**Course Equivalency Worksheet**

**FIRE AND LIFE SAFETY EDUCATOR II**

**BFST2794 / ATPC2794**

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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)**  **4.5 General**  **5.1.1**  **General Requisite Knowledge.**  **5.1.2**  **General Requisite**  **Skills** | General Requirements. The Fire and Life Safety Educator II (FLSE II) shall meet the JPRs defined in Sections 5.1 through 5.5.  **General Requisite Knowledge.** Planning process; local  political process; leadership; applied learning theory; statistical  analysis methods; resource identification and acquisition;  networking, partnership, and coalition strategies; evaluation  techniques; budget preparation and management; needs assessment.  **General Requisite Skills**. Analyze community risk, design  and manage programs, integrate prevention interventions  to address community risk, create and lead a community  risk reduction program, and work in collaboration with internal  and external organizational members. |  |
| **5.2.1**  **Administration** | Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.  **(A) Requisite Knowledge**. Budgetary process; governmental  accounting procedures; federal, state, and local laws; organizational  bidding process; and organization purchase requests.  **(B) Requisite Skills**. Estimate project costs; complete budget  forms; requisition/purchase orders; collect, organize, and format  budgetary information; complete program budget proposal;  complete purchase requests. |  |
| **5.2.2**  **Administration** | Project program budget income/expenditures, given  program needs, past expenditures, current materials, personnel  cost, and guidelines, so that projections are within accepted  guidelines and program needs are addressed in the projected income/expenditures.  **(A) Requisite Knowledge**. Resource availability and cost, budget preparation, and management.  **(B) Requisite Skills**. Retrieve and organize past budget information,  project income/expenditures and prepare a budget. |  |
| **5.2.3**  **Administration** | Develop a public policy recommendation for management,  given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.  **(A) Requisite Knowledge**. Public policy process, local fire  and injury issues.  **(B) Requisite Skills**. Format policy, project possible outcome. |  |
| **5.2.4**  **Administration** | Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.  **(A) Requisite Knowledge**. Local, state, and federal employment  regulations; personnel evaluation techniques.  **(B) Requisite Skills**. Complete specific evaluation forms,  document subordinate performance. |  |
| **5.3.1**  **Planning & Development** | Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities.  **(A) Requisite Knowledge**. Content of reports and data, understanding  of community risk assessment process, prevention interventions.  **(B) Requisite Skills**. Collect, analyze, and interpret data; establish and address priority risk issues. |  |
| **5.3.2**  **Planning & Development** | Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information  about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.  **(A) Requisite Knowledge**. Planning and political process,  group management and dynamics, meeting times and locations  of existing coalitions, accessible facilities and reasonable  accommodations, group process.  **(B) Requisite Skills**. Identify resources, negotiate, resolve  conflict, interact in a group, communicate objectives, recognize  opportunity for shared effort, facilitate small-group process. |  |
| **5.3.3**  **Planning & Development** | Prepare a request for resources from an external organization,  given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider.  **(A) Requisite Knowledge**. Legal issues, department or agency  policies for requesting resources.  **(B) Requisite Skill**. Write proposals. |  |
| **5.4.1**  **Education** | Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the  objective, and specific to the characteristics and needs of the  target audience.  **(A)\* Requisite Knowledge**. Data resources; information systems,  including accessible formats and materials; learning theories; community risk reduction and prevention strategies;  understanding of high-risk and special needs populations.  **(B) Requisite Skills**. Assemble information in specific format,  generate written communication relevant to the needs of target  population, locate resources to assist with specific challenges  such as special needs populations and language issues. |  |
| **5.4.2**  **Education** | Develop a lesson plan, given learning objectives and a  specified audience(s), so that the objectives are met and the needs of the target audience are addressed.  **(A)\* Requisite Knowledge**. Lesson plan format, needs assessment,  instructional methods and techniques.  **(B) Requisite Skills.** Design lesson plan, adapt lesson plan  based on audience need. |  |
| **5.4.3**  **Education** | Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.  **(A) Requisite Knowledge**. Types of educational materials, instructional development, and graphics.  **(B) Requisite Skill**. Design educational materials. |  |
| **5.4.4**  **Education** | Design a fire and life safety education program, given a  comprehensive educational strategy, a target audience, and its  characteristics, so that the goals of the given strategy are addressed.  **(A) Requisite Knowledge**. Needs assessment, evaluation instruments, educational methodology.  **(B) Requisite Skills**. Compile, organize, and evaluate educational  program elements. |  |
| **5.4.5**  **Education** | Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved.  **(A) Requisite Knowledge**. Educational methodology.  **(B) Requisite Skills**. Write specific objectives and lesson plans, analyze data. |  |
| **5.5.1**  **Evaluation** | Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured.  **(A) Requisite Knowledge**. Evaluation methods.  **(B) Requisite Skills**. Collect data, analyze data, implement  evaluation strategy. |  |

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| **5.5.2**  **Evaluation** | Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.  **(A) Requisite Knowledge**. Testing methods.  **(B) Requisite Skills**. Measure program outcome, validate testing  instrument. |  |
| **5.5.3**  **Evaluation** | Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.  **(A) Requisite Knowledge**. Statistical analysis methods and resources, evaluation techniques.  **(B) Requisite Skill**. Implement evaluation methods. |  |