DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)

November 2018

Equal Employment Opportunity Professional Entry Course (EPS-E) Plan of Instruction (POI)

Program Length:
Phase I (DL) 8 Hours (approximate seat time)
Phase II 72 Hours (2 weeks)

Approved by:

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PART I

Overview of the EPS-E

All courses at the Defense Equal Opportunity Management Institute (DEOMI) are conducted in a state-of-the-art complex at Patrick AFB, Florida, Building 352; located at 366 Tuskegee Airmen Drive. The building, completed in 2003, houses a library, classrooms, auditoriums, and administrative offices. The Institute library contains over 20,000 books, numerous research reports, audiovisual items, professional journals, and newspapers. It also has microfiche readers, printers, CD/DVD players, and TV monitors. For the purpose of research, the library subscribes to several academic databases.

Target Audience

New EEO Practitioners (Primarily 201, 260, 360 Series); Grade level GS-7 thru GS-11; Collateral-duty and full-time EEO Counselors, EEO Assistants, and other newly assigned EEO/Civilian Personnel/Human Resource Management/Equal Opportunity Advisor personnel. While grade and series should not be the exclusive determinant of eligibility for the course, the typical attendee can be at the GS 5-12 grade level or equivalent.

Prerequisites

DEOMI sets general criteria for its target audience to meet the specific Service needs. These general criteria and others are found in guidance set forth by each branch of Service. Prior to attending a DEOMI course, Services may require the individual to:

- Demonstrate outstanding performance of assigned duties.
- Meet Service uniform/personal appearance requirements and weight/body fat standards
- Possess basic writing and speaking skills
- Possess a High School diploma or equivalent
- Be endorsed by nominating command, based on interview and Service record review
- Have stability in personal affairs (Financial instability and/or excessive use of alcohol, no individuals withdrawn for cause within the last 3 years from any Human Reliability or Personal Reliability Program, and no Uniform Code of Military Justice, Non-judicial, or State Code of Military Justice punishment within the last 2 years.)

Students are required to complete four modules of online learning, also known as Advanced Distributed Learning (ADL), prior to attending the in-residence portion of the course.

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Course Description

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As prescribed in Defense Management Report Decision 974 dated August 30, 1993, the 1964 Civil Rights Act as amended, and DoD Directive 1440.1, May 21 1987, this course provides extended training for DoD personnel assigned to full-time and collateral duties as EEO Counselors.

Course Name: Equal Employment Opportunity Professional 'Entry' Course (EPS-E)

Course Effective Date: September 2017- Current

Course Length: 24 h (seat time) online instruction; Five academic days (40 h) in-residence

This training introduces students to EEO counseling and helps develop the knowledge, skills, and attitudes essential to the EEO occupation. Curriculum is based upon lectures, discussions, and interactive role plays that help the EEO professional succeed in the Federal sector. The EEO professional serves as the liaison between the employee and management in the complaint processing stage.

This course uses a 'hybrid' approach to learning, meaning that learning events have been apportioned to online and in-resident environments. Basic knowledge about a subject is provided using both Advanced Distributed Learning (ADL) and traditional lectures given in-resident. Students selected for the Entry course must complete all online modules prior to attending the in-residence training. It is critical that students comprehend the online training material, prior to attending in-resident training. Doing so, will ensure the student is fully prepared to meet in-resident learning objectives.

Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. In the small group instructors will provide information to assist students in understanding lesson content and how to apply their experiences. Lectures and discussions will center on major issues and concerns pertinent to civil servant occupational environment and the competencies needed to become a successful Equal Employment Opportunity professional (Counselors).

Course Objective

Using sound academic disciplines, Reflective Teaching and Experiential Education theory, 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 Counselor 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 Counselors or Practitioners at the entry level. Studies focus on the statutory/legal as well as intra/interpersonal and organizational aspects of EEO. Training progresses through understanding the causes and effects of discrimination, EEO programs for Federal employees/applicants for employment, civilian personnel/human resource management, the roles and responsibilities of 'EEO Counselors/Assistants/Specialists', communication and interviewing skills, staff procedures, writing and briefing skills, documenting EEO inquiries, resolving EEO complaints and the alternate dispute resolution process.

Phase I Training

Phase I training consists of 12 online modules (approximately 24 seat hours):

1. Current EEO Laws, Regulations, and Directives
2. Personnel Procedures
3. Foundation of Disability Programs
4. Introduction to Management Directive 715
5. Counselor Roles and Responsibilities

6. Special Emphasis Program Manager
7. EEO Counseling Process
8. Alternative Dispute Resolution (ADR)
9. Discrimination and Harassment in the Workplace
10. Complaint Resolution
11. Counselor's Report
12. Fundamental Presentations Skills

Phase II Training

Phase II consists of one week (approximately 40 h) of resident training, including small-group activities to reinforce concepts learned during Phase I. Additionally, Phase II curriculum includes lessons on topics such as: The EEO Professional (Counselor/Investigator) Occupation (Overview); Framing the Claim in EEO Complaints; Conducting an Inquiry; and Writing the Counselor Report.

These lectures will increase the comprehension of facts, concepts, principles, and generalizations. Concepts represent a class of terms (an idea usually expressed in a word/s), and principles communicate relationships among concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lectures are created to allow students to see the relationship or organization of the new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

Learning Outcomes

Phase I: Online Learning

- Know applicable EEO Laws, Regulations, and Directives
- Comprehend personnel procedures relevant to civilian personnel actions
- Know the functions associated with disability programs
- Know the introductory elements of MD 715 associated with the job of the entry level EEO Professional
- Know the roles and responsibilities of an EEO counselor
- Know the foundation of Special Emphasis Programs and its impact on the Federal workplace
- Know the foundation of the counseling process required to complete an EEO complaint
- Know the foundation of the Alternative Dispute Resolution (ADR) process
- Comprehend Harassment and Discrimination issues in the workplace
- Know the fundamentals of complaint resolution
- Comprehend the required information to include in an EEO Counselor's Report
- Know the fundamentals of effective presentations

Phase II: In-Residence

- Apply the skills needed to correctly frame a claim associated with EEO complaints
- Apply the skills needed to correctly conduct an inquiry
- Apply the skills needed to correctly conduct a final interview

- Apply the skills needed to correctly complete the EEO Counselor Report

As part of cognitive development, each student must also develop their "Interpersonal Skills" by participating in activities while in-resident. It's important to note that activities are designed to elicit discussion which may enter the Affective Domain of learning. In these cases the affective objective is for each student to actively participate in various group activities and to "respond with interest" to material presented (i.e., express opinions, beliefs, etc.). To measure certain Cognitive and Affective behaviors expected of the student during activities the Interpersonal Skills Development Evaluation (ISDE) form is used. Students are expected to demonstrate professionalism as they regulate their intrapersonal and interpersonal skills.

Instructional Strategy

This course uses a blended approach to learning. Learning events have been apportioned to online and in-resident environments. Students selected for the Counselors course must complete all online modules prior to attending DEOMI in-residence training. Basic knowledge about a subject is provided using both Advanced Distributed Learning (ADL) and traditional lectures given in-resident. The online and in-residence portions of the training are major strategies for expanding knowledge of basic subject matter in the cognitive domain of learning. Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-residence) format allowing the student to meet both cognitive and affective learning objectives. Instructors will provide information that will assist students in understanding lesson content as well as how to apply their experiences in the small group environment. Lectures and discussions will center on the major issues and concerns pertinent to military readiness and the competencies needed to become a successful Equal Employment Opportunity Counselor.

The lessons associated with this POI are arranged in 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 ties together the skills and content that enable 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.

While in-resident, students will receive lectures that build upon knowledge received during online prerequisite (ADL) learning. These lectures will increase the comprehension of facts, concepts, principles, and generalizations. DEOMI lectures are created to allow students to see the relationship or organization of new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

It is crucial to provide opportunities for active learning during any instruction. Active learning allows students time to practice using the lecture information and obtain feedback on the accuracy of their responses. To further clarify the lectures and information provided, DEOMI also expects students to participate in experiential/collaborative learning activities or Small Group experiences.

Following sound educational methodology, such as Gagne's 'Nine Events of Instruction,' DEOMI faculty will implement training using a myriad of process and procedures to meet DoD training requirements. The training process will help learners get from where they are to where

they need to be to meet mission requirements. Typically, DEOMI faculty will facilitate 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)
- Assessing the performance
- Enhance retention and transfer to the job

Another effective strategy for teaching about human relations issues is Socratic instruction. This strategy is commonly used when teaching about social issues and mainly involves structured questioning by the presenter or facilitator. Facilitated instruction should foster critical thinking, evaluation, and knowledge application. Socratic questioning should be used as much as possible during the lesson presentation to ensure students understand the content.

1. Provide time for student reflection and thinking. During the presentation, allow students time to consider questions, as well as, their response before requesting them to answer.
2. Avoid yes-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.
3. Ensure students have a basic understanding of the learning material, as well as, the resources to respond to the questions posed. For the audience to make progress it is important for the Trainer/Presenter/Facilitator to understand their levels of knowledge and experience.
4. 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 audience to express their thoughts. Questions that begin with "how" and "why" will give the audience an opportunity to relate themselves to the question.
5. 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 audience guidance as they reflect on possible answers.
6. Use questions from all levels of thinking. The goal is to help the audience develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

The EEO Professional 'Entry' Course (EPS-E) requires students to participate in auditorium lectures and small-group discussions. Activities and exercises are also used in both the auditorium and small-group rooms to engage learners as they develop cognitive and affective skills needed to become an effective Equal Employment Opportunity Professional.

Instructional Medium

Online learning/ADL, Classroom instructor, Traditional audiovisual devices, Printed materials, etc.

Methods of Instruction

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

Lectures/Interactive Large Group Discussion (Auditorium)

Lectures are normally conducted in an auditorium setting. Every effort is made to maintain an atmosphere conducive to learning. 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 the class. Lectures are employed primarily to present new or complex information and provide students with the background knowledge needed to participate in subsequent small group (classroom) exercises and discussions.

Online Learning/ADL

Online learning is a term used to describe distance or correspondence courses that are offered over the Internet. The courses offered through online learning cover a wide range of subjects and intended for many audiences. Online learning is an instructional methodology in which students are self-directed in a process of acquiring skill or knowledge. "Online learning" simply describes the way students access this, where learning content is delivered via the internet and other new media technologies such as MP3s, PDAs and iPods.

Online courses allow students to complete coursework from a wide range of locations, anytime, anywhere and remove the time restriction to access course lectures. The training material for online courses provided by DEOMI have 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 15 students and 2 trainers. The trainers are responsible for facilitating student-generated learning through the experiential learning cycle. Experiential learning occurs when a person engages in an activity, looks back at the activity, and draws useful insight. Small group experiential learning is emphasized at the Institute because it deals with both cognitive and affective learning. Students exchange views, opinions, and questions about the topic with the emphasis on learning by participating. An effort is always made to involve each participant in the small group process. (See Experiential Learning)

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 EO concepts and appropriate behaviors by actively participating in role playing exercises. Small group trainers always supervise these exercises.

Role Playing:

- 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 effectively contrast problem-solving methods by role playing a situation several times from diverse perspectives;
- offers a constructive channel through which feelings can be expressed and feedback processed;
- presents students with a forum for building self-esteem and confidence

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

Cases are often based on actual events that add a sense of urgency or 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 conflict issues.

Experiential Learning

This is a learner-centered approach revolving around student experiences, followed by a process of reviewing, reflecting, and applying what has been learned. Active participation in activities keeps learners interested in the learning process. An experiential learning process is involving and interactive, and they encourage communication and group work. This experiential and participatory approach was chosen to enhance effective skill transfer, to facilitate conceptual and attitudinal development (interpersonal skills development). The experiential model helps students assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications.

Student Assessments

DEOMI utilizes the following instruments to measure the student's ability to meet learning objectives:

Assessments (Tests or Exams)

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, etc.). Students must score a minimum of 70% on each assessment.

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 (ADL), students must complete Knowledge Checks (KC) to move forward and complete the online lesson.

Surveys

A diagnostic or reaction assessment to measure the knowledge, skills, and/or attitudes of a group for the purpose of determining needs required to fulfill a defined purpose.

In the 'Entry' course, students are assessed through a variety of methods, including criterion-referenced tests (CRT), presentation evaluations, and criterion checklists (CC).

Each test is scheduled for 1 hour, and a one hour review follows to provide corrective feedback. If a student fails a test, a re-exam is given to the student. Each re-test is scheduled for 1 hour. Re-exams are not counted in the course length.

Academic and Noninstructional Support Activities

Administrative

Administrative time includes student in- and out-processing to the Institute, Life skills, Orientation, Holiday Safety Brief, graduation rehearsal and ceremony. Short presentations not assessed on students' exams also fall in this category, i.e. Command Interest items.

Small Group Activities and Group Processing

After a lecture/lesson is conducted in the auditorium, students are normally required to participate in small group activities to increase their knowledge, skills and attitudes. These activities are based upon an experiential learning process, and they are referred to as small group experiences (SGE). During activities facilitators have the task of engaging a group of 10-12 students in relevant and applicable activities. Activities vary in goal and length, but overall they represent more than extensions of previously presented lessons.

Activities

1. Engage students in cognitive self-reflection around topics of importance to EO/EEO professionals, such as discrimination issues
2. Build interpersonal skills by practicing presentation and communication skills, or by regularly interacting with group members
3. Influence students' attitudes, emotions and values (affect) through a constant sharing of personal beliefs or feelings connected to specified topics

Student Briefing

Students are provided with the opportunity brief the class on their Counselor's Report and analyze the results.

Multimedia

Videos and DVDs are used to support material presented at the Institute and to assist in broadening students' perspectives. Different multimedia is used in conjunction with lectures and discussions.

Student Feedback

Throughout the EEO Entry Course, students are asked to take regular surveys to assess their reaction to the lessons. They also take part in Focus Groups.

Recommended Reading

Recommended readings are employed in conjunction with other forms of instruction and are designed to complement material presented throughout the Program. Reading material prepares students for discussion or expands concepts presented in the. All readings are carefully screened to ensure correlation with training goals and objectives. Time for Recommended Reading is included as part of student study time and homework, but not in the course schedule. Students are not assessed on content from the recommended readings.

Reading material is provided in the form of Congressional Acts, Executive Orders, statutes, EEOC Directives, OPM issuances, and other legal guidelines required to conform to the law and function as an EEO Counselor. Students are introduced to their statutory/regulatory references at the beginning of the course and advised they will need to become familiar with the materials to perform their required group activities/exercises. Additionally, these materials are used on a daily basis once the students return to their places of employment.

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 such as Equal Opportunity, Discrimination, etc.

Course Administrative Summary

Table 1 summarizes the average class size, program duration and the student/instructor ratio. **Table 2** summarizes the EEO Entry Course program total hours, inclusive of non-instructional time. It also provides a breakdown of academic hours by media type, method of instruction and assessment.

CLASS SIZE:		
Minimum:	20	
Maximum:	48	
Annual Cap:	96 students	
INSTRUCTOR/STUDENT RATIO:		
Classroom:	Minimum: 6	Maximum: 12
Auditorium:	Minimum: N/A	Maximum: 48
IN-RESIDENCE PROGRAM LENGTH:		
Minimum:	5 Academic Days	
Maximum:	5 Academic Days	

Summary of Academic and Non-Instructional EEO Entry Course Hours	
Auditorium Lectures w/ Interactive Large Group Discussion	22 h
Guest Lecture/Speaker(s)	0 h
Student Briefs and Guided Discussion	4 h
Case Studies	2
Online Learning Modules	24 h
Small Group w/Activity	10 h
Exams (CRT)/Assessment (ISDE)/Practicum w/Feedback	2 h
Total DEOMI Core Hours	**64 h**
Administrative	2 h
Student Prep/Homework	8 h
Commander Special Interest Topics	2 h
Required/Recommended Reading (Homework)	0 h
Total EEO Entry Course Hours	**76 h**

Administrative and EEO Program Fundamentals

Lesson Numbers: 0013 - 0033

Lesson Grouping Title: Registration

Total Administrative Hours: 1 h

Objective(s):

0013 Registration [.5 h/A]
To complete necessary paperwork to successfully register

0033 Class and Group Photos [.5 h/A]
To provide students the opportunity to have a class photo

Lesson Emphasis: Self-explanatory

References: None

Administrative

Lesson Numbers: 0203 - 0263

Lesson Grouping Title: Welcome/Orientation Briefs

Total Administrative Hours: 2.5 h

Objective(s):

0203 Commandant's Welcome [0.25 h/A]
To provide the Commandant the opportunity to welcome students to DEOMI

0213 Staff Introductions [0.25 h/A]
To introduce staff to students attending the course

0253 Internet Access [0.5 h/A]
To familiarize students with Internet resources

0263 Small Group Introductions [0.5 h/A]
To become familiar with small group members and establish ground rules

0423 Graduation [1.5 h/A]
To recognize student efforts for completing the course

PART II

Curriculum Summary

EEO LAWS, REGULATIONS, AND DIRECTIVES

Synopsis

Lesson Overview

Knowing the EEO laws and how they apply in various circumstances is critical to the role of EEO Counselor. Regulations and management directives provide the knowledge and procedures that counselors perform daily. Examples where knowledge of laws, regulations, and directives are needed include, but are not limited to, the pre-complaint process, complaint resolution, and the EEO Alternative Dispute Resolution (ADR) program.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Computer-Based Training (CBT)	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

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Student Material

DEOMI EEOE 7110 EEO Laws, Regulations, and Directives Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module – EEOE 7110, EEO Laws, Regulations, and Directives
2. Computer, screen, and audio speakers

Terminal Learning Objective (TLO)

Given the online lesson and a study guide, know the EEO laws, regulations, and directives by correctly answering all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall EEO laws, regulations, and directives.	K	KC	
2. Recall Equal Employment Opportunity Commission (EEOC) training and outreach programs.	K	KC	
	Approximate Seat Time:		**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

PERSONNEL PROCEDURES

Synopsis

Lesson Overview

This lesson introduces the student to the personnel procedures required by the Civilian Personnel Office and the elements of the Federal civilian personnel employment system. Students will receive a basic review of Federal civilian personnel system to include the importance of appointing authority, basic personnel functions (i.e., position management and classification, recruitment, staffing, management-employee relations, employee development and training, and data/systems management). Additionally, they discuss the DoD Priority Referral System as it relates to merit promotions and how these promotions are affected by union contracts and installation merit promotion plans.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

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For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**

Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.

Recommended Reading

None

References

1. Department of Defense. DoD Directive 1020.02E. Retrieved from http://www.dtic.mil/whs/directives/corres/pdf/102002E.pdf
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Student Material

EEOE 7120, Personnel Procedures Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module – EEOE 7120, Personnel Procedures
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, comprehend personnel procedures by correctly answering all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Describe delegation of appointing authority	C	KC	
2. Describe civilian personnel merit system principles.	C	KC	
3. Describe prohibited personnel practices.	C	KC	
4. Describe civilian personnel management.	C	KC	
5. Describe civilian personnel programs.	C	KC	
		Approximate Seat Time:	**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

FOUNDATION OF DISABILITY PROGRAMS

Synopsis

Lesson Overview

This lesson encompasses the necessary elements to understand disability program management and its important role in supporting individuals with disabilities (IWDs) in the workforce. It explains the roles and responsibilities of a disability program manager, and the requirements, resources, guidelines, and processes of the program.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

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Student Material

EEOE 7130, Foundation of Disability Programs Study Guide

Audiovisual Aids and Equipment

Online Lesson Module EEOE 7130, Foundation of Disability Programs
Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the functions associated with disability programs. Each student must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Describe the roles and responsibilities of the Disability Program Manager.	K	KC	
2. Define key terms associated with disabilities.	K	KC	
3. Identify the requirements of Sections 501 and 508 of the Rehabilitation Act of 1973, as amended.	K	KC	
4. Describe the reasonable accommodation process.	K	KC	
5. Recall MD 715 as it relates to individuals with disabilities in the Federal workplace.	K	KC	
6. Describe emergency evacuation planning.	K	KC	
7. Relate the use of special hiring authorities for IWDs.	K	KC	
8. Describe the Architectural Barriers Act.	K	KC	
9. Recall general guidelines for disability etiquette	K	KC	
		Approximate Seat Time:	**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

INTRODUCTION TO MANAGEMENT DIRECTIVE (MD) 715

Synopsis

Lesson Overview

In this lesson students will learn the introductory elements of what is required to proactively prevent discrimination against bases identified in Title VII and Section 501 of the Rehabilitation Act, as well as the reporting requirements for the annual completion of the Federal Agency Annual EEO Program Status Report (EEOC Form 715-01).

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

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Student Material

DEOMI EEOE 7140, Introduction to MD 715 Study Guide

Audiovisual Aids and Equipment

1. Online module – EEOE 7140 Introduction to MD 715
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the introductory elements of MD 715 associated with the job of the entry level EEO Professional. Each student must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall the purpose of Management Directive 715.	K	KC	
2. Recall the elements of proactive prevention against discrimination under Title VII, Sec. 717, 1964 Civil Rights Act Part A.	K	KC	
3. Recall the elements of proactive prevention against unlawful discrimination toward individuals with disabilities under Section 501 of the Rehabilitation Act.	K	KC	
4. Recall MD 715 reporting requirements for Parts A-J of EEO Form 715-01.	K	KC	
5. Recall the six essential elements of a Model EEO program.	K	KC	
6. Recall the steps of the Barrier Identification and Elimination Process.	K	KC	
Approximate Seat Time:			**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

COUNSELOR ROLES AND RESPONSIBILITIES

Synopsis

Lesson Overview

This lesson provides students with an understanding of the importance of the job of the EEO counselor, necessary qualities of an effective EEO Counselor, required communication skills, workplace harassment issues, and the EEO counselor's specific roles, as well as, those of others in the complaints process.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

N o n e

References

1. U.S. 29 Code of Federal Regulations (CFR) 1614: Federal Sector Equal Employment Opportunity, as revised, 1999.
2. U.S. Equal Employment Opportunity Commission (EEOC), Equal Employment Management Directive (MD) 110, as revised, 1999.

Student Material

DEOMI EEOE 7150 Counselor Roles and Responsibilities Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module – EEOE 7150, Counselor Roles and Responsibilities
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the roles and responsibilities of an EEO counselor, correctly answering all of the knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall the roles and responsibilities of the EEO counselor in the pre-complaint process.	K	KC	
2. Recall qualities of an effective EEO counselor.	K	KC	
		Approximate Seat Time:	**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

SPECIAL EMPHASIS PROGRAMS

Synopsis

Lesson Overview

The Equal Employment Opportunity (EEO) Special Emphasis Program Manager module develops a base of knowledge and skills that allows graduates to serve as collateral-duty or full-time Special Emphasis Program Managers (Federal Women's, Black Employment, Hispanic Employment, Asian-Pacific Islander Employment, American Indian/Alaskan Native Employment, Individuals with Disabilities Employment Programs). Training introduces the Special Emphasis Programs, mandates and objectives, affirmative EEO programs for Federal employees/applicants for employment, and civilian personnel/human resource management. This lesson will explain Special Emphasis Program origins, the roles of the Special Emphasis Program Manager (SEPM), the steps for achieving Affirmative Program Goals, the benefits of the SEPM, and finally describe techniques to recognizing and overcome barriers within an organization, all of which prepares SEPM to effectively plan and manage the Special Emphasis Programs.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

1. DoD Directive 1020.02, Feb 5, 2009.
2. DoD Directive 1440.1, May 21, 1987.
3. Executive Order 11375, Oct 13, 1967.
4. Executive Order 11478, Aug 8, 1969.
5. Civil Service Reform Act: established the Federal Equal Opportunity Recruitment Program (FEORP) Plan, 2012.
6. Public Law 93-112, Rehabilitation Act, 1973
7. Management Directive 110, Chapter 1, Section V, (pp1-3), Nov 9, 1999.
8. Management Directive 715, Oct 1, 2003.
9. 29 Code of Federal Regulations 1614.102, Nov 9, 1999

Student Material

EEOE 7160, Special Emphasis Programs Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module EEOE 7160 Special Emphasis Programs
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the foundation of Special Emphasis Programs and its impact on the Federal workplace, correctly answering all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall Special Emphasis Program origins	K	KC	
2. Describe the roles of the Special Emphasis Program Manager (SEPM)	K	KC	
3. List the benefits of having a Special Emphasis Program	K	KC	
4. Recall techniques used to overcome barriers effecting Special Emphasis Programs	K	KC	
Approximate Seat Time:			**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

EEO COUNSELING PROCESS

Synopsis

Lesson Overview

This lesson will provide students with an understanding of the Federal sector EEO Counseling process, focusing on the complaints process. The lesson begins with the an overview of the protected bases relevant to Title VII, as amended and other laws, regulations; then moves to the purpose of the EEO Complaint process as well as the associated time periods for each part of the process which include the initial interview, the limited inquiry, framing the claim, counseling methods, resolution strategies, and the final interview.; the lesson ends providing information on other appeals systems.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

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Student Material

DEOMI EEOE 7170 Counseling Process Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module – EEOE 7170 EEO Counseling Process
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the foundation of the counseling process required to complete an EEO complaint. Students must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall Title VII protected bases.	K	KC	
2. Recall the EEO complaint process.	K	KC	
3. Recall counseling process time periods.	K	KC	
4. Describe required components of the initial interview.	K	KC	
5. Recognize required actions of the limited inquiry.	K	KC	
6. Describe framing the claim.	K	KC	
7. Describe EEO counseling resolution methods.	K	KC	
8. Recognize EEO resolution strategies.	K	KC	
9. Describe the final interview.	K	KC	
10. Identify other appeals systems.	K	KC	
	Approximate Seat Time:		**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

ALTERNATIVE DISPUTE RESOLUTION (ADR)

Synopsis

Lesson Overview

In this lesson, students will learn the facets of Alternative Dispute Resolution (ADR). The purpose and benefits of ADR are as follows: core principles, such as fairness, neutrality, confidentiality, enforceability, flexibility, and training. ADR highlights collective bargaining agreements, mediation, arbitration and its types, mediation and its function, facilitation and its method, settlement conference and other ADR techniques, requirements and outcomes. In this lesson, students will learn about alternative dispute resolution (ADR) governance, the foundation of ADR, currently used ADR methods, and ADR requirements.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

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For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

1. Office of Personnel Management (2012). Alternative dispute resolution handbook, 2-8. Retrieved from https://www.opm.gov/policy-data-oversight/employee-relations/employee-rights-appeals/alternative-dispute-resolution/handbook.pdf
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Student Material

EEOE 7180, ADR Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module – EEOE 7180, ADR
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the foundation of the Alternative Dispute Resolution (ADR) process. Students must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall alternative dispute resolution (ADR) governance.	K	KC	
2. Describe the foundation of ADR.	K	KC	
3. Describe currently used ADR methods.	K	KC	
4. Recall ADR requirements	K	KC	
		Approximate Seat Time:	**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

DISCRIMINATION AND HARASSMENT IN THE WORKPLACE

Synopsis

Lesson Overview

This lesson educates students in identifying discrimination and harassment by identifying terms, effects, and prevention. It highlights the laws that protect groups, and training and outreach programs that aid in the growth of EEO knowledge and processes.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

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Student Material

EEOE 7190 Discrimination and Harassment in the Workplace Study Guide

Audiovisual Aids and Equipment

1. Online lesson – EEOE 7190, Discrimination and Harassment in the Workplace
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, comprehend discrimination and harassment in the Workplace. Students must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recognize discrimination in the workplace.	C	KC	
2. Identify workplace harassment.	C	KC	
3. Recognize the impact of workplace discrimination and harassment.	C	KC	
4. Identify strategies to prevent workplace discrimination and harassment.	C	KC	
Approximate Seat Time:			**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

COMPLAINT RESOLUTION

Synopsis

Lesson Overview

Assisting in resolving complaints at the lowest possible level is the goal of all EEO Counselors. In the 'Counseling Process' lesson, the foundation of the EEO complaint process was addressed. In this block of instruction the focus is turned to the reasons for resolving EEO complaints, roles in resolving complaints, identifying relief in EEO complaints, and the requirements for documenting the resolution of EEO complaints.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

1. Management Directive 110. (n.d.). Retrieved from
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Student Material

EEOE 7200, Complaint Resolution Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module—EEOE 7200 Complaint Resolution
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, know the fundamentals of complaint resolution. Students must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Identify the reasons for resolving EEO complaints.	K	KC	
2. Identify roles in resolving complaints.	K	KC	
3. Identify relief in EEO complaints.	K	KC	
4. Describe the requirements for documenting resolution.	K	KC	
	Approximate Seat Time:		**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			

COUNSELOR'S REPORT

Synopsis

Lesson Overview

This lesson describes the final stage of the pre-complaint process: preparing a report from the inquiry that took place where no resolution was reached. This information provides students with instruction and hands-on experience in writing EEO counselor reports. Students will learn the EEOC EEO Counselor Report format as outlined in the MD-110. They will learn the elements of a properly completed report, the purpose for the report, and when it is required.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	2 h
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

Recommended Reading

None

References

1.   USA.gov. (2016). Equal Employment Opportunity Commission. MD 110 Appendix H
EEO Counselor's Report, 29 CFR 1614.105. Retrieved from
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Student Material

EEOE 7210, Counselor's Report Study Guide

Audiovisual Aids and Equipment

1. Online Lesson Module—EEOE 7210 Counselor's Report
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson and a study guide, comprehend the required information to include in an
EEO Counselor's Report. Students must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Identify the purpose of an EEO counselor's report.	C	KC	
2. Identify the principles in report writing.	C	KC	
3. Describe the required contents of the EEO counselor's report	C	KC	
	Approximate Seat Time:		**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Checks			

FUNDAMENTAL PRESENTATION SKILLS

Synopsis

Lesson Overview

The lesson will provide students with information on presentation skills needed to be an effective EEO counselor. It is an introduction to a skill that is improved by practice and experience. Students will leave with a basic understanding of presentation skills required of an EEO counselor. Students will use their knowledge and skills developed during this lesson to present briefings at select times during the course.

Strategy

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

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For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
Small Group Experience (Activity)	N/A
Total Time:	**2 h**
Note: Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen. **Note:** For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10 minute breaks for every one hour of lecture/facilitation.	

Recommended Reading

None

References

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Student Material

DEOMI EEOE 7220 Fundamental Presentations Skills Study Guide

Audiovisual Aids and Equipment

1. Online Lesson– EEOE 7220 Fundamental Presentations Skills
2. Computer, screen, and audio speakers

Terminal Learning Objective

Given the online lesson, and a study guide, know the fundamentals of effective presentations. Students must correctly answer all knowledge checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Identify the different types of public speaking.	K	KC	
2. Identify the different types of briefings.	K	KC	
3. Recall the format used to prepare and present a formal brief.	K	KC	
4. Identify briefing considerations used during a formal brief.	K	KC	
5. Identify the types of support material used to conduct a formal brief.	K	KC	
		Approximate Seat Time:	**2 h**
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge C= Comprehension KC = Knowledge Checks			