

COLLEGE EQUIVALENCY ALTERNATIVE FOR FIRE ECOLOGY AND FIRE SCIENCE AND MANAGEMENT

As of 2021, applicants can substitute continuing education for formal academic coursework in fire ecology and fire science and management. Similar to the AFE recertification program, the applicant will provide a table within a letter that documents all continued education, coursework, and professional improvement that may satisfy the fire ecology and fire science and management requirements.

Specifically, the following system will be used to decide the worth of continuing education activities:

1. Attendance at major symposia, conferences, and workshops will be given one credit each providing the applicant attended the entire event
2. Attendance of at least eight seminars or webinars get one credit
3. Completed NWCG courses get the number of credits given in the crosswalk table (Appendix B in the certification guide)
4. Each paper published a senior author is worth one credit and each paper as a junior author is worth 0.5 credits

Candidates must articulate their learning in the above categories, illustrating how this scholarship covers the criteria listed below. They will have to provide details and proof of their participation and passage of these learning opportunities (rolls, transcripts, certificates, instructor contact, etc.) and make the argument as to why this is equivalent to collegiate credit.

1. For all individual learning, a minimum of 50% must be specifically focused on matters of either fire ecology or fire science and management (whichever professional certification is being sought).
2. A minimum of 50% of all hours require demonstrations of active learning (active as opposed to merely passive learning). Example: listening to lectures is passive (though preparing one would be active) unless there were tests or exercises. Tests and exercises make these hours of lecture active learning events.

The applicant's continuing education activities must be equivalent to at least 3 college credits, and the applicant must receive least a score of 2 in the subject areas for 1) Fire Ecology and/or 2) Fire Science and Management.

The following is a list of EXAMPLES developed by the certification committee to help people gauge the collegiate credit worthiness of SOME experiences. These are only examples and would not constitute an exhaustive list. This would only be to help a candidate gauge their experience it is not a guarantee of acceptability nor would it cover all possible acceptable experiences. Further the existing continuing education criteria and cross walk could be modified to help folks gauge experiences.

Example 1: For a graduate program when course work included thesis hours or "special problems/independent study" credits as part of a research project in a subset of either fire ecology or fire science and management the applicant would have to provide transcripts, thesis/dissertation title and abstract as well as a "executive summary" of how those credits relate to either fire ecology or fire science and management.

Example 2: Attendance at an AFE International Fire Ecology and Management Congress. The applicant attended the entire conference and presented on a fire ecology or fire science and management topic. This would satisfy the active learning criteria and the need for majority focus

(>50%) on the core education requirements related to fire ecology and fire management. This example would qualify the candidate for one credit in either the fire ecology or fire science and management core area of study.

Example 3: An applicant demonstrates attendance and completion of two NWCG courses for proposed AFE credit. The first course is M-580 Fire in Ecosystem Management and the proposed AFE credit is one. The second course is RX-510 Advanced Fire Effects and the proposed AFE credit is one. In the table, the applicant would need to specify which core area of study each credit would apply for either course. These courses could both be considered applicable to the fire ecology core area of study and would give a total of 2 credits for this area, leaving a need for one more credit to satisfy the full requirement specific to fire ecology.

Example 4: A total of eight webinars and eight seminars were attended and documented by an applicant. All these events required active participation through breakout groups, exercises and/or exams and quizzes. Half of these events were solely focused on fire ecology; the other half involved an equal mix of fire ecology and other resource disciplines. In this example, all is specific to the fire ecology core area of study and criteria is met. This would be equal to two of the three required credits needed for this core area of study.

Required Collegiate Equivalency Table:

Core Area of Study	Desired Credit/s	Continuing Education Category	Date	Place	Name/Title	Organization	Contact
Example Fire Ecology	1	Ex. Conference	2001	San Antonio, TX	Crossing Borders	AFE	Joe Smith P: xxx-xxx-xxxx
I attended this entire conference. I attended 15 talks that were directly concerned with fire ecology and over 12 talks that concerned fire management. I attended a fuels workshop to learn the FCCS system.							
Example Fire Science/ Management	0.5	Ex. NWCG course	2002	Missoula, MT	Rx410-Smoke Management	USFS	Jane Doe Email: xxxx@usda.gov
I attend this class in January of 2002 and passed. The entire course was held at the Northern Rockies Training Center in Missoula, MT. The course leader was Reba McEntire.							
Example Fire Ecology	1	Ex. Senior author	2021	NA	Fire ecology and a changing climate	<i>Forest Ecology and Management</i>	Attach publication or citation
I was the senior author on a <i>Forest Ecology and Management</i> publication entitled: Fire ecology and a changing climate.							
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