



COURSE SYLLABUS AND ADMINISTRATION PLAN

DOT EMS Instructor Course

A 24-hour asynchronous online program preparing experienced EMS providers to become effective instructors

Aligned to the 2002 National Guidelines for Educating EMS Instructors

24

hours of instruction

100%

asynchronous and online

90

days to complete

3

Instructor-Trainer review gates

Provider	Safety University, Inc. (SafetyU)
Credential Attained	Certificate of Completion
Document Version	September 29, 2026

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Quick Reference

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1 Course Identification

This syllabus describes the 24-hour asynchronous DOT EMS Instructor Course delivered by Safety University: 21 hours of instructional modules plus a capstone of approximately 3 hours, completed within 90 days and aligned to the 2002 National Guidelines for Educating EMS Instructors.

Course title	DOT EMS Instructor Course
Provider	Safety University, Inc.
Delivery format	100% asynchronous, self-paced, online, delivered through the Safety University learning management system
Instructional time	24 hours: 21 hours of interactive modules plus a capstone of approximately 3 hours
Completion window	90 calendar days from activation of course access
Intended participants	Current certified/licensed EMS providers preparing to serve as instructors, training officers, preceptors, or educators in academic, fire service, hospital, or private EMS settings
Curricular alignment	2002 National Guidelines for Educating EMS Instructors
Capstone	Instructor Trainer reviewed sequence: objectives, extended lesson plan, and a recorded 15-minute mini-presentation
Credential awarded	Certificate of completion
Instructor of record	Adam Wojciehowski, PhD, NREMT, CSP, CPP, CBCP, CEM, MEP, CHSP, CHPA
Contact	Dedicated Instructor Trainer, available by asynchronous message at all times throughout the 90-day window: info@safety-u.com ; response standard: 2 business days.

2 Course Description and Rationale

The DOT EMS Instructor Course transforms clinical expertise into educational competence. Experienced EMS providers possess the content knowledge that instruction requires, yet clinical mastery does not by itself yield effective teaching. Instructors must also command pedagogical, administrative, legal, and ethical competencies, and this course develops each of them.

The program is delivered entirely online and asynchronously, so working professionals can progress at their own pace. Participants complete 21 hours of interactive modules and a capstone of approximately 3 hours, culminating in a 15-minute teaching demonstration. Content spans adult learning principles and learning styles, objective writing and lesson planning, presentation techniques and instructional technology, assessment and evaluation, classroom management and motivation, legal and ethical responsibilities, instruction across the psychomotor, cognitive, and affective domains, and remediation with cultural competence.

Three commitments organize the design. First, the course applies andragogical principles: adults learn most effectively when instruction is problem-centered, builds on prior experience, and makes purpose explicit. Second, the course practices constructive alignment, in which objectives, learning activities, and assessments reinforce

one another. Third, the course treats instructor professionalism, including legal compliance and ethical conduct, as a core competency rather than an adjunct topic.

Modules intentionally differ in appearance, design, and delivery format. This instructional diversity is a deliberate learning strategy: participants experience the range of modalities, strategies, and environments that EMS educators encounter, and observe how design choices influence engagement and retention. The rigor of the content remains constant across formats.

3 Course Learning Outcomes

Upon successful completion of this course, participants will be able to demonstrate the 25 outcomes below. They are grouped into six domains and numbered (CLO 1 to CLO 25) for reference throughout this syllabus.

Domain A: Adult Learners and the Learning Environment

- CLO 1 Distinguish the unique characteristics of EMS education from traditional classroom teaching.
- CLO 2 Apply adult learning principles to create engaging educational experiences.
- CLO 3 Accommodate diverse learning styles and overcome common learning obstacles.
- CLO 4 Establish and maintain a professional learning environment with clear expectations.
- CLO 5 Build appropriate rapport with students while maintaining professional boundaries.

Domain B: Curriculum and Lesson Design

- CLO 6 Apply the EMS-ADAPTED instructional framework to lesson planning and delivery.
- CLO 7 Design lessons that integrate cognitive, psychomotor, and affective learning domains.
- CLO 8 Develop comprehensive curriculum materials aligned with certification requirements.
- CLO 9 Create realistic scenario-based learning experiences for EMS students.
- CLO 10 Plan and deliver effective mini-lessons demonstrating instructional competency.

Domain C: Skills Instruction, Clinical Reasoning, and Clinical Transfer

- CLO 11 Demonstrate effective psychomotor skills instruction techniques.
- CLO 12 Provide constructive feedback during skills practice sessions.
- CLO 13 Facilitate critical thinking and clinical reasoning skills development.
- CLO 14 Conduct structured debriefing sessions that promote deep learning.
- CLO 15 Bridge classroom instruction with clinical practice experiences.
- CLO 16 Prepare students for the physical, emotional, and psychological demands of EMS practice.

Domain D: Assessment

- CLO 17 Implement formative and summative assessment strategies aligned with learning objectives.

Domain E: Classroom Management, Discipline, and Student Support

- CLO 18 Identify and categorize problematic classroom behaviors requiring intervention.
- CLO 19 Implement progressive discipline protocols while maintaining professional standards.
- CLO 20 Document disciplinary incidents and student performance appropriately.
- CLO 21 Collaborate with support teams and stakeholders to enhance student success.

Domain F: Ethical, Legal, and Digital Professionalism

- CLO 22** Define and apply ethical principles in EMS education contexts.
- CLO 23** Model professional behavior and ethical decision-making for students.
- CLO 24** Navigate legal and regulatory requirements, including privacy laws and Title IX.
- CLO 25** Manage digital age challenges, including social media and technology in education.

4 Instructional Design and Delivery

The course presents each concept through several media, so participants can select the modality that suits them and can observe how varied delivery supports retention. Every module carries knowledge checks or module quizzes that provide formative feedback before the capstone assesses performance.

Instructional element	Purpose	Where it appears
Written modules	Sustained reading and durable reference	Roles and Responsibilities, Ethics, Legal Issues, Discipline, Remediation
Expert-led video and webinar presentations	Modeling of instructional technique and delivery	Instructional Design for Adult Learners, Core Strategies, Flipping the Classroom, Teaching with Technology, PowerPoint Tips and Tricks, Writing Test Questions
Audio options	Access for listening preference and text-to-speech use	Available across modules
Scenarios, case studies, and interactives	Application of concepts to realistic instructional dilemmas	Legal Issues decision points, Remediation case studies, Learning Skills Pyramid
Knowledge checks and module quizzes	Retrieval practice and formative feedback	Every module
Downloadable templates and job aids	Immediate transfer to the participant's own program	Resources: sample scenarios, syllabus and completion-requirement examples, skills sheets
Capstone sequence	Authentic performance assessment with iterative expert feedback	Objectives, extended lesson plan, recorded mini-presentation

The design follows the andragogical principles taught in the course. Participants control pace and sequence within the 90-day window (self-concept), apply each concept to a lesson of their own choosing (readiness and problem orientation), and receive explicit rationale for every assignment (need to know). Prior clinical experience is treated as the foundation for new learning.

Constructive alignment governs the capstone. The objectives a participant writes are the sole objectives addressed in the presentation, and the lesson plan and delivered instruction must correspond to them without gaps or discrepancies.

5 Course Structure and Schedule

The course comprises 16 instructional modules totaling 21 hours and a three-gate capstone totaling approximately 3 hours. Hours are nominal instructional time. Target days form an advisory pacing guide within the fixed 90-day window and leave roughly two weeks for capstone revision cycles.

No.	Module	Principal content	Hours	CLOs
1	Introduction and Orientation	Course purpose, objectives, instructional diversity, mini-presentation instructions	0.5	1
2	Roles and Responsibilities of EMS Instructors	Primary and secondary instructor roles, ten professional attributes, class management, syllabus and lesson plan management, mentoring	1.5	1, 4, 5, 21, 23
3	Science Behind Training and Development	Cognitive foundations of learning, pictorial superiority effect, multimedia learning, sleep and memory consolidation	1.5	2, 3
4	Instructional Design for Adult Learners	Knowles's six andragogy principles, learning obstacles, active learning, 70-20-10 model, stages of competency, learning approaches	1.5	2, 3
5	Core Strategies for Teaching Adults	Understanding students, rapport and respect, learning communities, rigor, study skills, grading and rubrics, discussion, critical thinking	2.0	4, 5, 13, 17, 25
6	Effective Learning Objectives	Writing measurable objectives, Bloom's taxonomy, Kirkpatrick's levels, alignment with assessment	1.0	8, 10, 17
7	Lesson Plans and the EMS-ADAPTED Framework	Three competencies, seven-phase model, four-stage practice progression, debriefing, clinical transfer, 1-hour lesson plan assignment	1.5	6, 7, 9, 10, 11, 12, 14, 15, 16
8	How to Write Great Test Questions	Validity and reliability, item structure, item-writing rules, technology-enhanced items	1.0	17
9	Flipping the Classroom	Pre-class content, student-centered class time, implementation and equity considerations	1.0	2, 3, 25
10	Teaching with Technology	Universal Design for Learning, sharing materials, facilitating activities, assessing with technology	1.5	3, 25
11	PowerPoint Tips and Tricks	Software versions, animation, AI features, camera integration, common design errors	1.5	10, 25
12	Legal Issues in EMS Education	Negligence, liability, FERPA, HIPAA, Title IX, accommodations, AI, social media, online proctoring, risk management	2.0	20, 24, 25
13	Ethics in EMS Education	Moral theories, ethical guidance, modeling ethical behavior, academic integrity, moral injury	1.0	22, 23

No.	Module	Principal content	Hours	CLOs
14	Discipline in EMS Education	Behavior categories, structure and prevention, escalation framework, documentation, difficult conversations, support services	1.5	18, 19, 20, 21
15	Remediation	Problem identification, retraining, re-evaluation, motivation, resource-limited settings	1.5	3, 17, 21
16	Resources and Course Evaluation	Reference library, technology and regulatory resources, templates, course evaluation	0.5	8
Subtotal, instructional modules			21.0	
C1	Capstone Gate 1: topic and objectives	Topic selection and objective writing with Instructor Trainer review	0.5	8, 10
C2	Capstone Gate 2: extended lesson plan	One-hour lesson plan with Instructor Trainer review	1.5	6, 7, 8, 9, 17
C3	Capstone Gate 3: recorded mini-presentation	15-minute recorded teaching demonstration with Instructor Trainer review	1.0	10, 11, 12, 13, 14
Subtotal, capstone			3.0	
Total instructional time			24.0	

6 Capstone: The Progressive Mini-Presentation

The capstone develops one teaching demonstration through three sequential gates. Each gate is a formative review cycle: the participant submits work, the Instructor Trainer returns written feedback, and the participant revises and resubmits until the work meets the standard for Satisfactory. The next gate opens only when the preceding gate is satisfactory.

At each gate the Instructor Trainer reviews the submission and returns written feedback

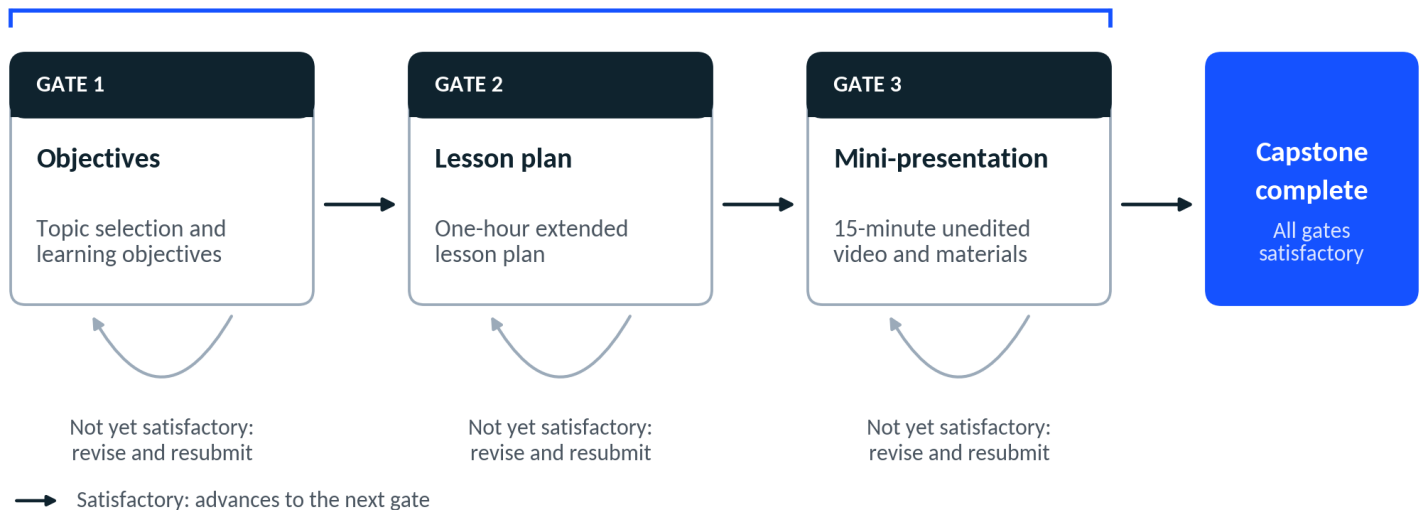


Figure 1. Capstone review cycle. Work that is not yet satisfactory returns to the participant with written feedback, and only satisfactory work advances to the next gate.

6.1 Gate 1: Topic and Objectives

The participant selects one topic from the provided list: Shock, Geriatric Populations, Airway Management, Scene Size-Up, or Cardiac Emergencies. Topics are intentionally broad, so the participant must narrow the scope to a focused, teachable segment that fits a 15-minute presentation. For example, Respiratory Emergencies might be narrowed to interpreting abnormal breath sounds.

The participant then writes learning objectives for the narrowed topic, applying the standards taught in the Effective Learning Objectives module. Objectives are submitted to the Instructor Trainer for written review. These approved objectives become the sole objectives addressed in every later gate.

6.2 Gate 2: Extended Lesson Plan

The participant develops a lesson plan for a one-hour version of the selected topic, not only the 15-minute segment, and submits it as a Word or PDF file. The plan applies the EMS-ADAPTED framework (Assess, Demonstrate, Apply, Practice, Test, Evaluate, Debrief) and integrates cognitive, psychomotor, and affective learning.

The plan must contain the approved objectives, content organization, time allocations, varied instructional methods, required resources, and an assessment strategy that includes test questions or equivalent formative checks. The Instructor Trainer returns written feedback, and the participant resubmits until the plan is satisfactory.

6.3 Gate 3: Recorded Mini-Presentation

The participant delivers and records a 15-minute mini-presentation drawn from the approved lesson plan. The Instructor Trainer evaluates the recording against the Mini-Presentation Evaluation instrument and returns written feedback. The participant resubmits a revised recording until the presentation is satisfactory. Recording and submission requirements are listed below.

Recording	One continuous, unedited video that accurately reflects live teaching ability
Presence	Participant on camera throughout, with upper torso, facial expressions, and gestures visible; narrated slides or a static screen are insufficient
Demonstrations	The camera must capture the entire demonstration area; an assistant may manage camera position
Technical quality	Clear audio without background noise, adequate lighting of the face and demonstration area, and a stable camera position
Method	Any instructional method suited to the topic; slides are optional and must be integrated purposefully rather than read aloud
Professional conduct	Appropriate professional attire, a brief introduction of self and topic, and a closing summary or call to action
Materials	The video file plus supporting materials such as slides, handouts, and visual aids
Originality	Original content only; course textbook and other copyrighted material may not be submitted
Alignment	Approved objectives are the sole objectives; objectives, lesson plan, and delivered instruction must correspond without gaps or discrepancies

7 Assessment and Evaluation

The course uses a competency-based mastery model. It assigns no letter grades: each component must reach the standard for Satisfactory, and participants may revise capstone work until it does.

Component	Assessment type	Standard	Feedback
Module knowledge checks and quizzes	Formative	Completed at the passing standard configured in the learning management system	Immediate, automated
Gate 1: topic and objectives	Performance, criterion-referenced	Satisfactory against the Gate 1 review criteria	Written, from the Instructor Trainer
Gate 2: extended lesson plan	Performance, criterion-referenced	Satisfactory against the Gate 2 review criteria	Written, from the Instructor Trainer
Gate 3: recorded mini-presentation	Summative performance	Every applicable criterion rated 2 or higher on the Mini-Presentation Evaluation	Written, with completed evaluation instrument
Course evaluation	Program evaluation	Submitted	Collected by Safety University

7.1 Mini-Presentation Evaluation Instrument

The Instructor Trainer rates the recorded presentation on 28 criteria across seven categories. Each criterion is scored 3 (Exceeds Standards), 2 (Satisfactory Performance or Instruction), 1 (Incomplete), or 0 (Not Performed), with N/A for criteria that do not apply. Comments beside each rating justify the score.

Category	Criteria	Focus
Preparation	3	Readiness of equipment and materials, quality of objectives, quality of test questions
Presentation	9	Self-introduction, concise and interesting lesson introduction, one key point at a time, organization, emphasis of key points, periodic and final summaries, clarity and completeness, adherence to the time limit
Questioning	3	Spot-checking and emphasis through questions, encouragement of active participation, encouragement of learners who answer incorrectly
Instructional media	4	Relationship of media to the topic, timing of presentation, effective introduction and summary, minimal disruption
Communication	6	Positive language without excuses or apology, clear and audible speech, appropriate pace, absence of distracting habits, eye contact, controlled gesturing
Appearance	2	Appearing at ease, neat attire
Overall impression	1	Rating for the presentation as a whole, plus narrative feedback

The instrument recognizes a time window of 15 to 20 minutes. Participants should plan for 15 minutes, the length specified in the assignment.

7.2 Standard for Satisfactory

A submission is satisfactory when every applicable criterion is rated 2 or higher. The Instructor Trainer cites observable evidence for any criterion rated 0 or 1, and the participant must correct those elements in the resubmission. A rating of 3 recognizes performance beyond expectation and does not offset a lower rating elsewhere.

7.3 Review Criteria for Gates 1 and 2

Gate 1 reviewers determine whether the objectives:

- describe observable, measurable learner performance rather than instructor activity or topic coverage;
- match an appropriate learning domain and level of complexity for the audience;
- can be achieved and assessed within the 15-minute presentation; and
- narrow the selected topic to a focused, teachable scope.

Gate 2 reviewers determine whether the lesson plan:

- addresses only the approved objectives and aligns activities and assessment with them;
- applies the EMS-ADAPTED phases in a logical sequence with realistic time allocations;
- integrates cognitive, psychomotor, and affective learning where the topic warrants;
- specifies methods, resources, and learner practice that reflect adult learning principles;
- includes valid test questions or equivalent formative checks written to the standards taught in the course; and
- presents accurate, current, original content.

8 Completion Requirements and Certificate

A participant earns the certificate of completion by meeting all four requirements within the 90-day window:

- completing all 16 instructional modules, as recorded by the learning management system's lesson-completion tracking, including knowledge checks and module quizzes at the passing standard;
- achieving Satisfactory on Gate 1, Gate 2, and Gate 3 of the capstone;
- submitting the course evaluation; and
- completing all requirements within 90 calendar days of course access activation.

The certificate documents successful completion of a program aligned to the 2002 National Guidelines for Educating EMS Instructors. Recognition of the certificate toward instructor credentialing is determined by the applicable state EMS office, agency, or accrediting body, so participants should confirm local requirements before enrolling. The alignment table in this syllabus supports that review.

9 Course Administration

The course is administered as a self-paced program with structured expert review at the capstone. Safety University manages access, records, and certification, while Instructor Trainers provide evaluative feedback on the three capstone gates.

9.1 Roles and Responsibilities

Participant	Verifies eligibility for the course under applicable state, agency, or employer requirements, completes modules and quizzes, submits each capstone gate in order, monitors the 90-day window, submits original work, and protects privacy in all materials
Instructor Trainer	Serves as the participant's dedicated point of contact throughout the 90-day window, answers content questions asynchronously, reviews Gates 1 to 3, returns written feedback, evaluates the recorded presentation with the Mini-Presentation Evaluation, reviews resubmissions, and documents each outcome
Safety University administration	Activates access, configures the learning management system, monitors progress, provides technical support, decides extension requests, issues certificates, maintains records, and collects course evaluations

9.2 Enrollment, Access, and Onboarding

Participants are responsible for verifying that they meet the eligibility requirements for the course, including any set by their state EMS office, agency, or employer, before enrolling. Safety University enrolls the participant, assigns a dedicated Instructor Trainer, and activates course access. Activation starts the 90-day window. The Introduction module, the recommended starting point, explains the course purpose, the deliberate variation in module format, and the mini-presentation assignment.

The learning management system records module completion, quiz results, submissions, and feedback. It also tracks the number of lessons each participant has completed and reports a percentage of course completion, which allows administrators to monitor pacing and offer support before a participant falls behind.

9.3 Sequencing

Participants may complete the modules in any order and control their own pace, but the modules are designed to be taken in the presented order because the capstone assignments build progressively on module content. The capstone is strictly sequential: Gate 2 opens after Gate 1 is satisfactory, and Gate 3 opens after Gate 2 is satisfactory. Participants are advised to submit Gate 1 after the Effective Learning Objectives module and Gate 2 after the Lesson Plans module. Gate 3 should follow completion of the remaining modules, because the evaluation instrument rates test-question quality, media use, and presentation skill.

9.4 Review Workflow and Turnaround

Gates 1 and 2 are uploaded as Word or PDF files. Gate 3 is uploaded as a video file with supporting materials. The Instructor Trainer targets a review turnaround of three business days for each submission and resubmission.

Written feedback is specific, tied to the published criteria, identifies strengths, and states the revisions required, consistent with the constructive feedback practices taught in the course. A participant may resubmit as many times as needed within the 90-day window. Each resubmission should address the prior feedback, and the reviewer confirms that each identified deficiency has been resolved.

9.5 Timeline and Extensions

The suggested pacing in the schedule table leaves about two weeks after Gate 3 for revision cycles. Participants who expect to miss the 90-day deadline should submit a written extension request to Safety University before the window closes. Administration decides extension requests, and it determines the options available to participants whose window closes before requirements are met.

9.6 Records

Safety University retains module completion data, quiz results, capstone submissions, written feedback, completed evaluation instruments, and certificates as confidential educational records under its records retention policy. Recorded presentations are used for evaluation and in accordance with Safety University's privacy policy.

9.7 Support and Communication

Each participant is assigned a dedicated Instructor Trainer at enrollment, who serves as the participant's named point of contact for the full 90-day window. Participants have continuous asynchronous access to that Instructor Trainer through learning management system messaging, so help never depends on a scheduled session. A designated alternate covers planned absences so that access is not interrupted. Technical, access, and accommodation requests go to Safety University administration through the course contact, and administration applies the same response standard.

9.8 Course Currency

The course content is stable. It rests on the 2002 National Guidelines. When an industry association or regulatory body issues a notification that affects course content, Safety University reviews it and revises the affected modules or materials. For example, the Title IX content in the Legal Issues module was revised in September 2026 to reflect the Department of Education's final rule effective September 29, 2026, which repeals the vacated 2024 Title IX rule and restores the regulatory text in force before it. Where multiple Instructor Trainers review submissions, they apply the same criteria and instrument so that standards remain consistent.

10 Course Policies

Because the course is entirely online and asynchronous, scheduled attendance, tardiness, and weather policies do not apply. Participation is documented through learning management system activity, quiz results, and capstone submissions.

10.1 Academic Integrity and Originality

All submissions must be the participant's original work. Course textbooks and other copyrighted material may not be submitted as capstone content. The recorded presentation must be a continuous, unedited record of the participant's own live teaching. Where generative artificial intelligence tools assist with drafting, the participant remains fully responsible for the accuracy, originality, and clinical currency of the content and for the authenticity of the delivered presentation. The Legal Issues and Ethics modules address these responsibilities in depth.

10.2 Privacy and Consent

Scenarios, handouts, slides, and recordings must contain no protected health information or identifiable patient details. Any person other than the participant who appears on camera, such as an assistant or a practice partner, must consent to being recorded. Safety University uses recordings only for evaluation and quality assurance and limits access to authorized reviewers and per Safety University's privacy policy.

10.3 Safety During Demonstrations

Demonstrations of psychomotor skills must be performed safely and in line with current protocols. Participants should use training devices or manikins for any technique that could harm a live partner.

10.4 Accessibility and Accommodations

Modules are offered in written, video, and audio formats, and written materials are compatible with text-to-speech tools. Safety University complies with applicable disability law and provides reasonable accommodations for participants with documented needs. Requests go to Safety University administration through the course contact and are handled through an interactive process that preserves the essential standards of the program.

10.5 Technology Requirements

Participants need a computer or comparable device with reliable internet access and a current web browser. Participants also need a camera, a microphone, adequate lighting, and a stable mount to record Gate 3, along with software to create Word or PDF files. Presentation software is optional. Safety University administration provides technical assistance with access and upload problems.

10.6 Appeals

A participant who disagrees with a review outcome may submit a written appeal to Safety University administration, stating the criteria in question and the supporting evidence. Administration arranges a second review by a different qualified reviewer, and the appeal does not extend the 90-day window unless administration grants an extension.

10.7 Use of Course Materials

Course content and templates are provided for the enrolled participant's own professional use and may not be redistributed without written permission from Safety University.

11 Alignment to the 2002 National Guidelines

The table maps the 23 modules of the 2002 National Guidelines for Educating EMS Instructors to the modules (M) and capstone gates (C) of this course. The depth column reproduces the level the Guidelines expect of a primary instructor: Basic Knowledge, Application, or Can Modify (given draft materials, modify them). Coverage type is Dedicated module (a whole module), Dedicated component (a named lesson or major section), or Integrated (addressed across modules or in the capstone).

No.	Guideline module	Expected depth	Course coverage	Coverage type
1	Introduction	Not specified	M1	Dedicated module
2	Roles and Responsibilities	Basic Knowledge	M2	Dedicated module
3	Administrative Issues	Basic Knowledge	M2, M12, M16	Integrated
4	Legal Issues in EMS Education	Basic Knowledge	M12	Dedicated module
5	Ethics	Application	M13, M12	Dedicated module
6	The Learning Environment	Application	M5, M14, M2	Dedicated component
7	Learning Styles	Application	M4, M3, M10	Dedicated component
8	Domains of Learning	Application	M7, M4	Dedicated component
9	Goals and Objectives	Can Modify	M6, C1	Dedicated module
10	Lesson Plans	Can Modify	M7, C2	Dedicated module
11	Presentation Skills	Application	M11, C3, M9, M10	Dedicated module
12	Evaluation Techniques	Can Modify	M8, M5, M7	Dedicated module
13	Facilitation Techniques	Application	M5, M9	Dedicated component
14	Communication and Feedback	Application	M7, M14, C3	Integrated
15	Motivation	Application	M4, M5	Dedicated component

No.	Guideline module	Expected depth	Course coverage	Coverage type
16	Teaching Thinking Skills	Application	M5, M7	Dedicated component
17	Teaching Psychomotor Skills	Application	M7	Dedicated component
18	Affective Domain	Application	M7, M13, M2	Integrated
19	Discipline	Application	M14	Dedicated module
20	Remediation	Application	M15	Dedicated module
21	Cultural Awareness	Application	M2, M5, M12, M15	Integrated
22	Teaching Resources	Application	M16, M2, M10	Dedicated component
23	Research	Basic Knowledge	M2, M3	Integrated

The capstone requires participants to write original objectives and an original lesson plan, which exceeds the Can Modify expectation the Guidelines set for Modules 9 and 10. The Guidelines also recommend a supervised teaching internship with a reviewed portfolio for entry-level educators. This online course does not include an internship, so participants should arrange one through their program, agency, or state requirements where applicable.

The mapping is at module and topic level. It is not an objective-level gap analysis against the full text of the Guidelines.

12 Resources and References

12.1 Required Course Materials

All required materials are provided within the course. No textbook purchase is required.

- The 16 instructional modules with transcripts, knowledge checks, and module quizzes
- The 2002 National Guidelines for Educating EMS Instructors, provided as a download
- The Instructor Techniques Handbook
- Sample scenarios: Anaphylactic Shock, Head Trauma, and Cardiac Emergencies
- Template documents: an EMT course syllabus example, an EMS refresher course completion requirements example, and scenario templates
- National Registry skills sheets, provided as PDF downloads
- The Mini-Presentation Evaluation instrument and the mini-presentation instructions

12.2 Recommended References

- Haladyna, T. M., & Rodriguez, M. C. Developing and Validating Test Items, recommended in the test-question module as a standing reference for item-writing rules.
- Reynolds, G. Presentation Zen, a reference on designing presentation slides.
- National Registry of Emergency Medical Technicians resources for [program directors](#), [training officers](#), and [educators](#).
- The [EMS Agenda 2050](#) from EMS.gov.
- State regulatory sources, for example the [Minnesota Office of EMS](#) and [Minnesota EMS statutes, Chapter 144E](#). Participants should consult their own state EMS office.

- Technology resources listed in the Resources module, including learning management systems, diagramming and screen-capture tools, and real-time polling and gamification tools. Safety University receives no remuneration from any listed vendor.
- Continuing education providers listed in the Resources module, including EMS1 Academy and Boundtree University.

12.3 Sources for This Syllabus

As of September 29, 2026, the module titles and expected-depth matrix in the alignment table come from the [2002 National Guidelines for Educating EMS Instructors](#), issued by the National Association of EMS Educators with the U.S. Department of Transportation and the U.S. Department of Health and Human Services. All other content derives from the DOT EMS Instructor Course modules, the mini-presentation instructions, and the Mini-Presentation Evaluation instrument.

The Title IX statement in Section 9.8 rests on the Department of Education's [Recodification of Title IX Rules](#), 91 Fed. Reg. 61308 (Sept. 29, 2026).