

APPENDIX B:

COLLEGE EQUIVALENCY ALTERNATIVE FOR FIRE ECOLOGY AND FIRE SCIENCE & MANAGEMENT

As of 2021, applicants may substitute continuing education for formal academic coursework in fire ecology and fire science & management. Similar to AFE's re-certification program, applicants will provide a list within a letter that documents all continued education, coursework, and professional improvement that may satisfy the **fire ecology and fire science & management** requirements.

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

- Completion of college or university courses specifically in fire ecology will get **1** credit per credit hour.
- Attendance at major symposia, conferences, and workshops will be given **1** credit each, providing the applicant attended the entire event.
- Attendance of at least eight seminars or webinars gets **1** credit.
- Completed NWCG courses get the number of credits given in the crosswalk table (Appendix A).
- Each paper published as a senior author is worth **1** credit, and each paper published as a junior author is worth **0.5** credits.

Applicants must detail their learning in the above five categories, illustrating how this scholarship covers the criteria listed below. Applicants will have to provide details and proof of their participation in these learning opportunities (if available; *e.g.*, transcripts, certificates, instructor contact, etc.). This information should make the argument as to why this is equivalent to collegiate credit. The following is the context in which the learning in the above five categories should be interpreted:

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

Applicants' continuing education activities must be equivalent to at least 3 college credits, and they must receive at least a score of 2 in the subject areas of fire ecology and/or fire science & management.

Examples

The following list of examples was developed to help applicants gauge the collegiate credit worthiness of their experiences. These are only examples and do not constitute an exhaustive list.

- **Example 1.** Completed a college or university degree. For a graduate program when coursework 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 & management, the applicant would have to provide transcripts, thesis/dissertation title and abstract, as well as an executive summary of how those credits relate to either fire ecology or fire science & 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 & 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 & management core area of study.
- **Example 3.** Completion of an NWCG course. 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 their 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.** Attendance at a seminar or webinar. A total of eight webinars and eight seminars were attended and documented by an applicant. All of 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.

Example of the required college equivalency table.

Study area	Credit	Category	Date	Place	Name or title	Organization	Contact
Fire Ecology	1	Conference	2001	San Antonio, Texas	Crossing Borders	AFE	Joe Smith Ph: ###-###-####
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.							
Fire Science/ Management	0.5	NWCG course	2002	Missoula, Montana	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.							
Fire Ecology	1	Senior author	2021	NA	<i>Fire ecology and a changing climate</i>	<i>Forest Ecology & Management</i>	Publication attached
I was the senior author on a <i>Forest Ecology & Management</i> publication entitled, <i>Fire ecology and a changing climate</i> .							