

Enlisted Professional Military Education Instructor Course (EPMEIC) Syllabus



Effective Date: 1 April 24

Contents

Course Objective	3
Course Learning Outcomes	3
Course Requirements/Policies	3
Methods of Evaluation	4
EPMEIC Lessons, Readings, Direct Learning Outcomes	6
CA01 8T AFSC Introduction.....	6
CA02 Commandant Hours.....	6
CA03 Emotional Intelligence.....	6
CA04 Remediation and Reevaluation.....	6
EF01 Role of the EPME Educator.....	7
EF02 Engage, Motivate, Listen.....	7
EF03 Teaching Methods.....	8
CM01 Classroom Management.....	8
CM02 Difficult Dialogue.....	8
IM01 Questioning Techniques.....	8
IM02 Successful Adult Learning.....	9
CID01 Instructional System Design (ISD).....	9
CID02 Anatomy of a Lesson Plan.....	10
CID03 Lesson-Centered Problem Solving.....	10
AE01 Classroom Assessment Techniques.....	10
AE02 Self-Assessment.....	10
PE01 Performance Evaluation Brief.....	11
HPF01 Human Performance and Fitness.....	11
Course Schedule	12
Week 1 -EXAMPLE.....	12
Week 2 -EXAMPLE.....	13
Week 3 -EXAMPLE.....	13
Week 4 -EXAMPLE.....	14
Week 5 -EXAMPLE.....	14

Course Objective

This course is designed for instructors teaching in all professional military education schools and is intended to train platform instructors to educate the next wave of Air Force and Space Force Leaders by leveraging formal instruction. During this course, students will demonstrate classroom management concepts that facilitate learning, implement EPME assessment tools to evaluate learner achievement, describe fundamental concepts about the Instructional Design process, and implement diverse instructional methodologies while incorporating personal experiences to deliver EPME lessons.

The course focuses on teaching methodologies used in the EPME flight rooms such as Informal Lecture, Guided Discussion, Experiential learning activities, and Facilitation. The curriculum is divided into the following areas: 8T Course Foundation, Education Foundation, Classroom Management, Instructional Methodology, Curriculum/Instructional Design, Assessment and Evaluation, Performance Evaluation, and Human Performance and Fitness.

Course Learning Outcomes

- Describe fundamental concepts about the Instructional Design process.
- Demonstrate classroom management concepts that facilitate learning.
- Implement EPME assessment tools to evaluate learner achievement.
- Implement diverse instructional methodologies while incorporating personal experiences to deliver EPME lessons.

Course Requirements/Policies

- 1. Assignments.** Students will participate in activities designed to support learning development and offer direct interaction with their peers in academic, personal, and physical events experienced in an EPME setting.
- 2. Performance Evaluations (PE).** Students will present lessons using lesson plans associated with their assigned platform or development advisory position. Four PEs are formative and allow students to practice skills associated with various instructor methodologies (Facilitation, Guided Discussion, Experiential, and Virtual). The fifth and final PE is summative which evaluates how well the student executes skill using the Guided Discussion and Experiential methodologies.
- 3. Student Participation.** Student participation in flight room discussions is vital to the success of the course. Students must demonstrate professionalism such as being prepared for each lesson by completing the assigned readings. Each member is expected to contribute to the discussion.
- 4. Independent Research/Reflective Reinforcement.** Reflective reinforcement provides students the opportunity to pause between learning episodes and process new material.

5. **Student Learning Checks (SLCs).** Student Learning Checks (SLCs) are incorporated throughout the course using the E-Canvas learning management system. SLCs are performed by the student after each reading assignment to promote student learning, providing assessment data and feedback, and ensuring academic success.
6. **Lectures.** During various stages of the course, students assemble for group lectures given by select organizations associated with the management and development of the 8T career field. Group lectures also feature guest speakers who address current Air Force and/or educational topics of interest.
7. **Tour.** Prior to graduation, students receive a guided tour of the Enlisted Heritage Institute (EHRI) museum located on Gunter Annex. EHRI gives students a deeper understanding of the military history and heritage of the enlisted force. It also contributes to their growth and impact in educating and mentoring future enlisted Air Force and Space Force personnel.

Methods of Evaluation

EPMEIC uses direct/indirect observation practices for items leading to formal outcomes. Cumulative building blocks are displayed during performance evaluation using the EPME Instructor Evaluation Rubric. EPMEIC's total curriculum, CFETP compliance, and student support are evaluated using the End-of-Course (EOC) survey managed by Institutional Effectiveness within the Barnes Center.

PE #1 – Formative Facilitation Discussion Requirements

- Deliver a 45-minute ± 5 minutes Facilitated Discussion
 - Must include an introduction, a main point, and a conclusion.
 - Scoring stops at 50:01 minutes
 - Lessons that go over 50 minutes will be stopped at 50:01 minutes.
 - Visual aid(s) mandatory
 - Score 70% or greater on Performance Evaluation Rubric

PE #2 – Formative Guided Discussion Requirements

- Deliver a 45-minute ± 5 minutes Guided Discussion
 - Must include an introduction, a main point, and a conclusion.
 - Scoring stops at 50:01 minutes
 - Lessons that go over 50 minutes will be stopped at 50:01 minutes.
 - Visual aid(s) mandatory
 - Score 70% or greater on Performance Evaluation Rubric

PE #3 – Formative Virtual Guided Discussion Requirements

- Deliver a 20-minute ± 5 minutes Virtual Guided Discussion using MS Teams.
 - Must include an introduction, a main point, and a conclusion.
 - Scoring stops at 25:01 minutes
 - Lessons that go over 25 minutes will be stopped at 25:01 minutes.
 - Visual aid(s) mandatory (cannot only be the student on screen.)
 - Score 70% or greater on Performance Evaluation Rubric

PE #4 – Formative Experiential Requirements

- Deliver a 30-45-minute Experiential Activity
 - Must include an introduction, a main point, and a conclusion.
 - Scoring stops at 45:01 minutes
 - Lessons that go over 45 minutes will be stopped at 45:01 minutes.
 - Use handouts provided as required.
 - Visual aid(s) mandatory
 - Score 70% or greater on Performance Evaluation Rubric

PE #5 – Summative Guided Discussion & Experiential Requirements

- Deliver a 45-minute ± 5 minutes Guided Discussion and Experiential Activity
 - Must include an introduction, a main point, and a conclusion.
 - Scoring stops at 50:01 minutes
 - Lessons that go over 50 minutes will be stopped at 50:01 minutes.
 - Use handouts provided as required.
 - Visual aid(s) mandatory
 - Score 70% or greater on Performance Evaluation Rubric

EPMEIC Detailed Curriculum Overview

The Enlisted Professional Military Education Instructor Course consists of **158** hours (20 academic days) of guided discussion, classroom, experiential exercises, and formative and summative performance evaluations. The Community College of the Air Force (CCAF) grants **3** semester hours for course completion and the 8T Professional Military Education Instructor badge.

Lesson	Hours	Lesson	Hours
CA01 8T AFSC Introduction	6	IM01 Questioning Techniques	3
CA02 Commandant Hours	14	IM02 Successful Adult Learning	5
CA03 Emotional Intelligence	4	CID01 Instructional System Design (ISD)	4
CA04 Remediation and Reevaluation	1	CID02 Anatomy of a Lesson Plan	4
EF01 Role of an EPME Educator	4	CID03 Lesson-Centered Problem Solving	2
EF02 Engage, Motivate, Listen	3	AE01 EPME Assessments & Evaluations	4
EF03 Teaching Methods	15	AE02 Self-Assessment	6
CM01 Classroom Management	4	PE01 Performance Evaluation	62
CM02 Difficult Dialogue	7	HPF01 Human Performance and Fitness	10
Total Course Hours: 158			

EPMEIC Lessons, Readings, Direct Learning Outcomes

CA01 8T AFSC Introduction

Hours: 6

Overview: The 8T AFSC Introduction lesson was designed to provide students with the purpose, policies, and procedures of the EPME program with insight from various agencies/offices such as the Barnes Center Dean, Chief of EPME, A3-5, A7 Curriculum, and A9 Institutional Effectiveness.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

CA02 Commandant Hours

Hours: 14

Overview: This block of time is used at the discretion of the commandant to bring in speakers of opportunity to enhance the EPMEIC experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc. Two Commandant hours are allotted for graduation. The first hour of this block should be used for preparation, and the second for a graduation ceremony.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

CA03 Emotional Intelligence

Hours: 4

Overview: EPME requires high emotional intelligence. This 4-hour lesson delves into the role Self-Awareness plays as an instructor and for students. Additionally, it describes the scientific and biological process of brain functions to handle one's Emotional Management. Finally, it provides insight on how to make Emotional Connections that lead into ways to promote Self-Compassionate Teaching.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

CA04 Remediation and Reevaluation

Hours: 1

Overview: Sometimes, students initially do not meet EPME standards. When this happens, remediation and reevaluation must take place. This lesson outlines the procedures for EPME faculty to take if a student needs to retake or “refire” a summative evaluation.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

EF01 Role of the EPME Educator

Hours: 4

Overview: EPME faculty must fulfill many different roles during their special duty assignment. This lesson goes in-depth on the many roles of the EPME educator such as Establishing and Maintaining Professional Credibility, reinforcing ways to Prepare the Learner for Instruction, how to Monitor and Report Individual Improvement and Performance, Organizing Lesson Presentation, Fostering Team-Based Learning, Providing Clarification and Feedback, Establishing Ground Rules and Expectations for Learners, and finally, Becoming a Subject Matter Expert in the lessons delivered through self-study and independent research.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Describe fundamental concepts about the Instructional Design process.

EF02 Engage, Motivate, Listen

Hours: 3

Overview: Successful instructors find ways to prepare the learner for instruction. This lesson reinforces a topic introduced in Role of the EPME Educator and offers EPME faculty more on how to Stimulate and Sustain Learner Motivation and Engagement and Providing Clear Clarification and Feedback. It then shifts to help students become better listeners by discussing the Laws of Better Listening. Barriers to Listening and improving Critical Listening Skills.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

EF03 Teaching Methods

Hours: 15

Overview: Introduces the various methods EPME faculty will deliver course instruction. Topics include Formal and Informal Lecture, Facilitation and Guided Discussion, Team-Based Learning through using Experiential methods, and Problem-Based Learning scenarios.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Implement diverse instructional methodologies while incorporating personal experiences to deliver EPME lessons.

CM01 Classroom Management

Hours: 4

Overview: Understanding how to control a learning environment is critical to student success. This lesson helps EPME faculty Manage the Environment to Foster Learning and Performance. It also helps faculty better Employ Time Management Principles during Instruction. Finally, it introduces ways to Discourage Undesired Behavior.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

CM02 Difficult Dialogue

Hours: 7

Overview: There will be times when EPME Faculty will face Difficult Dialogues. The lesson reinforces ways to Discourage Undesired Behavior in the classroom setting by focusing on the Heated, Offensive, and/or Tense moments in the classroom. Additionally, the lesson provides different ways EPME Faculty can diffuse HOT moments while making it a learning opportunity for both the HOT student and the class within the lesson topic at hand.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

IM01 Questioning Techniques

Hours: 3

Overview: EPME Faculty will need to know how to use various questioning techniques to invite conversation in the classroom, to make students think deeper on a topic, and as a progress check or formative tool to validate student understanding of the topic or lesson. This lesson introduces questioning to EPME faculty, the desire for Higher Cognitive Questioning, Developing Sequence Questioning techniques, how waiting for an answer is important, and ways to respond, redirect, probe and reinforce using questioning techniques.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Implement EPME assessment tools to evaluate learner achievement.

IM02 Successful Adult Learning

Hours: 5

Overview: The primary objective of every course is to ensure that students achieve successful learning outcomes. In this lesson, we delve into the significance of Blooms Taxonomy in the learning process. Additionally, we explore various Adult Learning styles, including Visual Learning, Team-based Learning, Auditory learning, and Kinesthetic learning. By doing so, we enhance the understanding of EPME faculty members regarding the adult learning environment. Furthermore, we reinforce the different domains of learning and emphasize the crucial role that educational technology plays within these domains.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Describe fundamental concepts about the Instructional Design process.

CID01 Instructional System Design (ISD)

Hours: 4

Overview: Instructional System Design (ISD) is the cornerstone upon which Air Force Education is framed and formed. The functions and phases of ISD are discussed to include the ADDIE process. The lesson also has students performing hands-on activities to enhance learning.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

CID02 Anatomy of a Lesson Plan

Hours: 4

Overview: Improves EPME Faculty understanding of the different parts of a lesson plan and the importance of each ingredient that when combined, delivers to students a solid introduction, body, and conclusion framework for each lesson.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

CID03 Lesson-Centered Problem Solving

Hours: 2

Overview: Occasionally students do not understand the lesson or a concept from the lesson. This lesson helps instructors ask clarifying questions to get to the root cause of the student's misunderstanding and for the student to be able to find ways get unstuck on their own if the instructor or another student is not available to assist.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Implement EPME assessment tools to evaluate learner achievement.

AE01 EPME Assessments and Evaluations

Hours: 4

Overview: EPME Faculty must be able to gauge student learning to validate lesson completion and certify course requirements are met. This lesson introduces to EPME faculty the Assessment and Evaluation process, the types of assessments and evaluations, types of rubrics, Assessment and Evaluation using the Levels of Learning such as Bloom's Taxonomy and the importance grading, documenting, and reporting assessment and evaluation data is to the student, EPME Faculty, and to the Institution.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Implement EPME assessment tools to evaluate learner achievement.

AE02 Self-Assessment

Hours: 6

Overview: Educate EPME Faculty on the role Self-Assessment has in education. This lesson covers the Myers-Briggs Type Indicator results along with the role Metacognition plays in the Self-Assessment process for the student and EPME Faculty.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Demonstrate classroom management concepts that facilitate learning.

PE01 Performance Evaluation

Hours: 62

Overview: This lesson helps students understand the various Formative Performance Evaluations and specifically how they will be evaluated via Summative performance evaluation. Additionally, EPMEIC Instructors perform individual feedback with each student to review their Educator Portfolio.

Readings: E-Canvas Learning Management System

Learning Outcome(s):

- Describe fundamental concepts about the Instructional Design process.
- Demonstrate classroom management concepts that facilitate learning.
- Implement EPME assessment tools to evaluate learner achievement.
- Implement diverse instructional methodologies while incorporating personal experiences to deliver EPME lessons.

HPF01 Human Performance and Fitness

Hours: 10

Overview: The measure of human performance and fitness lies in the accomplishments individuals can attain through their physical abilities. It encompasses both the physical and mental preparedness required to overcome obstacles and face challenges. This dedicated personal time is specifically designed to enable students to engage in the four pillars of Comprehensive Airman Fitness, providing them with an opportunity to alleviate stress, recuperate from daily hurdles, and ensure they are mentally and physically equipped to tackle their educational pursuits each day.

Note: The instructor reserves the right to make slight adjustments in the sequence, pace, or schedule of topics or assignments depending on the needs of the class. Also, the Commandant may adjust Commandant Hours to best suit guest speaker schedules. The

Course Schedule below is an example only. The course may start on other days to meet mission requirements.

Course Schedule

Week 1 -EXAMPLE

EPMEIC Course Schedule Week 1

	DATE	DATE	DATE	DATE	DATE
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
0745-0830				In-Processing	Commandant Hour
0845-0930				In-Processing	Commandant Hour
0945-1030				Orientation	Successful Adult Learning
1045-1130				Orientation	Successful Adult Learning
1130-1245	Lunch	Lunch	Lunch	Lunch	Lunch
1245-1330				Orientation	Successful Adult Learning
1345-1430				Orientation	Successful Adult Learning
1445-1530					Successful Adult Learning
1545-1630					Successful Adult Learning
Notes					

 Denotes fits combined

Week 2 -EXAMPLE

EPMEIC Course Schedule Week 2					
	DATE	DATE	DATE	DATE	DATE
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
0745-0830	Role of EPME Educator	Prepare Learner for Instruction	Classroom Management	Questioning Techniques	Instructional Systems Design
0845-0930	Role of EPME Educator	Prepare Learner for Instruction	Classroom Management	Questioning Techniques	Instructional Systems Design
0945-1030	Role of EPME Educator	Prepare Learner for Instruction	Classroom Management	Questioning Techniques	Instructional Systems Design
1045-1130	Role of EPME Educator	Prepare Learner for Instruction	Classroom Management	Questioning Techniques	Instructional Systems Design
1130-1245	Lunch	Lunch	Lunch	Lunch	Lunch
1245-1330	Human Performance	Classroom Assessment	Lesson-Centered Problem Solving	Anatomy of a Lesson Plan	Self-Assessment
1345-1430	Human Performance	Classroom Assessment	Difficult Dialogue	Anatomy of a Lesson Plan	Self-Assessment
1445-1530	Human Performance	Classroom Assessment	Difficult Dialogue	Anatomy of a Lesson Plan	Self-Assessment
1545-1630	Human Performance	Classroom Assessment	Difficult Dialogue	Human Performance	Independent Research
Notes					

Denotes fits combined

Week 3 -EXAMPLE

EPMEIC Course Schedule Week 3					
	DATE	DATE	DATE	DATE	DATE
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
0745-0830	Facilitated Discussion - Formative	Facilitated Discussion - Formative	Guided Discussion - Formative	Guided Discussion - Formative	Virtual Guided Discussion - Formative
0845-0930	Facilitated Discussion - Formative	Facilitated Discussion - Formative	Guided Discussion - Formative	Guided Discussion - Formative	Virtual Guided Discussion - Formative
0945-1030	Facilitated Discussion - Formative	Facilitated Discussion - Formative	Guided Discussion - Formative	Guided Discussion - Formative	Virtual Guided Discussion - Formative
1045-1130	Facilitated Discussion - Formative	Facilitated Discussion - Formative	Guided Discussion - Formative	Guided Discussion - Formative	Virtual Guided Discussion - Formative
1130-1245	Lunch	Lunch	Lunch	Lunch	Lunch
1245-1330	Facilitated Discussion - Formative	Teaching Methods - Guided Discussion	Guided Discussion - Formative	Teaching Methods - Virtual Guided Discussion	Virtual Guided Discussion - Formative
1345-1430	Facilitated Discussion - Formative	Teaching Methods - Guided Discussion	Guided Discussion - Formative	Teaching Methods - Virtual Guided Discussion	Virtual Guided Discussion - Formative
1445-1530	Facilitated Discussion - Formative	Teaching Methods - Guided Discussion	Guided Discussion - Formative	Teaching Methods - Experiential	Virtual Guided Discussion - Formative
1545-1630	Facilitated Discussion - Formative	Human Performance	Guided Discussion - Formative	Human Performance	Virtual Guided Discussion - Formative
Notes					

Denotes fits combined

Week 4 -EXAMPLE

	DATE	DATE	DATE	DATE	DATE
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
0745-0830	Experiential - Formative	Experiential - Formative	Guided Discussion & Experiential - Sumative	Guided Discussion & Experiential - Sumative	Self Assessment - MBTI
0845-0930	Experiential - Formative	Experiential - Formative	Guided Discussion & Experiential - Sumative	Guided Discussion & Experiential - Sumative	Self Assessment - MBTI
0945-1030	Experiential - Formative	Experiential - Formative	Guided Discussion & Experiential - Sumative	Guided Discussion & Experiential - Sumative	Self Assessment - MBTI
1045-1130	Experiential - Formative	Experiential - Formative	Guided Discussion & Experiential - Sumative	Guided Discussion & Experiential - Sumative	Self Assessment - MBTI
1130-1245	Lunch	Lunch	Lunch	Lunch	Lunch
1245-1330	Experiential - Formative	Teaching Methods - Summative	Guided Discussion & Experiential - Sumative	Commandant Hour	Difficult Dialogue
1345-1430	Experiential - Formative	Commandant Hour	Guided Discussion & Experiential - Sumative	Commandant Hour	Difficult Dialogue
1445-1530	Experiential - Formative	Self-Assessment - MBTI	Guided Discussion & Experiential - Sumative	Commandant Hour	Difficult Dialogue
1545-1630	Experiential - Formative	Human Performance	Guided Discussion & Experiential - Sumative	Human Performance	Difficult Dialogue
Notes					

Denotes fits combined

Week 5 -EXAMPLE

	DATE	DATE	DATE	DATE	DATE
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
0745-0830	Commandant Hour	Remediation/Reevaluation - if necessary			
0845-0930	Commandant Hour	Course Wrap up	Graduation		
0945-1030	Performance Evaluation Brief	Graduation Practice	Graduation		
1045-1130	Performance Evaluation Brief	Graduation Practice	Out Processing		
1130-1245	Lunch	Lunch	Lunch		
1245-1330	Performance Evaluation Brief	EOC Survey			
1345-1430	Performance Evaluation Brief	EOC Survey			
1445-1530	Performance Evaluation Brief				
1545-1630	Performance Evaluation Brief				
Notes					

Denotes fits combined