



# **Emergency Service Instructor I Certification Preparation Guide June, 2015**

For Fulfillment of JPR's Contained in Chapter 4,  
Sections 4.2 through 4.5 of NFPA 1041, Fire Service  
Instructor Professional Qualifications



## Acknowledgement

The Wisconsin Technical College System (WTCS) gratefully acknowledges the assistance of many dedicated fire service personnel during both the development and the administration of the WTCS Fire Service Training (FST) Certification Program. It would be impossible to individually recognize each and every person who has helped to make the program the resounding success that it is.

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## Foreword

On May 23, 1978, the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE), since renamed the Wisconsin Technical College System Board (WTCSB), approved the provision of certification to the Wisconsin fire service. The WTCSB also adopted the Professional Qualifications for the Fire Service, National Fire Protection Association (NFPA) 1000 Series Standards, and any future standards of the series as those, which shall be used for identifying training course content for the certification of Wisconsin fire service personnel.

Fire service certification in the state of Wisconsin is not mandated by the WTCSB or any other state agency. Certification is rather an endeavor to be undertaken voluntarily by individuals or by collective members of fire departments. Those who aspire to Wisconsin Fire Service Certification, however, must satisfy the program requirements, which are based on the appropriate NFPA Standards, and be tested for competency.

All districts of the WBVTAE were, from the outset, approved to offer the course(s) designed to train fire service personnel for certification. All districts were likewise approved to administer, through approved proctors, the written examinations for the various certification categories and levels offered.

On July 1, 1995, a practical skills examination element was added to the Fire Fighter I certification process. This action was taken to both increase validity of WTCS, FST certification and facilitate national accreditation of the certification process.

Districts of the WTCS were not required to become approved examination sites. The decision to make application for approval was rather that of each individual district, based upon the requirements of its customer fire departments.

## **NFPA STATEMENT**

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## **TEST GUIDELINES**

The Emergency Service Instructor I candidate shall be able to exhibit the knowledge and demonstrate the abilities required in the JPR's contained in Chapter 4, Sections 4.2 through 4.5, of NFPA 1041, current edition.

## **CATEGORIES OF JPR's**

The JPR's of Chapter 4 are separated into four categories:

- 4.2 - Program Management
- 4.3 - Instructional Development
- 4.4 - Instructional Delivery
- 4.5 - Evaluation & Testing

The requisite knowledge and skills found in each of the four categories shall be used as guidelines to establish the candidates' ability to exhibit and demonstrate the requirements of the JPR's listed.

## **PRACTICAL SKILLS TESTS**

Sections 4.2 (Practical Skills Test #1), 4.3 (Practical Skills Test #2), Section 4.4 (Practical Skills Test #3), and 4.5 (Practical Skills Test #4) shall be tested at any time during the course presentation at the discretion of the instructor. All skills contained in each section shall be tested by the instructor.

**Emergency Service Instructor I**  
**Practical Skills Test 1 (4.2 – Program Management)**

**4.2.1 Duty**

The instructor candidate, after fulfilling his/her obligations in this section of the test, shall exhibit the knowledge and demonstrate his/her ability to manage the basic resources, records, and reports essential to the instructional process.

**4.2.2**

The instructor candidate shall be able to assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of the components of a lesson plan.
- Candidate exhibits the knowledge of policies and procedures for the procurement of materials and equipment.
- Candidate exhibits the knowledge of resource availability.

**(B) Requisite Skills**

- Requisite Skills are not required in this section.

**4.2.3**

The instructor candidate shall be able to prepare requests for resources, given training goals and current resources; so that the resources required to meet training goals are identified and documented.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of resource management.
- Candidate exhibits the knowledge of sources of instructional resources.
- Candidate exhibits the knowledge of sources of equipment.

**(B) Requisite Skills**

- Candidate demonstrates the ability of oral communication.
- Candidate demonstrates the ability of written communication.
- Candidate demonstrates the ability to complete forms.

**4.2.4**

The instructor candidate shall be able to schedule single instructional sessions, given a training assignment, department scheduling procedures, instructional resources, facilities and timeline for delivery, so that the specified sessions are delivered according to department procedure.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of departmental scheduling procedures.
- Candidate exhibits the knowledge of resource management.

**(B) Requisite Skills**

- Candidate demonstrates the ability to complete a training schedule.

**4.2.5**

The instructor candidate shall be able to complete training records and report forms, given policies and procedures and forms, so that required reports are accurate and submitted in accordance with the procedures.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of the types of records and reports required.
- Candidate exhibits the knowledge of policies and procedures for processing records and reports.

**(B) Requisite Skills**

- Candidate demonstrates the ability of basic report writing.
- Candidate demonstrates the ability of completion of records.

**An oral presentation or a portfolio, at the discretion of the AHJ, may be used to fulfill the requirements of the aforementioned JPR's of this category. The candidate shall receive a pass/fail grade as determined from the practical skills certification checklist.**

**Presentation Aids:**

- Audio Visual Equipment and supplemental supplies
- Lesson Plans
- Report Forms

**Textbook – AHJ PREFERENCE**

The textbook used by the AHJ will be selected from either International Fire Service Training Association (IFSTA) *Fire and Emergency Services Instructor*, 8th Edition or Jones and Bartlett *Fire Service Instructor Principles and Practice*, 2nd Edition.

**Emergency Service Instructor I**  
**Practical Skills Test 2 (4.3 – Instructional Development)**

**4.3.1 Duty**

The instructor candidate, after fulfilling his/her obligations in this section of the test, shall exhibit the knowledge and demonstrate his/her ability to review and adapt prepared instructional materials.

**4.3.2**

The instructor candidate shall be able to review instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge to recognize student limitations.
- Candidate exhibits the knowledge to recognize cultural diversity.
- Candidate exhibits the knowledge of different methods of instruction.
- Candidate exhibits the knowledge of types of resource materials.
- Candidate exhibits the knowledge of the organization of the learning environment.
- Candidate exhibits the knowledge of policies and procedures.

**(B) Requisite Skills**

- Candidate demonstrates the ability to analyze resources.
- Candidate demonstrates the ability to analyze facilities.
- Candidate demonstrates the ability to analyze materials.

**4.3.3**

The instructor candidate shall adapt a prepared lesson plan, given course materials and an assignment, so that the needs of the student and the objectives of the lesson plan are achieved.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of elements of a lesson plan.
- Candidate exhibits the knowledge of selection of instructional aids.
- Candidate exhibits the knowledge of instructional methods.
- Candidate exhibits the knowledge of organization of the learning environment.

**(B) Requisite Skills**

- Candidate demonstrates Instructor preparation.
- Candidate demonstrates organizational skills.

**An oral presentation or a portfolio, at the discretion of the AHJ, may be used to fulfill the requirements of the aforementioned JPR's of this category. The candidate shall receive a pass/fail grade as determined from the practical skills certification checklist.**

**Presentation Aids:**

- Audio Visual Equipment and supplemental supplies
- Lesson Plans
- Report Forms

**Textbook – AHJ PREFERENCE**

The textbook used by the AHJ will be selected from either International Fire Service Training Association (IFSTA) *Fire and Emergency Services Instructor*, 8th Edition or Jones and Bartlett *Fire Service Instructor Principles and Practice*, 2nd Edition.

**Emergency Service Instructor I**  
**Practical Skills Test 3 (4.4 - Instructional Delivery)**

**4.4.1 Duty**

The instructor candidate, after fulfilling his/her obligations in this section of the test, shall exhibit the knowledge and demonstrate his/her ability to deliver instructional sessions utilizing prepared course materials.

**4.4.2**

The instructor candidate shall organize the classroom, laboratory, or outdoor learning environment, given a facility and an assignment, so that lighting, distractions, climate control or weather, noise control, seating, audiovisual equipment, teaching aids, and safety are considered.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of classroom management and safety.
- Candidate exhibits the knowledge of advantages and limitations of audiovisual equipment and teaching aids.
- Candidate exhibits the knowledge of classroom arrangement.
- Candidate exhibits the knowledge of methods and techniques of instruction.

**(B) Requisite Skills**

- Candidate demonstrates the use of instructional media and teaching aids.

**4.4.3**

The instructor candidate shall present prepared lessons, given a prepared lesson plan that specifies the presentation method(s), so that the method(s) indicated in the plan are used and the stated objectives or learning outcomes are achieved, applicable safety standards and practices are followed, and risks are addressed.

**(A) Requisite Knowledge**

- Candidate exhibits the knowledge of the laws and principles of learning.
- Candidate exhibits the knowledge of the methods and techniques of instruction.
- Candidate exhibits the knowledge of lesson plan components and elements of the communication process.
- Candidate exhibits the knowledge of lesson plan terminology and definitions.
- Candidate exhibits the knowledge of the impact of cultural differences on instructional delivery.
- Candidate exhibits the knowledge of safety rules, regulations, and practices.
- Candidate exhibits the knowledge of identification of training hazards.
- Candidate exhibits the knowledge of elements and limitations of distance learning.
- Candidate exhibits the knowledge of distance learning delivery methods.
- Candidate exhibits the knowledge of the instructor's role in distance learning.

### **(B) Requisite Skills**

- Candidate demonstrates oral communication techniques.
- Candidate demonstrates methods and techniques of instruction.
- Candidate demonstrates the utilization of lesson plans in an instructional setting.

#### **4.4.4**

The instructor candidate shall adjust presentation, given a lesson plan and changing circumstances in the class environment, so that class continuity and the objectives or learning outcomes are achieved.

### **(A) Requisite Knowledge**

- Candidate exhibits the knowledge of methods of dealing with changing circumstances.

### **(B) Requisite Skills**

- Requisite Skills are not required in this section.

#### **4.4.5**

The instructor candidate shall adjust to differences in learning styles, abilities, cultures, and behaviors, given the instructional environment, so that lesson objectives are accomplished, disruptive behavior is addressed, and a safe and positive learning environment is maintained.

### **(A) Requisite Knowledge**

- Candidate exhibits the knowledge of motivational techniques.
- Candidate exhibits the knowledge of learning styles.
- Candidate exhibits the knowledge of types of learning disabilities and methods for dealing with them.
- Candidate exhibits the knowledge of methods of dealing with disruptive and unsafe behavior.

### **(B) Requisite Skills**

- Candidate demonstrates basic coaching and motivational techniques.
- Candidate demonstrates correction of disruptive behaviors.
- Candidate demonstrates adaptation of lesson plans or materials to specific instructional situations.

#### **4.4.6**

The instructor candidate shall operate audiovisual equipment and demonstration de-vices, given a learning environment and equipment, so that the equipment functions properly.

### **(A) Requisite Knowledge**

- Candidate exhibits the knowledge of components of audiovisual equipment.

### **(B) Requisite Skills**

- Candidate demonstrates the use of audiovisual equipment.
- Candidate demonstrates audiovisual equipment cleaning.
- Candidate demonstrates field level maintenance.

### **4.4.7**

The instructor candidate shall utilize audiovisual materials, given prepared topical media and equipment, so that the intended objectives are clearly presented, transitions between media and other parts of the presentation are smooth, and media is returned to storage.

### **(A) Requisite Knowledge**

- Candidate exhibits the knowledge of media types.
- Candidate exhibits the knowledge of media limitations.
- Candidate exhibits the knowledge of media selection criteria.

### **(B) Requisite Skills**

- Candidate demonstrates transition techniques within and between media.

**The presentation and evaluation time shall not exceed (10) minutes and the candidate shall receive a pass/fail grade as determined from the practical skills certification checklist.**

### **Presentation Aids:**

- Audio Visual Equipment and supplemental supplies
- Lesson Plans
- Report Forms

### **Textbook – AHJ PREFERENCE**

The textbook used by the AHJ will be selected from either International Fire Service Training Association (IFSTA) *Fire and Emergency Services Instructor*, 8th Edition or Jones and Bartlett *Fire Service Instructor Principles and Practice*, 2nd Edition.

**Emergency Service Instructor I**  
**Practical Skills Test 4 (4.5 – Evaluation & Testing)**

**4.5.1 Duty**

The instructor candidate, after fulfilling his/her obligations in this section of the test, shall exhibit the knowledge and demonstrate his/her ability to administer and grade student evaluation instruments.

**4.5.2**

The instructor candidate shall administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and evaluation procedures of the agency, so that bias or discrimination is eliminated, the testing is conducted according to procedures, and the security of the materials is maintained.

**(A) Requisite Knowledge**

- Candidate exhibits knowledge of test administration.
- Candidate exhibits knowledge of agency policies, laws and policies pertaining to discrimination during training and testing.
- Candidate exhibits knowledge of methods for eliminating testing bias.
- Candidate exhibits knowledge of laws affecting records and disclosure of training information.
- Candidate exhibits knowledge of purposes of evaluation and testing.
- Candidate exhibits knowledge of performance skills evaluation.

**(B) Requisite Skills**

- Candidate demonstrates use of skills checklists.
- Candidate demonstrates use of oral questioning techniques.

**4.5.3**

The instructor candidate shall grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so the examinations are accurately graded and properly secured.

**(A) Requisite Knowledge**

- Candidate exhibits knowledge of grading methods.
- Candidate exhibits knowledge of methods for eliminating bias during grading.
- Candidate exhibits knowledge of maintaining confidentiality of scores.

**(B) Requisite Skills**

- Requisite Skills are not required in this section.

#### **4.5.4**

The instructor candidate shall report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

##### **(A) Requisite Knowledge**

- Candidate exhibits knowledge of reporting procedures.
- Candidate exhibits knowledge of interpretation of test results.

##### **(B) Requisite Skills**

- Candidate demonstrates communication skills.
- Candidate demonstrates basic coaching techniques.

#### **4.5.5**

The instructor candidate shall 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; and objective, clear, and relevant; also include suggestions based on the data.

##### **(A) Requisite Knowledge**

- Candidate exhibits knowledge of reporting procedures.
- Candidate exhibits knowledge of the interpretation of test results.

##### **(B) Requisite Skills**

- Candidate demonstrates communication skills.
- Candidate demonstrates basic coaching.

The candidate shall receive a pass/fail grade as determined from the practical skills certification checklist.

##### **Presentation Aids:**

- Audio Visual Equipment and supplemental supplies
- Lesson Plans
- Report Forms

##### **Textbook – AHJ PREFERENCE**

The textbook used by the AHJ will be selected from either International Fire Service Training Association (IFSTA) *Fire and Emergency Services Instructor*, 8th Edition or Jones and Bartlett *Fire Service Instructor Principles and Practice*, 2nd Edition.

**Emergency Service Instructor I**  
**30 Hour Supervised Instructionnfpa 1041 Chapter 4 Requisites**

**NFPA 1041 Chapter 4 Requisites**

**Sections 4.2 through 4.5**

The Emergency Service Instructor I candidate, given time and presentation requisites, shall complete 30 hours of classroom/lab instruction of either Fire or EMS related topics, or combination of both, under the supervision of a certified Emergency Service Instructor, using prepared instructor guide or lesson plans.

The candidate shall submit documentation of 30 hours of instruction to the local technical college Fire Service Coordinator for verification. Documentation must include:

- a. Log of courses taught
- b. A copy of a lesson plan from one of the courses taught,
- c. Evaluation forms completed by the students in one of the courses taught, and
- d. A signed cover letter (on department letterhead) from a Fire Chief or Training Officer recommending certification.

### **Samples of Questions Used in the Written Examination Element**

1. The primary purpose of collecting training data and analyzing the information is to:
  - A. Adjust evaluation techniques
  - B. Meet State Fire Marshal requirements.
  - C. Enhance learning efficiency.
  - D. Provide information to NFIRS.
  
2. Training records will do all of the following except:
  - A. Identify areas that need more attention.
  - B. Document training that has been completed.
  - C. Provide justifications for purchase of fireground equipment.
  - D. Be used in a legal case.
  
3. A person who performs at the Instructor I level is responsible for:
  - A. Developing lesson plans.
  - B. Coordinating other instructors.
  - C. Presenting lessons.
  - D. Revising lesson plans.
  
4. The most effective way to keep adult learners informed about the requirements and expectations of a program is to:
  - A. Provide a method of instruction.
  - B. Meet individually with each learner.
  - C. Provide a course syllabus.
  - D. Review the teaching-learning process.

# **APPENDIX**

## **Firefighter Code of Ethics**

**I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...**

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

**Developed by the National Society of Executive Fire Officers**

## Firefighter Code of Ethics Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the [Fire Service Reputation Management White Paper](#), the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.





The mission of the Wisconsin Technical College System is to provide citizens with comprehensive technical and adult education that:

- Enables individuals to acquire the occupational education necessary for full participation and advancement in the workforce;
- Provides remedial and basic skills education to enable individuals to function as literate members of society;
- Fosters economic development through on-site training and technical assistance to business, industry, and labor.



<http://www.mywtcs.wtcsystem.edu/fire-service>

The mission of Wisconsin Fire Service Training is to provide the state's fire service personnel with:

- A comprehensive education and training program in fire prevention and protection;
- Certification according to standards established by the National Fire Protection Association.

The Wisconsin Technical College System is in full compliance with state and federal equal opportunity non-discrimination laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCS not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System, Attention Human Resources Officer, P.O. Box 7874, Madison, Wisconsin 53707-7874, telephone (608) 267-9745 or call the Wisconsin Relay System at 711.