**Course Equivalency Worksheet**

**FIRE AND LIFE SAFETY EDUCATOR I**

**BFST1793 / ATPC1793**

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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. |  |

| **FESHE &**  **NFPA JPR’s** | **Job Performance Requirement** | **How was the JPR satisfied by the Course for which Equivalency is Requested?** |
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| **NFPA 1035**  **(2015 Edition)**  **4.1 General**  **4.1.1\* General Requisite Knowledge.** | The Fire and Life Safety Educator I (FLSE I) shall meet the JPRs defined in Sections 4.1 through 4.5.  Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction, injury prevention strategies, learning theory, educational methodology, standardized fire and life safety messages, natural hazard issues, current homeland security topics, escape planning; hazard identification and correction; current fire protection systems and devices; emergency reporting; fire fighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; accessibility;  people-first language; social and cultural trends; community resources; personal image and professionalism. |  |
| **4.2.1**  **Administration** | Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.  **(A) Requisite Knowledge**. Required forms or formats, reporting procedures, scheduled activities.  **(B) Requisite Skills**. Utilize forms, gather and assemble information. |  |
| **4.2.2**  **Administration** | Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.  **(A) Requisite Knowledge**. Types of educational activities, classifications for activities, types of documentation methods and  AHJ-preferred methods, the purpose of the forms or formats.  **(B) Requisite Skills**. Maintain records, compile information. |  |
| **4.2.3**  **Administration** | Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.  **(A) Requisite Knowledge.** Scheduling limitations and program  requests.  **(B) Requisite Skills**. Schedule events without conflict, schedule  time for pre-activity requirements. |  |
| **4.2.4**  **Administration** | Identify community resources, services, and organizations,  given a current list of resources, organizations, and identified  need(s), so that the public is referred to the applicable resource(s).  **(A) Requisite Knowledge**. Current community resources, services,  and organizations.  **(B) Requisite Skill**. Convey information, communicate orally and in writing, recognize problems, and resolve complaints. |  |
| **4.3.1**  **Planning & Development** | Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.  **(A) Requisite Knowledge**. Community risk reduction programs  in the organization; current community resources, services,  and organizations; current fire and life safety issues.  **(B) Requisite Skills**. Identify organizations with common fire  and life safety goals, recognize opportunities for shared effort(s). |  |
| **4.4.1**  **Education and Implementation** | Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices.  **(A) Requisite Knowledge**. Learning characteristics of varied  audiences and instructional material content.  **(B) Requisite Skill**. Locate applicable instructional materials. |  |
| **4.4.2**  **Education and Implementation** | 4.4.2 Practice safety during fire and life safety education activities,  given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.  **(A) Requisite Knowledge**. Potential hazards, injury reduction strategies.  (**B) Requisite Skills**. Recognize and mitigate potential hazards. |  |
| **4.4.3**  **Education and Implementation** | Present a lesson, given a lesson plan with multiple presentation  methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.  **(A) Requisite Knowledge**. Lesson content, learning objectives,  presentation methods, specific audience needs.  **(B) Requisite Skills**. Presentation skills and methods. |  |
| **4.4.4**  **Education and Implementation** | Adapt a lesson plan, given the lesson content and information  on the audience, so that the material presented meets  the needs of the audience.  **(A) Requisite Knowledge**. Lesson plans, audience needs.  **(B) Requisite Skills**. Presentation skills. |  |
| **4.4.5**  **Education and Implementation** | Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.  **(A) Requisite Knowledge**. Publicity methods, local media resources, policies regarding dissemination of information, and  information technology.  **(B) Requisite Skill.** Distribute information. |  |
| **4.4.6**  **Education and Implementation** | 4.4.6 Disseminate educational information, given information  and/or materials, a specified audience, and time frame,  so that the information reaches the audience within the specified  time.  **(A) Requisite Knowledge**. Legal requirements and policies for the distribution and posting of materials, distribution  methods, venues for communicating with various audiences, information technology, and time requirements for processing information.  **(B) Requisite Skill**. Disseminate information. |  |
| **4.4.7**  **Education and Implementation** | Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information,  so the information is on time and accurate.  **(A) Requisite Knowledge**. Specific methods for disseminating  electronic information.  **(B) Requisite Skills**. Develop, maintain, and strengthen interaction  through electronic forms of communication. |  |
| **4.5.1**  **Evaluation** | Administer an evaluation instrument, given the appropriate  evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.  **(A) Requisite Knowledge**. Evaluation instruments, learning  objectives, testing policies and procedures.  (**B) Requisite Skills**. Apply testing policies and procedures. |  |
| **4.5.2**  **Evaluation** | Score an evaluation instrument, given the scoring procedures  and grading scale, so that lesson outcomes are known.  **(A) Requisite Knowledge**. Scoring techniques, grading techniques,  grading scales.  **(B) Requisite Skill**. Reporting information. |  |