

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

**July 2025**

## **Equal Employment Opportunity Officer Professional Series Advanced Course (EPS-A) Plan of Instruction (POI)**

### **Program Length:**

**Phase I (DL) 8 Hours (approximate seat time)**

**Phase II 40 Hours (1 week)**

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## Table of Contents

### Part I: Overview of the EPS-A

Target Audience .....	4
Prerequisites.....	4
Course Description .....	4
Course Objective .....	5
Learning Outcomes.....	5
Instructional Methodology.....	5
Student Assessments.....	7

### Part II: Curriculum Summary

<b>Phase 1: Distributed Learning (DL).....</b>	<b>10</b>
Roles and Responsibilities of the EEO Officer (EEOA 7520) .....	11
Leadership and Supervisory Skills of EEO Officers/Directors (EEOA 7540).....	13
Employee Development and Relations (EEOA 7530).....	15
Special Hiring Authorities (EEOA 7510).....	17
<b>Phase 2: Resident Lessons .....</b>	<b>19</b>
The EEO Professional (Officer) Occupation (Overview).....	20
Complaints Investigation And Resolution Division (IRD) (EEOA 7710).....	21
Resource Management (EEOA 7840).....	22
DoD EEO Perspective (EEOA 7740).....	23
Symposium on EEO Programs Guest Speakers (EEOA 7750).....	24
Case Updates (EEOA 7720) .....	26
Equal Employment Opportunity Commission (EEOC) Administrative Judge Guest Speaker (EEOA 7790) .....	27
Final Agency Decisions or Actions Guest Speaker (EEOA 7810) .....	28
Special Hiring Authorities Guest Speaker (EEOA 7730).....	29
Merit System Protection Board Administrative Judges (Case Update) Guest Speaker (EEOA 7820) .....	30

## **Part I: Overview of the EPS-A**

### **Target Audience**

Students must be graduates of the 'Intermediate' Course with 3 years of experience in the field since attending the Intermediate course and be at the GS-11 level and above.

### **Prerequisites**

Students are required to complete four online modules of online learning prior to attending the in-residence portion of the course.

### **Course Description**

As prescribed in Defense Management Report Decision 974 dated August 30, 1993, the 1964 Civil Rights Act as amended, and DoD Directive 1440.1, April 17, 1992, this course provides extended training for DoD personnel assigned to full-time and collateral duties as an EEO Officer.

This course develops knowledge and skills that allow graduates to manage effective EEO programs at the installation, activity, and command level. It reinforces previous training on organizational aspects of EEO. This course builds upon knowledge, skills, and attitudes (KSAs) obtained in the EEO Professional 'Entry' and 'Intermediate' courses.

**Course Name:** EEO Professional 'Advanced' Resident Course (EPS-A)

**Course Effective Date:** July 2025 - Current

**Course Length:** Approximately 8 hours (seat time) online learning; 5 academic days (40 h) of in-residence training

**Course Frequency:** Variable, usually given once every year.

### **Phase I Training**

Phase I training consists of four (4) online lessons (approximately 8 seat hours):

1. Roles and Responsibilities of the Officer/Director
2. Officer/Director Leadership and Supervisory Skills
3. Employee Development and Relations
4. Special Hiring Authorities and Processes for Veteran's Preference and Individuals with Disabilities

### **Phase II Training**

Phase II consists of one week (approximately 40 h) of resident training, including small group activities designed to reinforce concepts learned during Phase I. Additionally, Phase II curriculum includes lessons and guest speakers on topics such as:

- Symposium on EEO Programs (Guest Speaker Panel)
- Equal Employment Opportunity Commission (EEOC) Administrative Judge
- Merit System Protection Board (MSPB) Administrative Judge (Case Update)
- DoD EEO Perspective

## **Course Objective**

Using sound academic disciplines such as learning cohorts, reflective teaching, and adult education theories, each student must know and discuss human relations/performance subjects addressed in each lesson objective, as well as participate in educational activities associated with EEO Officer duties. Each student must also meet all assessment criteria identified in this course.

This course develops a base of knowledge and skills that allows graduates to serve as effective EEO Program Officers/Directors. Studies focus on the statutory/legal as well as organizational aspects of EEO and builds upon the EEO professional 'Entry' and 'Intermediate' courses preparing EEO Officers to manage, administer, and monitor EEO programs. Training in the 'Advanced' course prepares EEO Officers to perform assigned duties associated with an organization having non-discriminatory employment policies and practices and provide equal employment opportunity to all job applicants and employees. Non-preferential actions that are appropriate under current legal provisions include: preventing and eliminating employment discrimination, conducting broad recruiting, eliminating non-job-related minimum qualifications, etc.

## **Learning Outcomes**

After completing the EPS-A Course, each student will be able to:

- Execute the roles and responsibilities of the EEO Officer/Director.
- Execute the agency EEO Program for compliance with 29 CFR 1614.
- Explain resource management strategies.
- Plan executive level attributes such as leadership, coaching, business acumen, influencing strategies, building coalitions.

## **Instructional Methodology**

DEOMI training utilizes a myriad of teaching methodologies to accomplish its learning objectives. Nearly all the objectives fall within the cognitive domain, however instruction is accomplished through a variety of methodologies, as outlined below.

## **Lectures/Interactive Large Group Discussion (Auditorium)**

Lectures/Discussions are employed primarily to present new or complex information and provide students with the background knowledge to participate in subsequent small group (classroom) exercises and discussions. Emphasis is placed on presenting the material while also encouraging the students to share relevant personal experiences. Opportunities are provided for questions from members of class.

### **Guest Lecture Series**

Selected subject-matter experts are invited to address 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.

Several presentations are conducted for each class with speakers and subjects varying from class to class. These presentations, by recognized 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.

### **Online Learning/Advanced Distributed Learning (ADL)**

Online learning is a term used to describe distance or correspondence courses offered over the internet. The courses offered through online learning cover a wide range of subjects and are intended for many audiences. Online learning is an instructional methodology in which students are self-directed in acquiring skills or knowledge.

Online courses allow students to complete coursework from a wide range of locations, anytime, anywhere, and remove the time restriction on accessing course lectures. The training material for online courses provided by DEOMI has been carefully reviewed and approved before the course is offered.

### **Small Group with Activities**

Small group discussion is an instructor-facilitated method where learning occurs primarily through student interaction with each other. Through a shared experience, event, or exercise, students are given the opportunity to discuss the knowledge and skills presented in the lecture. Small groups are comprised of a maximum of 15 students and two trainers. The trainers are responsible for facilitating student-generated learning through the learning cycle. Increased learning occurs when a person engages in an activity, looks back at the activity, and draws useful insight.

### **Role Playing**

As a learning methodology, role playing attempts to help students discover personal meanings within their social worlds and to resolve personal dilemmas with the aid of their social group. Through the risk-taking inherent in improvisation, students typically validate the educational payoff of the activity. Students learn EEO concepts and appropriate behaviors by actively

participating in role-playing exercises. Small group trainers always supervise these exercises. Role-playing does the following:

- 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 challenges they are likely to face in their careers

### **Student Facilitation/Guided Discussion**

Students are provided with the opportunity to practice their ability to facilitate an assigned lesson through a guided discussion in the small group setting.

### **Case Studies**

During training, case studies (scenarios) are created and used as tools for analysis and discussion. They allow students to observe, analyze, record, implement, conclude, summarize, or recommend courses of action.

Cases are often based on actual events, which adds a sense of reality to the training session. Case studies have elements of simulations, but the students 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.

### **Required Reading**

Time for Required Reading is included as part of student study time and homework, but is not part of the course schedule.

### **Student Assessments**

Assessments are 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, performance assessment). In the 'Advanced' course, students are assessed through a variety of methods, including presentation evaluations and criterion checklists (CC).

### **Quizzes**

A formative assessment used to measure a student's knowledge or skills for the purpose of providing feedback to inform the student of his or her current level of knowledge or skill. In the

online learning environment (DL), students must complete Knowledge Checks (KC) to move forward and complete the online lesson. Normally, during student practice sessions, instructors/facilitators will quiz students on their knowledge of processes and procedures.

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

Formal assessment of student achievement aligns to course objectives. The criterion-referenced test (CRT) is a posttest, i.e., it is given after a segment of content. The CRT is designed, developed, administered, and maintained using a process that yields a valid, reliable measure of individual learning. Students must score a minimum of 70% on each CRT in the online environment and resident portion of the course. If a student fails a test, a reexam is given.

### **Performance Evaluation (PE)**

The EEO Professional ‘Advanced’ Course requires students to prepare and present a briefing to the fictional Federal agency leader. Each student will demonstrate that they have a practical understanding of the course material by applying the concepts, techniques, and skills. The PE provides practical work that aligns to duties assigned to EEO professionals. During this phase students will be officially evaluated on their performance by the group supervisor/evaluator using an evaluation form/rubric.



## **Part II: Curriculum Summary**

## **Phase 1: Distributed Learning (DL)**

### **Course Sequence**

The EPS-A has two phases: Phase 1 or Distributed Learning (DL) consisting of four distributed learning (DL) modules and the Phase 2 in-resident portion (1 week).

### **Distributed Learning Modules**

#	Lesson #	Lesson Title	Approx Seat Time in Phase 1
1	EEOA 7520	Roles and Responsibilities of the EEO Officer	2 h
2	EEOA 7540	Leadership And Supervisory Skills of EEO Officers/Directors	2 h
3	EEOA 7530	Employee Development and Relations	2 h
4	EEOA 7510	Special Hiring Authorities	2 h
<b>Total Phase 1 Seat Time:</b>			8 h

## ROLES AND RESPONSIBILITIES OF THE EEO OFFICER (EEOA 7520)

### Overview

In this lesson, students will learn about the roles and responsibilities of the EEO Officer. To help them to comprehend these roles and responsibilities, the following topics will be covered: the role of the EEO Officer and the appropriate leadership characteristics expected of the EEO Officer.

### Strategy

For this course, online lessons do not have to be taken in any particular order. The EEO training monitor/facilitator has a critical role in the student's independent study time and self-directed learning. The EEO training monitor/facilitator must be available to answer student inquiries and ensure students are progressing at a pace to attend the in-residence portion (Phase II) of training.

The online modules help students take charge of their learning process by staying actively engaged. Appropriate for independent study time and self-directed learning, students must organize and schedule their time during the day and throughout the week to meet learning goals. Scheduling time effectively will ensure students make the most of the flexibility of online learning.

The lesson strategy applied here requires students being active learners, meaning they own their learning. This can be done through proactively reading materials, conducting additional research, and reaching out to classmates and instructors regularly. Successful online learners are also proactive in acquiring feedback and applying it to future coursework. Online learners who take the opportunity to engage with their instructor and classmates tend to get the most out of their classes.

### Instructional Method

Method	Time
Distributed Learning Module	2 h (Seat time)
<b>Total Time:</b>	<b>2 h</b>

**Note:** DEOMI recommends a 10-minute break for every 1 hour of instruction.

### Terminal Learning Objective

Given an online lesson and a study guide, know the roles and responsibilities of the EEO Officer.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the roles of the EEO Officer.	K	KC
B. Identify appropriate leadership characteristics expected of the EEO Officer.	K	KC

*Table Key:* K=Knowledge KC = Knowledge Checks

## **LEADERSHIP AND SUPERVISORY SKILLS OF EEO OFFICERS/DIRECTORS (EEOA 7540)**

### **Overview**

In this lesson students will learn about leadership and supervisory skills appropriate for Equal Employment Opportunity (EEO) Officers/Directors. To help students comprehend these issues, the following topics will be covered: strategic planning skills, change management skills, and EEO program management skills (managing EEO resources).

### **Strategy**

For this course, online lessons are not taken in any particular order. The EEO training monitor/facilitator has a critical role in the student's independent study time and self-directed learning. The EEO training monitor/facilitator must be available to answer student inquiries and ensure students are progressing at a pace to attend the in-resident portion (Phase II) of training.

The online modules were created to help students take charge of their learning process by staying actively engaged. Appropriate for independent study time and self-directed learning, students must organize and schedule their time during the day and throughout the week to meet learning goals. Scheduling time effectively will ensure students make the most of the flexibility of online learning.

The lesson strategy applied here requires the student being an active learner, meaning they own their learning. This can be done through proactively reading materials, conducting additional research, and reaching out to classmates and instructors regularly. Successful online learners are also proactive in acquiring feedback and applying it to future coursework. Online learners who take the opportunity to engage with their instructor and classmates tend to get the most out of their classes.

### **Instructional Method**

<b>Method</b>	<b>Time</b>
Distributed Learning Module	2 h (Seat time)
<b>Total Time:</b>	<b>2 h</b>

**Note:** DEOMI recommends a 10-minute break for every 1 hour of instruction.

## Terminal Learning Objective

Given the online lesson and a study guide, know the leadership/supervisory skills appropriate within the scope of officer/director responsibilities.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe strategic planning skills.	K	KC
B. Describe change management skills.	K	KC
C. Describe EEO program management skills (Managing EEO resources).	K	KC
D. Describe the management reporting requirements associated with the role of EEO Officer/Director.	K	KC

*Table Key:* K =Knowledge, KC = Knowledge Checks

## EMPLOYEE DEVELOPMENT AND RELATIONS (EEOA 7530)

### Overview

In this lesson, students will learn about the issues surrounding employee development and relations. To help them to comprehend these issues, the following topics will be covered: concepts of coaching and mentoring associated with employee development, concepts of appraisals and ratings associated with employee performance, concepts of discipline and performance associated with providing employee feedback, and alternative work schedules associated with the management of EEO programs as an EEO Officer/Director.

### Strategy

For this course, online lessons are not taken in any particular order. The EEO training monitor/facilitator has a critical role in the student's independent study time and self-directed learning. The EEO training monitor/facilitator must be available to answer student inquiries and ensure students are progressing at a pace to attend the in-resident portion (Phase II) of training.

The online modules were created to help students take charge of their learning process by staying actively engaged. Appropriate for independent study time and self-directed learning, students must organize and schedule their time during the day and throughout the week to meet learning goals. Scheduling time effectively will ensure students make the most of the flexibility of online learning.

The lesson strategy applied here requires the student being an active learner, meaning they own their learning. This can be done through proactively reading materials, conducting additional research, and reaching out to classmates and instructors regularly. Successful online learners are also proactive in acquiring feedback and applying it to future coursework. Online learners who take the opportunity to engage with their instructor and classmates tend to get the most out of their classes.

### Instructional Method

Method	Time
Distributed Learning Module	2 h (Seat time)
<b>Total Time:</b>	<b>2 h</b>

**Note:** DEOMI recommends a 10-minute break for every 1 hour of instruction.

## Terminal Learning Objective

Given the online lesson and a study guide, know the issues surrounding employee development and relations.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the concepts of coaching and mentoring associated with employee development.	K	KC
B. Describe the concepts of appraisals and ratings associated with employee performance.	K	KC
C. Describe the concepts of discipline and performance associated with providing employee feedback.	K	KC
D. Describe alternative work schedules associated with the duties of an EEO Officer/Director.	K	KC

*Table Key:* K=Knowledge KC = Knowledge Checks



## SPECIAL HIRING AUTHORITIES (EEOA 7510)

### Overview

In this lesson, students will learn about hiring processes focusing on veterans' preference and Individuals with Disabilities (IWD) as well as special hiring authorities. To help students to apply these hiring processes, the following topics will be covered: procedures associated with hiring, employing, and advancing veterans' preference; procedures associated with hiring, employing, and advancing IWD; and Special Hiring Authorities.

### Strategy

For this course, online lessons are not taken in any particular order. The EEO training monitor/facilitator has a critical role in the student's independent study time and self-directed learning. The EEO training monitor/facilitator must be available to answer student inquiries and ensure students are progressing at a pace to attend the in-resident portion (Phase II) of training.

The online modules help students take charge of their learning process by staying actively engaged. Appropriate for independent study time and self-directed learning, students must organize and schedule their time during the day and throughout the week to meet learning goals. Scheduling time effectively will ensure students make the most of the flexibility of online learning.

The lesson strategy applied here requires students being active learners, meaning they own their learning. This can be done through proactively reading materials, conducting additional research, and reaching out to classmates and instructors regularly. Successful online learners are also proactive in acquiring feedback and applying it to future coursework. Online learners who take the opportunity to engage with their instructor and classmates tend to get the most out of their classes.

### Instructional Method

Method	Time
Distributed Learning Module	2 h (Seat time)
<b>Total Time:</b>	<b>2 h</b>

**Note:** DEOMI recommends a 10-minute break for every 1 hour of instruction.

## Terminal Learning Objective

Given an online lesson and a study guide, know the leadership/supervisory role appropriate within the scope of officer/director responsibilities.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Recognize the procedures associated with hiring, employing, and advancing veterans.	K	KC
B. Recognize the procedures associated with hiring, employing, and advancing individuals with disabilities.	K	KC
C. Identify special hiring authorities.	K	KC

*Table Key:* K=Knowledge KC = Knowledge Checks

## Phase 2: Resident Lessons

The resident portion of EPS-A builds upon foundational knowledge through exploration of three critical domains. Participants will examine the following:

- EEOC compliance requirements, enforcement mechanisms, and evolving case law that shapes federal workplace standards
- The strategic integration of EEO principles into personnel management, conflict resolution, and organizational development
- Policy implementation and leadership accountability frameworks essential for effective EEO administration

Lessons elaborate on the domains above, and the following list is not all-inclusive. Time required for activities is in addition to that reflected below.

No.	Lesson Title	Seat Time (Approx.)
--	The EEO Professional (Officer) Occupation (Overview)	1 h
EEOA 7820	Merit System Protection Board Administrative Judges (Case Update) Guest Speaker	2 h
EEOA 7790	Equal Employment Opportunity Commission (EEOC) Administrative Judge Guest Speaker	2 h
EEOA 7710	Complaints Investigation and Resolution Division (IRD)	2 h
EEOA 7740	DoD EEO Perspective	2 h
EEOA 7750	Symposium on EEO Programs Guest Speakers	3 h
EEOA 7840	Resource Management	1 h
EEOA 7730	Special Hiring Authorities Guest Speaker	2 h
EEOA 7810	Final Agency Decisions or Actions Guest Speaker	2 h
EEOA 7720	Case Updates	2 h

## THE EEO PROFESSIONAL (OFFICER) OCCUPATION (OVERVIEW)

### Overview

A technically proficient EEO Officer must be intimately familiar with the elements and issues associated with EEO counseling. This lesson covers the various EEO laws, procedures, roles, and valuable skills learned in the advanced distance learning classes completed prior to DEOMI arrival.

### Strategy

This lesson will provide the student with a review of the information in the four (4) online lessons. It will serve as a review of material previously presented in the online phase in preparation for performance-based activities and assessments the students will apply at the in-residence phase. Resolving issues that arise in the agency is critical when communicating with aggrieved individuals in the role of the EEO Officer and correctly performing the required tasks in the complaint process. The instructor will review with the students highlights of communication skills, roles and responsibilities of the entry level EEO Officer, harassment in the workplace, and the complaint process. Students will participate in open questions during the lesson.

### Instructional Method

Method	Time
Informal lecture/review	1 h
<b>Total Time:</b>	<b>1 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given a lecture and a study guide, comprehend EEO Officer/Director Roles and Responsibilities, Employee Development and Relationships, and EEO Leadership skills learned in the four (4) online classes completed prior to DEOMI arrival.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Recall Special Hiring Authorities and Processes for Veterans' Preference and IWD.	C	Q&A
B. Recall EEO Officer/Director Roles and Responsibilities.	C	Q&A
C. Recall Employee Development and Relationships.	C	Q&A
D. Recall EEO Leadership Skills.	C	Q&A

*Table Key:* C = Comprehension Q&A = Question and Answer

## COMPLAINTS INVESTIGATION AND RESOLUTION DIVISION (IRD) (EEOA 7710)

### Overview

This segment provides a comprehensive overview of the Complaints Investigation and Resolution Division (IRD) within the federal/DoD EEO context, focusing on the process of handling EEO complaints from initial intake to final agency decision. Participants will gain a thorough understanding of the IRD's role, the responsibilities of key stakeholders, and the procedures involved in conducting effective and legally sound EEO investigations.

### Strategy

The instructor will provide information that will assist students to recognize the functions of investigation and resolution division and how investigations are conducted. The instructor will give examples of what kinds of problems have occurred and how the division handles the investigations. The instructor will also provide an understanding on reading and understanding an investigative summary.

### Instructional Method

Method	Time
Informal lecture	2 h
<b>Total Time:</b>	<b>2 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, non-examples and a study guide apply common functions of IRD and the knowledge of how investigations are conducted, and then assist in making final agency decisions.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the function of the IRD	K	Q & A
B. Describe the responsibilities of EEO officials, management officials, and the investigator during the investigation process State when a counselor report is required.	K	Q & A
C. Describe how EEO investigations are conducted	K	Q & A
D. Discuss problems that may arise during EEO investigations	K	Q & A
E. Apply complaint investigation and resolution skills to finalize an agency decision	K	Q & A

*Table Key:* K = Knowledge Q&A = Question and Answer

## RESOURCE MANAGEMENT (EEOA 7840)

### Overview

This lesson will equip students with the knowledge and critical thinking skills necessary to effectively develop, justify, execute, and reconcile program budgets as well as identify new budget requirements. The course teaches students fiscal practices to ensure that EEO Offices will be viewed as good stewards of government resources and responsible players in the agency budget process.

### Strategy

The instructor identifies the process for developing a budget and how to determine potential effects of not having a budget in place. The instructor will identify the process for documenting a budget and defining the requirements. The instructor will provide a question-and-answer session.

### Instructional Method

Method	Time
Informal lecture	1 h
<b>Total Time:</b>	<b>1 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, know the budget process and how to develop a budget.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Define the Federal budget process	K	Q & A
B. Describe how local budget development flows from the federal process	K	Q & A
C. Recognize the role of the program manager in budget development	K	Q & A
D. Recognize how to protect budgets from being cut	K	Q & A

*Table Key:* K = Knowledge Q&A = Question and Answer

## DOD EEO PERSPECTIVE (EEOA 7740)

### Overview

This segment features senior-level DoD EEO officials who will share their perspectives on key EEO issues, responsibilities, and the impact of EEO on DoD employment at the national level. The session will focus on practical insights, challenges, and best practices for promoting a fair and equitable workplace within the DoD.

### Strategy

The strategy for this segment is to provide participants with a direct and unfiltered view of EEO from the perspective of senior-level DoD leaders. The panel format will allow for a dynamic and engaging discussion, with opportunities for participants to ask questions and gain valuable insights from the panelists' experiences.

### Instructional Method

Method	Time
Informal lecture	2 h
<b>Total Time:</b>	<b>2 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, non-examples, reading assignments, and a study guide know EEO issues impacting DoD employment at the national level.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. List senior level DoD EEO officials	K	Q & A
B. Recall EEO issues and responsibilities from senior level EEO Official perspectives	K	
C. Describe the impact EEO issues on an Agency employment at national level	K	Q & A

*Table Key:* K = Knowledge Q&A = Question and Answer

## SYMPOSIUM ON EEO PROGRAMS GUEST SPEAKERS (EEOA 7750)

### Overview

The EEO Professional Symposium is a forum for presentation and dialog by experts who have a particular interest in the theory and practice of equal employment opportunity in the Federal community. This panel discussion about EEO issues involves professionals from across the Armed Forces. For Symposium purposes the nature of EEO is defined broadly encompassing the various aspects of the productive expansion of knowledge.

### Strategy

Guest speakers provide information that will assist students to recognize how the EEO programs can focus on awareness and current issues requiring the attention of Equal Employment Opportunity practitioners. Guest speakers also discuss potential EEO issues and current updates.

### Instructional Method

Method	Time
Informal lecture	3 h
Activity	10 h
<b>Total Time:</b>	<b>13 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, non-examples, reading assignments, and a study guide know EEO issues impacting DoD employment at the national level.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Identify various upper level DoD EEO officials	K	Q & A
B. Discuss EEO issues that impact DoD employment on the national level	K	Q & A

*Table Key:* K = Knowledge Q&A = Question and Answer



### Activity Table

Activity	Purpose	Performance Measure	Time
Analyze Reports of Investigation (ROI) and Brief	Create and deliver a brief summarizing analysis performed for a formal complaint. Discuss any further actions needed.	CC	10 h
Total Time:			10 h

*Table Key:* CC = Criterion Checklist

## CASE UPDATES (EEOA 7720)

### Overview

This lesson will equip students with the knowledge and critical thinking skills necessary to effectively apply recent case law to their daily practice, ensuring compliance with applicable laws and regulations and promoting a fair workplace.

### Strategy

The instructor selects specific cases that are highly relevant to the current EEO landscape and address emerging or challenging legal issues. The instructor will discuss current cases and provide a question-and-answer session.

### Instructional Method

Method	Time
Informal lecture	2 h
<b>Total Time:</b>	<b>2 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, integrate recent case law into their agency's EEO programs.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Analyze fact patterns of recent, complex federal sector EEO cases (including Supreme Court, Circuit Court, and EEOC decisions)	An	Q & A
B. Evaluate the potential impact of the selected cases on their agency's EEO policies, practices, and training programs	E	Q & A
C. Apply the updated case law by formulating a strategy for communicating the key takeaways from the cases to relevant stakeholders within their agencies (e.g., supervisors, managers, employees)	C	Q & A

*Table Key:* An = Analyze, E = Evaluate, Ap = Apply; Q&A = Question and Answer

**EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC)  
ADMINISTRATIVE JUDGE GUEST SPEAKER (EEOA 7790)**

**Overview**

DEOMI faculty will facilitate a discussion with an Administrative Judge from the EEOC concerning the processing of hearing requests and the conduct of hearings on individual and class complaints of discrimination. This lesson supplements the Commission's regulations and the EEOC Management Directive 110, November 9, 1999 (EEO MD-110). Each topic includes references to the various applicable laws, regulations, and guidance.

**Strategy**

Guest speakers will focus on awareness and current issues requiring the attention of EEO officers. Guest speakers will provide information and describe issues and responsibilities from a senior-level EEO official perspective.

**Instructional Method**

Method	Time
Informal lecture	2 h
<b>Total Time:</b>	<b>2 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

**Terminal Learning Objective (TLO)**

Given examples and non-examples, comprehend EEOC judiciary concerns with processing of hearing requests and the conduct of hearings on individual and class complaints of discrimination.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Discuss attributes of a fair and impartial hearing	C	Q & A
B. Discuss the processing of hearing requests	C	Q & A
C. Examine the conduct of hearings on individual and class complaints of discrimination	C	Q & A

*Table Key:* C= Comprehension Q&A = Question and Answer

## FINAL AGENCY DECISIONS OR ACTIONS GUEST SPEAKER (EEOA 7810)

### Overview

Guest Speaker will provide students with up-to-date information on Administrative Judge (AJ) decisions focusing on what the EEO Officers can do to facilitate the hearing process. Following the 1-hour lecture, students will participate in an activity facilitated by the Guest Speaker. Students will learn the basic tools and techniques needed to draft an effective EEO Final Action in the Federal sector with disability as the EEO basis. *Students will be required to write a FAD and Final Orders.*

### Strategy

During the lesson, the Guest Speaker will identify the role of the equal employment opportunity (EEO) Officer rendering final agency results. The Guest Speakers, being subject matter experts, will expound upon the following topics and ask questions to ensure each student comprehends the training material.

The Guest Speaker will discuss current cases and provide a question and answer session.

### Instructional Method

Method	Time
Informal lecture	2 h
<b>Total Time:</b>	<b>7 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, non-examples, and a study guide, apply skills needed to write a FAD and Final Orders associated with the EEO complaint process phase for agencies rendering final agency actions.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the process phase for agency rendering of final agency actions.	C	Q & A
B. Distinguish the role of the EEO officer concerning final agency decisions or actions.	C	Q & A
C. Recall recent interpretations of EEO laws and regulations.	K	Q & A
D. Recognize the use of case law in preparing decisions on EEO complaints.	C	Q & A

*Table Key:* K = Knowledge C = Comprehension Q&A = Question and Answer

## SPECIAL HIRING AUTHORITIES GUEST SPEAKER (EEOA 7730)

### Overview

Topics covered in this section will describe the competitive hiring process; hiring authorities available to agencies to hire veterans, students, interns; and information for current and former Federal employees such as reinstatement, transfer. Each topic includes references to the various applicable laws, regulations, and guidance.

### Strategy

Guest speakers will focus on awareness and current issues requiring the attention of EEO officers. Guest speakers will provide information and describe issues and responsibilities from a Senior-Level EEO Official perspective.

### Instructional Method

Method	Time
Informal lecture	2 h
<b>Total Time:</b>	<b>2 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples and non-examples, comprehend special hiring authorities associated with Federal employment.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Examine appointing authorities	C	Q & A
B. Discuss employment policy	C	Q & A
C. Discuss Competitive and Excepted Service	C	Q & A

*Table Key:* C = Comprehension Q&A = Question and Answer

## **MERIT SYSTEM PROTECTION BOARD ADMINISTRATIVE JUDGES (CASE UPDATE) GUEST SPEAKER (EEOA 7820)**

### **Overview**

The Merit Systems Protection Board (MSPB) is an independent quasi-judicial agency established in 1979 to protect Federal merit systems against partisan political and other prohibited personnel practices and to ensure adequate protection for Federal employees against abuses by agency management.

The MSPB exists to protect the rights of Federal Civil Service employees. The MSPB is designed to be independent of partisan politics and to provide Federal employees with an opportunity to appeal adverse and unfair personnel decisions. In order to fulfill its role as an independent and fair system, the MSPB has been carefully organized and its board members have been appointed by the President of the United States.

This lesson provides student with latest information on the MSPB process and the impact on DoD employment practices. Additionally, it provides students an opportunity to discuss historically precedent setting case law and recent decisions from various geographical locations.

### **Strategy**

Guest speakers will focus on awareness and current issues requiring the attention of EEO officers. Guest speakers will provide information and describe issues and responsibilities from a senior-level EEO official perspective.

### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal lecture	2 h
<b>Total Time:</b>	<b>2 h</b>

**NOTE:** Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation.

### Terminal Learning Objective (TLO)

Given examples, non-examples and a study guide, know basic concepts of Merit Systems Protection Board (MSPB) through an Administration Judge Perspectives.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Identify role and responsibilities of the MSPB Judge in the EEO complaint process	K	Q & A
B. Identify the responsibilities of EEO officials, management officials and appellants in the MSPB process	K	Q & A
C. Describe how the MSPB process works	K	Q & A

*Table Key:* K = Knowledge Q&A = Question and Answer