

# **Enlisted Professional Military Education Instructor Course (EPMEIC) Syllabus**



**Effective Date: 1 October 2023**

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## Course Objective

This course is designed for instructors teaching in all professional military education schools and is intended to inspire platform instructors to develop the next wave of Air Force and Space Force Leaders by leveraging formal instruction. During this course, students will demonstrate effective interpersonal communication skills, learn to facilitate instruction in an interactive academic environment, and apply skills that will enhance their abilities to accomplish duties in Enlisted Professional Military Education (EPME). Additionally, they will apply various educational methodologies to reach every learner by exercising educational activities described in the Air Force Instructional Systems Design (ISD) process.

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, and Performance Evaluation.

## Course Learning Outcomes

- Apply skills that will enhance their abilities to accomplish duties in EPME
- Interpret the educational activities as described in the Air Force Instructional (ISD) process
- Demonstrate effective interpersonal communication skills
- Apply various educational methodologies to reach every learner
- Facilitate Instruction in an interactive academic environment

## Course Requirements/Policies

- 1. Assignments.** Students will participate in activities designed to support learning development and offer direct interaction with 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. 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 topics of interest.

- 4. Tour.** Prior to graduation, students receive a guided tour of the Enlisted Heritage Institute (EHRI) museum located on Gunter Annex. EHRI gives students a view of how the enlisted force helped shape our nation and the Defense.

## Methods of Evaluation

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

### PE #1 – Formative Facilitation Discussion Requirements

- Deliver a 45-minute  $\pm 5$  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  $\pm 5$  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  $\pm 5$  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  $\pm 5$  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 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 the Barnes Center Dean, Chief of EPME, Academic Affairs, CCAF, Curriculum, and EPME Policy.

**Readings:** EPMEIC Student Reading Guide

#### **Learning Outcome(s):**

- Apply skills that will enhance their abilities to accomplish duties in EPME.
- Demonstrate effective interpersonal communication skills.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply skills that will enhance their abilities to accomplish duties in EPME.

## 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. It also describes the scientific and biological process of brain functions to handle one's Emotional Management. It also provides insight on how to make Emotional Connections that lead into ways to promote Self-Compassionate Teaching.

**Readings:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Facilitate Instruction in an interactive academic environment.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply various educational methodologies to reach every learner.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Facilitate Instruction in an interactive academic environment.

## EF02 Prepare the Learner for Instruction

**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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Facilitate Instruction in an interactive academic environment.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply various educational methodologies to reach every learner.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Facilitate Instruction in an interactive academic environment.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply skills that will enhance their abilities to accomplish duties in EPME.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply various educational methodologies to reach every learner.



## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply skills that will enhance their abilities to accomplish duties in EPME.
- Apply various educational methodologies to reach every learner.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply various educational methodologies to reach every learner.
- Understand the educational activities as described in the Air Force Instructional System Design (ISD) process.

## 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply various educational methodologies to reach every learner.

### 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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Demonstrate effective interpersonal communication skills.

### AE01 Classroom Assessment Techniques

**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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Apply various educational methodologies to reach every learner.

### AE02 Self-Assessment

**Hours: 8**

**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:** EPMEIC Student Reading Guide

**Learning Outcome(s):**

- Demonstrate effective interpersonal communication skills.

## PE01 Performance Evaluation Brief

**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:** EPMEIC Student Reading Guide

### **Learning Outcome(s):**

- Apply skills that will enhance their abilities to accomplish duties in EPME.
- Facilitate Instruction in an interactive academic environment.
- Demonstrate effective interpersonal communication skills.
- Understand the educational activities as described in the Air Force Instructional System Design (ISD) process.
- Apply various educational methodologies to reach every learner.

## 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.

# Course Schedule

## Week 1

| 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 flts combined

## Week 2

| 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

| 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

| EPMEIC Course Schedule Week 4 |                          |                              |   |   |                        |
|-------------------------------|--------------------------|------------------------------|---|---|------------------------|
|                               | 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

| EPMEIC Course Schedule Week 5 |                              |   |                |          |        |
|-------------------------------|------------------------------|---|----------------|----------|--------|
|                               | 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