**Course Equivalency Worksheet**

**FIRE SERVICE COURSE DESIGN**

**FFP 2714, BFST 2741, ATPC 2741**

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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. |  |

| **NFPA 1041** | **Job Performance Requirement** | **How was the JPR satisfied by the Course for which Equivalency is Requested?** |
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| **Program Management** | **5.2.2** Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so that the specified sessions are delivered according to department policy.  **(A) Requisite Knowledge.** Departmental policy, scheduling processes, supervision techniques, and resource management.  **(B) Requisite Skills. None required.** |  |
| **Program Management** | **5.2.3** Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented.  **(A) Requisite Knowledge.** Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.  **(B) Requisite Skills.** Resource analysis and forms completion. |  |
| **Program Management** | **5.2.4** Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.  **(A) Requisite Knowledge.** Agency policies, purchasing procedures, and budget management.  **(B) Requisite Skills.** Forms completion. |  |
| **Program Management** | **5.2.5** Coordinate training record-keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.  **(A) Requisite Knowledge.** Record-keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, and databases used for record-keeping.  **(B) Requisite Skills.** Record auditing procedure. |  |
| **Program Management** | **5.2.6** Evaluate instructors, given an evaluation form, department policy, and JPRs, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the  evaluator.  **(A) Requisite Knowledge.** Personnel evaluation methods, supervision techniques, department policy, and effective instructional methods and techniques.  **(B) Requisite Skills.** Coaching, observation techniques, and completion of evaluation forms. |  |
| **Instructional**  **Development** | **5.3.2** Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the JPRs or learning objectives for the topic are addressed, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.  **(A) Requisite Knowledge.** Elements of a lesson plan, components of learning objectives, methods and techniques  of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and  application of instructional media, evaluation techniques, and sources of references and materials.  **(B) Requisite Skills.** Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques,  evaluation techniques, and resource needs analysis. |  |
| **Instructional**  **Development** | **5.3.3** Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the JPRs or learning objectives for the topic are addressed and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.  **(A) Requisite Knowledge.** Elements of a lesson plan, components of learning objectives, methods and techniques of instruction, principles of adult learning, techniques for eliminating bias in instructional materials, types and  application of instructional media, evaluation techniques, and sources of references and materials.  **(B) Requisite Skills.** Basic research, using JPRs to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques,  evaluation techniques, and resource needs analysis. |  |
| **Instructional Delivery** | **5.4.2** Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and  a target audience, so that the lesson objectives are achieved.  **(A) Requisite Knowledge.** Use and limitations of teaching methods and techniques.  **(B)\* Requisite Skills.** Transition between different teaching methods. |  |
| **Instructional Delivery** | **5.4.3\*** Supervise other instructors and students during training, given a training scenario with increased hazard  exposure, so that applicable safety standards and practices are followed, and instructional goals are met.  **(A) Requisite Knowledge.** Safety rules, regulations, and practices; the incident command system used by the agency;  and leadership techniques.  **(B) Requisite Skills.** Implementation of an incident management system used by the agency. |  |
| **Evaluation and Testing** | **5.5.2** Develop student evaluation instruments, given learning objectives, audience characteristics, and training  goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument  evaluates relevant performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free  to any audience or group.  **(A) Requisite Knowledge.** Evaluation methods, development of forms, effective instructional methods, and techniques.  **(B) Requisite Skills.** Evaluation item construction and assembly of evaluation instruments. |  |
| **Evaluation and Testing** | **5.5.3** Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.  **(A) Requisite Knowledge.** Evaluation methods and test validity.  **(B) Requisite Skills.** Development of evaluation forms. |  |