**Course Equivalency Worksheet**

**FIRE SERVICE COURSE DELIVERY**

**FFP 1740, BFST 1740, ATPC 1740**

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| **Applicant Name:** | **FCDICE Number:** |
| **Email:** | **Date:** |

Applicants who wish to request a Course Equivalency shall complete the following worksheet and attach the following information in the order that it appears on this list.

**Please note that BFST will not evaluate a Course Equivalency Request until ALL the required information has been submitted.**

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| **Items Required for a**  **Course Equivalency Determination** | **√ When**  **Attached / Completed** |
| 1. Create an email addressed to [FireCollegeTraining@MyFloridaCFO.com](mailto:FireCollegeTraining@MyFloridaCFO.com) |  |
| 1. Please note that there shall be only one Course Equivalency Request per email. Requests for multiple Course Equivalency Evaluations shall each be submitted individually in separate emails. |  |
| 1. The subject of the email shall be “Course Equivalency Request.” |  |
| 1. Attach an educational syllabus or agenda for the class that includes: 2. The name and course number of the course that was completed. 3. The name of the institution that sponsored the course. 4. The contact information for the instructor. 5. The required number of classroom or interactive hours for the course. 6. A description of the course objectives, student learning outcomes, or job performance requirements covered in the course. |  |
| 1. Attach a verifiable transcript or record from the educational institution that shows proof of successful course completion. |  |
| 1. Attach this completed Course Equivalency Worksheet that details how each of the Job Performance Requirements of the BFST-Approved Course were satisfied by the course for which equivalency is being requested. |  |

| **JPR’s NFPA 1041 (2012 ed.)** | **Job Performance Requirement** | **How was the JPR satisfied by the Course for which Equivalency is Requested?** |
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| ***Enabling Objectives*** | 1. Assemble course materials  2. Review instructional materials.  3. Adapt a prepared lesson plan.  4. Organize the classroom, laboratory or outdoor learning environment.  5. Present prepared lesson plans.  6. Adjust presentation.  7. Adjust to differences in learning styles, abilities, and behaviors.  8. Operate audiovisual equipment.  9. Utilize audiovisual materials.  10. Administer oral, written, and performance evaluations. |  |
| **Program Management** | **4.2.2** 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.** Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.  **(B) Requisite Skills.** None required |  |
| **Program Management** | **4.2.3** 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.** Resource management, sources of instructional resources and equipment.  **(B) Requisite Skills.** Oral and written communication, forms completion. |  |
| **Program Management** | **4.2.4** 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.** Departmental scheduling procedures and resource management.  **(B) Requisite Skills.** Training schedule completion. |  |
| **Program Management** | **4.2.5** 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.** Types of records and reports required, and policies and procedures for processing records and reports.  **(B) Requisite Skills.** Basic report writing and record completion |  |
| **Instructional Development** | **4.3.2\*** 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.** Recognition of student limitations and cultural diversity, methods of instruction, types of resource  materials, organization of the learning environment, and policies and procedures.  **(B) Requisite Skills.** Analysis of resources, facilities, and materials. |  |
| **Instructional Development** | **4.3.3\*** 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.** Elements of a lesson plan, selection of instructional aids and methods, and organization of the learning environment.  **(B) Requisite Skills.** Instructor preparation and organizational skills. |  |
| **Instructional Delivery** | **4.4.2** 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.** Classroom management and safety, advantages and limitations of audiovisual equipment  and teaching aids, classroom arrangement, and methods and techniques of instruction.  **(B) Requisite Skills.** Use of instructional media and teaching aids. |  |
| **Instructional Delivery** | **4.4.3** 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.** The laws and principles of learning, methods and techniques of instruction, lesson plan components and elements of the communication process, and lesson plan terminology and definitions; the impact of cultural differences on instructional delivery; safety rules, regulations, and practices; identification of training hazards; elements and limitations of distance learning; distance learning delivery methods; and the instructor’s role in distance learning.  **(B) Requisite Skills.** Oral communication techniques, methods and techniques of instruction, and utilization of lesson plans in an instructional setting. |  |
| **Instructional Delivery** | **4.4.4\*** 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.** Methods of dealing with changing circumstances.  **(B) Requisite Skills.** None required. |  |
| **Instructional Delivery** | **4.4.5\*** 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.** Motivation techniques, learning styles, types of learning disabilities and methods for dealing with them, and methods of dealing with disruptive and unsafe behavior.  **(B)Requisite Skills.** Basic coaching and motivational techniques, correction of disruptive behaviors, and adaptation of lesson plans or materials to specific instructional situations. |  |
| **Instructional Delivery** | **4.4.6** Operate audiovisual equipment and demonstration devices, given a learning environment and equipment, so that the equipment functions properly.  **(A) Requisite Knowledge.** Components of audiovisual equipment.  **(B) Requisite Skills.** Use of audiovisual equipment, cleaning, and field level maintenance. |  |
| **Instructional Delivery** | **4.4.7** 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 are returned to storage.  **(A) Requisite Knowledge.** Media types, limitations, and selection criteria.  **(B) Requisite Skills.** Transition techniques within and between media. |  |
| **Evaluation and Testing** | **4.5.2** 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.** Test administration, agency policies, laws and policies pertaining to discrimination during training and testing, methods for eliminating testing bias, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills  evaluation.  **(B) Requisite Skills.** Use of skills checklists and oral questioning techniques. |  |
| **Evaluation and Testing** | **4.5.3** 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.** Grading methods, methods for eliminating bias during grading, and maintaining confidentiality of scores.  **(B) Requisite Skills.** None required. |  |
| **Evaluation and Testing** | **4.5.4** 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.** Reporting procedures and the interpretation of test results.  **(B) Requisite Skills.** Communication skills and basic coaching. |  |
| **Evaluation and Testing** | **4.5.5\*** 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.** Reporting procedures and the interpretation of test results.  **(B) Requisite Skills.** Communication skills and basic coaching. |  |