	Pennsylvania State Fire Academy	
	717.248.1115 In PA: 1.800.459.4096	1150 Riverside Drive Lewistown, PA 17044-1979
	FAX 717.248.3580	www.osfc.state.pa.us
Minimum Standard for Accreditation (MSA)		

Date: July 1992
 May 2002
 Last Revision: August, 2015

Course Title: Educational Methodology for Local Level Instructors

SFA Course Code: EMLL

Course Length: 40 Hours

Lecture/Lab Breakdown: 32/8

Prerequisites:

Recommended:

- Prior experience as an instructor, such as CPR, First Aid, fire prevention education, etc., or completion of the National Fire Academy (NFA) Instructional Techniques for Company Officers (ITCO) course
- Experience with word processing and visual presentation software

Required:


- Students are required to complete the pre-course assignment *Lesson Planning and Objectives* (unless this is included in the scheduled course)

Referenced Text(s):

International Fire Service Training Association. *Fire and Emergency Services Instructor* (8th ed.). Stillwater, OK: Fire Protection Publications, Oklahoma State University, Current Edition

Course Goal: This course is designed to prepare persons to effectively instruct adults in the emergency services professions. Agencies accept the EMLL course as entry-level instructor training, including the PA Department of Health (PADOH-EMS), Municipal Police Officers Education and Training Commission (MPOETC), PA Emergency Management Agency (PEMA) and other state agencies. With these other agencies relying on this training, the PSFA has determined that the minimum Job Performance Requirements (JPRs) listed for Instructor I in National Fire Protection Association (NFPA) 1041, *Professional Standards for Fire Service Instructors*, is inadequate for the needs of the diverse consumers of this training program.

Course Description: The EMLL Course will prepare the successful candidate to effectively instruct adult students in fire and emergency services. Topics include:

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theories of adult learning, instructor roles and responsibilities, legal and ethical requirements, safety, lesson objectives and planning, methods of knowledge and skill instruction, student evaluation and training program coordination. Students will present several lessons upon which they will be evaluated.

This course covers the JPR's for Instructor I and selected JPR's for Instructor II as described in the NFPA *1041 Professional Standards for Fire Service Instructor*. The EMLL Course prepares the student to successfully complete national certification at Fire Service Instructor I. Although recommended, National Board on Fire Service Professional Qualifications (Pro Board) or International Fire Service Accreditation Congress (IFSAC) Certification is not mandatory to successfully complete this course.

Description of Methodology to be used: (Brief) Lecture, discussion and application by exercises. Students will present at least four lecture and/or skill presentations.

Student Equipment/Supply Needs:


Students must provide technically accurate information in the lesson plans and presentations. Necessary equipment and materials for lesson presentations include:

- Pen/pencil, referenced student text, notebook
- Protective clothing appropriate for practical demonstration sessions
- Out of class access to computer, printer and Internet
- Access to reference materials (print or electronic) appropriate for assigned/selected lesson topics.

Equipment/Audiovisual/Supply requirements:

- Lesson plan and AV materials to support the EMLL course
- Chalk/marker board
- Computer and projector
- Internet access
- DVD/VHS player with display (monitor, TV or projector)
- Other AV equipment for demonstration (spare bulbs, extension cords, etc.)

Pre-assignment: The pre-assignment includes information on topic selection and lesson plan development for the final presentation. Past experience with EMLL students show that the research and development of their lesson takes more time

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than can be effectively accomplished in 40 instructional hours, particularly in courses compressed into one week.

For courses scheduled for one week delivery, the pre-assignment is necessary. For courses scheduled over a longer period, the pre-assignment may be completed after the first course session. In either event, the instructor will need to assist students with questions concerning the material, and should review all assigned work.


The pre-assignment will include the following:

- A provided list of instructor approved lecture and skill topics for the final presentation. With the diversity of agencies relying on EMLL, this list should include topics reflecting entry level firefighting, EMS, hazardous materials, law enforcement and emergency management.
- An instructor provided description, either written or a narrated PowerPoint, explaining the lesson plan format, including an overview of the concepts that will be covered in more detail in the course.
- An instructor provided standard template for the lesson plan.
- Information on sample lesson plans from open sources, such as the National Fire Academy, Emergency Management Institute and the National Highway Traffic Safety Administration will be helpful models.

Special Notes & Conditions:

Student to instructor ratio is 10:1 with a maximum class size of 20 students. Two Instructors required for Block E (Final Presentations).


Final student presentations will be recorded and reviewed with the instructor(s) of record as an evaluation tool for the students. Facilities conducting this course will be required to provide the ability to capture these presentations to review on-site.

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COURSE OUTLINE

Block	Topic	IFSTA 2nd Ed. Chapter	Time	Total
A	Introduction and Overview		0.50	
	Student Presentation #1		1.00	
	The Instructor as a Professional	1	1.50	
	Principles of Learning	2	2.00	
	Instructional Planning	3	3.00	8.00
B	Student Presentation #2		1.00	
	Lesson Plan Development *	10	3.00	
	Instructional Materials and Equipment	4	2.00	
	Learning Environment	5	2.00	8.00
C	Classroom Instruction	6	3.00	
	Student Presentation #3		5.00	8.00
D	Skills-Based Training Beyond the Classroom	7	2.00	
	Testing and Evaluation	8	4.00	
	Records, Reports, and Scheduling	9	2.00	8.00
E	Final Presentations and Video Review		8.00	8.00
Total Instructional Hours				40.00

* *Lesson Planning may also include pre-course assignment*

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Competency Evaluation Mechanism:

- Classroom participation and attendance meeting SFA/ETA guidelines.
- Written comprehensive 100 question examination with a minimum score of 70%.
- Successful completion of all lesson presentations, as defined on the skill performance checklist.
- Successfully operate assigned audiovisual equipment, as defined by the skill performance checklist.

Learning Outcomes: The course of instruction will include at the minimum the following outcomes with specific behavioral objectives provided by the textbook publisher. The applicable NFPA 1041 JPRs are referenced in parentheses.

The Roles and Responsibilities of the Instructor

Developing professionalism - Explain the professional and ethical obligations the instructor has toward the student and their department/training organization.

Complying with Legal Requirements: (4.5.2)

Explain the following legal concepts as they relate to the training process:


- Legislative, judicial and case law
- Negligence
- Harassment
- Consensus standards / Authority Having Jurisdiction

Explain the following laws and related regulations as they relate to the training process:

- Civil Rights Act, as amended
- Americans with Disabilities Act
- Family Educational Right to Privacy Act
- Copyright Act
- Occupational Safety and Health Act

Complying with Administrative Requirements: Explain the scheduling, recording and reporting requirements of the training organization. (4.2.4, 4.5.4, 5.2.1)

Conducting safe training: Explain the safety requirements for training activities as required by the training organization. (4.2.4, 4.4.2, 5.2.2)

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Understand the Student and the Learning Process

Explain the four step process: Explain and apply the following steps of the instructional process: preparation, presentation, application, and evaluation. (4.4.3)

Explain the domains of learning: Explain and differentiate between the cognitive, psychomotor and affective domains. (4.4.5)

Explain the laws and theories of learning: List the following laws and theories of adult learning and explain their application in the training experience: (4.4.5)

- Laws: Readiness, Effect, Association, Recency, Primacy, Exercise, Disuse, Intensity
- Theories: Sensory Stimulation, Reinforcement (Classical and Operant Conditioning)

Explain special student needs: Explain the special needs for gifted students and students with learning disabilities and explain their impact on the training experience. (4.4.4)

Prepare for the Learning Experience

Communicating in the Training Environment: Describe the factors that enhance and interfere with the communication process in the learning environment. (4.4.3)


Prepare the Training Environment: Describe and implement the physical and attitudinal setting characteristics of an effective training environment. (4.4.2)

Identify Appropriate Sources of Information: Identify sources of appropriate information for the development of lesson plans and instructional materials. (4.4.2)

Develop Instructional Aids: Explain the characteristics of, and develop projected and non-projected instructional aids and models. (4.4.3, 4.4.7)

Operate instructional technology: Operate and perform field troubleshooting on common classroom audiovisual equipment. (4.4.3, 4.4.7)

Develop learning objectives: Describe the components of and write appropriate behavioral objectives for an emergency services lesson. (5.3.2)

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Planning the lesson: List and describe the components of and prepare a lesson plan for an appropriate emergency services lesson. (4.3.2, 4.3.3, 5.3.2)

Acquire resources: Explain the process for acquiring equipment, materials and facilities with which to conduct training activities. (4.2.2, 4.2.3)

Questions/Comments: Please contact the Assistant State Fire Academy Administrator