

# **DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)**

**January 2022**

## **Disability Program Management Course (DPMC) Plan of Instruction (POI)**

**Program Length:**  
5 Training Days

**Approved by:**

**Dr. Conrad S. Gamez, Department Head  
Curriculum Design and Development (CDD) Department  
Defense Equal Opportunity Management Institute (DEOMI)  
Patrick Space Force Base, Florida 32925-3399**

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# **PART I**

## **Overview of the Disability Program Management Course**

## **Course Description**

**Course Title:** Disability Program Management Course (DPMC)

**Course Date:** May 2015 – Current

**Course Length:** Five Training Days (40 hours)

### **Target Audience**

The target audience is individuals responsible for recruiting, hiring, placing, accommodating, or ensuring universal information technology and facilities for individuals with disabilities (IWD). This includes, but is not limited to, individuals making architectural building changes for accessibility, veteran program managers, reasonable accommodations coordinators, human resources (HR) practitioners, EEO specialists, and others who manage employment matters concerning IWD.

Participants in this course will gain practical knowledge about building strategic alliances to achieve programmatic goals and becoming a vital resource for employees, managers, and senior leaders within their organizations. This course will include practical exercises to address issues of facility accessibility, emergency evacuation, and complicated reasonable accommodation issues.

### **Prerequisites**

DEOMI does not require any prerequisites for this course.

### **Knowledge, Skills, and Abilities**

This course develops the students' knowledge and skills needed to manage equal employment opportunity (EEO) and affirmative employment programs (AEP) with a focus on IWD and targeted disabilities (TD). The course will provide a description of specific roles and responsibilities of the full-time or collateral-duty disability program manager (DPM) and discuss essential information connecting HR/personnel procedures and EEO processes.

### **Lessons**

- The Foundation of Disability Programs (Disability Awareness)
- Roles and Responsibilities Requisites of a DPM
- Affirmative Programs of EEO (APEEO) Management Directive (MD)-715 Fundamentals
- Federal Hiring (Schedule A and SF 256)
- Section 504 – Accessibility of Activities and Programs
- The Role of DPM in Ensuring Compliance with Section 508 of the Rehabilitation Act and the Revised Standards
- Workplace Emergency Procedures for Employees with Disabilities
- Architectural Barriers Act (ABA)

## **Course Frequency**

DEOMI offers the DPMC approximately four times per year. The Institute trains and qualifies about 140 DPM per year.

## **Course Objective**

The main objective of the DPMC is to help DPM meet their affirmative employment responsibilities as they ensure employment opportunities for persons with disabilities. This course outlines the roles and responsibilities of the DPM and identifies some of the challenges.

This course will further provide students with an understanding of the regulatory guidance of laws and directives supporting disability program practices and procedures. It will provide clarification of specific roles and responsibilities of the DPM and discuss essential information connecting HR/personnel procedures and EEO processes. In addition, this course will provide a basic understanding of reasonable accommodations practices and procedures and information on the ABA, emphasizing accessibility concerns. Participants will further discuss APEEO by demonstrating a working knowledge of MD-715 as it relates to IWD and TD participation in the workforce. Attendees will develop a takeaway brief that is useful in promoting their agencies' disability programs by stressing the importance of the hiring, promoting, and retaining of IWD in the workforce. This briefing will provide the catalyst to promote the disability program to managers and supervisors with the goal of increasing Federal employment of IWD.

Using sound instructional methodologies, such as informal lectures, discussions, and activities, faculty will employ experiential education theory to ensure each student comprehends and discusses disability topics addressed in each lesson objective, as well as participates in educational activities associated with the disability program.

## **Learning Outcomes**

- Apply the basics of an accessibility audit associated with the ABA.
- Comprehend the roles and responsibilities of the DPM, to include special placement program coordinators.
- Comprehend the legal and regulatory foundation associated with disability programs, the Americans with Disabilities Act (ADA), the Rehabilitation Act, IWD, reasonable accommodations, TD, etc.
- Comprehend basic HR activities to include program planning and the effect it has on the efforts to recruit, hire, advance, and retain persons with disabilities; also understand Standard Form 256.
- Comprehend how community outreach and marketing can affect the disability program.
- Comprehend how workplace emergency procedures support employees with disabilities.
- Comprehend how APEEO, as explained in the MD-715, can affect DoD capabilities and achieve mission readiness.
- Know how the Computer/Electronic Accommodations Program (CAP) can assist IWD.
- Apply the fundamental skills associated with good presentations/briefings.

## **Strategy and Emphasis**

Students may take the DPMC as a virtual or in-person course. DEOMI designed the lesson material to expand students' knowledge of basic subject matter in the cognitive domain of learning. Instructors provide information to assist students in understanding lesson content and applying information during training sessions. Lectures and discussions center on the major issues and concerns pertinent civilian and military readiness and the competencies needed to become a successful DPM.

The lessons associated with this plan of instruction (POI) follow a logical learning sequence and have an organizational structure distinguished by cause and effect, problem solving, and topical arrangements. The structure will create natural breaks in the lesson material, allowing for discussion and critical thinking.

This POI identifies the structure of the course needed to tie together the skills and content that enables learning. Presenting material in a logical and organized form makes it easier for the student to synthesize the material and to recognize the interconnections of the content presented. Instructors emphasize occupational needs and an awareness of disability programs within the Federal Government.

## **Instructional Medium**

The DPMC provides an instructor lead/facilitated learning approach to train EO/EEO professionals. Instructors deliver training either in person or virtually. Training includes informal lectures and small-group experiences (SGE), regardless of delivery method (virtual or in person).

## **Methods of Instruction**

The Institute utilizes a myriad of teaching methodologies to accomplish its learning objectives. Nearly all of the objectives fall within the cognitive domain; however, instructors may also address the affective domain of learning. Students receive training through a variety of methodologies, as outlined below.

Training includes planned activities, which an instructor conducts either in person or virtually, to deliver instruction to students, enabling them to acquire specific knowledge, skills, and/or attitudes. Instruction may happen through lectures, case study practicums, discussions, reading, research, and activities.

## **Lecture/Interactive Large-Group Discussion**

Instructors normally conduct lecture in a large-group setting, making every effort to maintain an atmosphere conducive to learning. They emphasize presenting the material while also encouraging the students to share relevant personal experiences. Members of the class have opportunities to ask questions. Instructors primarily use lectures to present new or complex

information and provide students with the background knowledge needed to participate in subsequent small-group exercises and discussions in the classroom setting.

## **Virtual Learning**

Virtual learning refers to courses that DEOMI offers online. DEOMI's virtual learning course offerings cover a wide range of subjects to serve many audiences. The term online/virtual learning simply describes the way students access the learning content. This instructional methodology allows students to participate in a self-directed process to acquire skills or knowledge.

Virtual learning allows students to complete coursework from a wide range of locations and removes the time restriction to access lectures, so students may learn anytime from anywhere. DEOMI carefully reviews and approves the training materials for online courses before offering those courses.

## **Small-Group Experiences**

Small-group discussion is an instructor-facilitated method in which learning occurs primarily through students interacting with each other. Through a shared experience, event, or exercise, students discuss the knowledge and skills presented in the lecture. Small groups are comprised of a maximum 15 students and two trainers. The trainers are responsible for facilitating student-generated learning through the learning cycle.

## **Role-Playing**

Students learn EEO concepts and appropriate behaviors by actively participating in role-playing exercises. Small-group trainers always supervise these exercises, which DEOMI sometimes creates based on case studies. Role-playing accomplishes the following objectives:

- Allows students to develop an understanding of others' perspectives
- Encourages students to work with others in analyzing situations and developing workable solutions
- Provides students an opportunity to apply concepts they have learned in a rich, realistic environment
- Gives students the chance to gain insights into interpersonal challenges they are likely to face in their careers
- Enables students to contrast problem-solving methods by role-playing a situation several times from diverse perspectives
- Presents students with a forum for building and confidence

## **Student Facilitation/Guided Discussion**

Instructors provide students with the opportunity to practice facilitating an assigned lesson by leading a guided discussion in the small-group setting.

## **Case Studies**

During specific training sessions, instructors use case studies (scenarios) to allow students to observe, analyze, record, implement, conclude, summarize, or recommend courses of action in simulated situations. DEOMI creates and uses case studies as tools for analysis and discussion.

These case studies often come from actual events to add a sense of urgency or reality to the training session. Case studies have elements of simulations, but the students (except for the role-players) are observers rather than participants. A good case has sufficient detail to necessitate research and to stimulate analysis from a variety of viewpoints or perspectives. They place the learner in the position of problem solver. Students become actively engaged in the materials, discovering underlying issues, dilemmas, and conflicts.

## **Instructional Strategy**

Following sound educational methodology, such as *Gagne's Nine Events of Instruction*, DEOMI faculty implements training using a myriad of processes and procedures to meet DoD training requirements. The training process helps learners gain all the knowledge, skills, and abilities they need to meet mission requirements. Typically, DEOMI faculty facilitates instruction in the following sequence:

- Gain student attention.
- Inform learners of objectives.
- Stimulate recall of prior learning.
- Present the stimulus material (content)
- Provide learning guidance.
- Elicit performance (practice).
- Provide feedback (performance correctness).
- Assess the performance.
- Enhance knowledge retention and transfer to the job.

The Socratic Method is another effective strategy for teaching about human relations issues. Educators commonly use this strategy to teach about social issues by asking students structured questions. Facilitated instruction should foster critical thought, evaluation, and knowledge application. Instructors should use questions as much as possible during the lesson presentation to ensure students understand the content.

Other instructional strategies include the following:

- Provide time for student reflection and thinking. During the presentation, allow students time to consider questions and their response before requesting an answer.
- Avoid yes-or-no questions (e.g., "Does this make sense to you?").



- These types of questions (polar questions) lead nowhere and do not promote thinking or discussion.
- Ensure students have a basic understanding of the learning material, as well as the resources to respond to the questions posed. For the students to make progress, the instructor must understand their levels of knowledge and experience.
- Employ open-ended and closed questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Always try to ask open-ended questions that encourage the students to express their thoughts. Questions that begin with “how” and “why” will give the students an opportunity to relate themselves to the question.
- Include clarifying questions, such as, “How does the environment an individual grew up in affect their perspectives on these types of activities?” Be prepared to offer the students guidance as they reflect on possible answers.
- Use questions from all levels of thinking. The goal is to help the students develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

The DPMC requires students to participate in both lectures and small-group discussions. Activities and exercises in large and small groups engage learners as they develop the cognitive and affective skills needed to become an effective DPM.

### **Student Assessments**

Assessment, as ongoing feedback, is a necessary component of the learning process. DEOMI’s assessment strategy employs traditional paper-based testing and practical exercises, measured using criterion checklists and presentation evaluation. Using a goals checklist of the learning processes and different questioning techniques allows the instructor to gauge the comprehension level of the student and to determine what information the student has retained.

The learning process actively engages students as the instructor provides both informal and formal assessments to measure student learning. They provide feedback promptly to increase knowledge and skills. Instructors must take every opportunity to enhance learning at the appropriate time to ensure it is never too late for students to develop knowledge or to make corrections to information they perceived incorrectly. By assessing the student during the learning situation, the instructor can alter activities to re-teach or enhance the content.

When appropriate, instructors give students time at the end of the lesson to reflect on their learning to increase metacognition and process what they learned.

### **Assessments (Tests or Exams)**

Assessments include any systematic method of obtaining evidence from posing questions to draw inferences about the knowledge, skills, attitudes, and other characteristics of people for a specific purpose (e.g., criterion-referenced tests, Interpersonal Skills Development Evaluation Form, and knowledge checks). Students must score a minimum of 70 percent on each assessment.

## **Presentation Evaluation**

A presentation evaluation focuses on common elements that measure the student's ability to brief others. In evaluating the student, facilitators look for a well-paced, well-organized briefing that is clear and easy to follow. During the presentation, instructors will also consider the student's preparedness, enthusiasm, and engagement with the audience.

## **Student Assessment Strategy**

To meet the academic standard, students must achieve at least 70 percent on each summative academic evaluation in each rated area.

## **Course Sequence**

The flow of the DPMC takes the student from the known to the unknown. Instructors present familiar topics before moving to unfamiliar ones. This technique is appropriate in situations where the target audience has some familiarity with the subject.

DEOMI developed the course using sequencing relationships based on dependent, supportive, and independent learning objectives.

Instructors teach the lessons in the following order:

1. The Foundation of Disability Programs (Disability Awareness)
2. Roles and Responsibilities Requisites of a DPM
3. Affirmative Programs of EO (APEEO) MD-715 Fundamentals
4. Federal Hiring (Schedule A and SF 256)
5. Section 504 – Accessibility of Activities and Programs
6. The Role of DPM in Ensuring Compliance with Section 508 of the Rehabilitation Act and the Revised Standards
7. Workplace Emergency Procedures for Employees with Disabilities
8. Architectural Barriers Act (ABA)

## **Cognitive Development and Assessment**

Evaluation in the cognitive domain is an important part of the learning process. In educational evaluation, instructors define, observe, measure, or judge learned behavior. Once instruction begins, instructors need to frequently evaluate student learning effectively and plan or modify instruction as needed.

Educational evaluation is a systematic process of judging how well individuals, procedures, or programs have met educational objectives through observing learned behaviors. Through such observations, which include samples of student behaviors, instructors can evaluate the student's overall ability in the measured areas.

All evaluation must be fair. Instructors must be careful to recognize differences in students' learning processes and abilities. Not recognizing differences and their effects can result in unfair and inaccurate assessment of the students' achievement.

Besides the issue of fairness, instructors ensure observations are objective by removing subjective judgments through following a planned systematic approach to evaluating student achievement.

## **Academic and Non-Instructional Support Activities**

### **Small-Group Activities and Group Processing**

After a lecture/lesson in the auditorium, students are normally required to participate in small-group activities to increase their knowledge, skills, and attitudes. DEOMI bases these activities on an experiential learning process, and calls them small-group experiences (SGE). During such activities, facilitators engage a group of 10-12 students in relevant and applicable discussions and activities. SGE vary in goal and length, but overall, they represent more than extensions of previously presented lessons.

SGE engage students in cognitive self-reflection around topics of importance to EO/EEO professionals, such as discrimination issues. They also build interpersonal skills by requiring students to practice presentation and communication skills or regularly interact with group members. Furthermore, they influence students' attitudes, emotions, and values (affect) through a sharing of personal beliefs or feelings connected to specified topics.

### **Guest Lecture Series**

DEOMI invites selected subject-matter experts to address the faculty and student body on specific subjects in the curriculum. These forums on contemporary topics range from individual speakers to panels and are integral parts of the curricula, including Service-specific training.

Each class includes several presentations, with speakers and subjects varying from class to class. These presentations by recognized military and civilian authorities serve to broaden the students' perspective, allow them to hear and offer questions concerning activities and duties they will experience upon graduation, and provide the opportunity for both students and faculty to consider multiple points of view.

### **Student Briefing**

Students get the opportunity to research assigned topics dealing with disabilities and give a briefing to the small group.

### **Multimedia**

Instructors use videos and DVDs to support material presented at the Institute and to assist in broadening students' perspectives. They use these in conjunction with lectures and discussions.

### **Student Feedback**

Throughout the DPMC, students take regular surveys to assess their reaction to the lessons. They may also take part in a focus group.

## **Required and Recommended Reading**

Required and recommended readings work in conjunction with other forms of instruction and complement material presented throughout the DPMC. Reading material prepares students for discussion or expands concepts presented in the classroom. Information from required reading is included in student evaluations, but information from recommended reading is not. DEOMI carefully screens all readings to ensure correlation with training goals and objectives. Time for required reading is included as part of student study time and homework, but not in the course schedule.

## **Student Research**

Some assignments require students to complete research activities. The on-site library serves as the main venue for students' research activities as it is well equipped with computers and specialized resources (books, journals, videos, etc.) on topics related to DEOMI courses.

## Course Administrative Summary

Table 1 summarizes the average class size, program duration and the student/instructor ratio.

Table 2 summarizes the DPMC total hours, inclusive of non-instructional time. It also provides a breakdown of academic hours by media type, method of instruction, and assessment.

**Table 1: Length, Class Size, Instructor/Student Ratio**

<b>Class Size:</b>		
Minimum:	20	
Maximum:	48	
Annual Cap:	96	
<b>Instructor/Student Ratio:</b>		
Classroom:	MIN: 6	MAX: 15
Auditorium:	MIN: N/A	MAX: 135
<b>In-Residence Program Length:</b>		
	5 Academic Days (40 h)	
<b>Online Program Length:</b>		
	5 Academic Days (40) h	
<b>Academic Hours:</b>		
	40 h	

**Table 2 DPMC In-Residence Instructional Methodology Breakdown**

<b>Media/Type/Method of Instruction</b>	<b>Hours (Avg.)</b>
Lecture/Interactive Large Group Discussion (Auditorium)	12.5 h
Assessment/Feedback	
Student Briefings	
Small Group/Guided Discussion	13.5 h
Independent Study (Research/Homework)	
Guest Speaker/Panel Discussion/Seminar	
Administrative	7.3 h
Student Prep Time	
<b>Total DPMC Hours</b>	<b>40</b>

## **PART II**

### **Curriculum Summary**

## **THE FOUNDATION OF DISABILITY PROGRAMS (DISABILITY AWARENESS)**

### **Synopsis**

#### **Lesson Overview**

Workforce fairness is a critical component of the 21st century workforce. Individuals with disabilities (IWD) are part of the workforce, but IWD remain woefully underrepresented in the workplace. Disability program managers (DPM), selective placement program coordinators, human resource (HR) professionals, supervisors, managers, and/or co-workers must be the agents of change in recruiting, hiring, and retaining people with disabilities in the Federal Government. In order to be change agents, they must recognize the foundation and legal authority for disability programs, know key terms associated with disabilities, and understand how resources and accommodations support disability programs. This is important for creating and sustaining change that fosters a more creative, fair, respectful, and productive workforce and workplace.

#### **Instructional Strategy**

This is the first lesson in this course, and it is an introduction to the disability program, with an emphasis on IWD. DEOMI based the instructional strategy of this lesson on a traditional instructional process. This lesson will establish the legal framework for a disability program, along with key terms and definitions. The instructor will discuss information on communicating and interacting with IWD, as well as the perceptual filters used when interacting with people that the communicator perceives as different. The instructor will identify resources that are available to IWD that may enhance workforce productivity and recommend strategies to enhance communication and interaction with IWD. During instruction, students are required to demonstrate their knowledge and skills, as well as practice skills and behaviors expected of DPM, HR professionals, supervisors, managers, and/or co-workers.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal Lecture	2 h
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

#### **Required Reading**

1. Executive Order 13548 *Increasing Federal Employment of Individuals with Disabilities*. Retrieved from <http://www.whitehouse.gov/the-press-office/executive-order-increasing-federal-employment-individuals-with-disabilities>
2. Rehabilitation Act of 1973, as amended

## **Handouts**

1. Disability Employment and Accommodation
2. Disability Etiquette

## **References**

1. Rehabilitation Act of 1973, Amendments Act.
2. [www.unitedspinal.org/pdf/DisabilityEtiquette](http://www.unitedspinal.org/pdf/DisabilityEtiquette)
3. The Americans with Disabilities Act Amendments Act of 2008 (ADAAA).
4. Direct Threat Factors, 29 C.F.R. 1630(r), 09 Nov 1999.
5. Training Curriculum for Selective Placement Program Coordinators, Sep 2013.

## **Student Material**

Study Guide

## **Audiovisual Aids and Equipment**

1. Computer, screen, and speakers
2. Slide presentation



### Terminal Learning Objective (TLO)

Given examples, required reading, and a study guide, comprehend the legal and regulatory foundation associated with disability programs. Each student must score a minimum of 70% on a criterion-referenced test (CRT).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall the legal and regulatory framework associated with disability programs.	K	CRT	30 min
B. Recall key terms identifiable to individuals with disabilities (IWD).	K	CRT	30 min
C. Identify reasonable accommodations in the workplace.	C	CRT	15 min
D. Identify workplace resources for IWD.	K	CRT	10 min
E. Recognize general guidance for disability etiquette.	C	CRT	15 min
Total Lesson Time:			2 h
Notes			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
K = Knowledge C = Comprehension CRT = Criterion-Referenced Test			

## **ROLES AND RESPONSIBILITIES REQUISITES OF A DPM**

### **Synopsis**

#### **Lesson Overview**

Workforce fairness is a critical component of the 21st century workforce. Individuals with disabilities (IWD) are part of the workforce, but they remain underrepresented in the workplace. As the disability program manager (DPM), selective placement program coordinator (SPPC), human resource (HR) professional, supervisor, manager, and/or co-worker, it is important to understand the roles and responsibilities of the disability program and recognize how the DPM fits into the overall special emphasis program (SEP). This lesson will focus on the roles and responsibilities of managers tasked to lead this critical program. Students will discuss the requirements, objectives, and resources required by the SEP mandates and the challenges facing DPM. The final topic of this lesson looks at effective management strategies of the DPM.

#### **Instructional Strategy**

This lesson is an introduction to the position of DPM. It follows the Foundation of Disability Programs lesson. After the informal lecture, the students will work together in small groups to prepare a briefing on the roles and responsibilities of the DPM. Students will also brainstorm additional roles and responsibilities and best practices not mentioned in lecture. Their briefing will include strategies of how the DPM could assist in increasing the hiring of people with disabilities. Students will brief in conjunction with the MD-715 activity (Activity 3). Instructors will use the activity time (1.5 hours) to assess the students' ability to research and identify other roles and responsibilities of a DPM then share their information with other students, thus increasing comprehension. Student prep time in the schedule allows students to develop their briefings.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal Lecture	1.5 h
Activity: Role and Responsibilities Brief	2 h
<b>Total Time:</b>	<b>3.5 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

#### **Required Reading**

1. Special Emphasis Program Mandate 29 CFR 1614.102 (b)(4)
2. Rehabilitation Act of 1973, as amended
3. Selective Placement Program Coordinator
4. Executive Order 13548
5. Executive Order 13164
6. Executive Order 13518

## **References**

1. U.S. 29 Code of Federal Regulations (CFR) 1614: Federal Sector Equal Employment Opportunity, as revised, 1999.
2. Rehabilitation Act of 1973, as Amended.
3. Americans with Disabilities Act, 1990.
4. Architectural Barriers Act of 1968, as amended.
5. U.S. Equal Employment Opportunity Commission (EEOC), Equal Employment Management Directive (MD) 715, 2003.
6. U.S. Equal Employment Opportunity Commission (EEOC), Equal Employment Management Directive (MD) 110, as revised, 1999.
7. Executive Orders 13548, 13163, 13164, and 13518.

## **Student Material**

Study Guide and references noted

## **Audiovisual Aids and Equipment:**

1. Computer, screen, and speakers
2. Slide presentation

## Terminal Learning Objective (TLO)

Given examples, required readings, and a study guide, comprehend the roles and responsibilities of the DPM. Each student must obtain a minimum passing score of 70% on a criterion-referenced test. Each student will also demonstrate briefing skills in conjunction with the MD-715 activity (Activity 3) and obtain a GO on the presentation evaluation.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall special emphasis program mandates.	K	CRT	15 min
B. Recognize the roles and responsibilities of the DPM.	C	CRT	50 min
C. Recognize the challenges facing DPM.	C	CRT	15 min
D. Identify the advantages of an effective disability program.	C	CRT	10 min
Total Lesson Time:			1.5 h
Notes			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
K = Knowledge C = Comprehension CRT = Criterion Referenced Test			

Activity	Purpose	Performance Measure	Time
DPM Roles and Responsibilities Briefing	Demonstrate comprehensive knowledge of the roles and responsibilities of the DPM.	PE	2 h
PE = Performance Evaluation			

## **AFFIRMATIVE PROGRAMS OF EEO (APEEO) MD-715 FUNDAMENTALS**

### **Synopsis**

#### **Lesson Overview**

The Equal Employment Opportunity Commission (EEOC) is responsible for tracking the affirmative programs of equal employment opportunity (APEEO) for the Federal Government. To this end, they established Management Directive (MD)-715, which provides policy guidance and standards for establishing and maintaining effective APEEO under Section 717 of Title VII (PART A) and effective affirmative programs under Section 501 of the Rehabilitation Act (PART B). The directive also sets forth annual general reporting requirements (PART C), which each Federal agency must complete. It is important for the DPM to understand what affirmative employment means and what this report can do for their organization, beyond fulfilling the requirements for tracking progress in achieving workforce goals within the Federal Government.

This lesson addresses the concept of affirmative employment as a Federal program to overcome the effects of past discrimination. The instructor will discuss the evolution of Federal sector affirmative employment program requirements (to include the congressional purpose of affirmative programs) and the progression of various executive orders, laws, and the EEOC management directives that authorize APEEO. Students will learn definitions of key terms and concepts, discuss the difference between goals and quotas (advise students those goals are optional in the Federal sector), as well as demonstrate how to put together a plan to overcome barriers identified by conducting a workforce comparison in small group (Activity: Briefing MD-715 Presentation).

For the activity, students act as employees of the Defense Applications Technology Agency (DATA), a fictitious organization. They will use the DATA Handbook and other reference materials to conduct the comparison and to discuss techniques to identify and overcome systemic barriers to EEO/APEEO.

#### **Instructional Strategy**

For this lecture, DEOMI based the instructional strategy on a traditional instructional process. Students will receive a copy of an MD-715 statistical data book for a fictional agency (DATA), and the instructor will refer to this book throughout the lecture. The students will examine the self-inspection checklists found in MD-715 while the instructor addresses each section. They will also use other parts of the book that can serve as a resource for identifying possible discrimination issues and barriers to accessibility for people with disabilities. Students will use the DATA book when they move to small group and complete a series of exercises that cumulate in a command briefing on the state of the agency in terms of employing people with disabilities (MD-715 briefing). This activity serves to raise student awareness of the importance of fairness in the workplace, and it teaches them how to determine if an organization is demonstrating the agency's commitment to a model EEO workplace.

## Instructional Method

Method	Time
Informal Lecture	2.5 h
Small-Group Experience (MD-715 Activity)	10 h
<b>Total Time:</b>	<b>12.5 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

## Recommended Reading

1. Targeted Disabilities Action Plan
2. Resource Guide for Employers: Hiring IWD
3. Best Practices Report (EEOC)
4. MD-715 Checklist

## Handouts

1. Barrier Analysis (Part 1)
2. Barrier Analysis (Part 2)
3. Model Agency Employer
4. MD-715 (Part J)

## References

1. EEO Act of 1972.
2. EEOC Management Directive (MD)-715
3. EEOC pamphlet “Instructions to Federal Agencies for Equal Employment Opportunity Management Directive-715.”
4. Rehabilitation Act of 1973, as amended, Section 501
5. Executive Order (EO) 13548, 26 July 2010.
6. Department of Defense Directive 1440.1.

## Student Material

1. Study Guide
2. The Defense Applications Technology Agency (DATA) Handbook

## Audiovisual Aids and Equipment

1. Computer, screen, and speakers
2. Slide presentation

## Terminal Learning Objective (TLO)

Given examples and a study guide, comprehend how affirmative programs (MD-715) can affect DoD capabilities and help achieve mission readiness. Students must score a minimum 70% a criterion-referenced test (CRT), as well as create and present a briefing on MD-715, achieving a GO on the presentation evaluation form.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall the fundamentals tenets of APEEO.	K	CRT	10 min
B. Recall the purpose of MD-715.	K	CRT	10 min
C. Recognize the six elements of a model agency/employer.	K	PE	15 min
D. Recall MD-715 requirements.	K	PE	15 min
E. Discuss Part J of MD-715.	C	PE	30 min
F. Recognize B table benchmarks.	C	PE	10 min
G. Discuss the barrier analysis process.	C	PE	30 min
H. Identify tactics to eliminate barriers.	K	PE	10 min
I. Describe goals for hiring people with disabilities and targeted disabilities.	K	PE	5 min
J. Identify best practices.	K	PE	5 min
<b>Total Time</b>			<b>2.5 h</b>
<b>Notes</b>			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge C = Comprehension CRT = Criterion Referenced Test PE = Performance Evaluation</b>			

## **FEDERAL HIRING (SCHEDULE A AND SF 256)**

### **Synopsis**

#### **Lesson Overview**

It is vital for students to understand fundamental human resources (HR) and program planning to enhance programs and initiatives that support employment of individuals with disabilities (IWD). This lesson helps the student by first reviewing Executive Orders 13548 and 13163, then discussing the competitive service, which fills positions according to a merit system that chooses the best-qualified candidates based on an application and interview process, and the excepted service, in which positions have national security and/or intelligence functions as hiring options. It also identifies the advantages of utilizing Schedule A in the hiring of IWD. The lesson discusses veterans initiatives as a component of Federal disability programs and covers recruiting and interviewing IWD, as well as identifying recruiting resources for IWD. With this basic overview of the HR processes as they pertain to people with disabilities, the disability program manager (DPM) will have a better understanding of what is necessary to increase the number of IWD within the Federal workforce.

#### **Instructional Strategy**

DEOMI usually places this lesson early in the course, after the Disability Awareness, and Roles and Responsibilities of the DPM lessons. Instructors give an informal lecture, inviting students to share their experiences of the topics addressed. While there is no activity directly related to this lesson, it provides an understanding of civilian personnel processes that students need to prepare for the briefings they give prior to successful completion of the course.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal Lecture	2 h
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

#### **Required Reading**

1. OPM recommended strategies to support/implement E.O. 13548. Retrieved from [www.chcoc.gov/transmittals/TransmittalDetails.aspx?transmittalID=3228](http://www.chcoc.gov/transmittals/TransmittalDetails.aspx?transmittalID=3228)
2. EEOC Policy Guidance on Executive Order 13164 Establishing Procedures to Facilitating the Provision of Reasonable Accommodation. Retrieved from [http://www.eeoc.gov/policy/docs/accommodation\\_procedures.html](http://www.eeoc.gov/policy/docs/accommodation_procedures.html)
3. Executive Order 13518, *Employment of Veterans in the Federal Government*.



## **Handouts**

1. SF-256, *Self-Identification of Disability*
2. IWD Resources
3. OPM Strategies for Recruitment and Hiring of People with Disabilities

## **References**

1. DoDD 1440.1, *The DoD Civilian Equal Employment Opportunity (EEO) Program*.
2. EEOC Management Directive (MD)-715.
3. Executive Orders 13548, 13163, and 13518.
4. SF 256 Self-Identification of Disability.
5. Title 29 U.S.C. Part 1614, Federal Sector Equal Employment Opportunity.
6. Title 5, United States Code; 5 CFR § 213.3102 (u) & (11).
7. Rehabilitation Act of 1973, as Amended.
8. U.S. OPM Memo, *Model Strategies for Recruitment and Hiring of People with Disabilities*.

## **Student Material**

Study Guide

## **Audiovisual Aids and Equipment:**

1. Computer, screen, and speakers
2. Slide presentation

### Terminal Learning Objective (TLO)

Given examples, required readings, and a study guide, comprehend basic HR activities (to include program planning) and the impact it has on the efforts to recruit, hire, advance, and retain persons with disabilities (SF 256). Each student must score a minimum of 70% on a criterion-referenced test (CRT).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall human capital management activities.	K	CRT	10 min
B. Identify DPM staff responsibilities for outreach and recruitment of IWD.	C	CRT	10 min
C. Identify DPM staff responsibilities for hiring IWD.	C	CRT	10 min
D. Identify hiring practices concerning IWD.	C	CRT	10 min
E. Identify the Schedule A hiring process.	C	CRT	15 min
F. Recall actions for retaining and advancing IWD.	K	CRT	10 min
G. Recognize veterans initiatives as an essential component of Federal disability programs (E.O. 13518).	K	CRT	15 min
H. Recognize the significance of OPM SF 256.	K	CRT	20 min
<b>Total Lesson Time:</b>			<b>2 h</b>
<b>Notes</b>			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge C = Comprehension CRT = Criterion Referenced Test</b>			

## **SECTION 504 – ACCESSIBILITY OF ACTIVITIES AND PROGRAMS**

### **Synopsis**

#### **Lesson Overview**

Students must understand the role that Section 504 of the Rehabilitation Act of 1973, as amended, has in the workplace. Section 504 prohibits discrimination against individuals with disabilities (IWD) participating in programs that receive Federal financial assistance and all programs and activities the DoD conducts for employees. This lesson helps disability program managers (DPM) gain awareness about their requirements to support Section 504 and help to maintain a fair workplace.

#### **Instructional Strategy**

DEOMI teaches this lesson in the middle of the course, after the students have learned basic information about the Rehabilitation Act of 1973, as amended. In this lecture, DEOMI based the instructional strategy on a traditional instructional process. This lesson expands upon the information students learned about Section 504, going into detail about reasonable modification, limitations, and the complaint process. During instruction, students demonstrate the knowledge and skills they have gained throughout the course, as well as practice skills and behaviors expected of DPM, human resources (HR) professionals, supervisors, managers and co-workers.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal Lecture	1 h
<b>Total Time:</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

#### **References**

1. 29 United States Code 794: *Nondiscrimination under Federal grants and programs.*
2. DoD Directive 1020.1.
3. U.S. 28 Code of Federal Regulations (CFR) 35: *Nondiscrimination on the Basis of Disability in State and Local Government Services.*

#### **Student Material**

Study Guide

#### **Audiovisual Aids and Equipment:**

1. Computer, screen, and speakers
2. Slide presentation

## Terminal Learning Objective (TLO)

Given examples and a study guide, comprehend how Section 504 of the Rehabilitation Act is associated with disability programs. Each student must score a minimum of 70% on a criterion-referenced test (CRT).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall Section 504, Title V of the Rehabilitation Act regulatory framework.	K	CRT	10 min
B. Recall reasonable modifications.	K	CRT	20 min
C. Recall limitations of Section 504.	K	CRT	10 min
D. Explain complaint management.	C	CRT	10 min
<b>Total Lesson Time:</b>			<b>1 h</b>
<b>Notes</b>			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge C = Comprehension CRT = Criterion Referenced Test</b>			

**THE ROLE OF DISABILITY PROGRAM MANAGERS IN ENSURING COMPLIANCE**  
**WITH SECTION 508 OF THE REHABILITATION ACT**  
**AND THE REVISED STANDARDS**

**Synopsis**

**Lesson Overview**

The Office of the Chief Information Officer of the Department of Defense (DoD) issued DoD Manual 8400.01 to implement Section 794d of Title 29, United States Code (U.S.C.), also known as Section 508 of the Rehabilitation Act of 1973; Part 1194 of Title 36, Code of Federal Regulations (C.F.R.); and Subpart 39.2 of the Federal Acquisition Regulations (FAR). DEOMI designed this lesson to help DoD disability program managers (DPM), equal opportunity (EO) officials, and Section 508 coordinators gain awareness of Section 508 and understand the roles and responsibilities of individuals when implementing successful Section 508 programs.

DoD accessibility policies explain that components are obligated to ensure information and communication technology (ICT) is available to individuals with disabilities; and accommodate the needs of employees and program participants, while meeting the Section 508 requirements.

This lesson provides DoD DPM, EO officials, and Section 508 coordinators with a framework for maximizing the likelihood that applicants, employees, and members of the public with disabilities enjoy genuine, effective, and meaningful opportunities to participate fully in programs and activities assisted or conducted by DoD Components through the development, procurement, maintenance, and use of universal ICT. Instructors will introduce Section 508 to increase basic awareness; provide an overview of DoD Section 508 policy and implementation factors; provide an overview of government-wide Section 508 roles, activities, and resources; and provide an overview of Section 508 related complaint resolution processes, both informal and formal.

**Instructional Strategy**

DEOMI designed this lesson to explain the overall purpose of Section 508 and its role within the DoD and DoD components. Instructors will primarily teach this lesson as an informal lecture with opportunities for students to engage in discussions related to the subject matter. Instructors will give a demonstration on universal audio/video description and captioning.

**Instructional Method**

Method	Time
Informal Lecture	1 h
Activity: Demonstration	10 min
<b>Total Time:</b>	<b>1.15 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

## **Recommended Reading**

1. DoD Directive 8000.01, “Management of the Department of Defense Information Enterprise,” (Paragraph K).
2. DoD Manual 8400.01, “Accessibility of Information and Communications Technology (ICT).”
3. Information Paper Providing Guidance on How to file a DoD Formal and Informal Section 508 Complaint.
4. “Framework for Designing and Implementing Accessible Information and Communication Technology (ICT) Strategic Plans—Accessible Technology in the Workplace Initiative” (Department of Labor, Office of Disability Employment Policy, 2012).

## **Handouts**

1. DoD Manual 8400.01
2. Slide Presentation Notes

## **References**

1. Rehabilitation Act of 1973, as amended, Section 508.
2. DoD Manual 8400.01.
3. Section 508.gov.
4. Acquisition.gov, Part 39.2.
5. 5Access-board.gov, Final Rule, Text of the Standards and Guidelines.
6. U.S. Department of Labor, Office of Disability Employment Policy – What Can You Do? Campaign.

## **Student Material**

Study Guide

## **Audiovisual Aids and Equipment:**

1. Computer, screen, and speakers
2. Slide presentation

### Terminal Learning Objective (TLO)

Given examples, recommended readings, a demonstration, and a study guide, comprehend the student's role in raising awareness, affecting policy guidance, and implementing fundamental concepts of Section 508 compliance strategies. Students must score a minimum 70% a criterion-referenced test (CRT).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recognize introduction to Section 508.	C	CRT	25 min
B. Recognize DoD Section 508 policy.	C	CRT	20 min
C. Recall Section 508 Government-wide policy and implementation.	K	CRT	5 min
D. Recall Section 508 complaints processes.	K	CRT	10 min
<b>Total Lesson Time:</b>			<b>1 h</b>
<b>Notes</b>			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge C = Comprehension CRT = Criterion Referenced Test</b>			

Activity	Purpose	Performance Measure	Time
Demonstration: Universal audio/visual	Show the class two Section 508 compliant videos with audio description and captioning.	PE	10 min

# **WORKPLACE EMERGENCY PROCEDURES FOR EMPLOYEES WITH DISABILITIES**

## **Synopsis**

### **Lesson Overview**

Having a fair workplace includes proactively putting in place procedures in case of an emergency to support the disabled. To create such an emergency plan, one must be aware of what an emergency plan looks like and what makes it fair. An emergency plan is important for the safety and well-being of all members of your organization. Agencies need to consider all employees when developing emergency procedures. As disability program managers (DPM), students need to understand their role in advocating for the safety of employees with disabilities.

In this lesson, students will learn about emergency plans, recognize the three phases of an emergency evacuation plan (plan development, plan implementation, and plan maintenance), describe the seven stages that make up the three phases, identify different types of assistive technology available today, and recall some basic evacuation procedures applicable to individuals with disabilities (IWD).

### **Instructional Strategy**

DEOMI based the instructional strategy for this lecture on a traditional instructional process. Instructors prepare traditional learning instructional materials to support the lecture and large-group discussion. Based upon these instructional strategies, instructors use their knowledge and expertise to motivate the students to demonstrate their knowledge on a written exam.

### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal Lecture	1 h
<b>Total Time:</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### **References**

1. Title II of the Americans with Disabilities Act.
2. Section 506 of the ADA.
3. Executive Order 13347 – *Individuals with Disabilities in Emergency Preparedness*.
4. 29 CFR 1910.38(a) *OSHA Emergency Action Plans*.
5. National Fire Protection Association (NFPA) *Emergency Evacuation Planning Guide for People with Disabilities*. Retrieved from <http://www.nfpa.org/disabilities>

### **Student Material**

Study Guide



**Audiovisual Aids and Equipment:**

1. Computer, screen, and speakers
2. Slide presentation

**Terminal Learning Objective (TLO)**

Given examples and a study guide, comprehend how workplace emergency procedures support employees with disabilities. To meet this objective, each student must score a minimum of 70% on a criterion-referenced test (CRT).

<b>Enabling Learning Objectives (ELO)</b>	<b>Level of Learning</b>	<b>Performance Measure</b>	<b>Approximate Time</b>
A. Recall the legal and regulatory framework and purpose of emergency plans.	K	CRT	5 min
B. Recall the key elements of emergency plans.	K	CRT	5 min
C. Recall the basics of emergency plan development.	K	CRT	10 min
D. Describe how to implement an emergency plan.	C	CRT	10 min
E. Describe emergency plan maintenance.	C	CRT	10 min
F. Recall examples of emergency evacuation assistive technology.	K	CRT	5 min
G. Recall emergency evacuation procedures.	K	CRT	10 min
<b>Total Lesson Time:</b>			<b>1 h</b>
<b>Notes</b>			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge C = Comprehension CRT = Criterion Referenced Test</b>			

## **ARCHITECTURAL BARRIERS ACT (ABA)**

### **Synopsis**

#### **Lesson Overview**

Disability Program Managers (DPM) play a key role in bringing accessibility issues to the attention of the appropriate personnel. To do so effectively, the DPM must be familiar with the associated laws governing accessibility standards.

This lesson provides students with background and requirements of the Architectural Barriers Act (ABA). The instructor will briefly cover the ABA and the four standard-setting agencies, with an emphasis on the DoD. The lesson goes on to discuss compliance with and enforcement of the ABA standards, as well as the DPM's role in facility accessibility to include ABA complaints processing. Finally, it outlines an example of a model program and discusses the resources available.

#### **Instructional Strategy**

DEOMI based the instructional strategy of this lesson on a traditional and experiential instructional process. Traditional learning instructional materials support the lecture and large-group discussion. An experiential learning process allows the learner to participate in structured activities as the primary tool in learning the appropriate skills expected of a DPM. Based on these instructional strategies, instructors use their knowledge and expertise to motivate the students to demonstrate their knowledge and skills, as well as practice the informal presentation skills necessary for an effective DPM.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal Lecture	1 h
Small-Group Activity: Facility Audit	1.5 h
<b>Total Time:</b>	<b>2.5 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

#### **Required Reading/Handouts**

1. DoD ABA Memo titled "Access for People with Disabilities," issued October 31, 2008.
2. WHS Accessibility Task Force Brochure.

#### **References**

Architectural Barriers Act (ABA) Standards

#### **Student Material**

Study Guide

**Audiovisual Aids and Equipment:**

1. Computer, screen, and speakers
2. Slide presentation

**Terminal Learning Objective (TLO)**

Given examples, required reading, and a study guide, students must be able to apply their knowledge of the Architectural Barriers Act (ABA). Each student must obtain a minimum passing score of 70% on a criterion-referenced test (CRT).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Describe the Architectural Barriers Act (ABA).	C	CRT	10 min
B. Identify the four Federal standard-setting agencies.	K	CRT	10 min
C. Describe ABA compliance applicability.	C	CRT	10 min
D. State the DPM's role in facility accessibility.	K	CRT	5 min
E. Describe the ABA complaints process.	K	CRT	10 min
F. Recall ABA resources.	K	CRT	5 min
<b>Total Lesson Time:</b>			<b>1 h</b>
<b>Notes</b>			
The introduction and conclusion should take no more than 5 minutes each.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge C = Comprehension CRT = Criterion Referenced Test</b>			

Activity	Purpose	Performance Measure	Time
Facilities Assessment Audit	Students will form groups of 10–12 students and provide an out brief to the class concerning group findings associated with ABA standards.	PE	2 h
<b>PE = Performance Evaluation</b>			