

## Crosswalk of NFA courses and NFPA Standards

On August 5-9, 2001, eighteen fire service professionals assembled at the National Emergency Training Center to crosswalk National Fire Academy (NFA) courses to the National Fire Protection Association's (NFPA) Professional Qualifications series. The make up of this group included members from metro fire departments, state fire training and certification systems and the National Fire Protection Association. [Participant List](#)

The NFA funded this project through a grant received by the Training Resource and Data Exchange (TRADE) organization. The project was managed by Mr. Art Cota, Division Chief, California State Fire Training, and directed by Mr. Gary Wilson, Associate Director, Missouri Fire and Rescue Institute, University of Missouri.

### **Seventy-four courses were reviewed. The referenced standards for these courses were:**

NFPA 1006, *Standard for Rescue Technician* (2000 edition)

NFPA 1021, *Standard for Fire Officer Professional Qualifications* (1997 edition)

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner* (1998 edition)

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator* (1998 edition)

NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator* (2000 edition)

NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications* (1996 edition)

NFPA 1051, *Standard for Wildland Fire Fighter Professional Qualifications* (1995 edition)

While not officially designated by NFPA as professional qualifications standards, the group also correlated courses to NFPA 472, *Professional Competence of Responders to Hazardous Materials Incidents* (1997 edition), NFPA 473, *Competencies for EMS Personnel Responding to Hazardous Materials Incidents* (1997 edition) and NFPA 1521, *Fire Department Safety Officer* (1997 edition).

## Background

Since its inception in the early 1970's, the National Fire Protection Association (NFPA) Professional Qualification series has identified the competencies necessary to perform the various positions within the service. Since early 1980, these standards have also been the cornerstone for state certification programs

As the professional qualification series has grown, it is becoming increasingly difficult for firefighters or departments to find the necessary time to accomplish these levels of competency. Further, some states require attendance from an approved training program before an individual is eligible to take the certification exam.

For the last five years, the Training Resource and Data Exchange (TRADE) has recommended to the NFA that current and future NFA courses be linked to the NFPA professional qualification series. In 2000, TRADE proposed to complete this task for the National Fire Academy and received a grant in 2001 to do so.

The purposes of the crosswalk project were to:

- 1) identify NFA courses used by TRADE organizations,
- 2) identify other NFA courses that could be used towards state certification or fire departments seeking competency based training, and
- 3) relate these courses to the applicable NFPA professional qualifications standards.

## Process

A list of courses was provided to TRADE by the National Fire Academy (NFA). A copy of the instructor guide or student manual for each course was available for review. A crosswalk worksheet provided by the Maryland Certification Program was used to identify each course with a specific chapter of the professional qualification series. For example, a course may include parts of the four levels of officer qualifications. This course would then require four worksheets, one for each level. Each worksheet included the NFPA job performance requirement (JPR) and the requisite knowledge and skill. [View Standard to Option Correlation Sheet](#)

Reviewers were instructed to match components of the course literature to pertinent parts of the standard. Reviewers were advised not to “stretch” curriculum in order to meet a part of the standard. It was understood that not every NFA course would meet a complete NFPA standard, as the NFA does not develop courses to meet entire standards.

If a section or objective of a course could be related to a particular section of the standard, the reviewer documented the particular section and included in the remarks section the specific information. For example, most courses address portions of the requisite knowledge or skill but not in its entirety. In such cases, the reviewer was to comment as to which knowledge or skill was addressed.

Once the review was completed, the course material and worksheet were submitted to program support personnel who keyed the worksheet information in to a Microsoft Excel spreadsheet.

The printed worksheet and course material were returned to the original reviewer to check for accuracy. If corrections were needed, the worksheet was resubmitted with the needed corrections highlighted. Once corrections were made, the course and worksheet were given to a second reviewer to check previous entries and to review for possible further objectives of the standard that may have been addressed. If no additions were needed, the course and worksheet were turned in to the team leader of the project. This person formatted the information from the worksheet so that it could be included in course instructor guides and student manuals in the future. [View example of this sheet formatted for Arson Detection for the First Responder](#)

Assumptions:

The first assumption made in this process is that the course to be correlated to the NFPA standard(s) has been developed based upon a reasonable needs analysis completed as part of the course development process.

The second assumption is that the reviewer (the individual completing the correlating process) has an intimate knowledge of the course and possesses a reasonable knowledge base of the standard(s) OR has a reasonable knowledge base of the course and an intimate knowledge of the standard(s).

Steps:

1. Look at the title of course, does the course title align to the title of a / any standard(s)? If the answer is "No" - stop. If the answer is "Yes," identify the standard(s) and continue.
2. Review the goal and audience of the / for the course, does this information align to the title of a / any standard(s)? If the answer is "No" - stop. If the answer is "Yes," identify the standard(s) and continue.
3. Review the module / unit objectives of the course. Does this information align to the title of a / any standard(s)? If the answer is "No" - stop. If the answer is "Yes," identify the standard(s) and continue.
4. Identify and review the chapter titles of the standard(s). Is there a reasonable relationship between the chapter titles and information known about the course? If the answer is "No" - stop. If the answer is "Yes," continue.
5. Identify and review the chapter section headings of the standard(s). Is there a reasonable relationship between the chapter section headings and information known about the course? If the answer is "No" - stop. If the answer is "Yes," continue.
6. Identify and review the job performance requirements OR objectives of the standard(s), considering that the job performance requirements OR objectives are basically the "task to be performed". Is there a reasonable relationship between the job performance requirement and information known about the course? If the answer is "No" - stop. If the answer is "Yes," continue.

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7. Identify and review the requisite knowledge of the standard(s). Is there a reasonable relationship between the requisite knowledge and information known about the course? If the answer is “No” – stop. If the answer is “Yes,” continue.
8. Identify and review the requisite skills of the standard(s). Is there a reasonable relationship between the requisite skills and information known about the course? If the answer is “No” – stop. If the answer is “Yes,” continue.
9. Correlate the individual job performance requirements, requisite knowledge, requisite skills, and / or objectives to the known information about the course. An effort should be made to be as specific as possible to the location within the course, including the identification of any course objectives, page references (instructor, student guides, texts), activities, tasks, assignments, and/or evaluative instruments.

**Participant List**

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## **NFA Courses Included in Crosswalk**

### HANDOFF/DIRECT DELIVERY COURSES

- Arson Detection for the First Responder
- Basic Life Support and Hazardous Materials Response
- Command and Control of Wildland/Urban Fire Operations for the Structural Chief Officer
- Community Risk Issues and Prevention Interventions
- Cooperative Leadership Issues in Wildland/Urban Interface
- Emergency Response to Terrorism: Basic Concepts
- Emergency Response to Terrorism: Strategic Considerations for Command Officers
- Emergency Response to Terrorism: Tactical Considerations-Company Officer
- Emergency Response to Terrorism: Tactical Considerations-Emergency Medical Services
- Emergency Response to Terrorism: Tactical Considerations-Hazardous Materials
- Executive Skill Series: Influencing\*
- Executive Skill Series: Leading Diverse Communities Beyond Conflict
- Executive Skill Series: Managing and Leading Change
- Fire Prevention for First Responders and Small Departments
- Health and Safety Officer
- Incident Command System
- Incident Command for High-rise Operations
- Incident Command System for Emergency Medical Services
- Incident Command System for Structural Collapse Incidents
- Incident Safety Officer
- Infection Control for Emergency Response Personnel
- Introduction to Fire Inspection Principles and Practices
- Introduction to Volunteer Emergency Services Management
- Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer
- Leadership I: Strategies for Company Success
- Leadership II: Strategies for Personal Success
- Leadership III: Strategies for Supervisory Success
- Managing in a Changing Environment
- Managing Company Tactical Operations: Decision Making
- Managing Company Tactical Operations: Preparation
- Managing Company Tactical Operations: Tactics
- Marketing Fire Prevention in Your Community
- Methods of Enhancing Safety Education
- Prevention and Mitigation Advocacy for Small Department Responders
- Shaping the Future
- Training Operations in Small Departments

REGIONAL DELIVERY

- Command and Control of Incident Operations
- Community Education Leadership
- Challenges for Local Training Officers
- Fire Inspection Principles
- Fire Service Planning Concepts for the 21st Century
- Fire Cause Determination for Company Officers
- Hazardous Materials Incident Management
- Initial Fire Investigation
- Presenting Effective Public Education Programs

VOLUNTEER INCENTIVE PROGRAM

- Leadership and Administration

RESIDENT PROGRAMS

- Advanced Leadership Issues: Emergency Medical Services
- Advanced Life Support Response to Haz Mat Incidents
- Codes Management Systems Approach
- Command and Control Multi-Alarm Incidents
- Command and Control Natural and Man Made Disasters
- Command and Control Target Hazards
- Community Education Leadership (2 week course)
- Developing Fire and Life Safety Strategies
- Emergency Medical Services: Special Operations
- Executive Development
- Executive Leadership
- Executive Planning
- Fire/Arson Investigation
- Fire Service Communication
- Fire Service Course Design
- Fire Service Financial Management
- Haz Mat Incident Management
- Haz Mat Operating Site Practices
- Interpersonal Dynamics in Fire Service Organizations
- Management for Arson Prevention and Control
- Management of Emergency Medical Services
- Management of Fire Prevention Programs
- National Fire Incident Reporting System Program Management
- Organizational Theory in Practice
- Plans Review for Inspectors
- Principles of Fire Prevention: Structures and Systems

- Strategic Management of Change
- Training Program Management

\* Reviewed but did not meet any standards

Maryland Voluntary Fire Service Certification System  
Maryland Fire Service Personnel Qualifications Board, Incorporated

**Standard to Option Correlation Sheet**

**Option:** \_\_\_\_\_

**Fire Officer I, NFPA 1021, 1997 edition**

**2-1 General.**

**2-1.1 General Prerequisite Knowledge.**

The organizational structure of the department; departmental operating procedures for administration, emergency operations, and safety; departmental budget process; information management and record keeping; the fire prevention and building safety codes and ordinances applicable to the jurisdiction; incident management system; socioeconomic and political factors that impact the fire service; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; the rights of management and members; agreements in force between the organization and members; policies and procedures regarding the operation of the department as they involve supervisors and members.

**2-1.2 General Prerequisite Skills.**

The ability to communicate verbally and in writing, to write reports, and to operate in the incident management system.

**2-2 Human Resource Management.**

This duty involves utilizing human resources to accomplish assignments in a safe and efficient manner and supervising personnel during emergency and non-emergency work periods, according to the following job performance requirements.

**2-2.1**

Assign tasks or responsibilities to unit members, given an assignment at an emergency operation, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

*Prerequisite Knowledge:* Verbal communications during emergency situations, techniques used to make assignments under stressful situations, methods of confirming understanding.

*Prerequisite Skills:* The ability to condense instructions for frequently assigned unit tasks based upon training and standard operating procedures.

#### 2-2.2

**Assign tasks or responsibilities to unit members, given an assignment under non-emergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.**

*Prerequisite Knowledge:* Verbal communications under non-emergency situations, techniques used to make assignments under routine situations, methods of confirming understanding.

*Prerequisite Skills:* The ability to issue instructions for frequently assigned unit tasks based upon department policy.

#### 2-2.3

**Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed safely, efficiently, and as directed.**

*Prerequisite Knowledge:* Verbal communication techniques to facilitate learning.

*Prerequisite Skills:* The ability to distribute issue-guided directions to unit members during training evolutions.

#### 2-2.4

**Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.**

*\*Prerequisite Knowledge:* The signs and symptoms of member-related problems, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel.

*Prerequisite Skills:* The ability to recommend a course of action for a member in need of assistance.

**2-2.5\***

**Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.**

*Prerequisite Knowledge:* Human resource policies and procedures.

*Prerequisite Skills:* The ability to communicate verbally and in writing and to relate interpersonally.

**2-2.6**

**Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and supervised during the completion of the assignments.**

*Prerequisite Knowledge:* Principles of supervision and basic human resource management.

*Prerequisite Skills:* The ability to plan and to set priorities.

**2-3 Community and Government Relations.**

**This duty involves dealing with inquiries and concerns from members of the community and projecting the role of the department to the public, according to the following job performance requirements.**

**2-3.1**

**Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the appropriate individual for action and all policies and procedures are complied with.**

*Prerequisite Knowledge:* Interpersonal relationships and verbal and nonverbal communication.

*Prerequisite Skills:* Familiarity with public relations and the ability to communicate verbally.

### 2-3.2

**Respond to a public inquiry, given the policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.**

*Prerequisite Knowledge:* Written and verbal communication techniques.

*Prerequisite Skills:* The ability to relate interpersonally and to respond to public inquiries.

### 2-4 Administration.

**This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.**

#### 2-4.1

**Implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.**

*Prerequisite Knowledge:* Written and verbal communication.

*Prerequisite Skills:* The ability to relate interpersonally.

#### 2-4.2

**Execute routine unit-level administrative functions, given forms and record management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.**

*Prerequisite Knowledge:* Administrative policies and procedures and records management.

*Prerequisite Skills:* The ability to communicate verbally and in writing.

### 2-5\* Inspection and Investigation.

**This duty involves performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.**

### 2-5.1

**Evaluate available information, given a fire incident, observations, and interviews of first-arriving members and other individuals involved in the incident, so that a preliminary cause of the fire is determined, reports are completed, and, if required, the scene is secured and all pertinent information is turned over to an investigator.**

*Prerequisite Knowledge:* Common causes of fire, fire growth and development, and policies and procedures for calling for investigators.

*Prerequisite Skills:* The ability to determine basic fire cause and the ability to conduct interviews and write reports.

### 2-5.2

**Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene, are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.**

*Prerequisite Knowledge:* Types of evidence, the importance of fire scene security, and evidence preservation.

*Prerequisite Skills:* The ability to establish perimeters at an incident scene.

### 2-6\* Emergency Service Delivery.

**This duty involves supervising emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job performance requirements.**

#### 2-6.1

**Develop a pre-incident plan, given an assigned facility and preplanning policies, procedures, and forms, so that all required elements are identified and the appropriate forms are completed and processed in accordance with policies and procedures.**

*Prerequisite Knowledge:* Elements of a pre-incident plan, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, and fire growth and development.

*Prerequisite Skills:* The ability to write reports, to



communicate verbally, and to evaluate skills.

### 2-6.2

**Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.**

*\*Prerequisite Knowledge:* Elements of a size-up, standard operating procedures for emergency operations, and fire behavior.

*Prerequisite Skills:* The ability to analyze emergency scene conditions, to allocate resources, and to communicate verbally.

### 2-6.3\*

**Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.**

*Prerequisite Knowledge:* Standard operating procedures, resources available, basic fire control and emergency operation procedures, an incident management system, and a personnel accountability system.

*Prerequisite Skills:* The ability to implement an incident management system, to communicate verbally, and to supervise and account for assigned personnel under emergency conditions.

### 2-7\* Safety.

**This duty involves integrating safety plans, policies, and procedures into the daily activities to ensure a safe work environment for all assigned members, according to the following job performance requirements.**

### 2-7.1

**Apply safety regulations at the unit level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.**

*Prerequisite Knowledge:* The most common causes of personal injury and accident to the member, safety policies and procedures, basic workplace safety, and the components of an infectious disease control program.

*Prerequisite Skills:* The ability to identify safety hazards and to communicate verbally and in writing.

### 2-7.2

**Conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures.**

*Prerequisite Knowledge:* Procedures for conducting an accident investigation, and safety policies and procedures.

*Prerequisite Skills:* The ability to communicate verbally and in writing and to conduct interviews.

## ARSON DETECTION FOR THE FIRST RESPONDER

### PROFESSIONAL COMPETENCY STANDARDS TOTALLY OR PARTIALLY COVERED IN THIS COURSE MATERIAL

NFPA 1021, *Standard for Fire Officer Professional Qualifications* (1997 edition)

#### Chapter 2, Fire Officer I

- 2-5.1 Common causes of fire, fire growth and development, procedures for calling for investigators
- 2-5.2 Importance of fire scene security, evidence preservation
- 3-5.2 Methods used by arsonists, common causes of fire, fire growth and development, documentation of preliminary fire investigative procedures

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator* (1998 edition)

#### Chapter 3, Fire Investigator

- 3-2.1 Fireground hazards, importance of fire scene security, evidence preservation
- 3-2.2 Knowledge of building construction, types of evidence commonly found, evidence preservation, effects of fire suppression, fire behavior and spread, burn patterns
- 3-2.3 Effects of fire suppression, fire behavior and spread, evidence e preservation methods, burn patterns
- 3-2.5 Fire suppression effects, building construction