*
- c. Ensure packet completeness for final signature by applicant Chief/Designated Supervisor.

Instructor Renewal Packet Return Checklist:

- ☐ **Sheet A-** Completed/Signed Instructor Renewal Form
- ☐ **Sheet B-** Completed/Signed Briefing and Evaluation Checklist
- ☐ **Sheet C-** Completed/Signed Instructional Learning and Delivery Record (*Sheet C*)
 - ☐ Attach course completion certs for Instructional Learning (if applicable)

Note for Sheet D: The Fire Chief/Designated Supervisor can conduct a local review of the Student Evaluation Forms and confirm by signature that a review was conducted on Sheet A. **DO NOT** include Student Evaluation Forms (Sheet D) in the return packet material.

Mail, or scan and email to:

Department of Public Safety
Alaska Fire Standards Council
5700 E. Tudor Road
Anchorage, Alaska 99507
dpsakfirestandards@alaska.gov

Instructor Renewal Form

Sheet A

AFSC certified Fire Service Instructors (FSI) may use this renewal form only if the applicant is currently FSI certified or within 12-months of expiration. If FSI certification is expired more than 12-months, the applicant must complete an AFSC [Application for Certification](#). See the AFSC [Fire Service Instructor Directive](#) for details.

First Name:		Middle Initial:		Last Name:	
Mailing Address:					
City:		State:		Zip Code:	
Contact Phone:		Work Phone:		DOB:	Age:
A VALID EMAIL ADDRESS MUST BE LISTED TO RECEIVE AFSC CERTIFICATES					
Email Address:					
Department/Employer:					
Address:					
City:		State:	Zip Code:		Dept. Phone:
Present Job/Rank/Affiliation:					

Renewal Applicant:

☐ **Fire Service Instructor Renewal-** *Select level* _____ **Most Recent Expiration Date:** _____

I attest that all the information within the Fire Service Instructor packet is accurate and that I have completed all requirements for renewal. I authorize the Alaska Fire Standards Council access to my fire department files to verify my qualifications and credentials if needed.

Applicant Signature: _____ **Date:** _____

Course Material and Evaluation Review by Fire Chief/Designated Supervisor

Supervisor Initial Here	_____ I have reviewed the applicant prepared Course Objectives and Lesson Plans
	_____ I have reviewed the quizzes or tests given as related to the applicant presentation
	_____ I have reviewed the completed Briefing and Evaluation Checklist (<i>Sheet BI-2</i>)
	_____ I have signed the Instructional Learning and Delivery Record (<i>Sheet C1 or local equivalent</i>)
	_____ I have reviewed the student Course Evaluations (<i>Sheet D or local equivalent</i>)

I verify that the above information is true and complete. I attest that the applicant has met and performed all requirements for renewal of instructor certification and has the knowledge and competency for the requested level of certification.

Name: _____ **Signature:** _____ **Date:** _____
Fire Chief/Designated Supervisor

FIRE STANDARDS COUNCIL OFFICE USE ONLY

Date Received:	IMPACT Expiration Date:	Written Renewal Exam Date:	Exam Score & Date:

Renewal Fee: \$	Fee Rec'd:	FSC Approval and Date:

INSTRUCTOR EVALUATOR CHECKLIST

Sheet B1

<i>FSI Renewal Applicant Name</i>	<i>Organization/Location</i>	Renewal level- _____ <i>(Select renewal applicant level)</i>
<i>Instructor Evaluator Name</i>	<i>Organization/Agency or Affiliation</i>	<i>(Select Evaluator level)</i>
<i>Exp. date</i> MUST BE CURRENT		

I. Prior to Lesson Presentation

Interview the applicant prior to lesson delivery. Explain the process to the applicant and ask to review the class objectives and lesson plan. Carefully review the objective and lesson plans prepared by the applicant. Comment on “No” responses below.

		Yes	No
1.	Is the objective clear?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does the lesson plan accomplish the objective(s)?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does the instructor appear prepared?	<input type="checkbox"/>	<input type="checkbox"/>
4.	Has the instructor coordinated with other instructors and/or classes that are related to this course?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are the supplies and equipment appropriate for the lesson?	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments or direction, use additional pages as necessary.

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II. During Lesson Presentation

Review the renewal applicant’s delivery of the prepared course. Let the individual know if he or she did not meet objectives or did not follow the lesson plan. Provide comment on “No” responses below.

		Yes	No
1.	Was a classroom plan used (<i>preparation of physical setting</i>)	<input type="checkbox"/>	<input type="checkbox"/>
2.	Was the lesson plan adhered to?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Were the objectives clearly stated?	<input type="checkbox"/>	<input type="checkbox"/>
4.	Were the objectives accomplished?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Was the method of instruction appropriate for the material?	<input type="checkbox"/>	<input type="checkbox"/>
6.	Was the technique of instruction appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
7.	Was a suitable classroom environment maintained? (<i>seating, lighting, climate, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>
8.	Were effective audiovisuals employed?	<input type="checkbox"/>	<input type="checkbox"/>
9.	Did the instructor employ new or unexpected methods? If yes , cite what was the method and what was the impact to the students (positive/negative) in the comment box below.	<input type="checkbox"/>	<input type="checkbox"/>
10.	Did the instructor maintain student interest?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Were safety policies followed? If No , cite violation and corrective action below.	<input type="checkbox"/>	<input type="checkbox"/>
12.	Was a test/quiz conducted and if so, did it measure learning? (<i>Mark box even if it was Oral only- note on checklist</i>)	<input type="checkbox"/>	<input type="checkbox"/>
13.	Was the test/quiz used as a learning tool?	<input type="checkbox"/>	<input type="checkbox"/>
14.	Was the instructor’s presentation style (includes mannerisms, dress, appearance, language, habits, etc.) appropriate for this type of course?	<input type="checkbox"/>	<input type="checkbox"/>
15.	What was the total length of the class, including presentation and evaluation?	HRS. _____	

Please provide any comments or direction, use additional pages as necessary.

III. After the Presentation of the Lesson

- a. Immediately following the course delivery, handout student evaluations to the course students. These evaluations should be reviewed by the renewal applicant and the qualified evaluator.
- b. After the completion of the course, conduct an exit briefing with the renewal applicant. The briefing should include the following points and/or items.

Check each box and include summary notes of briefing items below: Moved to stand out better

☐ Explanation of any points noted during the evaluation

☐ Discussion of findings or instructional issues

☐ Share/review student evaluation comments

IV. Course Material and Evaluation Review by the Instructor Evaluator

1. I have reviewed the applicant prepared Course Objectives and Lesson Plans
2. I have reviewed the quizzes or tests given as related to the applicant presentation
3. I have reviewed this Briefing and Evaluation Checklist with the applicant (*Sheet B1-2*)
4. I have reviewed the student Course Evaluations with the applicant (*Sheet D or local equivalent*)

I attest that the applicant has met and adequately performed all requirements for renewal of certification and has demonstrated the knowledge and competency for the requested level of certification.

Signature: _____

Instructor Evaluator Signature

Date: _____

Before submittal to the AFSC office, the Renewal Applicant Fire Chief/Designated Supervisor must review items 1-4 above for final approval (see sheet A).

INSTRUCTIONAL LEARNING AND DELIVERY RECORD

Sheet C

Renewal Instructor Printed Name		Renewal Instructor Signature		
CONTINUING EDUCATION DOCUMENTATION				
For Fire Service Instructor renewal applicants must have a combined total (CEU's + Instruction time) of 40 hours of continuing education credit related to the current edition of NFPA 1041 Standard, Fire Service Instructor Professional Qualifications. Attach all relevant course completion documents/certificates.				
Course	Location	Date	Hours	Chief Officer/ Supervisor
Total Hours:				

INSTRUCTIONAL DOCUMENTATION				
For Fire Service Instructor renewal applicants must have a combined total (CEU's + Instruction time) of 40 hours of instructional delivery of a fire services related course . Provide a brief overview, outline, or schedule of each course that you instructed for your Fire Chief/Designated Supervisor's review and signature.				
Fire Department/Agency	Course	Date	Hours	Chief Officer/ Supervisor
Total Hours:				

My signature below is verification that I have reviewed the information above and attest the information is true and accurate.

Fire Chief/Designated Supervisor Printed Name	Fire Chief/Designated Supervisor Signature
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Student Evaluation Form

STATE OF ALASKA
DEPARTMENT of PUBLIC SAFETY
FIRE STANDARDS COUNCIL

Course Title/ Topic: _____ Date: _____

Instructor Name: _____ Location: _____

Course Evaluation Instructions: On a scale of 1-5 (1= Strongly Disagree through 5 = Strongly Agree) mark the answer that you feel best describes your views about this course.

	N/A	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. The course material and content were presented in an organized matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The course goals and objectives were clearly stated and met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student material (handout) was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The overall technical level of the material presented was appropriate for this course/class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This course/class will improve my organizations capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The course/class activities help to better understand and apply the material presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructor used teaching methods that were appropriate for the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor was well prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor utilized the scheduled course time in an effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor appeared well informed on this course topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor encouraged student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor was open to other viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The instructor treated all students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor had a good technical knowledge of the material presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I would take another course from the same instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My overall assessment of the instructor is that he or she was very effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the following (use additional pages as necessary):

What could the instructor do to improve his or her instructional style or technique?
What material or information was most valuable to you?
What material or information was least valuable to you?
What suggestions for improvements do you have for this course?

INDIANA

Retrieved from <https://www.in.gov/dhs/files/instr1recert.doc> on May 18, 2019

Recertification – Indiana Fire Service Instructor

This form is intended to be submitted electronically to the Certification section not more than 30 days after the Instructor expiration date. Submit the complete form to firecertifications@dhs.in.gov

To maintain certification, the candidate shall accrue a minimum of twenty (20) hours of instruction consisting of twelve (12) hours of teaching classes in public safety and emergency response; four (4) hours of evaluating practical skills and four (4) hours of attendance at classes in training in adult education

- (1) learning objectives;
- (2) test construction; or
- (3) classroom teaching;

that shall be reported, on a form approved by the training division every two (2) years. The report shall be received by the board not later than thirty (30) days after the expiration of the two (2) year period that commenced on the date of initial certification or the applicable two (2) year anniversary of the date.

The training in adult education shall be acquired through classes that teach instructors techniques on teaching adult students.

Continuing education obtained in compliance with the requirements of subsection (c) may be used to comply with the continuing education requirements of section 19(c) of this rule. *(Board of Firefighting Personnel Standards and Education; 655 IAC 1-2.1-20; filed Jul 18, 1996, 3:00 p.m.: 19 IR 3394; filed Sep 24, 1999, 10:02 a.m.: 23 IR 332; readopted filed Dec 2, 2002, 12:59 p.m.: 26 IR 1262; filed Jul 14, 2004, 10:00 a.m.: 27 IR 4016; filed Apr 13, 2005, 11:30 a.m.: 28 IR 2702)*

Legal Name		PSID	
Street Address			
Email Address			
City		State	Zip
Identify continuing education related to how to teach during the 2-year certification period.			
Adult Continuing Education Subject	Instructor Name	Hours	Date
Identify instructional activity during the 2-year certification period.			
Teaching Experience Identify Subject-Topic Taught	Location	Hours	Date

Evaluating Practical Skill Experience – Subject	Location	Hours	Date

Applicant Name		Date	
----------------	--	------	--

Qualified Adult Continuing Education Topics

A course or part of a course that instructs the Instructor on

- basic coaching and motivational techniques used in an instructional situation
- adaptation of lesson plans or materials to specific instructional situations
- learning styles of students and how instructor could adapt teaching styles
- types of learning disabilities and methods for dealing with them
- methods of dealing with disruptive and unsafe behavior.
- communication skills necessary to be an effective Instructor
- how to provide evaluation feedback to students, given evaluation data, so that the feedback is timely, specific enough for the student to make efforts to modify behavior, objective, clear, and relevant; include suggestions based on the data
- use and limitations of teaching methods and techniques
- how to supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met
- development of student evaluation instruments to support instruction and the evaluation of test results
- conducting a needs assessment for an organization, an individual or set of students

IOWA

Retrieved from <https://www.legis.iowa.gov/docs/ACO/chapter/661.251.pdf> on May 18, 2019

661—251.103 (100B) Continuing training. Fire department members shall participate in at least 24 hours of continuing training annually, which shall be selected from the following subject areas:

1. Personal protective equipment and respiratory protection.
2. Structural fire fighting techniques including standard operating policies or standard operating guidelines.
3. Ground ladders.
4. Hose and hose appliances.
5. Ventilation.
6. Forcible entry.
7. Search and rescue techniques.
8. Fire fighter safety.
9. Incident management system or incident command system.
10. Emergency vehicle driver-operator.
11. Hazardous materials first responder—operations level.
12. Emergency medical service (EMS) training.
13. Additional training based on standard operating procedures or standard operating guidelines.
14. Other Occupational Safety and Health Administration (OSHA)-related training, such as blood-borne pathogen protection.
15. Specialty training such as confined space entry, vehicle extrication, rescue techniques, wildland or agricultural fire fighting techniques.
16. Emergency response to terrorism.
17. Any other training designed to meet local training needs.

NOTE: Training to meet this requirement may be provided by the fire service training bureau, a community college, a regional fire training facility, or a local fire department, or any combination thereof.

[ARC 9928B, IAB 12/14/11, effective 2/1/12]

MICHIGAN

Retrieved from

https://www.michigan.gov/documents/lara/Fillable_Certified_Fire_Inspector_Application_11_8_18_V2_638239_7_638533_7.pdf on August 3, 2019

Michigan Department of Licensing and Regulatory Affairs
Bureau of Fire Services
P.O. Box 30700
Lansing, MI 48909
517-241-8847

Type of Application: Certification Recertification Change of Address

Name (Last Name, First Name, Middle Initial)	Last 4 Digits of SSN
Smith, John A.	1234
Johnson, Mary B.	5678
Williams, Robert C.	9012
Davis, Susan E.	3456
Garcia, Carlos F.	7890
Miller, Jennifer G.	2345
Wilson, David H.	6789
Moore, Lisa I.	0123
Taylor, James J.	4567
Anderson, Emily K.	8901

Address _____ City, State, Zip Code _____

County	Phone (Include Area Code)
--------	---------------------------

Email	CFI#
-------	------

I have been convicted of any misdemeanor or felony reasonably related to my ability to perform as a fire inspector.

If yes, you will be provided with a "Request for Conviction History" form. Failure to accurately respond to this question will result in you forfeiting any rights of consideration for certification as a Certified Fire Inspector in the state of Michigan.

Department

Address _____ City, State, Zip Code _____

Phone (Include Area Code) Immediate Supervisor

Are you 18 years old or older? Yes No

Have you graduated from an accredited high school or have received a General Education Development test certificate from the Department of Education?		Yes	No

Can you read and write English?	Yes	No
---------------------------------	-----	----

Are you of good moral character?	Yes	No

For the purpose of these rules, a conviction or a misdemeanor or felony which involves theft, dishonesty, or false statement shall be considered as an indication that a person is not likely to serve in a fair, honest, and open manner.

Are you employed by a governmental agency as a fire inspector supervisor or a fire inspector conducting fire inspections for no less than 4 hours per week? Yes No

Do you hold an NFPA Fire Inspector I certification or the equivalent, as determined by the Bureau of Fire Services in consultation with the State Fire Safety Board? Yes No

Provide your NFPA I Certificate number (Please also attach a copy of your NFPA 1 Certificate)

Section E

CFI Recertification CE Record (Re-Certifications)

I have completed and attached the BFS CFI Continuing Education Record.

I understand the following requirements pursuant to CE/Recertification:

- During the three-year period of my certification, I must complete a minimum of 10 continuing education points per year and not less than 60 points as outlined in the Bureau of Fire Service, Fire Inspector Certification Rules, R29.506.
- I will furnish documentation of education, experience and training upon request of the Bureau of Fire Services.
- I will complete and submit an application of recertification to the Bureau of Fire Services within 60 Days of the expiration of the 3-year certification period.
- All misdemeanor and felony convictions which involve theft, dishonesty, or false statement shall be reported.

Section F

Applicant Certification and Signature (All Applications)

I hereby certify the information in this application is true and correct to the best of my knowledge.

The statements in this application are true and correct. I have not withheld information which might affect the decision to be made on this application. In signing this application, I am aware that a false statement or dishonest answer may be grounds for denial of my application or revocation of my certification.

Signature of Applicant

Date

Instruction for State Certified Fire Inspector Application

Section A – All Applications

1. Indicate the Type of Application.

Section B- All Applications

1. Enter your name: Last Name, First Name and Middle Initial.
2. Enter only the last 4 digits of your Social Security Number.
3. Enter your complete street number and name.
4. Enter your City.
5. Enter your State.
6. Enter your Zip Code.
7. Enter the County your address is in.
8. Enter your phone number with area code.
9. Enter your entire email address.
10. Enter your Certified Fire Inspector number, only needed if this a renewal or change of address.
11. Attest to any misdemeanor or felony that is reasonably related to your ability to perform as a fire inspector.

Section C- New and Re-Certifications

1. Enter the current department of employment.
2. Enter the address of the current department of employment.
3. Enter the city of the current department of employment.
4. Enter the state of the current department of employment.
5. Enter the zip code of the current department of employment.
6. Print the complete name of your immediate supervisor at the current department of employment.

Section D- New Certifications

1. Check the appropriate box; Yes, if you are 18 or older, No, if you are younger than 18.
2. Check the appropriate box to indicate whether or not you possess a high school diploma or General Education Diploma (GED).
3. Check the appropriate box to indicate whether or not you can read and write using the English language.
4. Check the appropriate box to indicate good moral character using the criteria described in that field.
5. Check the appropriate box to indicate if you are currently employed by a governmental agency as an inspector supervisor and are conducting inspections for no less than 4 hours each week.
6. Check the appropriate box to indicate whether or not you hold an NFPA Fire Inspector 1 certification or equivalent as determined by the Bureau of Fire Services in consultation with the State Fire Safety Board.
7. Enter your NFPA 1 Certificate Number.
8. Please remember to attach a copy of your NFPA 1 Certificate.

Section E- Recertifications

1. Confirm by checking the appropriate box that the CFI Continuing Education for has been completed and is attached to the application.
2. Confirm by checking the appropriate box that you acknowledge you understand the CE/Recertification requirements.

Section F- All Applications

1. All applications must be signed and dated.

MINNESOTA

Retrieved from <http://www.mbfte.org/Forms/WebsiteMenu/FFRenew.pdf> on June 1, 2019

Retrieved from
<http://www.mbfte.org/Forms/WebsiteMenu/FireDepartmentAnnualTrainingRequirements.pdf> on
June 1, 2019



STATE OF MINNESOTA
MINNESOTA BOARD OF FIREFIGHTER TRAINING AND EDUCATION
445 MINNESOTA ST. STE 146
ST. PAUL, MN 55101
PHONE: 651-201-7257 FAX: 651-215-0525
WEBSITE: WWW.MBFTE.ORG EMAIL: FIRE-TRAINING.BOARD@STATE.MN.US

MINNESOTA FIREFIGHTER LICENSE RENEWAL APPLICATION

**THIS APPLICATION FORM IS TO BE USED FOR LICENSE RENEWAL ONLY.
IF YOUR LICENSE IS EXPIRED PLEASE COMPLETE THE REINSTATEMENT APPLICATION.
IF YOU ARE NOT CURRENTLY A LICENSED FIREFIGHTER, PLEASE COMPLETE THE FIREFIGHTER APPLICATION.**

All sections of the application must be completed. If any information is missing the application will be considered incomplete and will be returned.

Personal Information:

Last Name: _____ First Name: _____ Middle: _____
Mailing Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____ Alt. Phone: _____ Email: _____

Criminal Convictions:

Since your last license application, have you been convicted of a felony? Yes ____ No ____

If yes, complete the following:

Location: _____ Charges: _____ Date: _____

Employment & Training Verification:

License Number: _____
Fire Department Employed By: _____ Date of Hire: _____
Current Status: FT ____ PT ____ POC ____ Volunteer ____ No Longer with Department ____
Fire Department Employed By: _____ Date of Hire: _____
Current Status: FT ____ PT ____ POC ____ Volunteer ____ No Longer with Department ____

By signing below, I attest that the above named firefighter has, in the past three (3) years, completed at least seventy-two (72) hours of continuing education/training and that he/she is currently a member of the above named department.

(Note: only one signature is required to attest the continuing education requirement has been met.)

Chief/AHJ: _____ Phone: _____

Chief/AHJ printed name: _____

Verified this _____ day of _____, 20____.

Oath: I certify that there are no misrepresentations, omissions or falsifications in the foregoing statements, and that the above answers made by me are true, complete and correct to the best of my knowledge and belief, and made in good faith. By signing this application, I am agreeing that, when asked, I will sign an Informed Consent form for the purpose of allowing the Minnesota Bureau of Criminal Apprehension to disclose all criminal history record information to the MBFTE. I understand that if I choose not to do so, my license can be suspended or revoked.

Signature: _____ Date: _____
Print Name: _____

**Renewal Fee – \$75.00 if apply between December 31, 2016 – June 30, 2018
\$50.00 if apply for renewal between July 1, 2018 – June 30, 2019
\$25.00 if apply for renewal between July 1, 2019 – June 30, 2020**

Prorated per Minnesota Statute 299N.05 subd. (5) a license is valid for a three year period determined by the board. Fees under this subdivision may be prorated by the board for licenses issued within a three year licensure period.

Make Payable to: MBFTE (ONLY ACCEPT CHECKS FOR THE EXACT AMOUNT DUE)

MBFTE Office Only: Date Received _____ Check # _____
Verification received _____ Confirmed _____ 150

Fire Department Annual Training Requirements




The following is a list of refresher intervals required of the Fire Service in Minnesota. These are all items required by OSHA or NFPA.

Required Topic	Frequency	Agency	Training Requirement
Blood Borne Pathogens	Annual	OSHA	No set hour requirement
Employee Right to Know	Annual	OSHA	No set hour requirement
Confined Space Awareness	Annual	OSHA	No set hour requirement
Respiratory Protection	Annual	OSHA	No set hour requirement
Lock out/ Tag out	Annual	OSHA	No set hour requirement
Portable Extinguishers	Annual	OSHA	No set hour requirement
Hazardous Materials Awareness	Annual	OSHA/NFPA	No set hour requirement
Confined Space Rescue	Annual	OSHA/NFPA	Train to proficiency
Hazardous Materials Operations	Annual	OSHA/NFPA	8 hours annually
Fire Brigade	Annual	OSHA/NFPA	Train to proficiency
Fire Ground Operations	Annual	NFPA	Maintain skills / Annual Skills
Technical Rescue (Auto X, Ropes, Con Space, etc)	Annual	OSHA/NFPA	Maintain skills / Annual Skills
Emergency Vehicle Operation	Annual	NFPA	Maintain skills / Annual Skills
Pump Operations	Annual	NFPA	Maintain skills / Annual Skills
Incident Command	Annual	NFPA	Maintain skills / Annual Skills
Emergency Medical Responder (First Responder)	2 years	EMSRB	16 hours
Emergency Medical Technician (EMT)	2 years	EMSRB	24 hours

Each licensed firefighter is responsible for his/her documentation of the 72 hour continuing education training in the previous three-year period for license renewal.

MISSOURI

Retrieved from https://dfs.dps.mo.gov/documents/forms/MO_815-F0041.pdf on August 3, 2019

Date Received	 Department of Public Safety Division of Fire Safety PO Box 844, Jefferson City, MO 65102 (573) 522-2426 FAX (573) 751-1744 Website: www.dfs.dps.mo.gov		Date Approved
Received by			Approved By
Application for Recertification			

RECERTIFICATION APPLYING FOR:

Fire Service Instructor <input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV	Fire Inspector <input type="checkbox"/> Level I <input type="checkbox"/> Level II	Fire Investigator <input type="checkbox"/>	HazMat Technician <input type="checkbox"/>	Technical Rescuer <input type="checkbox"/> Core <input type="checkbox"/> Rope Level I <input type="checkbox"/> Rope Level II
--	--	--	--	--

Personal Information:

Last 4 SSN #	Last Name	Suffix	First Name	M. I.
Mailing Address of Applicant		City	State	Zip Code
Date of Birth	Personal Phone #	<input type="checkbox"/> Home <input type="checkbox"/> Cell	Email Address	

Authorization for Release of Information

I, (Print Full Name) _____ hereby certify that all statements made on or in connection with this application are true and complete to the best of my knowledge and belief. I understand and agree that any misstatements or omissions of material facts will cause denial or forfeiture of my certifications.

I further authorize all law enforcement agencies, U.S. Military, Federal, State and/or Local government agencies to furnish the Missouri Division of Fire Safety, with any and all information regarding me in order to determine suitability for certification. I further release said agency or person from all liability for any damages whatsoever that may occur from furnishing such information to the Missouri Division of Fire Safety.

Also, by signing this form, I hereby authorize the release of any or all information concerning my enrollment status for the courses requesting certification and certification exam results only to the Chief Officer or his designee of my organization. A photo-static copy of this authorization will be considered as effective and valid as the original.

Signature of Applicant: _____ Date: _____

Division of Fire Safety Use Only

Received	Yes	No	Date	Initials	Sent	Yes	No	Date	Initials
Letter or Summary					ID Card				
Course Records					Data Entry Date:	Initials:			

NOTES:

Recertification Instruction for each level (DO NOT submit this page with your recertification)

Fire Service Instructor:

- ✓ **Attach** documentation of a minimum of **12 hours of instructing AND 12 hours as a student for a total of 24 hours of instructional development training over the past 3 years.**

For example: For every hour of verifiable instruction of a certificated course for either a fire academy, Missouri Fire & Rescue Training Institute, National Fire Academy, Division of Fire Safety, or documented in-service training, you will receive one hour of credit toward recertification, up to twelve hours. The remaining twelve hours must come from a course or conference you have attended within the last three years for *instructional development*.

- ✓ **Attach a summary of how your duties over the past three years reflect your current certification level.**

Fire Inspector:

- ✓ **Attach** documentation of a minimum of **30 hours of training** as a student or instructor, or any combination of fire inspection related courses or seminars since the date of your original certification or the past three years.
- ✓ **Attach a summary of how your duties over the past three years reflect your current certification level.**

Fire Investigator:

- ✓ **Attach** documentation of a minimum of **30 hours of training** as a student or instructor, or any combination of fire investigation related courses or seminars within the past three years.
- ✓ **Attach a letter from your supervisor attesting that you are actively conducting fire investigations within your department or agency.**

Hazardous Materials – Technician:

- ✓ **Attach** documentation of a minimum of **(8 hours per year)** as a student or instructor, or any combination, in Hazardous Materials - Technician related courses or seminars within the past five (5) years. Continuing education training must include demonstration of competency at all practical skill evolutions conducted during the approved classes and documentation of these proficiencies.
- ✓ **Attach a summary of how your duties over the past five (5) years reflect your current certification level.**

Technical Rescuer:

- ✓ **Attach** documentation of a minimum of **(8 hours per year)** as a student or instructor, or any combination, in Technical Rescuer Core, Rope I and/or Rope II related courses or seminars within the past five (5) years. Continuing education training must include demonstration of competency at all practical skill evolutions conducted during the approved classes and documentation of these proficiencies.
- ✓ **Attach a summary of how your duties over the past five (5) years reflect your current certification level.**

OHIO

Retrieved from https://www.ems.ohio.gov/links/ems_CErequirementsFire.pdf on May 27, 2019

Firefighter Certification Continuing Education Renewal Requirements

The following is a summary that will help answer questions about meeting the requirements for maintaining a firefighter certification in Ohio. Although every attempt has been made to ensure the accuracy of the following information, in the event of a discrepancy, the language in the Ohio Administrative Code 4765-20 shall apply. The full rule can be accessed on our webpage at <http://codes.ohio.gov/oac/4765-20>.

**The CE hours requirement is calculated based on how long the certificate was active during the certification cycle
(the number of months between the effective date and the expiration date):**

Certification Level	Less than 12 months	12 months but less than 24 months (30%)	24 months but less than 36 months (60%)	36 months or more (100%)
Volunteer Firefighter Firefighter I Firefighter II (OAC 4765-20-11) <u>See Note Below</u>	0 hours but renewal application must still be submitted	<u>18 CE hours</u> – Continuing education training shall be related to the fire service and approved by the applicant’s fire chief or program director of a chartered program. Such continuing education training may be completed online, through a chartered fire training program, or through in-service training programs conducted by the applicant’s affiliated fire department. The firefighter is responsible for maintaining Certificates of Completion issued from such training.	<u>36 CE hours</u> – Continuing education training shall be related to the fire service and approved by the applicant’s fire chief or program director of a chartered program. Such continuing education training may be completed online, through a chartered fire training program, or through in-service training programs conducted by the applicant’s affiliated fire department. The firefighter is responsible for maintaining Certificates of Completion issued from such training.	<u>54 CE hours</u> – Continuing education training shall be related to the fire service and approved by the applicant’s fire chief or program director of a chartered program. Such continuing education training may be completed online, through a chartered fire training program, or through in-service training programs conducted by the applicant’s affiliated fire department. The firefighter is responsible for maintaining Certificates of Completion issued from such training.

NOTE: Routine duties such as responding to emergencies, performing station duties and vehicle maintenance, conducting fire safety inspections, participating in civic events, and other daily or weekly job duties shall not be credited toward **firefighter, fire safety inspector** and/or **hazard recognition officer** continuing education. No applicant shall receive credit for more than twelve hours of continuing education in any one calendar day. No applicant shall receive credit for the identical online training class, taken more than once per calendar year.

UNAFFILIATED FIREFIGHTER INFORMATION ON PAGE 4

(Continued on next page)

Certification Level	Less than 12 months	12 months but less than 24 months (30%)	24 months but less than 36 months (60%)	36 months or more (100%)
Fire Safety Inspector* (OAC 4765-20-12) <u>See Note Below</u>	0 hours but renewal application must still be submitted	8 CE hours <u>related to any of the following topics:</u> <ul style="list-style-type: none"> ➤ The theory of fire code enforcement; ➤ Enforcement of fire codes; ➤ Life safety system of building and uses; ➤ The safe use and maintenance of facilities, buildings, and uses which are subject to the state of Ohio fire code; ➤ The safe handling of materials which pose a fire hazard; ➤ Fire code administration; ➤ Legal method of code enforcement; ➤ Legal rights of landlords and tenants under federal, state, and local laws; ➤ The application, installation, use & interpretation of NFPA standards; and ➤ Other training directly related to performance of fire safety inspection duties. 	16 CE hours <u>related to any of the following topics:</u> <ul style="list-style-type: none"> ➤ The theory of fire code enforcement; ➤ Enforcement of fire codes; ➤ Life safety system of building and uses; ➤ The safe use and maintenance of facilities, buildings, and uses which are subject to the state of Ohio fire code; ➤ The safe handling of materials which pose a fire hazard; ➤ Fire code administration; ➤ Legal method of code enforcement; ➤ Legal rights of landlords and tenants under federal, state, and local laws; ➤ The application, installation, use & interpretation of NFPA standards; and ➤ Other training directly related to performance of fire safety inspection duties. 	24 CE hours <u>related to any of the following topics:</u> <ul style="list-style-type: none"> ➤ The theory of fire code enforcement; ➤ Enforcement of fire codes; ➤ Life safety system of building and uses; ➤ The safe use and maintenance of facilities, buildings, and uses which are subject to the state of Ohio fire code; ➤ The safe handling of materials which pose a fire hazard; ➤ Fire code administration; ➤ Legal method of code enforcement; ➤ Legal rights of landlords and tenants under federal, state, and local laws; ➤ The application, installation, use & interpretation of NFPA standards; and ➤ Other training directly related to performance of fire safety inspection duties.

*If a new fire code is adopted by the state of Ohio, a **fire safety inspector** and/or **hazard recognition officer** shall attend continuing education of not less than four hours related to the new fire code. The CE shall be completed within six months of the adoption of the new fire code. The certificate holder shall maintain documentation of completion of this update. These four hours may be counted towards the CE requirements.

***Fire safety inspector** and/or **hazard recognition officer** continuing education shall be approved by the applicant's fire chief or program director from a chartered fire training program and shall be provided by or under the auspices of institutions of higher education, recognized state agencies, chartered training programs, fire schools, fire training academies, or a fire department operated by federal, state, county, or local government, or non-profit organizations.

NOTE: Routine duties such as responding to emergencies, performing station duties and vehicle maintenance, conducting fire safety inspections, participating in civic events, and other daily or weekly job duties shall not be credited toward **firefighter**, **fire safety inspector** and/or **hazard recognition officer** continuing education. No applicant shall receive credit for more than twelve hours of continuing education in any one calendar day. No applicant shall receive credit for the identical online training class, taken more than once per calendar year.

UNAFFILIATED FIREFIGHTER INFORMATION ON PAGE 4

(Continued on next page)

Certification Level	Less than 12 months	12 months but less than 24 months (30%)	24 months but less than 36 months (60%)	36 months or more (100%)
Hazard Recognition Officer* (OAC 4765-20-12) <u>See Note Below</u>	0 hours but renewal application must still be submitted	2 hours of CE <u>To include any combination of the following training:</u> <ul style="list-style-type: none"> ➤ Means of egress; ➤ Flammable & combustible liquids storage, use, and handling; ➤ Combustible waste material handling and storage; ➤ Open flames requirements and restrictions; ➤ Hazards to firefighters; ➤ Fire protection system access and clearances; ➤ Fire separation integrity including fire doors and fire walls; ➤ Commercial cooking hazards; ➤ Basic electrical equipment and wiring hazards; and ➤ Other training directly related to performance of hazard recognition officer duties. 	4 hours of CE <u>To include any combination of the following training:</u> <ul style="list-style-type: none"> ➤ Means of egress; ➤ Flammable & combustible liquids storage, use, and handling; ➤ Combustible waste material handling and storage; ➤ Open flames requirements and restrictions; ➤ Hazards to firefighters; ➤ Fire protection system access and clearances; ➤ Fire separation integrity including fire doors and fire walls; ➤ Commercial cooking hazards; ➤ Basic electrical equipment and wiring hazards; and ➤ Other training directly related to performance of hazard recognition officer duties. 	6 hours of CE <u>To include any combination of the following training:</u> <ul style="list-style-type: none"> ➤ Means of egress; ➤ Flammable & combustible liquids storage, use, and handling; ➤ Combustible waste material handling and storage; ➤ Open flames requirements and restrictions; ➤ Hazards to firefighters; ➤ Fire protection system access and clearances; ➤ Fire separation integrity including fire doors and fire walls; ➤ Commercial cooking hazards; ➤ Basic electrical equipment and wiring hazards; and ➤ Other training directly related to performance of hazard recognition officer duties.

*If a new fire code is adopted by the state of Ohio, a **fire safety inspector** and/or **hazard recognition officer** shall attend continuing education of not less than four hours related to the new fire code. The CE shall be completed within six months of the adoption of the new fire code. The certificate holder shall maintain documentation of completion of this update. These four hours may be counted towards the CE requirements.

***Fire safety inspector** and/or **hazard recognition officer** continuing education shall be approved by the applicant's fire chief or program director of a chartered fire training program, and shall be provided by or under the auspices of institutions of higher education, recognized state agencies, chartered training programs, fire schools, fire training academies, or a fire department operated by federal, state, county, or local government, or non-profit organizations.

NOTE: Routine duties such as responding to emergencies, performing station duties and vehicle maintenance, conducting fire safety inspections, participating in civic events, and other daily or weekly job duties shall not be credited toward **firefighter**, **fire safety inspector** and/or **hazard recognition officer** continuing education. No applicant shall receive credit for more than twelve hours of continuing education in any one calendar day. No applicant shall receive credit for the identical online training class, taken more than once per calendar year.

Unaffiliated Firefighter Continuing Education Options

An applicant who RESIDES IN OHIO and is not affiliated with an Ohio fire department, may complete continuing education through the following:

1. Training approved by the applicant's fire chief (if affiliated with a fire department in another state or military);
2. Continuing education courses approved by a program director of an Ohio-chartered fire training program;
3. Fire service training received by any other entity approved by the executive director, including but not limited to, the following entities:
 - a. "National Fire Academy;"
 - b. "Fire Department Instructor's Conference;"
 - c. "Fire-Rescue International;"
 - d. "National Domestic Preparedness Consortium."

An applicant who DOES NOT RESIDE IN OHIO and is not affiliated with an Ohio fire department may complete continuing education through the following:

1. Training approved by the applicant's fire chief (if affiliated with a fire department in another state or military);
2. Training from a fire training institution approved by the licensing agency in another state;
3. Training received by any other entity approved by the executive director, including but not limited to the following entities:
 - a. "National Fire Academy;"
 - b. "Fire Department Instructor's Conference;"
 - c. "Fire-Rescue International;"
 - d. "National Domestic Preparedness Consortium."

Certificate holders should contact the Division of EMS Fire Education section to confirm applicability of CE.

NOTE: Routine duties such as responding to emergencies, performing station duties and vehicle maintenance, conducting fire safety inspections, participating in civic events, and other daily or weekly job duties shall not be credited toward **firefighter, fire safety inspector** and/or **hazard recognition officer** continuing education. No applicant shall receive credit for more than twelve hours of continuing education in any one calendar day. No applicant shall receive credit for the identical online training class, taken more than once per calendar year.

Assistant Fire, Fire, Live Fire, and Fire Safety Inspector Instructor Continuing Education/Teaching Renewal Requirements

The following is a summary that will help answer questions about meeting the requirements for maintaining a fire-related instructor certification in Ohio. Although every attempt has been made to ensure the accuracy of the following information, in the event of a discrepancy, the language in the Ohio Administrative Code 4765-21 shall apply. The full rule can be accessed on our webpage at <http://codes.ohio.gov/oac/4765-21-06>.

The CE hours requirement is calculated based on how long the certificate was active during the certification cycle (the number of months between the effective date and the expiration date):				
Certification Level	12 months or less	More than 12 months but less than 24 months (30%)	24 months but less than 36 months (60%)	36 months or more (100%)
Assistant Fire Instructor (see Note below) ➤ Must maintain a current and valid firefighter certificate; ➤ Can teach up to fire certification level (Volunteer, Firefighter I or II); ➤ Responsible for maintaining CE and teaching completion documentation.	No CE requirements but renewal application must still be submitted	2 hours of instruction related to fire service training; <u>AND one of the following:</u> 2 hours CE related to instructional methodology <u>OR</u> pass an instructional methods exam.	4 hours of instruction related to fire service training; <u>AND one of the following:</u> 3 hours CE related to instructional methodology <u>OR</u> pass an instructional methods exam.	8 hours of instruction related to fire service training; <u>AND one of the following:</u> 6 hours of CE related to instructional methodology <u>OR</u> pass an instructional methods exam.
Fire Instructor (See Note below) ➤ Must maintain a current and valid Firefighter certificate; ➤ Can teach up to fire certification level (Volunteer, Firefighter I or II); ➤ Responsible for maintaining CE and teaching completion documentation.	No CE requirements but renewal application must still be submitted	8 hours of instruction related to fire service training; <u>AND one of the following:</u> 2 hours instructional methodology CE <u>OR</u> pass an instructional methods exam.	16 hours of instruction related to fire service training; <u>AND one of the following:</u> 4 hours instructional methodology CE <u>OR</u> pass an instructional methods exam.	24 hours of instruction related to fire service training; <u>AND one of the following:</u> 6 hours of instructional methodology CE <u>OR</u> pass an instructional methods exam.
Live Fire Instructor* (See Note below) ➤ Must maintain a current and valid Fire Instructor or Asst. Fire Instructor and a FF I or FF II certificate; ➤ Required to provide instruction in live fire training evolutions for firefighter certification. ➤ Responsible for maintaining CE and teaching completion documentation.	No CE requirements but renewal application must still be submitted	Participates as a certified instructor in at least one live burn training exercise approved by the applicant's fire chief or program director of a chartered fire training program.	Participates as a certified instructor in at least one live burn training exercise approved by the applicant's fire chief or program director of a chartered fire training program.	Participates as a certified instructor in at least one live burn training exercise approved by the applicant's fire chief or program director of a chartered fire training program.
Fire Safety Inspector Instructor (See Note below) ➤ Must maintain a current and valid Fire Safety Inspector certificate; ➤ Shall teach topics related directly to fire safety inspection; ➤ Responsible for maintaining CE and teaching completion documentation.	No CE requirements but renewal application must still be submitted	8 hours of instruction related to fire safety inspector training; <u>AND one of the following:</u> 2 hours instructional CE <u>OR</u> pass an instructional methods exam.	16 hours of instruction related to fire safety inspector training; <u>AND one of the following:</u> 4 hours instructional CE <u>OR</u> pass an instructional methods exam.	24 hours of instruction related to fire safety inspector training; <u>AND one of the following:</u> 6 hours instructional CE <u>OR</u> pass an instructional methods exam.

NOTE: No applicant shall receive credit for more than twelve hours of continuing education training in any one calendar day. No applicant shall receive continuing education credit for identical online training classes taken more than once per year. All Instructional CE must be approved by your fire chief or a program director of a chartered program, EMS accredited institution or an EMS approved institution.

* If "NFPA 1403" is revised during the certificate holder's certification cycle, a **live fire instructor** shall attend a CE refresher course related to the revised standard.

OREGON

Retrieved from

<https://www.oregon.gov/dpsst/FC/docs/MaintenanceTraining/FireMaintenanceRequirementsSummarySheet.pdf> on June 1, 2019

Department of Public Safety Standards and Training

Fire Maintenance Requirements Summary

(Revised March 2018)

Operations Track

Adequate maintenance requirements as demonstrated through:

- * Service Delivery; or
- * Task Performance; or
- * A total of 60 hours of education and/or training per year; or
- * Any combination of Service Delivery, Task Performance, and Education and/or Training.

- | | |
|--|--|
| <ul style="list-style-type: none"> • NFPA Airport Fire Fighter
 • NFPA Driver • NFPA Pumper Operator • NFPA Aerial Operator • NFPA Tiller Operator • NFPA Wildland Fire Operator • NFPA Aircraft Rescue and Firefighting Operator • NFPA Mobile Water Supply Operator
 • NFPA Fire Apparatus Driver/Operator • NFPA Apparatus Equipped with Fire Pump • NFPA Apparatus Equipped with an Aerial Device • NFPA Apparatus Equipped with a Tiller • NFPA Wildland Fire Apparatus • NFPA Aircraft Rescue & Fire-Fighting Apparatus • NFPA Mobile Water Supply Apparatus
 • NFPA Fire Fighter I • NFPA Fire Fighter II
 • Fire Ground Leader
 • NFPA Fire Officer I • NFPA Fire Officer II
 • HazMat First Responder Operations
 NFPA Operations Level Responder • HazMat Technician
 NFPA HazMat Technician • On-Scene Incident Commander
 NFPA HazMat Incident Commander
 • NFPA HazMat Awareness • NFPA HazMat Operations • NFPA HazMat Incident Commander • NFPA HazMat Technician • NFPA HazMat Operations-Mission Specific | <ul style="list-style-type: none"> • NFPA Marine Fire Fighter I • NFPA Marine Fire Fighter II
 • Maritime Basic Awareness • Maritime Deck Hand • Maritime Boat Operator • Maritime Rescue Boat Operator • Maritime Fire Boat Operator
 • Rope Rescue <ul style="list-style-type: none"> • NFPA Rope Rescue-Operations Level • NFPA Rope Rescue-Technician Level • NFPA Structural Collapse Rescue • NFPA Confined Space Rescue • NFPA Machinery Rescue • NFPA Trench Rescue • NFPA Tower Rescue • NFPA Vehicle Rescue • NFPA Surface Water Rescue • NFPA Swiftwater Rescue • NFPA Dive Rescue • NFPA Surf Rescue • NFPA Watercraft Rescue
 • Wildland Interface Fire Fighter (FFT2) • Advanced Wildland Interface Fire Fighter (FFT1) • Wildland Interface Fire Fighter • Wildland Interface Engine Boss • Wildland Interface Strike Team/Task Force Leader • Wildland Interface Crew Boss • Wildland Interface Strike Team Leader Engine • Wildland Interface Strike Team Leader Crew • Wildland Interface Structural Group Supervisor • Wildland Interface Division/Group Supervisor
 • Firefighter Type 2 (FFT2) • Firefighter Type 1 (FFT1) • Single Resource, Engine Boss (ENGB) • Single Resource, Crew Boss (CRWB) • Single Resource, Heavy Equipment Boss (HEQB) • Single Resource, Felling Boss (FELB) • Single Resource, Firing Boss (FIRB) • Strike Team Leader Engine (STEN) • Task Force Leader (TFLD) • Division/Group Supervisor (DIVS) |
|--|--|

Department of Public Safety Standards and Training

Fire Maintenance Requirements Summary

(Revised March 2018)

Operations Track (Continued)

Adequate maintenance requirements as demonstrated through:

- * Service Delivery; or
- * Task Performance; or
- * A total of 60 hours of education and/or training per year; or
- * Any combination of Service Delivery, Task Performance, and Education and/or Training.

Urban Search and Rescue

- Rescue Technician
(Prerequisite for all certifications below)
- Medical Technician
- Search Technician
- Rigging Technician

Instructor Track

Adequate maintenance requirements as demonstrated through:

- * Service Delivery; or
- * Task Performance; or
- * A total of 4 hours of education and/or training per year; or
- * Any combination of Service Delivery, Task Performance, and Education and/or Training.

- NFPA Fire Instructor I
- NFPA Fire Instructor II
- NFPA Fire Instructor III

Prevention/Public Education/Administration Track

Adequate maintenance requirements as demonstrated through:

- * Service Delivery; or
- * Task Performance; or
- * A total of 12 hours of education and/or training per year; or
- * Any combination of Service Delivery, Task Performance, and Education and/or Training.

- NFPA Fire Officer III
- NFPA Fire Officer IV

- NFPA Fire Investigator

- NFPA Fire Inspector I
- NFPA Fire Inspector II
- NFPA Fire Inspector III

- NFPA Youth Firesetter Intervention Specialist
- NFPA Youth Firesetter Program Manager

- NFPA Fire and Life Safety Educator I
- NFPA Fire and Life Safety Educator II
- NFPA Fire and Life Safety Educator III

- NFPA Public Information Officer

Note: When completing the Maintenance Re-Certification mark the highest level of certification

TEXAS

Retrieved from <https://www.tcfp.texas.gov/services/department-ce> on June 1, 2019

CE REQUIREMENTS FOR EMPLOYED COMMISSION-CERTIFIED PERSONNEL

The following information is provided as a quick reference for continuing education (CE) requirements. For more specific information, please see Chapter 441 of the commission's Standards Manual.

- TCFP certificate holders who are employed must earn a minimum of 18 hours of CE per year.
 - Two additional hours of CE above the 18 hours are required annually for each discipline to which a person is appointed.
 - For personnel employed by a fire department, the head of the department may select the subject matter to satisfy these hours.
- Anyone holding a Wildland Fire Protection certification must earn four hours of wildland fire protection CE each year. These four hours can be used to help satisfy the 18-hour requirement.
- Anyone holding a Hazardous Materials Technician certification must obtain eight hours of technician-level CE each year in addition to the requirements above.
- CE can be completed in Level 1 or Level 2 subject areas. (Level 1 training repeats basic-level skills. Level 2 training is intended to develop NEW skills. Please see [441.3.](#))

[Other information:](#)

For more information, please contact the certification section at (512) 936-3820.

EXAMPLE OF CALCULATING REQUIRED CE HOURS

<div>Example 1</div> <div>An employee holds a Structure Fire Fighter certification and a Hazmat Technician certification, and is appointed (in FIDO) to fire suppression duties:</div> <table><tr><th>Hours</th><th>Subjects</th></tr><tr><td>18</td><td>Any (selected by head of department)</td></tr><tr><td>2</td><td>Fire Suppression</td></tr><tr><td>8</td><td>Hazmat (tech level)</td></tr><tr><td colspan="2">Total: 28</td></tr></table>	Hours	Subjects	18	Any (selected by head of department)	2	Fire Suppression	8	Hazmat (tech level)	Total: 28		<div>Example 2</div> <div>An employee holds a Structure Fire Fighter certification and a Fire Inspector certification, but is appointed (in FIDO) only to fire suppression duties:</div> <table><tr><th>Hours</th><th>Subjects</th></tr><tr><td>18</td><td>Any (selected by head of department)</td></tr><tr><td>2</td><td>Fire Suppression</td></tr><tr><td colspan="2">Total: 20</td></tr><tr><td colspan="2">NOTE: Two hours of CE for fire inspector is not required if the employee is not appointed to those duties. If appointed to inspector duties, add two hours of inspector CE to total.</td></tr></table>	Hours	Subjects	18	Any (selected by head of department)	2	Fire Suppression	Total: 20		NOTE: Two hours of CE for fire inspector is not required if the employee is not appointed to those duties. If appointed to inspector duties, add two hours of inspector CE to total.	
Hours	Subjects																				
18	Any (selected by head of department)																				
2	Fire Suppression																				
8	Hazmat (tech level)																				
Total: 28																					
Hours	Subjects																				
18	Any (selected by head of department)																				
2	Fire Suppression																				
Total: 20																					
NOTE: Two hours of CE for fire inspector is not required if the employee is not appointed to those duties. If appointed to inspector duties, add two hours of inspector CE to total.																					

Example 3

An employee holds a Structure Fire Fighter certification, a Fire Inspector certification, a Wildland Fire Protection certification, and a Hazmat Technician certification. The employee person is appointed (in FIDO) to fire suppression and inspector duties:

Hours	Subjects
18	Any (selected by head of department)
2	Fire Suppression
2	Fire Inspection
8	Hazmat (technician level)

Total: 30

Example 4

An employee holds Arson Investigator, Fire Inspector and Incident Safety Officer certifications, and the employee is appointed (in FIDO) to investigator and inspector duties:

Hours	Subjects
18	Any (selected by head of department)
2	Investigator
2	Inspector

Total: 22

NOTE: There is no specific CE requirement for Incident Safety Officer. However, training completed in this subject area can be used to satisfy the 18-hour requirement.



Texas Commission on Fire Protection
William B. Travis Building,
1701 Congress Ave Suite 1-105,
Austin, TX 78701

UTAH

Retrieved from https://www.uvu.edu/ufra/docs/certification/cert_forms/cert_request_apr_11.pdf
on August 3, 2019

Utah Fire Service Certification Council
- CERTIFICATION – RECERTIFICATION REQUEST -

Department Information

The following department/participating agency requests that the Utah Fire Service Certification Council certify / re-certify the individuals listed on the reverse side of this form.

Department Name: _____

Certification or Re-certification

(Place an "X" in the boxes that apply) ☐ Certification ☐ Re-Certification Red ☐ Locality

Required Documentation and Signatures

If this is a request for **CERTIFICATION**, the chief or administrator of the organization shall attest and sign for the following:

By my signature below, I certify that department records exist to support that each individual listed on the reverse side of the form:

1. Received a learning experience in each subject area required for certification.
2. Successfully passed the state certification written exam for the level of certification being requested.
3. Successfully passed the in-house comprehensive manipulative skills exam as described in the certification standard (where applicable). • State certification standards can be found at <http://www.uvu.edu/ufra/certification/forms.html>.
4. Successfully passed the state certification manipulative skills exam for the level of certification being requested (where applicable).
5. Has met all other requirements for the level being examined as specified in the certification standard.
6. Is a member and in good standing with the department or organization.
7. Has not been convicted of a felony, capital crime, or a felony plea-bargained down to a misdemeanor.

If this is a request for **RE-CERTIFICATION**, the chief or administrator of the organization shall attest and sign for the following:

By my signature below, I certify that department records exist to support that each individual listed on the reverse side of this form has:

1. Remained active and in good standing with the department or organization for the past three years.
2. Successfully maintained all skills required for the levels of certification held.
3. Successfully completed a minimum of 36 hours of training each year or a total of 108 hours of training within the past three years.
4. Has met all other requirements for the re-certification levels requested as specified in the UFSCS Policy and Procedures.

Chief or Administrator Signature

Training Officer Signature

Chief or Administrator Name (typed or printed)

Training Officer Name (typed or printed)

Department/Agency Mailing Address

Chief/Training Officer Daytime Telephone #

City State Zip Chief/Training Officer Email Address

Please sign and return to:
Utah Fire Service Certification Council
C/O Utah Fire and Rescue Academy
3131 Mike Jense Parkway Provo UT 84601
Email: UFRAcertification@uvu.edu
Fax: 801-374-0681
Phone Toll Free: 888-548-7816

Utah Fire Service Certification Council
~REQUEST FOR CERTIFICATION / RECERTIFICATION~

Department/Organization Name _____

Date _____

Please type or print names as they should appear on each applicant's card and/or certificate. If this is for recertification, print "RECERT" on the level requested line.

Applicant Name	Social Security # (last four digits)	Date of Birth (mm/dd/yyyy)	Level Requested
1 _____	_____	____/____/____	_____
2 _____	_____	____/____/____	_____
3 _____	_____	____/____/____	_____
4 _____	_____	____/____/____	_____
5 _____	_____	____/____/____	_____
6 _____	_____	____/____/____	_____
7 _____	_____	____/____/____	_____
8 _____	_____	____/____/____	_____
9 _____	_____	____/____/____	_____
10 _____	_____	____/____/____	_____
11 _____	_____	____/____/____	_____
12 _____	_____	____/____/____	_____
13 _____	_____	____/____/____	_____
14 _____	_____	____/____/____	_____
15 _____	_____	____/____/____	_____
16 _____	_____	____/____/____	_____
17 _____	_____	____/____/____	_____
18 _____	_____	____/____/____	_____
19 _____	_____	____/____/____	_____
20 _____	_____	____/____/____	_____

VERMONT

Retrieved from

https://firesafety.vermont.gov/sites/firesafety/files/files/academy/forms/vfa_8_fire_inspector_recertification_application_2019_01.pdf on August 3, 2019



Division of Fire Safety
VERMONT FIRE ACADEMY
 93 Davison Drive, Pittsford, VT 05763
 802-483-2755 / 800-615-3473
 FAX: 802-483-2464
<https://firesafety.vermont.gov/academy>



Fire Inspector Recertification Application

Vermont Fire Inspector Certification is valid for three years and expires on December 31st of the expiration year. To stay current in an ever-changing field, Certified Fire Inspectors are required to submit a minimum of 60 hours of documented continuing education in topics that are relevant and directly related to the job performance requirements of your certification level as outlined in NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plans Examiner*. Continuing education hours may be earned through professional practice, by attending training on relevant topics, or by instructing training on relevant topics and must be earned in the current certification term. The matrix below indicates how the 60 hours of mandatory continuing education hours can be achieved.

Professional Development Category	Time Allotment	Minimum Hours	Maximum Hours
Professional Practice of Certificate Holder	0.5 hours per inspection	0	10
Training Attended by Certificate Holder	Actual training time	30	60
Instructing or Lecturing by Certificate Holder	2 hours per delivered hour of training	0	30

Acceptable training topics for continuing education hours are those that can be directly related to the following job performance requirements within your certification level as outlined in NFPA 1031, 2014 Edition.

Fire Inspector I	
4.2.1	Prepare inspection reports
4.2.2	Recognize the need for a permit
4.2.3	Recognize the need for a plan review
4.2.4	Investigate common complaints
4.2.5	Identify and reference applicable Code/Standard
4.2.6	Testify at legal proceedings
4.3.1	Identify occupancy classification of single-use building
4.3.2	Compute occupant load of single-use building
4.3.3	Inspect means of egress
4.3.4	Verify construction type
4.3.5	Determine operational readiness of a fixed fire suppression system
4.3.6	Determine operational readiness of a fire detection and alarm system

4.3.7	Determine operational readiness of portable fire extinguishers
4.3.8	Recognize hazardous conditions involving equipment, processes, or operations
4.3.9	Compare an approved plan to an installed fire protection system
4.3.10	Verify emergency planning and preparedness measures are in place
4.3.11	Inspect emergency access
4.3.12	Verify compliance for incidental storage, handling, and use of flammable and combustible liquids and gases
4.3.13	Verify compliance for incidental storage, handling, and use of flammable and combustible materials
4.3.14	Recognize a hazardous fire growth potential in a building or space
4.3.15	Determine code compliance of a fire protection issue
4.3.16 A	Verify required fire flows for a site using mathematical computation and graphical analysis
Fire Inspector II	
5.2.1	Process a permit application
5.2.2	Process a plan review application
5.2.3	Investigate complex complaints
5.2.4	Recommend modifications to codes or standards
5.2.5	Recommend policies and procedures for the delivery of inspection services
5.3.1	Compute occupant load of multi-use building
5.3.2	Identify occupancy classification of multi-use building
5.3.3	Verify a buildings height, area, occupancy classification, and construction type from plans
5.3.4	Evaluate fire protection systems and equipment
5.3.5	Analyze means of egress elements
5.3.6	Evaluate hazardous conditions involving equipment, processes, and operations
5.3.7	Evaluate emergency planning and preparedness procedures
5.3.8	Evaluate Code compliance for incidental storage, handling, and use of flammable and combustible liquids and gases
5.3.9	Evaluate Code compliance for incidental storage, handling, and use of hazardous materials
5.3.10	Determine fire growth potential in a building or space
5.3.11	Verify compliance of life safety systems and building service equipment given a performance based design
5.3.12	Verify compliance of heating, ventilation, air conditioning, and other building service equipment
5.4.1	Classify an occupancy given a set of plans, specifications, and a description of a building
5.4.2	Compute the maximum allowable occupant load given a floor plan
5.4.3	Review proposed installation of fire protection systems
5.4.4	Review the installation of fire protection systems
5.4.5	Verify means of egress elements are provided given a floor plan
5.4.6	Verify construction type of a building compared to approved plans

It is the responsibility of the certification holder to submit a recertification request on forms provided by the Vermont Fire Academy prior to their certification expiration date. The Vermont Fire Academy will not issue reminders or notices of impending expiration to the certificate holder.



Division of Fire Safety
VERMONT FIRE ACADEMY
 93 Davison Drive, Pittsford, VT 05763
 802-483-2755 / 800-615-3473
 FAX: 802-483-2464
<https://firesafety.vermont.gov/academy>



FIRE INSPECTOR RECERTIFICATION APPLICATION

Personal Information		
First Name:	Middle Initial:	Last Name:
Mailing Address:		
City:	State:	Zip Code:
Home Phone:	Work Phone:	Other Phone:
E-Mail:		
Date of Birth:	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Student ID Number: _ _ _ - _ _ _ _	The Student ID consists of your initials and the last 4 digits of your social security number. (ABC-1234)	
Agency Information		
Department/Agency Name:		
Rank/Position:	Supervisor Name:	
Agency Mailing Address:		
City:	State:	Zip Code:
Agency Phone:		
By my signature below, I certify that the information contained within this application is true and correct to the best of my knowledge. I understand that intentionally making a false statement on this application is a crime. The holder of any certification obtained in such a manner, through fraud or misrepresentation of material fact, will be subject to decertification per Section 6 of the VERMONT FIRE SERVICE TRAINING COUNCIL RULES AND POLICIES, effective January 1, 2007.	By my signature below, I certify that the information contained in this recertification application is true and correct to the best of my knowledge and that the applicant has obtained the required continuing education as indicated on this document. I further certify that the training listed herein, is current, relevant, and applicable to the work performed by the certificate holder in accordance with the job performance requirements outlined in NFPA 1031.	
Signature of Certification Holder:	Signature of Supervisor:	
Date:	Date:	

Instruction Conducted by Certification Holder			
Course/Seminar/Training Name	Date(s)	NFPA 1031 JPR Reference	Hours
TOTAL			

Attach another copy of this sheet if additional space is needed.

TOTAL RECERTIFICATION HOURS			
Professional Development Category	Minimum Hours	Maximum Hours	Total
Professional Practice of Certificate Holder	0	10	
Training Attended by Certificate Holder	30	60	
Instructing or Lecturing by Certificate Holder	0	30	
TOTAL RECERTIFICATION HOURS			

Appendix C: Parallel Professions Web-Based Data

Continuing Education Requirements for Nurses by State (Lipcott NursingCenter, 2019).

STATE / BOARD OF NURSING	CONTACT HOURS REQUIRED	RENEWAL	SPECIFIC REQUIREMENTS
Alabama Alabama Board of Nursing	24 hours for RN, NP, and APN license renewal	Every 2 years	4 contact hours of Alabama Board-provided continuing education related to Board functions, the Nurse Practice Act, regulations, professional conduct, and accountability is required for first renewal; CRNP, CNM and CRNA need additional 6 contact hours of pharmacology CE for APN renewal.
Alaska Alaska Board of Nursing	Must complete 2 of the following: 30 contact hours 30 hours professional nursing activities 320 hours nursing employment	Every 2 years	For APRN with prescriptive authority, 15 contact hours in advanced pharmacotherapeutics ; for Controlled Substances Prescriptive Authority, also need two hours of education in pain management and opioid use.
Arizona Arizona State Board of Nursing	None	Every 4 years	
Arkansas Arkansas State Board of Nursing	15 contact hours, national certification/recertification, or completion of one college credit hour course in nursing with grade C or better	Every 2 years	All APRNs issued a certificate of prescriptive authority after 12/31/15, need at least 3 hours of prescribing education; APRNs with prescriptive authority need 5 contact hours of pharmacotherapeutics in the APRN's area of certification.
California California Board of Registered Nursing	30 hours	Every 2 years	

Colorado Colorado Board of Nursing	None; National Certification for APN	Every 2 years	
Connecticut Connecticut Board of Examiners for Nursing	None; 50 contact hours for APRN	Every year; every 2 years for APRN	For APRNs, 50 contact hours related to area of practice, including at least five contact hours of training or education in pharmacotherapeutics, as well as at least one contact hour in each of the following topics: diseases, including, but not limited to, acquired immune deficiency syndrome and human immunodeficiency virus; risk management; sexual assault; domestic violence; cultural competency; and substance abuse. Also, at least two contact hours on the topic of mental health conditions common to veterans and family members of veterans must be completed not less than once every six years.
Delaware Delaware Board of Nursing	30 hours for RN; 24 hours for LPN; National Certification plus 10 pharmacology hours for APN	Every 2 years	3 hours related to substance abuse
District of Columbia District of Columbia Board of Nursing	24 hours in current area of practice for RN and APRN (including 15 pharmacology hours in area of practice for APRN); 18 hours for LPN	Every 2 years	LPNs must complete 2 contact hours related to LGBTQ and 3 hours related to HIV/AIDS .
Florida Florida State Board of Nursing	24 hours or National Certification	Every 2 years	2 hours related to medical error prevention each renewal; 2 hours on the laws and rules that govern the practice of nursing in Florida; 2 hours related to human trafficking. Also, for initial renewal, one hour related to HIV/AIDS; 2 hours related to recognizing impairment in the work place every four years; and for each third renewal period, an additional 2 hours related to

			domestic violence. APRNs must also complete at least three hours of continuing education on the safe and effective prescription of controlled substances for each biennial renewal.
Georgia Georgia Board of Nursing	30 contact hours for RN beginning with license renewals January 31, 2016; 20 contact hours for LPN beginning with license renewals March 31, 2017	Every 2 years	
Hawaii Hawaii Board of Nursing	30 hours	Every 2 years	For APRN with prescriptive authority, eight contact hours in pharmacology .
Idaho Idaho Board of Nursing	15 hours for RNs and LPNs; 30 hours for APPNs	Every 2 years	For APPN with prescriptive authority, ten contact hours in pharmacology .
Illinois Illinois Center for Nursing	20 hours for RN and LPN; 50 hours for APN	Every 2 years	APN with Schedule II included in Controlled Substances Registration, annual requirement of five contact hours in pharmacology .
Indiana Indiana State Board of Nursing	None; 30 hours for APRNs	Every 2 years	APRNs with prescriptive authority must include 8 hours in pharmacology . NEW! For practitioners licensed after July 1st, 2019 there is a requirement of 2 contact hours during the previous 2 years addressing the topic of opioid prescribing and opioid abuse.
Iowa	36 hours for renewal of a three year RN or LPN license; 24 hours for the first renewal after initial	Every 3 years	For RN, LPN, and APRN who regularly examine, attend, counsel or treat dependent adults or children in Iowa: 2

Iowa Board of Nursing	Iowa licensure by examination, initial Iowa licensure by endorsement from another state, or reactivation from an inactive status. National certification required for ARPN.		hours every 5 years related to the identification and reporting of child/dependent adult abuse. For ARNP who has prescribed opioids to a patient during the renewal cycle: a minimum of 2 hours of continuing education regarding the CDC guideline for prescribing opioids for chronic pain (with each renewal).
Kansas Kansas State Board of Nursing	30 hours	Every 2 years	
Kentucky Kentucky Board of Nursing	14 hours	Every year	3 hours related to domestic violence (one-time requirement), and 1.5 hours on pediatric abusive head trauma (one-time requirement); 5 hours related to pharmacology for APRN; for Sexual Assault Nurse Examiners (SANE) credentialed nurses, 5 contact hours of approved sexual assault CE each licensure period (forensic medicine or domestic violence CE will meet this requirement).
Louisiana Louisiana State Board of Nursing	For RNs who practiced nursing 1600 hours (or more) within the calendar year, minimum of 5 contact hours required annually for license renewal; for RNs who practiced nursing at least 160 hours, but less than 1600 hours, minimum of 10 contact hours required annually for license renewal; for RNs who practiced nursing less than 160 hours during the calendar year, minimum of 15 hours required annually for license renewal.	Every year	For APRN whose role and population focus does not provide for certification/recertification, 30 contact hours related to advanced practice nursing . For APRN with prescriptive authority, six contact hours in pharmacotherapeutics .
Maine Maine State Board of Nursing	None for RN and LPN; 75 contact hours for APRN	Every 2 years	

Maryland Maryland Board of Nursing	None; National Certification for APRN	Every 2 years	
Massachusetts Massachusetts Board of Registration in Nursing	15 hours for RN and LPN; National Certification for APRN	Every 2 years	
Michigan Michigan Board of Nursing	25 hours every 2 years for RN and LPN. National Certification for nurse anesthetist, nurse midwife, and nurse practitioner. Or, if initially certified after 1996 as a midwife, then continued competency assessment or 20 contact hours in the specialty field. Or, if certified as a nurse practitioner before 1991, then 40 contact hours in the specialty field.	Every 2 years	At least 2 hours in pain and pain symptom management
Minnesota Minnesota Board of Nursing	24 hours for RN; 12 hours for LPN; National Certification for APRN	Every 2 years	
Mississippi Mississippi Board of Nursing	None for RN and LPN; 10 hours for the LPN certified in IV therapy and/or hemodialysis; 40 hours for APRN	Every 2 years	2 hours related to prescribing controlled substances (APRN)
Missouri Missouri State Board of	None for RN and LPN; National Certification for APRN	Every 2 years	

Nursing			
Montana Montana Board of Nursing	24 hours for RN, LPN and APRN	Every 2 years	12 hours related to pharmacology for APRN (no more than 2 of which can be related to complementary or herbal therapies)
Nebraska Nebraska Nursing Board	20 hours for RN and LPN (10 must be formally peer reviewed, up to 4 can be CPR or BLS classes); 40 hours for APRN-NP	Every 2 years	10 hours related to pharmacology for APRN-NP
Nevada Nevada State Board of Nursing	30 hours for RN and LPN; 15 additional hours related to role or population of focus for APN (related to pharmacology if CRNA)	Every 2 years	4 hours related to bioterrorism (one time requirement)
New Hampshire New Hampshire Board of Nursing	30 hours for RN and LPN; 30 additional hours related to specialty for APRN, 5 of which must be related to pharmacology ; for licensees with an active DEA # for prescribing: 3 of the 5 hours must address opioid prescribing, pain management, or substance abuse disorder. (For APRN, current certification in specialty will meet requirements for 30 continuing education hours for RN licensure)	Every 2 years	5 hours related to pharmacology for APRN
New Jersey New Jersey Board of Nursing	30 hours for RN and LPN; National Certification for APN	Every 2 years	1 hour related to prescription opioid drugs, including alternatives to opioids for managing and treating pain, and the risks and signs of opioid abuse, addiction, and diversion
New Mexico New Mexico Board of	30 hours for RN and LPN; 50 hours for APRN	Every 2 years	5 hours related to specialty and 15 hours related to pharmacology for APRN; for APRN with DEA registration and prescriptive authority, 5 of 15 pharmacology hours must be related to management of

Nursing			non-cancer or chronic pain
New York New York State Board of Nursing	See specific requirements for RN and LPN; National Certification for APN		contact hours related to infection control every 4 years (RN and LPN); 2 hours child abuse (one time requirement for initial RN license)
North Carolina North Carolina Board of Nursing	<p>For RN and LPN, one of the following:</p> <ul style="list-style-type: none"> 15 contact hours and 640 hours of active practice National certification or re-certification 30 contact hours Completion of a Board-approved refresher course Completion of a minimum of two semester hours of post-licensure academic education related to nursing practice 15 contact hours of continued education and completion of a nursing project as principal investigator or co-investigator 15 contact hours of continued education and authoring or co-authoring a nursing-related article, paper, book or book chapter 15 contact hours of continued education and developing and conducting a nursing continuing education presentation or presentations totaling a minimum of five contact hours <p>Nurse Practitioners must earn 50 contact hours of continuing education each year, with at least 20 of those hours for which approval has been granted by the ANCC or ACCME, or other national credentialing bodies, or practice relevant courses in an institution of higher learning. Nurse practitioners may choose to obtain formal continuing education</p>	Every 2 years for RN and LPN; Every year for APN	

	<p>credits from the above bodies for the full 50 hours, or they may choose to complete the following activities for all or any part of the 30 hours that do not have to meet the formal criteria.</p> <p>5 hours – Clinical Presentations – Designing, developing and conducting an educational presentation or presentations for health professionals totaling a minimum of 5 contact hours</p> <p>Preceptor hours – with validation from educational program – up to 30 hours</p> <p>5 hours – author on a journal article or book chapter published during renewal year</p> <p>15 hours – primary or secondary author of a book published during renewal year</p> <p>10 hours – Completion of an Institutional Review Board (IRB) approved research project related to your certification specialty</p> <p>5 hours – Professional volunteer service during renewal year with an international, national, state or local health care related organization in which your NP or certification specialty expertise is required.</p>		
North Dakota North Dakota Board of Nursing	12 hours for RN, LPN, and APRN (6 hours if first license in North Dakota by endorsement from another state in the renewal year)	Every 2 years	15 hours related to pharmacology for APRN with prescriptive authority (fulfills the 12 hour renewal requirement)
Ohio Ohio Board of Nursing	24 hours for RN and LPN; national certification or 12 additional contact hours in the nurse's area of practice or in relevant programs from other health care disciplines for CNS; 12 additional hours in advanced pharmacology for those authorized to prescribe if the certificate to prescribe (CTP) has	Every 2 years	<p>1 hour related to Ohio Nurse Practice Act and the rules of the Ohio Board of Nursing</p> <p>For RNs and APNs For LPNs</p>

	been held for a full renewal period or 6 contact hours if the CTP has been held for less than a full renewal period.		
Oklahoma Oklahoma Board of Nursing	<p>One or more of the following for RN and LPN:</p> <ul style="list-style-type: none"> 24 contact hours, employment in a position that requires an RN or LPN with verification of at least 520 work hours current certification completion of a Board-approved refresher course completion of at least 6 academic semester credit hours of nursing coursework at the licensee's current level of licensure or higher <p>National certification required for APRN</p>	Every 2 years	15 contact hours or 1 academic credit hour related to pharmacology for CNP, CNM, CNS with prescriptive authority; at least 8 contact hours related to administration of anesthesia for CRNA
Oregon Oregon State Board of Nursing	National certification for APRN. If not certified, then 45 contact hours, with 15 of those hours focused in APRN-level pharmacotherapeutic content ; for CNS who isn't certified, 40 contact hours.	Every 2 years	One-time requirement of 7 hours related to pain management for RN, LPN, and APRN (1 hour must be a course to be provided by the Oregon Pain Management Commission. The remaining six hours can be nurse's choice of pain management topics.)
Pennsylvania Pennsylvania State Board of Nursing	30 hours for RN, CNS, and CRNP	Every 2 years	<p>Effective January 1, 2015, initial licensees must complete 3 hours of Department of Human Services approved training in child abuse recognition and reporting requirements; those applying for the renewal of a license are required to complete at least 2 hours of approved CE. Approved courses can be found here.</p> <p>16 hours related to pharmacology for CRNP with Prescriptive Authority; CRNPs with prescriptive authority approval complete at least 2 hours in pain management, the identification of addiction or in the practices of prescribing or dispensing of opioids.</p>

Rhode Island Rhode Island Board of Nurse Registration and Nursing Education	10 contact hours for RN and LPN; National Certification for APRN	Every 2 years	Two of the ten hours required must be about substance abuse .
South Carolina South Carolina Board of Nursing	<p>At least one of the following for RN:</p> <ul style="list-style-type: none"> 30 contact hours national certification completion of an academic program of study in nursing or a related field verification of competency and the number of hours practiced as evidenced by employer certification <p>National Certification for APRN</p>	Every 2 years	For APRNs with prescriptive authority, 20 hours of pharmacotherapeutics with 2 of the 20 hours focused on controlled substances .
South Dakota South Dakota Board of Nursing	National certification for APN	Every 2 years	
Tennessee Tennessee Board of Nursing	Continuing competency requirements can be found here . One option is 5 contact hours for each renewal (for RNs/LPNs who are not practicing, ten contact hours will fulfill this competency requirement); National certification for APRN	Every 2 years	2 contact hours addressing controlled substance prescribing practices for APRN that is holder of a Certificate of Fitness
Texas Texas Board of Nursing	20 contact hours related to area of practice for RN, LPN, and APN or national certification	Every 2 years	2 two contact hours in nursing jurisprudence and ethics prior to the end of every 3rd licensure renewal cycle (The content must include information about the Texas Nursing Practice Act; the Texas Board of Nursing (BON) rules, including Board Rule 217.11; Standards of Nursing Practice; the Texas BON Position Statements;

			principles of nursing ethics; and professional boundaries.); 2 contact hours related to the older adult or geriatric care every licensure renewal cycle (must include information about elder abuse, age related memory changes and disease processes, including chronic conditions, and end of life issues (information related to health maintenance and health promotion of the older adult or geriatric populations, may be included) for all nurses who provide nursing care to this population; 2 contact hour (one-time requirement) related to forensic evidence collection for all nurses practicing in an ED setting; CE related to tick-borne diseases for this population; 5 additional contact hours related to pharmacotherapeutics for APRN with prescriptive authority; 3 additional hours related to prescribing controlled substances for APRNs that have prescriptive authority and prescribe controlled substances (this totals 28 contact hours for the APRN with prescriptive authority who prescribes controlled substances).
Utah Utah Board of Nursing	30 contact hours, 15 contact hours and 200 practice hours, or 400 practice hours for RN and LPN; national certification for APRN, or if licensed as an APRN prior to July 1, 1992, 400 practice hours in the past 2 years and 30 contact hours	Every 2 years	For APRN with controlled substance license, complete at least 4 contact hours per licensing period (3.5 in controlled substance class and 0.5 hour in the DOPL tutorial).
Vermont Vermont Board of Nursing	None; National Certification for APRN	Every 2 years	
Virginia Virginia Board of Nursing	Continued competency can be demonstrated with 15 contact hours and 640 practice hours or 30 contact hours for RN and LPN; National certification for Nurse Practitioner licensed after 5/8/02 (if licensed as a Nurse Practitioner before 5/8/02, certification or 40 contact hours related to specialty area is required)	Every 2 years	8 contact hours related to pharmacology for nurse practitioner with prescriptive authority and 2 contact hours related to controlled substances .

Washington Washington State Nursing Commission	531 practice hours and 45 contact hours (every three years) for RN and LPN; National Certification, 30 contact hours, and 250 independent clinical practice hours for ARNP	Every year	15 additional contact hours for ARNP with prescriptive authority
West Virginia West Virginia RN Board	12 hours for RN; 24 contact hours and 400 practice hours for LPN; 24 contact hours for APRN	Every year for RN; every 2 years for LPN	2 contact hours related to mental health conditions common to veterans and family members of veterans and 1 contact hour related to drug diversion and safe prescribing practices; LPNs need 2 contact hours in end-of-life care (one-time requirement) and 3 hours in substance abuse with each renewal; APRNs need 12 contact hours related to pharmacotherapeutics
Wisconsin Wisconsin Board of Nursing	None for RNs and LPNs.	Every 2 years	Advanced Practice Nurse Prescribers: 16 contact hours in clinical pharmacology or therapeutics relevant to the area of practice , including at least 2 contact hours in responsible prescribing of controlled substances .
Wyoming Wyoming State Board of Nursing	30 contact hours, or 15 contact hours and 200 hours of employment, or 400 hours of employment; National Certification for APRN	Every 2 years	15 contact hours related to pharmacology for APRN with prescriptive authority



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State	CE Requirements for RNs	CE Requirements for LPNs	Special Requirements and Notes	State Governing Agency
Alabama	24 contact hours every 2 years for RNs. 12 contact hours allowed through independent study.	24 contact hours every 2 years for LPNs. 12 contact hours allowed through independent study.	Four (4) contact hours of Alabama Board - provided continuing education related to Board functions, the Nurse Practice Act, regulations, professional conduct, and accountability is required for the first license renewal. RN licenses are valid from January 1 of each odd-numbered year and expires December 31 of each even-numbered year.	Alabama Board of Nursing
Alaska	RNs - two of the following three are required for license renewal: 30 contact hours, OR 30 hours professional nursing activities, OR 320 hours nursing employment.	LPNs - two of the following three are required for license renewal: 30 contact hours, OR 30 hours professional nursing activities, OR 320 hours nursing employment.		Alaska Board of Nursing Dept. of Commercial and Economical Development Division of Occupational Licensing

Arizona	CE not required.	CE not required.		Arizona State Board of Nursing
Arkansas	RNs: 15 contact hours every two years, or certification or recertification during the renewal period by a national certifying body, or completion of a recognized academic course in nursing or a related field.	LPNs: 15 contact hours every two years, or certification or recertification during the renewal period by a national certifying body, or completion of a recognized academic course in nursing or a related field.		Arkansas State Board of Nursing
California	All RNs in the State of California who wish to maintain an active license are required to complete 30 hours of continuing education for license renewal.	LVNs must complete 30 contact hours of Continuing Education every two years in order to renew their license with an active status		State of California Board of Registered Nursing
Colorado	CE not required.	CE not required.		Colorado Board of Nursing
Connecticut	CE not required.	CE not required.		Connecticut Board of Examiners for Nursing Division of Health Systems Regulation
Delaware	RNs are required to complete 30 contact hours every 2 years.	LPNs are required to complete 24 contact hours every 2 years.	Three (3) of the 30 hours must be in the area of substance abuse.	Delaware Board of Nursing
District of Columbia	24 contact hours every 2 years.	CE not required.	3.0 contact hours on HIV/AIDS is required, beginning with the 2016 renewal.	District of Columbia Board of Nursing

Florida	<p>All Florida-licensed RNs are now in a 24-month renewal cycle and must complete 24 hours of appropriate continuing education during each renewal period. One (1) contact hour is required for each calendar month of the licensure cycle, including two (2) hours on Prevention of Medical Errors. HIV/AIDS is now a one-time, 1-hour CE requirement to be completed prior to the first renewal. Domestic Violence CE is now a 2-hour requirement every third renewal. There is a NEW 2-HOUR CE course requirement for the Recognizing Impairment in the Workplace that becomes effective August 1, 2017, then every other biennium thereafter. Registered Nursing Group 1 will be the first group required to have the new CE for the renewal period ending April 30, 2018.</p>	<p>All Florida-licensed LPNs are now in a 24-month renewal cycle and must complete 24 hours of appropriate continuing education during each renewal period. One (1) contact hour is required for each calendar month of the licensure cycle, including two (2) hours on Prevention of Medical Errors. HIV/AIDS is now a one-time, 1-hour CE requirement to be completed prior to the first renewal. Domestic Violence CE is now a 2-hour requirement every third renewal. For example, if you renew your license on January 31, 2007, you are required to complete the Domestic Violence CE before the January 31, 2011 renewal.</p>	<p>Click here to view our courses that were designed specifically for Florida.</p>	<p>Florida Board of Nursing</p>
Georgia	30 hours every 2 years	30 hours every 2 years	See state website for additional renewal options	Georgia Board of Nursing
Hawaii	Beginning July 1, 2017, for every 2 year renewal period RNs must complete one of the following: 30 contact hours of continuing education, completion of a board approved refresher course, completion of a minimum of two semester credits of post-licensure academic education related to nursing practice from an accredited nursing program.	Beginning July 1, 2017, for every 2 year renewal period LPNs must complete one of the following: 30 contact hours of continuing education, completion of a board approved refresher course, completion of a minimum of two semester credits of post-licensure academic education related to nursing practice from an accredited nursing program.	For more options see the Hawaii Board of Nursing Professional and Vocational Licensing	Hawaii Board of Nursing Professional and Vocational Licensing Division

Idaho	New Continuing Competency Requirements (effective with the 2019 renewal) In order to renew, a licensee shall complete or comply with at least two of any of the learning activities listed below within the two year renewal period. a. Practice: i. Current nursing specialty certification as defined in Section 402; ii. One hundred (100) hours of practice or simulation practice b. Education, Continuing Education, E-learning, and In-service: i. Fifteen (15) contact hours of continuing education; ii. Completion of a minimum of one (1) semester credit hour of post-licensure academic education; iii. Completion of a Board-recognized refresher course; See additional options on Idaho BON website	New Continuing Competency Requirements (effective with the 2018 renewal) In order to renew, a licensee shall complete or comply with at least two (2) of any of the learning activities listed in the RN requirements within the two (2) year renewal period.		Idaho Board of Nursing
Illinois	RNs are required to complete 20 contact hours every two years.	LPNs are required to complete 20 contact hours every two years.		Illinois Department of Professional Regulation
Indiana	CE not required.	CE not required.		Indiana State Board of Nursing Health Professions Bureau

Iowa	RNs and LPNs: For renewal of a three year license, the requirement is 36 contact hours; For renewal of a license that has been issued for less than three years, the requirement is 24 contact hours. For reactivation from an inactive status, the requirement is 12 contact hours that are not more than 12 months old at the time the credit is submitted for reactivation For renewal of a license that has been issued for less than three years, the requirement is 24 contact hours or 2.4 CEUs. It is also required that RNs and LPNs who regularly examine, attend, counsel or treat dependent adults or children in Iowa complete training related to the identification and reporting of child/dependent adult abuse. The licensee is required to complete at least two hours of training every five years.	RNs and LPNs: For renewal of a three year license, the requirement is 36 contact hours; For renewal of a license that has been issued for less than three years, the requirement is 24 contact hours. For reactivation from an inactive status, the requirement is 12 contact hours that are not more than 12 months old at the time the credit is submitted for reactivation For renewal of a license that has been issued for less than three years, the requirement is 24 contact hours or 2.4 CEUs. It is also required that RNs and LPNs who regularly examine, attend, counsel or treat dependent adults or children in Iowa complete training related to the identification and reporting of child/dependent adult abuse. The licensee is required to complete at least two hours of training every five years.	For renewal of a license that has been issued for less than three years, the requirement is 24 contact hours or 2.4 CEUs.	Iowa Board of Nursing
Kansas	RNs are required to complete 30 contact hours every 2 years. There is no maximum on the number of independent study hours that can be obtained.	LPNs are required to complete 30 contact hours every 2 years. There is no maximum on the number of independent study hours that can be obtained.		Kansas State Board of Nursing
Maine	CE not required.	CE not required.		Maine State Board of Nursing
Maryland	No CE required, but an approved refresher course is needed.	CE not required.		Maryland Board of Nursing
Massachusetts	RNs are required to complete 15 contact hours every 2 years.	LPNs are required to complete 15 contact hours every 2 years.		Massachusetts Board of Registration in Nursing Division of Professional Licensure

Kentucky	<p>RNs must have proof of earning 14 approved contact hours or one of the other competency options stated by the Kentucky BON (see website link). Other required courses: Course: Pediatric Abusive Head Trauma, also known as "Shaken Baby Syndrome." 1.5 hours. This is a one-time CE requirement covering the recognition and prevention of pediatric abusive head trauma. Nurses licensed as of July 15, 2010 have until December 31, 2013 to complete the course. Nurses licensed after that date have three years from the date of licensure to complete the course. Course: HIV/AIDs- All nurses are required to earn two contact hours of approved HIV/AIDS CE within the appropriate ten-year period.</p>	<p>LPNs must have proof of earning 14 approved contact hours or one of the other competency options stated by the Kentucky BON (see website link)</p>	<p>Click here to view our courses that were designed specifically for Kentucky.</p> <p>Additional Requirements - see State Website</p>	<p>Kentucky Board of Nursing</p>
Louisiana	<p>RNs and LPNs: The annual continuing education requirement is based on employment: 5 contact hours (full-time nursing practice), 10 contact hours (part-time nursing practice), or 15 contact hours (not employed or worked less than 160 hours).</p>	<p>RNs and LPNs: The annual continuing education requirement is based on employment: 5 contact hours (full-time nursing practice), 10 contact hours (part-time nursing practice), or 15 contact hours (not employed or worked less than 160 hours).</p>	<p>For RNs with employer verified nursing practice of 1,600 hours or more for the current year (10 full months at 40 hours per week), a minimum of 5 contact hours of nursing CEs are required each year to renew. For an RN with employer verified nursing practice for the year was 159 hours or less - or - the nurse was either unemployed or self-employed for the current year, a minimum of 15 contact hours is required. For RNs whose employer verified nursing practice was between 160 hours to 1,599 hours for the current calendar year, the RN will need a minimum of 10 contact hours to qualify for annual renewal.</p>	<p>Louisiana State Board of Nursing</p>

Michigan	All Michigan licensed nurses must complete 25 hours of board approved continuing education, with at least one hour in pain and symptom management, within the two years immediately preceding the expiration date of their license.	All Michigan LPNs have same requirements as RNs.	NEW REQUIREMENT: Beginning with the 2017 renewal cycle all Licensees must complete a one-time training in identifying victims of human trafficking. This requirement must be completed prior to the 2019 renewal cycle. Require one hour in pain and symptom management	Michigan Department of Community Health Bureau Of Health Professions Michigan Board Of Nursing
Minnesota	RNs must complete 24 contact hours every 2 years.	LPNs must complete 12 contact hours every 2 years.		Minnesota Board of Nursing
Mississippi	CE not required.	CE not required.		Mississippi Board of Nursing
Missouri	CE not required.	CE not required.		Missouri State Board of Nursing
Montana	CE not required.	CE not required.		Montana State Board of Nursing
Nevada	For relicensure, RNs and LPNs must have completed 30 hours of nursing-related continuing education in the previous 24 months, and must have completed the state-required bioterrorism course.	For relicensure, RNs and LPNs must have completed 30 hours of nursing-related continuing education in the previous 24 months, and must have completed the state-required bioterrorism course.	One-time mandatory Bio-Terrorism course of 4 hours	Nevada State Board of Nursing
Nebraska	Renewal requirements for RNs and LPNs: Must be 20 contact hours within the last renewal period. Must be related to the practice of nursing. At least 10 of the 20 hours must be formally peer reviewed* and approved continuing education. Up to 4 hours may be CPR or BLS courses. * Courses approved by another board of nursing are considered "Peer Reviewed". All AAACEUs courses are approved by the California Board of Nursing Florida Board of Nursing Delaware Board of Nursing See approvals and accreditations: https://www.aaaceus.com/certifications.asp	Renewal requirements for RNs and LPNs: Must be 20 contact hours within the last renewal period. Must be related to the practice of nursing. At least 10 of the 20 hours must be formally peer reviewed and approved continuing education. Up to 4 hours may be CPR or BLS courses	No more than 4 hours are CPR or BLS classes	Nebraska Department of Health and Human Services Regulation and Licensure Credentialing Division Nursing Support Section

New Hampshire	RNs and LPNs: 30 contact hours in 2 years immediately preceding license application including workshops, conferences, lectures or other education offerings designed to enhance nursing knowledge, judgment, and skills. There is no limit to the number of contact hours that can be completed through independent study.	RNs and LPNs: 30 contact hours in 2 years immediately preceding license application including workshops, conferences, lectures or other education offerings designed to enhance nursing knowledge, judgment, and skills. There is no limit to the number of contact hours that can be completed through independent study.		New Hampshire Board of Nursing
New Jersey	Continuing Education requirements for New Jersey: 30 contact hours every two years for RNs	Continuing Education requirements for New Jersey: 30 contact hours every two years for LPNs	Mandatory one-hour tissue organ donation course required	New Jersey Board of Nursing
New Mexico	RNs are required to complete 30 hours of approved CE within the 24 months immediately preceding expiration of license.	LPNs are required to complete 30 hours of approved CE within the 24 months immediately preceding expiration of license.		New Mexico Board of Nursing
New York	RNs are required to complete 3 contact hours infection control every 4 years; 2 contact hours child abuse (one time requirement for initial license); Programs must be from an approved provider.	LPNs are required to complete 3 contact hours infection control every 4 years; Program must be from an approved provider.	2 hour child abuse course, 3 hour infectious control for healthcare professionals	Division of Professional Licensing Services NY State Education Department Nurse
North Carolina	<p>RNs: For restatement or relicensure, a plans for continued competence and completion of one of the following is required.</p> <ul style="list-style-type: none"> - National certification or re-certification by a national credentialing body recognized by the Board - 30 contact hours of continued education - Completion of a Board approved refresher course - Completion of a minimum of two semester hours of post-licensure academic education related to nursing practice - 15 contact hours of continued education and completion of a nursing project as principal investigator or co-investigator to include statement of problem, project objectives, methods, date of completion and summary of findings - 15 contact hours of continued education and authoring or co-authoring a nursing related article, paper, book or book chapter - 15 contact hours of continued education and developing and conducting a nursing 	<p>LPNs: For restatement or relicensure, a plans for continued competence and completion of one of the following is required.</p> <ul style="list-style-type: none"> - National certification or re-certification by a national credentialing body recognized by the Board - 30 contact hours of continued education - Completion of a Board approved refresher course - Completion of a minimum of two semester hours of 		North Carolina Board of Nursing

	<p>continuing education presentation or presentations totaling a minimum of five contact hours, including program brochure or course syllabi, objectives, date and location of presentation, and approximate number of attendees</p> <ul style="list-style-type: none"> - 15 contact hours of continued education and 640 hours of active practice within previous 2 years 	<p>post-licensure academic education related to nursing practice</p> <ul style="list-style-type: none"> - 15 contact hours of continued education and completion of a nursing project as principal investigator or co-investigator to include statement of problem, project objectives, methods, date of completion and summary of findings - 15 contact hours of continued education and authoring or co-authoring a nursing related article, paper, book or book chapter - 15 contact hours of continued education and developing and conducting a nursing continuing education presentation or presentations totaling a minimum of five contact hours, including program brochure or course syllabi, objectives, date and location of presentation, and approximate number of attendees - 15 contact hours of continued education and 640 hours of active practice within previous 2 years 		
North Dakota	<p>For RN license renewal, the nurse must meet the continued competence requirements. Included in this requirement is the completion of 12 contact hours of continuing education. All CE required for license renewal may be obtained online.</p>	<p>For LPN license renewal, the nurse must meet the continued competence requirements. Included in this requirement is the completion of 12 contact hours of continuing education. All CE required for license renewal may be obtained online.</p>	<p>See additional competency cycle options on tate website</p>	<p>North Dakota Board of Nursing</p>

Ohio	RN relicensure requirement: 24 contact hours every 2 years. At least one contact hour must be related to Chapters 4723,1-23 of the Ohio nurse practice code and rules.	LPN relicensure requirement: 24 contact hours every 2 years. At least one contact hour must be related to Chapters 4723,1-23 of the Ohio nurse practice code and rules.	Click here to view our courses that were designed specifically for Ohio. At least 1 contact hour must be related to Chapters 4723, 1-23 of the Ohio Nurse Practice Code - First time renewals exempt from continuing education	Ohio Board of Nursing
Oklahoma	Beginning 08/27/2015 RNs and LPNs must complete one of the following options within every 2 year renewal period. 1) verify 520 hours of employment a year, or 2) complete 24 hours of continuing education, or 3) verify current certification in a nursing specialty area, or 4) complete a board approved refresher course, or 5) complete 6 academic semester credits hours of coursework at the current level of licensure or higher.	Same as RNs		Oklahoma Board of Nursing
Oregon	RNs: One-time requirement for seven hours of pain management-related CE. One hour must be a course to be provided by the Oregon Pain Management Commission. The remaining six hours can be your choice of pain management topics. Once this requirement is fulfilled, there is no additional CE requirements for renewal.	LPNs: One-time requirement for seven hours of pain management-related CE. One hour must be a course to be provided by the Oregon Pain Management Commission. The remaining six hours can be your choice of pain management topics. Once this requirement is fulfilled, there is no additional CE requirements for renewal.	Only CEU Requirement (a 1-time requirement): 7 hours of Pain Management Continuing Ed. 1 of the 7 hours must be a 1 hour courses provided by the Oregon Pain Management Commission	Oregon State Board of Nursing
Pennsylvania	30 contact hours every two years for RNs. Beginning in 2014 RNs must complete 2 hours of approved child abuse and recognition and report training every renewal (Act 31). See state website for additional information.	Beginning in 2014 LPNs must complete 2 hours of approved child abuse and recognition and report training every renewal (Act 31). See state website for additional information.	RNs renew either April 30 or October 30 odd and even years	Pennsylvania State Board of Nursing

Rhode Island	RNs are required to complete 10 contact hours every 2 years. Online courses are acceptable.	LPNs are required to complete 10 contact hours every 2 years. Online courses are acceptable.		Rhode Island Board of Nurse Registration and Nursing Education Office of Health Professionals Regulation
South Carolina	Demonstration of competency for renewal of an active RN license biennially requires documented evidence of at least one of the following requirements during the licensure period: - Completion of thirty contact hours from a continuing education provider recognized by the board - Maintenance of certification or re-certification by a national certifying body recognized by the board - Completion of an academic program of study in nursing or a related field recognized by the board - Verification of competency and the number of hours practiced as evidenced by employer certification on a form approved by the Board	Demonstration of competency for renewal of an active LPN license biennially requires documented evidence of at least one of the following requirements during the licensure period: - Completion of thirty contact hours from a continuing education provider recognized by the board - Maintenance of certification or re-certification by a national certifying body recognized by the board - Completion of an academic program of study in nursing or a related field recognized by the board - Verification of competency and the number of hours practiced as evidenced by employer certification on a form approved by the Board	See state website for additional renewal options	The State Board of Nursing for South Carolina: South Carolina State Board of Nursing
South Dakota	CE not required.	CE not required.		South Dakota Board of Nursing

Tennessee	Continuing Education for relicensure is not mandatory in Tennessee. However, mandatory continuing competency is required in Tennessee. In order to maintain continued competence, the board requires the nurse to have practiced in nursing in the last five (5) years and additionally, the Board sets out standards of competence and requirements to maintain competence.	Continuing Education for relicensure is not mandatory in Tennessee. However, mandatory continuing competency is required in Tennessee. In order to maintain continued competence, the board requires the nurse to have practiced in nursing in the last five (5) years and additionally, the Board sets out standards of competence and requirements to maintain competence.	See state website for competency requirements	Tennessee State Board of Nursing
Texas	RNs are required to complete 20 contact hours every two years. There is also a targeted 1-time, 2-contact hour CE requirement for any RN practicing in an emergency room setting for Forensic Evidence Collection	LPNs are required to complete 20 contact hours every two years. There is also a targeted 1-time, 2-contact hour CE requirement for any LPN practicing in an emergency room setting for Forensic Evidence Collection	See state website for specific requirements	Texas Board of Nurse Examiners
Utah	Renewal of an RN license requires one of the following every 2 years: 30 contact hours, OR 200 practice hours and 15 contact hours, OR 400 practice hours.	Renewal of an LPN license requires one of the following every 2 years: 30 contact hours, OR 200 practice hours and 15 contact hours, OR 400 practice hours.vv	See state website for additional renewal options	Utah State Board of Nursing Division of Occupational and Professional Licensing
Vermont	CE not required.	CE not required.		Vermont Board of Nursing

Virginia	<p>A. To renew an active nursing license, a licensee shall complete at least one of the following learning activities or courses:</p> <p>1. Current specialty certification by a national certifying organization, as defined in 18VAC90-19-10; 2. Completion of a minimum of three credit hours of post-licensure academic education relevant to nursing practice, offered by a regionally accredited college or university; 3. A board-approved refresher course in nursing; 4. Completion of nursing-related, evidence-based practice project or research study; 5. Completion of publication as the author or co-author during a renewal cycle; 6. Teaching or developing a nursing-related course resulting in no less than three semester hours of college credit, a 15-week course, or specialty certification; 7. Teaching or developing nursing-related continuing education courses for up to 30 contact hours; 8. Fifteen contact hours of workshops, seminars, conferences, or courses relevant to the practice of nursing and 640 hours of active practice as a nurse; or 9. Thirty contact hours of workshops, seminars, conferences, or courses relevant to the practice of nursing.</p>	Same as RN	See state website for additional renewal options	Virginia Board of Nursing
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Washington	<p>Registered nurses (RN) and licensed practical nurses (LPN) are required to keep documentation showing at least 531 hours of active practice and 45 clock hours of continuing education within a three year cycle. The first cycle starts on your first birthday after initial licensure. You must attest every three years to reflect you have met the requirements for both practice and continuing education. Do not send documentation to the Nursing Commission in support of the attestations unless notified of an audit via your renewal notice. The Nursing Care Quality Assurance Commission adopted rules in WAC 246-840-200 through 260 for an independent continuing competency program effective January 2011 and recently updated effective January 2016.</p>	<p>Registered nurses (RN) and licensed practical nurses (LPN) are required to keep documentation showing at least 531 hours of active practice and 45 clock hours of continuing education within a three year cycle. The first cycle starts on your first birthday after initial licensure. You must attest every three years to reflect you have met the requirements for both practice and continuing education. Do not send documentation to the Nursing Commission in support of the attestations unless notified of an audit via your renewal notice. The Nursing Care Quality Assurance Commission adopted rules in WAC 246-840-200 through 260 for an independent continuing competency program effective January 2011 and recently updated effective January 2016.</p>	<p>License renewals will continue to be annual. The Nursing Commission sends a courtesy renewal notice to RNs and LPNs 90 days prior to license expiration. The renewal notice will indicate the continuing competency due date. Notice: You will see the attestation on your renewal notice when your renewal cycle ends. It is your responsibility to inform the Nursing Care Quality Assurance Commission of any change in address, email, and telephone number, whether renewing or not.</p>	<p>Washington State Nursing Care Quality Assurance Commission</p>
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West Virginia	Completion of the 12 contact hours of CE required for RN relicensure may be accomplished by: 1. Completing 12 contact hours of CE from an approved CE provider; or 2. Completing 6 contact hours of CE from an approved CE provider which may include 2 contact hours of self-study and one of the following completed during the reporting period: A. National certification initially earned or in effect the entire reporting period; B. Completion of a nursing research project as principal investigator, co-investigator or project director; C. Published a nursing related article in a national nursing or healthcare journal; D. Developed and presented a professional nursing education presentation; E. Participated as a clinical preceptor for at least one student or one new employee undergoing orientation and have one hundred-twenty hours of one-on-one relationship as a clinical preceptor during the reporting period; F. Evidence of satisfactory evaluation of employment that covers at least six months of the reporting period; or G. Completion of an approved nursing refresher or re-entry course.	LPNs are required to complete 24 contact hours of continuing education and engage in 400 clock hours of LPN practice in each 2 year reporting period. Reporting occurs on the even years. There is also a 1-time 2-contact hour requirement for end of life care including pain management.	Click here to view our courses that were designed specifically for West Virginia. See state website for additional requirements	West Virginia State Board of Examiners for Registered Professional Nurses
Wisconsin	CE not required.	CE not required.		State of Wisconsin Department of Regulation and Licensing
Wyoming	Requirement for RN relicensure: 20 contact hours in the last 2 years OR Combination of Nursing practice and contact hours OR Minimum 1600 hours in Nursing practice in the last 5 years OR Minimum 500 hours in Nursing practice in the last 2 years OR Passing NCLEX within the last 5 years OR National certification in specialty area in last 5 years OR Completion of a refresher/orientation program in the last 5 years	Requirement for LPN relicensure: 20 contact hours in the last 2 years OR Combination of Nursing practice and contact hours OR Minimum 1600 hours in Nursing practice in the last 5 years OR Minimum 500 hours in Nursing practice in the last 2 years OR Passing NCLEX within the last 5 years OR National certification in specialty area in last 5 years OR Completion of a refresher/orientation program in the last 5 years	See state website for additional renewal options	Wyoming State Board of Nursing
Guam	30 hours every 2 years on 9-30 (odd numbered years)	30 hours every 2 years on 9-30 (odd numbered years)		Guam Board of Nurse Examiners



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POLICE TRAINING REQUIREMENTS

Police officers are responsible for keeping the peace. They pursue and apprehend individuals who break the law, enforce traffic laws, arrest suspected criminals, resolve community issues, respond to emergencies, and investigate crimes.

STATE SPECIFIC REQUIREMENTS FOR POLICE AND LAW ENFORCEMENT TRAINING.

According to the [International Association of Chiefs of Police](#), the general job description of a police patrol officer is to enforce laws and ordinances, for the protection of life and property in their assigned area. Police officers receive assignments for the protection of a particular area, conducting investigations, and apprehending criminals.

ALABAMA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 12 hours per year, plus firearms proficiency.
- Accountable body: [Peace Officers' Standards and Training Commission](#)

ALASKA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: None, except firearms proficiency.
- Accountable body: Legislature and [Alaska Police Standards Council](#)

ARIZONA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 8 hours per year of electives. 8 hours every 3 years of proficiency training in firearms, emergency vehicle operations, pursuit, first aid, physical conditioning and high risk stops.
- Accountable body: [Peace Officer Standards and Training Board](#)

ARKANSAS POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 16 hours per year, including firearms proficiency and racial profiling.
- Accountable body: [Commission on Law Enforcement Standards & Training](#)

CALIFORNIA POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours every 2 years
- Other Required training: 24 hours every 2 years. Minimum 4 hours each of arrest and control, driving, firearms or force options simulator. Other required courses: domestic violence every 2 years, first aid/CPR every 2 years, racial profiling/racial diversity every 5 years.
- Accountable body: [Commission on Peace Officer Standards and Training](#)

COLORADO POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 24 hours per year, including 12 in arrest control, driving, and firearms.
- Accountable body: [Peace Officer Standards and Training Board](#)

CONNECTICUT POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 3 hours every 3 years
- Other Required training: 60 hours every 3 years: 9 hours of firearms/use of force, 2 hours rape crisis, 2 hours domestic violence, 3 hours human relations (including serious mental illness), 1 hour juvenile law, 7 hours police and the law, 2 hours patrol procedures, 1 hour gang violence, 1 hour bias/bigotry, 32 hours of electives.
- Accountable body: [Police Officer Standards and Training Council](#)

DELAWARE POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 16 hours per year, plus firearms, CPR, defibrillator, Taser and first responder. Additionally, a sexual assault course once every four years and one hour every three years on child sexual abuse.
- Accountable body: [Council on Police Training](#)

FLORIDA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours every 4 years. Stun gun every year. Firearms every 2 years. Human diversity, use of force, domestic violence, juvenile sex offender and racial profiling every 4 years.
- Accountable body: [Criminal Justice Standards & Training Commission](#)

GEORGIA POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 1 hour per year
- Other Required training: 20 hours per year, including 1 hour firearms proficiency, 1 hour use of deadly force, and 2 hours community policing.

- Accountable body: [Peace Officer Standards and Training Council](#)

HAWAII POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: None
- Accountable body: [Hawaii State Legislature](#)

IDAHO POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours every 2 years.
- Accountable body: [Peace Officer Standards & Training Council](#)

ILLINOIS POLICE TRAINING REQUIREMENTS

- De-escalation training is required, but no minimum hours set
- Other Required training: No specific number of hours required, but departments are required to train officers in civil rights, constitutional and proper use of law enforcement authority, cultural competency, human rights, law update, procedural justice or use of force.
- Accountable body: Legislature

INDIANA POLICE TRAINING REQUIREMENTS

- De-escalation training is required, but no minimum hours set
- Other Required training: 24 hours per year, including 2 hours in firearms, 2 hours in physical tactics/use of force and 2 hours in police vehicle operation. Officers are also supposed to get periodic training in mental disorders, addiction, missing persons, human trafficking, domestic violence, child abuse, sudden infant death syndrome and various first aid techniques. But the state doesn't enforce that requirement.
- Accountable body: [Law Enforcement Academy Board](#)

IOWA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 36 hours every 3 years, plus firearms proficiency and CPR.
- Accountable body: Legislature

KANSAS POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours per year on any policing-related topic, plus biased-based policing every year.
- Accountable body: [Commission on Peace Officers Standards and Training](#)

KENTUCKY POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours per year
- Accountable body: Legislature

LOUISIANA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 20 hours per year: 8 hours of firearms, 4 hours of defensive tactics/officer survival, 2 hours of legal updates, 6 hours of electives.
- Accountable body: [Council on Peace Officer Standards and Training](#)

MAINE POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours per year
- Other Required training: 40 hours every 2 years, including 10-12 hours specific topics that change every year. 2016 required topics included implicit bias and autism.
- Accountable body: [Criminal Justice Academy Board](#)

MARYLAND POLICE TRAINING REQUIREMENTS

- De-escalation training is required, but no minimum hours set
- Other Required training: 18 hours per year. Firearms every year. Sexual abuse, treatment of victims of crime, victims' services, and identity fraud victims' rights every 3 years. CPR every 2 years.
- Accountable body: [Police Training Commission](#)

MASSACHUSETTS POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 4 hours per year
- Other Required training: 40 hours per year, including firearms qualification and CPR. Specific course requirements change every year. In 2015 they included four hours on dealing with the mentally ill. In 2016 they included 3 hours of "fair and impartial policing."
- Accountable body: [Municipal Police Training Committee](#)

MICHIGAN POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: Only mandatory training is firearms proficiency. The state does set advisory training standards: officer safety, communication, emergency vehicle operations, defensive tactics, legal update and mental disorders.
- Accountable body: [Commission on Law Enforcement Standards](#)

MINNESOTA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 48 hours every three years. Use of force every year. Driving every 5 five years.
- Accountable body: [Board of Peace Officer Standards and Training](#)

MISSISSIPPI POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 24 hours per year.
- Accountable body: [Board on Law Enforcement Officer Standards and Training](#)

MISSOURI POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours per year; Mental health training requirement: 2 hours per year
- Other Required training: 24 hours a year, including 1 hour racial profiling, 2 hours mental health, 2 hours officer well being, 2 hours implicit bias recognition, 2 hours de-escalation, 2 hours firearms.
- Accountable body: [Peace Officer Standards and Training Commission](#)

MONTANA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 20 hours every 2 years, including a review of the code of ethics.
- Accountable body: [Public Safety Officer Standards and Training Council](#)

NEBRASKA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 20 hours per year.
- Accountable body: Legislature

NEVADA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 12 hours a year, plus training in firearms, use of force. Officers must also show proficiency with less-than-lethal weapons if they carry them.
- Accountable body: [Commission on Peace Officer Standards and Training](#)

NEW HAMPSHIRE POLICE TRAINING REQUIREMENTS

- No de-escalation training required

- Other Required training: 8 hours per year, plus firearms proficiency, use of force, first aid and CPR certificate renewal and defensive tactics refreshers.
- Accountable body: [Police Standards and Training Council](#)

NEW JERSEY POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 4 hours on domestic violence every year, plus firearms proficiency, use of force and vehicular pursuit.
- Accountable body: [Attorney General](#)

NEW MEXICO POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours every 2 years
- Other Required training: 40 hours every 2 years, including amber alert training and pursuit policy training.
- Accountable body: Legislature

NEW YORK POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: No specific state requirements except that officers must receive annual "instruction in deadly physical force and the use of firearms and other weapons."
- Accountable body: Legislature

NORTH CAROLINA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 24 hours a year. For 2016: 6 hours of firearms, 4 hours legal update, 2 hours "juvenile minority sensitivity," 2 hours human trafficking, 2 hours "citizens and guns" and 8 hours of electives.
- Accountable body: [Criminal Justice Education & Training Standards Commission](#)

NORTH DAKOTA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 60 hours every 3 year; 20 can be online, plus annual firearms proficiency.
- Accountable body: [Peace Officer Standards and Training Board](#)

OHIO POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours per year

- Other Required training: Training requirements recently increased. 2016 requirement was 11 hours, increasing to 20 hours in 2017. Required subjects for training in 2016 were community-police relations and crisis de-escalation.
- Accountable body: [Peace Officer Training Commission, Attorney General's Office](#)

OKLAHOMA POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours per year
- Other Required training: 25 hours a year, plus an annual firearms recertification.
- Accountable body: [Council on Law Enforcement Education and Training](#)

OREGON POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 84 hours every 3 years, including 8 hours of either firearms or use of force, plus CPR.
- Accountable body: [Board on Public Safety Standards and Training](#)

PENNSYLVANIA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 12 hours per year, plus annual firearms proficiency, updated CPR and first aid. Legal update required in 2016.
- Accountable body: [Municipal Police Officers Education & Training Commission \(for police\)](#); [Pennsylvania Commission on Crime and Delinquency \(for sheriff's deputies and constables\)](#)

RHODE ISLAND POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: Hate crimes, gangs and domestic violence training required by statute.
- Accountable body: Legislature

SOUTH CAROLINA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours every 3 years, including one legal update course and one domestic violence course.
- Accountable body: Legislature

SOUTH DAKOTA POLICE TRAINING REQUIREMENTS

- De-escalation training is required, but no minimum hours set
- Other Required training: 40 hours every 2 years, including firearms proficiency.
- Accountable body: Legislature

TENNESSEE POLICE TRAINING REQUIREMENTS

- De-escalation training is required, but no minimum hours set
- Other Required training: 40 hours per year, including child sexual abus, emergency vehicle operation and 8 hours of firearms proficiency.
- Accountable body: [Peace Officers Standards and Training Commission](#)

TEXAS POLICE TRAINING REQUIREMENTS

- De-escalation training is required, but no minimum hours set
- Other Required training: 40 hours every 2 years, including legal update. A 'basic peace officer' must receive cultural diversity and special investigative topics. Additional requirements for those holding 'intermediate peace officer' certification.
- Accountable body: [Commission on Law Enforcement](#)

UTAH POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours per year.
- Accountable body: [Peace Officer Standards and Training Council](#)

VERMONT POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: Full time officers need 25 hours per year, including firearms, CPR and biennial domestic violence.
- Accountable body: [Criminal Justice Training Council](#)

VIRGINIA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 40 hours every 2 years, including 2 hours cultural diversity, 4 hours legal training and firearms proficiency.
- Accountable body: [Criminal Justice Services Board](#)

WASHINGTON POLICE TRAINING REQUIREMENTS

- De-escalation training requirement: 2 hours per year
- Other Required training: 24 hours per year.
- Accountable body: [Criminal Justice Training Commission](#)

WEST VIRGINIA POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 16 hours per year, plus firearms proficiency.
- Accountable body: Legislature

WISCONSIN POLICE TRAINING REQUIREMENTS

- No de-escalation training required
- Other Required training: 24 hours per year, including handgun proficiency, plus 4 hours vehicle pursuit every other year.
- Accountable body: [Law Enforcement Standards Board](#)

WYOMING POLICE TRAINING REQUIREMENTS

- No de-escalation training required
 - Other Required training: 40 hours every 2 years. First two years after certification, officers need 80 hours in 2 years.
 - Accountable body: [Peace Officers Standards and Training Commission](#)
-



Certified, Accredited Online Law Enforcement Training



38

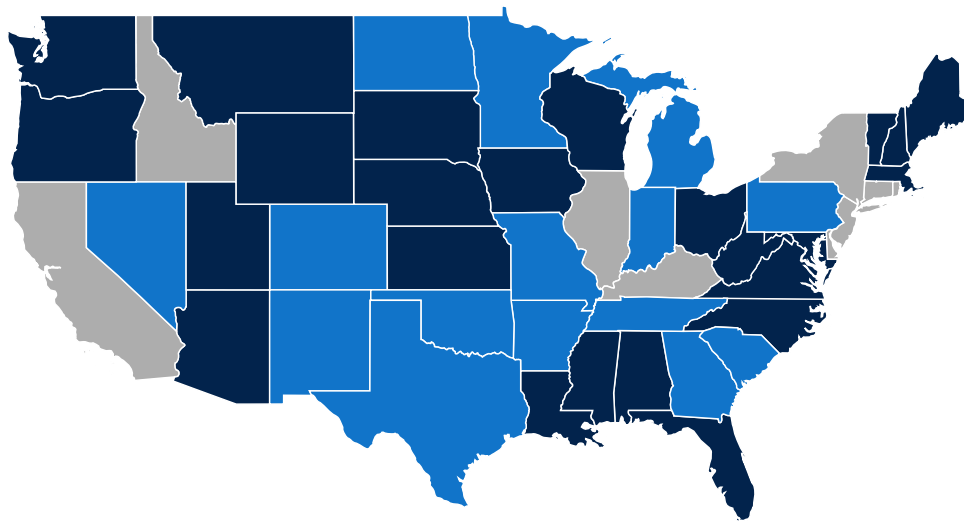
Accepted in 38 states

15

Certified Training Provider in 15 states

23

Continuing Education Credits in 23 states



Light Blue = **Certified Training Provider**

Dark Blue = **Continuing Education Credits**

International Association of Directors of Law Enforcement Standards and Training (IADLEST) National Certification Program (NCP)[™]:

PoliceOne Academy offers 38 NCP certified courses covering high-liability law enforcement topics. Get more details and see the full list of courses [here](#).

PoliceOne Academy is accepted for use by the state standards agency in the following states:

- **Alabama** – Can be used to fulfill 6 hours of annual training with Department level approval.
- **Arizona** – Can be used to fulfill up to 8 hours of agency-sponsored training at the department's discretion. Refer to [Policy statement regarding the issuance of AZ POST Continuing Education Credits for vendors](#) (05/09/2016).
- **Arkansas** * – Can be used to complete the 16 mandate hours of Arkansas CLEST annual continuing education requirements.
- **Colorado** * – Can be used to fulfill 24 hours of annual in-service training with Department-level approval.
- **Florida** – Can be used to fulfill 36 of the 40 hours of retraining requirements with Department level approval.
- **Georgia** – PoliceOne Academy provides 28 hours of Georgia POST certified training credit.
- **Indiana** – Can be used to fulfill all 24 hours of Indiana Law Enforcement Academy annual training requirements.
- **Iowa** – Can be used to fulfill all 12 hours/year or 36 hours/every 3 years of in-service requirements with Department level approval.
- **Kansas** – Can be used to fulfill 20 of the required 40 hours of annual in-service training with Department level approval.
- **Louisiana** – Can be used toward the minimum 20 hours of annual in-service training with Department level approval
- **Maine** – Can be used to fulfill the 18 hours of elective training required every 2 years with Department level approval.

- **Maryland** – Can be used to fulfill all 18 hours of MD Police Standards and Training Commission required annual training.
- **Massachusetts** – Can be used to fulfill the non-mandated training hours required annually by the Municipal Police Training Committee.
- **Michigan** * – Eligible for PA 302 Justice Training Funds through MCOLES.
- **Minnesota** * – Can be used to fulfill all 48 hours of MN POST training required every 3 years.
- **Mississippi** – Can be used to fulfill 12 of the required 24 hours of annual in-service training with Department level approval.
- **Missouri** * – Can be used to fulfill 22 of the 24 hours of In-Service and Approved Provider training for each annual reporting period. Please note that PoliceOne Academy training does not qualify for the Skills/Firearms training requirements.
- **Montana** – Courses that are two hours in length or more can be submitted for course credit using [the MT POST form for Out-of-State and Other Training](#). Classes that are less than two hours in length can be used as in-service training hours to fulfill the POST requirement of twenty hours of training required every two years for each officer. Each agency is required to maintain a record of in-service training hours available for possible future audit by POST.
- **Nebraska** – Can be used to fulfill 10 of the required 20 hours of annual continuing education with Department level approval.
- **Nevada** – Can use all courses to fulfill 12 hours of Annual Continuing Education. Additionally, 212 PoliceOne Academy approved courses (total of 262 hours) can be used for NV POST Professional Development hours.
- **New Hampshire** – Can be used to fulfill all 8 hours of required annual on-going training with Department level approval.
- **New Mexico** – The PoliceOne Academy provides 107 hours of New Mexico POST certified training credit.
- **North Carolina** – The North Carolina Criminal Justice Education & Training Standards Commission will consider PoliceOne Academy training for credit toward the North Carolina Professional Law Enforcement Certificate Program. Agency heads or their designees i.e. Training Coordinators will be responsible for the proper documentation of training submitted for credit. The application is: [Award For The Professional Law Enforcement Certificate, Form-F6](#).
- **North Dakota** * – Can be used to fulfill 20 hours of North Dakota POST required training (per year) and 60 total training hours required every three years.
- **Ohio** – Upon request by an agency administrator, OPOTA will review and provide written approval for a proposed training course, where appropriate (up to 20 hours).
- **Oklahoma** * – Can be used to fulfill the 25 hours of Oklahoma CLEET annual accredited training requirements.
- **Oregon** – Can be used to fulfill all 84 hours of Police Maintenance Training every 3 years with Head of Agency approval.
- **Pennsylvania** – 132 PoliceOne Academy courses are certified and approved by the Municipal Police Officers' Education and Training Commission (MPOETC) to satisfy the requirements for elective (non-mandatory) hours of Continuing Law Enforcement Education (CLEE).
- **South Carolina** – Can be used to fulfill the 40 hours of South Carolina Criminal Justice Academy in-service training required every three years.
- **South Dakota** – Can be used to fulfill all 40 hours of required continuing education credits every 2 years with Department level approval.
- **Tennessee** – Can be used to fulfill 24 of the 40 hours of Tennessee POST annual training requirements.
- **Texas** * – Can be used to complete the 40 hours of TCOLE annual continuing education requirements.
- **Utah** – Can be used to fulfill the required 40 hours of annual in-service training with Department level approval.
- **Vermont** – PoliceOne Academy's courses are recognized by the State of Vermont's Criminal Justice Training Council. Some courses may be used to assist in the fulfillment of 30 hours of mandatory annual in-service training. For specific information relative to accepted content, please reach out to the Vermont Police Academy.
- **Virginia** – Can be used with regional training Academy level approval.
- **Washington** – Can be used to fulfill all 24 hours of annual training requirements.
- **West Virginia** – Can be used to fulfill 4 of the 16 online hours for in-service training with Department level approval.
- **Wisconsin** – Can be used to fulfill 8 of the 24 hours of annual training requirements with Department level approval.
- **Wyoming** – Can be used to fulfill all hours of annual training requirements, with the exception of the 10 hours of mandated perishable skills training outlined by POST.

* Direct reporting from the PoliceOne Academy to the state's POST is available and/or mandated.



CONTINUING EDUCATION REQUIREMENTS FOR LAW ENFORCEMENT

Requires State Approval

Requires Agency Approval

Pending

Alaska – TargetSolutions offers 99 courses that are accepted by state agencies for the required 2 hours of Continuing Education (CE) due annually.

Alabama – 6 of the 12 hours of mandated continuing education training can be completed through TargetSolutions at the discretion of the department and requires agency approval from the Alabama Peace Officers Standards and Training Commission (APOSTC).

Arkansas – 14 of the 16 hours of annual training can be completed with TargetSolutions upon agency approval and submittal to the Arkansas Commission on Law Enforcement Standards & Training (AR CLEST) for approval.

Arizona – 8 hours required for the Peace Officer license can be fulfilled by TargetSolutions at the department's discretion. Training must be approved by the International Association of Directors of Law Enforcement Standards and Training (IADLEST) or sponsored and approved by the employing agency.

California – The courses offered by TargetSolutions have not been approved by CA POST.

Colorado – 24 hours of continuing education for the Peace Officer license can be taken through TargetSolutions upon the approval by either each agency head or the head of the training region.

Connecticut – This state does not accept any online training at this time.

Delaware – 16 in-service hours are fulfillable through TargetSolutions pending approval by the employing agency.

District of Columbia – Approval information not available at this time.

Florida – 40 hours of training from TargetSolutions is applicable depending on each employing agency's approval of online courses.

Georgia – of the 80 hours of mandated training, 76 hours can be completed through TargetSolutions and is approved by Georgia Peace Officer Standards & Training (GA POST) if training is administered by a POST certified instructor, currently 243 courses for 173 hours.

Hawaii – Approval information not available at this time.

Iowa – 36 hours of training can be completed with TargetSolutions courses at the discretion of the employing agency administrator.

Idaho – 40 hours of Continuing Training must be approved by Idaho Peace Officer Standards & Training (ID POST).

Illinois – The Illinois Law Enforcement Training and Standards Board (ILETSB) requires courses be pre-approved. The courses offered by TargetSolutions have not been approved by this state.

Indiana – 18 of the 24 CE hours that can be completed online are approved through TargetSolutions by the Law Enforcement Training Board (IN LETB). A total of 254 courses are approved for 188.5 hours.

Kansas – of the 40 hours of annual required continuing education, 20 hours can be completed online with TargetSolutions courses if approved by the agency head or designee.

Kentucky – In-service Training hours must be approved by Kentucky Law Enforcement Council (KY KLEC). The courses offered by TargetSolutions have not been approved in Kentucky.

Louisiana – the Louisiana Peace Officer Standards and Training Council accepts TargetSolutions training hours if pre-approved by the agency head/training Instructor.

Massachusetts – 16 hours of TargetSolutions courses can be applied to the mandated 40 hours of continuing education if approved by the deploying agency.

Maryland – 6 of the 18 required training hours can be completed online with TargetSolutions if approved and submitted to the Maryland Police and Correctional Training Commissions (MD PCTC) by the training director.

Maine – 18 hours of the total 38 hours of required training can be fulfilled through TargetSolutions with the approval by the employing agency and is at the discretion of the department.

Michigan – does not have required hours; only a firearms course with qualification due annually. TargetSolutions is approved by the state with 21 courses for 21 hours.

Minnesota – 48 hours of CE can be completed with TargetSolutions and have been approved by the Minnesota Board of Peace Officer Standards and Training (MN POST). One hundred TargetSolutions courses are approved for 139 hours.

Missouri – 22 online training hours can be applied to the 24 CE hour credits with TargetSolutions courses that are approved by the Missouri Peace Officer Standards and Training Program (MOPOST). TargetSolutions is accepted with 248 courses for 182.5 hours.

Mississippi – CE hours must be approved by Mississippi Board on Law Enforcement Officer Standards and Training (MS BLEOST). The courses offered by TargetSolutions have not been reviewed and approved by MS BLEOST.

Montana – CE hours must be approved by Montana Public Safety Officer Standards and Training (MT POST) Council. The courses offered by TargetSolutions have not been approved by this state.

North Carolina– 24 CE hours can be completed through TargetSolutions if departments get the approval by the Department Head and administer it by an instructor that is certified by the North Carolina Criminal Justice Education and Training Standards Commission.

North Dakota – TargetSolutions offers 100 courses that can be applied to the permitted 20 hours of online training for the total 60 continuing education hours. These courses have been approved by the North Dakota Peace Officer Standards and Training (POST).

Nebraska – 10 of the 20 training hours can be fulfilled with TargetSolutions training based on the approval of individual police chiefs and sheriffs of law enforcement agencies.

New Hampshire – 8 of continuing education for a certified police officer or corrections officer can be completed with TargetSolutions with the approval by the officer's agency.

New Jersey – The courses offered by TargetSolutions have not been approved by this state.

New Mexico – TargetSolutions courses are approved by the New Mexico Law Enforcement Academy (NMLEA) with 198 courses for 138.5 hours to fulfill 30 of the 40 mandated training hours.

Nevada– 12 CE hours can be completed with TargetSolutions' 44 courses for 44 hours if approved and submitted to the Nevada Commission on Peace Officer Standards and Training (POST).

New York – continuing education requirements are at discretion of the agency and TargetSolutions can be utilized to meet these requirements with the approval by said agency.

Ohio – renewal requirements for continuing professional training (CPT) are determined by the state's budget and the Ohio Peace Officer Training Commission (OH OPOTC). TargetSolutions training can be applied to meet requirements if approved by the agency.

Oklahoma – the 25 hours of required annual training can be completed with 114 of TargetSolutions' courses that have been approved by the Council on Law Enforcement Education and Training (OK CLEET).

Oregon – 84 hours of continuing education are fulfillable with TargetSolutions at each agency's discretion. The Oregon Department of Public Safety Standards and Training (OR DPSST) requires Training hours be approved by each agency.

Pennsylvania – All courses must be pre-approved by the Pennsylvania Municipal Police Officers Education and Training Commission (PA MPOETC). TargetSolutions currently does not offer any pre-approved continuing education for this license.

Rhode Island – Rhode Island has no completion requirements for continuing education. Rhode Island Police Officers Commission on Standards and Training (RIPOST) does not approve online training.

South Carolina – TargetSolutions offers 100 approved courses by CLEEC to fulfill the 40 hours of required training for the class 1 Law Enforcement Officer license.

South Dakota – 40 continuing education hours (CEH) can be completed by TargetSolutions at the discretion of the department and must be approved by the agency.

Tennessee – 32 of the 40 CEH for the Peace Officer license can be completed with TargetSolutions' online training courses if approved by each agency's submittal to the Tennessee Peace Officer Standards Training Commission (TN POST).

Texas – 80 hours of CEH can be fulfilled with TargetSolutions' 98 approved courses by the Texas Commission on Law Enforcement (TCOLE).

Utah – 40 hours of continuing education can be satisfied with TargetSolutions' online courses if agency approval is given.

Virginia – 40 hours of CE must be approved by one of the academies. TargetSolutions is currently approved for 10 courses for 10 hours.

Vermont – 30 CEH are dependent on the employing agency to approve online training and TargetSolutions.

Washington – 24 CEH do not require approval by the Washington State Criminal Justice Training Commission (WSCJTC) and TargetSolutions can be utilized to satisfy CE requirements according to agency approval.

Wisconsin – 12 of the required 24 hours of training can be completed with TargetSolutions' online training. Course approval is up to each employing agency.

West Virginia – 4 of 16 mandated CE hours can be completed online and TargetSolutions can help satisfy these hours depending on the approval of each law enforcement agency.

Wyoming – 20 out of 40 CEH can be completed online with TargetSolutions and it is up to the employing agency if the officer is permitted to take TargetSolutions courses.

number of requirements tied to federal educational funding through programs such as the Elementary and Secondary Education Act (better known as No Child Left Behind) and the Common Core State Standards. For example, language in the No Child Left Behind legislation sets out standards for professional development activities that state governments and local school districts must adopt in order to receive funding through the Act. As a result, states and districts have placed a great deal of attention on implementing professional development programs that focus on specific issues tied to federal educational concerns.

"We, like most providers of professional development programs, tailor our courses to the needs of individual school districts. At the moment, the biggest area of interest for teachers and school districts is the Common Core State Standards. Classes in mathematics proficiency are also huge right now, especially for teachers working on the elementary school level."

— Dr. Chuck Zimmerly, Director of the Intermountain Center for Education Effectiveness (ICEE), College of Education, Idaho State University

STATE PROFESSIONAL DEVELOPMENT REQUIREMENTS

Almost all states require some amount of continuing professional development education and training be completed by teachers to maintain their licenses. Specific requirements for license renewal vary greatly from state to state, and are often quite complex. The table below provides general information regarding each state's professional development requirements. Please note, however, that these requirements apply to each state's most common teacher's license, often (but not always) referred to as a Standard Teacher's License or Certificate. Most states employ a multi-level licensing scheme that includes "initial" licenses for new teachers, as well as "advanced" or "professional" licenses for highly-skilled and experienced teachers, each with its own specific licensing periods and requirements for renewal. Therefore, it is extremely important that you check with your own state's agency regarding the details of the professional development and other requirements for renewal of your license.

STATE	HOURS REQUIRED	DEADLINE	COMMON CORE STATE STANDARDS	STATE AGENCY CONTACT
Alabama	5 semester hours. (5-year license)	September 1 of renewal year.	Not adopted, but standards are aligned.	TCERT – TCert Portal – Certification
Alaska	6 semester or 9 quarter Hours (3 semester hours must be upper division or graduate level). (5-year license)	Beginning of September of renewal year.	Not adopted.	EED – Division of Teaching & Learning Support
Arizona	180 clock hours or 12 semester hours. (6-year license)	Before renewal date.	Adopted.	Educator Certification – The Official Website of the Arizona State Department of Education
Arkansas	60 clock hours per year. (5-year license)	Either May 31 or June 30 of renewal year.	Adopted.	Educator Licensure Unit Arkansas Department of Education
California	Currently Clear Credential licenses can be renewed without verification of any professional development hours. Individual school districts may have specific requirements. (5-year license)	N/A	Adopted.	California Commission on Teacher Credentialing
Colorado	6 Semester hours (90 clock hours). (5-year license)	Before renewal date.	Adopted.	Educator Licensing CDE



			STANDARDS	
Connecticut	18 clock hours annually. (8-year license)	Prior to expiration date.	Adopted.	SDE: Certification Information
Delaware	90 clock hours (6 semester hours). (Standard license not subject to renewal.)	Prior to renewal date.	Adopted.	State of Delaware – Department of Education
Florida	6 semester hours. (5-year license)	During the last year of the validity period.	Adopted.	Educator Certification
Georgia	6 semester hours of approved college credit or 10 Georgia Professional learning units or 10 continuing education units. (5-year license)	June 30 of renewal year.	Adopted.	GaPSC
Hawaii	Continuing education requirements not tied to license renewal. (5-year license)	Prior to renewal date.	Adopted.	Hawaii Teacher Standards Board
Idaho	6 professional development credits. (5-year license)	August 31 of renewal year.	Adopted.	Idaho State Department of Education – Teacher Certification
Illinois	Bachelor's degree holders: 120 hours. Master's degree holders: 80 hours. (5-year license) Two or more advanced degrees: 40 hours. National Board Teacher: 40 hours.	June 30 of renewal year.	Adopted.	Education Licensure
Indiana	6 semester hours. (5-year license)	Prior to expiration date.	Adopted, but currently on hold.	Office of Educator Licensing and Development
Iowa	6 semester hours. (5-year license)	Prior to expiration date.	Adopted.	Iowa Board of Educational Examiners
Kansas	Non-graduate degree holders: 160 clock hours. Graduate degree holders: 120 clock hours. (5-year license)	Prior to expiration date.	Adopted.	Teacher Licensure and Accreditation
Kentucky	Renewal of first five-year license: 15 graduate semester hours or one-half of CEO requirements. Renewal after second five-year license period: completion of Master's degree or completion of CEO requirements. (5-year license)	Prior to expiration date.	Adopted.	Education Professional Standards Board – Certification
Louisiana	150 clock hours. (5-year license)	Prior to renewal date.	Adopted, with two year delay.	TeachLouisiana Certification



			STANDARDS	
Maine	6 semester hours in each certification area. (5-year license)	Prior to expiration date.	Adopted.	Maine DOE – Certification
Maryland	6 semester hours. (5-year license)	January or July of renewal year.	Adopted.	Certification – Maryland
Massachusetts	150 Professional Development Points plus 30 PDP's for each additional licensure. (5-year license)	Prior to renewal date.	Adopted, with two year delay on testing.	Educator Licensure – Massachusetts Department of Elementary and Secondary Education
Michigan	6 semester hours at college or university or 180 clock hours of State Board Continuing Education Credits or a combination of both. (5-year license)	June 30 of renewal year.	Adopted.	MDE – Teacher Certification
Minnesota	125 clock hours of locally-approved education. (5-year license)	June 30 of renewal year.	Adopted English standards only.	Licensing – Minnesota DE
Mississippi	6 semester hours of college credit or 10 Continuing Education Units, or 3 semester hours and 5 CEU's. (5-year license)	June 30 of renewal year.	Adopted.	Educator Licensure
Missouri	30 contact hours annually. (4-year license)	Prior to renewal date.	Adopted.	Educator Certification
Montana	4 semester hours or combination of semester hours and Office of Public Instruction renewal units. (5-year license)	June 30 renewal date, but may complete hours by August 31.	Adopted.	Educator Licensure
Nebraska	6 semester hours.(5-year license)	August 31 of renewal year.	Not adopted.	Interactive Teaching Site
Nevada	6 semester hours. (5-year license)	Prior to renewal date.	Adopted.	Nevada DOE
New Hampshire	Requirements vary by school district. (5-year license)	June 30 of renewal year.	Adopted.	Certification NH Department of Education
New Jersey	Requirements vary by school district. (Standard teacher's license does not require renewal.)	N/A	Adopted.	Licensure & Credentials – Teachers



			STANDARDS	
New Mexico	New Mexico employs a three-tier licensing system. Professional development requirements vary according to tier. (5-year license)	March 31.	Adopted.	NMPED Licensure
New York	175 professional development hours per five-year block. (Standard license does not expire as long as professional development requirements are met.)	June 30.	Adopted.	Certification:OTI:NYSED
North Carolina	7.5 renewal credits. (5-year license)	June 30 of renewal year.	Adopted.	Professional Educator's Licensure
North Dakota	6 semester hours. (5-year license)	Prior to renewal date.	Adopted.	Licensure: ND ESPB
Ohio	6 semester hours or 180 continuing education contact hours. (5-year license)	September 1 of expiration year.	Adopted.	Educator Licenses Ohio Department of Education
Oklahoma	75 clock hours. (5-year license)	June 30 of renewal year.	Adopted.	Teacher Certification Oklahoma State Department of Education
Oregon	125 Professional Development Units (1 colleges semester hour = 30 PDU's. (5-year license)	Prior to renewal date.	Adopted.	State of Oregon: Teacher Standards and Practices Commission
Pennsylvania	6 semester hours or 6 DOE service credits or 180 continuing education hours or combination of above. (5-year professional development block.)	June 30.	Adopted, implementation paused.	Pennsylvania Department of Education
Rhode Island	Professional development is not mandatory on the state level. However, requirements may exist on the district level.	N/A	Adopted.	Educator Certification – Rhode Island Department of Education
South Carolina	120 renewal credits. (5-year license)	June 30 of renewal year.	Adopted.	Educator Certification
South Dakota	6 semester hours.(5-year license)	June 30 of renewal year.	Adopted.	Teacher Certification – South Dakota Department of Education



			STANDARDS	
Tennessee	Ten year license holders: 90 renewal points/Five year license holders: 45 renewal points. (1 college semester hour = 15 renewal points/1 CEU = 10 renewal points) Note: these requirements change effective 9-1-15	Prior to renewal date.	Adopted.	Teacher Licensing – Tennessee Department of Education
Texas	150 clock hours. 5-year license)	Prior to the last day of the holder's birth month in the renewal year.	Not adopted.	Texas Education Agency – Educator Certification
Utah	Requirements vary according to teacher's "Professional Learning Plan". (5-year license)	June 30 of renewal year.	Adopted.	Utah – Teacher Certification
Vermont	9 professional development credits (135 clock hours). (7-year license)	June 30 of renewal year.	Adopted.	Licensing Vermont Agency of Education
Virginia	180 professional development points. (1 college semester hour = 30 points.) (5-year license)	June 30 of renewal year.	Not adopted.	TeachVirginia.org – Virtual Licensure
Washington	150 clock hours (10 college semester hours.) (5-year license)	Prior to renewal date.	Adopted.	Teacher Certification
West Virginia	6 semester hours. (5-year license)	Prior to renewal date.	Adopted.	Teacher Certification in West Virginia
Wisconsin	Requirements vary according to individual teacher Professional Development Plan. (5-year license)	June 30 of renewal year.	Adopted.	Educator Licensing Professional Development & Licensing
Wyoming	5 Professional Development/Renewal Credits. (5-year license)	Prior to expiration date.	Adopted.	Licensure



LOCAL REQUIREMENTS

A number of states, including California, New Jersey and Rhode Island, have, to some extent, done away with mandatory professional development mandates for license renewal on the state level, and allowed individual school districts to determine the form and amount of professional development necessary for their teachers. Additionally, many other states have given local districts a strong voice in designing professional development courses and programs. Although the changes are partially due to budgetary considerations, they are also the result of recognition that educational issues can vary greatly between school districts and that these issues can be effectively addressed through professional development programs. Experts suggest that teachers consider local educational concerns when choosing the subject matter of their professional development courses.

Appendix D: Parallel Professions Survey and Impact Assessment



Knowledge and Skills Proficiency: Firefighters, Emergency Medical Providers, Law Enforcement Officers, Nurses, and Teachers

Welcome to Our Survey

Thank you for agreeing to participate in this survey. It is only 10-questions and should take less than 5-minutes to complete. Please submit your response to the survey by April 28, 2019. This is a Fire Protection Research Foundation project (NFPA's research affiliate) led by FireTox, LLC. The goal of our survey is to determine how ongoing knowledge and skills proficiency are currently addressed in the Fire Service, as compared to various parallel professions, such as nursing, law enforcement, emergency medical care, and teaching. The need to ensure that personnel have up-to-date and ongoing training is clear, but ensuring that need is fulfilled is often met with staffing, time commitment, and fiscal challenges. Your feedback is important in helping us to determine the best approach to take to ensure continued demonstration of knowledge and skills proficiency in the Fire Service. A final summary report is scheduled for completion in August 2019 and will be made available through the Fire Protection Research Foundation's website. More information on this study can be found by clicking [here](#).



Knowledge and Skills Proficiency: Firefighters, Emergency Medical Providers, Law Enforcement Officers, Nurses, and Teachers

10 Question Survey

1. Select your primary career or volunteer role from the list of choices.

- ☐ Nurse
- ☐ Teacher
- ☐ Law Enforcement Officer
- ☐ Firefighter
- ☐ Emergency Medical Provider (e.g. EMT, Paramedic)
- ☐ Firefighter/Emergency Medical Provider
- ☐ Other (please specify)

2. Choose the type of jurisdiction/district in which you are employed or volunteer.

- ☐ Federal
- ☐ State
- ☐ County
- ☐ City
- ☐ Private/For-Profit
- ☐ Private/Non-Profit
- ☐ Other (please specify)

3. Select the State or Province in which you work.

4. What are you required to do to maintain skills and knowledge proficiency in your profession? (Select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Renew License/Certification | <input type="checkbox"/> Demonstrate Practical Skills |
| <input type="checkbox"/> Attend Refresher Course | <input type="checkbox"/> Complete On-Job Drills |
| <input type="checkbox"/> Complete Online Training Class | <input type="checkbox"/> Attend Training at Professional Events |
| <input type="checkbox"/> Other (please specify) | |

5. How is your continued knowledge, skills, and education training financially supported? (Select all that apply)

- ☐ Employer funded
- ☐ State funded
- ☐ Federally funded
- ☐ Employee funded
- ☐ Other (please specify)

6. How often are you required to complete this training?

- | | |
|--|--|
| <input type="radio"/> Annually | <input type="radio"/> Every Four Years |
| <input type="radio"/> Every Two Years | <input type="radio"/> Every Five Years |
| <input type="radio"/> Every Three Years | |
| <input type="radio"/> Other (please specify) | |

7. How many hours or credits of training are you required to complete within the period selected in Question 6?

Other (please specify)

8. How are you evaluated for knowledge proficiency? (Select all that apply)

- ☐ Written Exam
- ☐ Oral Exam
- ☐ No Evaluation
- ☐ Other (please specify)

9. How are you evaluated for skills proficiency? (Select all that apply)

- ☐ Practical Evaluation
- ☐ Computer-Based Evaluation
- ☐ No Evaluation
- ☐ Other (please specify)

10. Who provides or serves as your testing agency, evaluator, or proctor? (Select all that apply)

- ☐ State Agency
- ☐ Local Agency
- ☐ College
- ☐ Employer
- ☐ Private Contractor
- ☐ Other (please specify)

Impact Assessment: Annual Continuing Education Requirement for Firefighters

Welcome to Our Survey

Thank you for agreeing to participate in this survey. It is only 14-questions and should take less than 10-minutes to complete. Please submit your responses to the survey questions by July 26, 2019.

This is a Fire Protection Research Foundation project (NFPA's research affiliate) led by FireTox, LLC. In our first survey, we focused on how knowledge and skills proficiency are currently addressed in the Fire Service, as compared to various parallel professions, such as nursing, law enforcement, emergency medical care, and teaching.

Based on our research results, we found a common continuing education model. Most organizations with continuing education programs required their employees to complete an average of 24 hours per year of training to maintain their knowledge and skills. These organizations allowed training to be taken during work hours, and the training was available through a combination of online and face-to-face resources approved by or provided by an Accredited Training Agency. For firefighters, it was also determined that training should include a minimum of one (1) live fire drill per year, and training should evaluate the job performance requirements set forth in NFPA 1001.

The goal of our second survey is to determine how implementation of this model, throughout the United States and Canada, would impact the firefighter, the department, the training agency, and the accreditation body.

A final summary report is scheduled for completion in August 2019 and will be made available through the Fire Protection Research Foundation's website. More information on this study can be found by clicking [here](#).

1. Do you currently have a Firefighter Level I or II certification from an Accredited Training Agency, i.e. an Agency accredited through ProBoard or IFSAC?

☐ Yes

☐ No

2. What is your rank or **primary** role in the fire service?

☐ Firefighter

☐ Chief Officer (Battalion, Deputy, Assistant)

☐ Firefighter/Emergency Medical Responder

☐ Chief- Head of Department

☐ Firefighter/Emergency Medical Technician

☐ Accredited Training Agency

☐ Firefighter/Paramedic

☐ Accreditation Body

☐ Fire Officer (Sergeant, Lieutenant, Captain)

☐ Other

3. In your **primary** role in the fire service, are you required to engage in suppression activities on emergency calls?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Yes- Daily | <input type="checkbox"/> Yes- A few times a year |
| <input type="checkbox"/> Yes- Weekly | <input type="checkbox"/> No |
| <input type="checkbox"/> Yes- Monthly | <input type="checkbox"/> N/A- Accredited Training Agency or Accreditation Body |

4. Are you in a career or volunteer position?

- | | |
|---|--|
| <input type="checkbox"/> Career (Full-time/Paid, 32 hours or more per week) | <input type="checkbox"/> Both Career and Volunteer |
| <input type="checkbox"/> Career (Part-time/Paid, less than 32 hours per week) | <input type="checkbox"/> N/A- Accredited Training Agency or Accreditation Body |
| <input type="checkbox"/> Volunteer | |

5. Choose the type of jurisdiction/district in which you are employed or volunteer. (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Federal | <input type="checkbox"/> Private/For-Profit |
| <input type="checkbox"/> State/Province | <input type="checkbox"/> Private/Non-Profit |
| <input type="checkbox"/> County | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> City | <input type="checkbox"/> N/A- Accreditation Body |

6. My organization already has a documented program that requires completion of **at least 24 hours per year** of continuing education to demonstrate firefighter job performance requirements, including **live-fire training**, through an **accredited training agency** or other approved source.

- ☐ Yes
- ☐ No- My organization has no continuing education program.
- ☐ No- My organization has a continuing education program but it does not meet all the requirements.
- ☐ N/A- Accreditation Body

7. I believe that my organization has adequate financial resources to support a continuing education program.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I believe my organization has adequate staffing to support a continuing education program.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I understand why continuing education is necessary.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I believe that a continuing education program is or will be beneficial to me.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I believe that a continuing education program does or will have a positive impact on firefighter knowledge and skills proficiency.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I believe that a continuing education program has led to or could lead to a reduction in firefighter deaths and injuries.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. I believe that continuing education requirements are interfering or will interfere with my ability to complete my other assigned organizational duties.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. I believe that completion of continuing education to maintain my Firefighter certification is or will be a challenge when considering the continuing education I already have to complete for other certifications.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	N/A- Accredited Training Agency or Accreditation Body
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>