

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)

May 2025

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

Program Length:

Phase I (DL) 25 Hours (approximate seat time)

Phase II 36 Hours (1 week)

Approved by:

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PART I: Overview of the EPS-E

Target Audience

The target audience includes new equal employment opportunity (EEO) practitioners (primarily 201, 260, 360 Series), grade level GS-7 through 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 the Services. Prior to attending a DEOMI course, Services may require the individual to do the following:

- 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 the nominating command, based on interview and Service record review
- Have stability in personal affairs (e.g., no financial instability and/or excessive use of alcohol, no individuals withdrawn for cause within the last 3 years from any Human Reliability or Personal Reliability Program, and no Uniform Code of Military Justice, nonjudicial, or State Code of Military Justice punishment within the last 2 years)

Students are required to complete 10 online learning lessons, also known as Advanced Distributed Learning (ADL), 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 Department of Defense (DoD) Directive 1440.1, May 21, 1987, certified current as of November 21, 2003, this course provides extended training for DoD personnel assigned full-time and collateral duties as EEO counselors.

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

Course Effective Date: June 2025–Current

Course Length: Approximately 20 hours of online learning (seat time); 5 academic days (40 hours) of in-residence training.

Course Frequency: Variable, usually given four times per year.

Phase I Training

Phase I training consists of 10 online lessons (approximately 24 seat hours) and 3 exams:

1. Counselor Roles and Responsibilities
2. Interview Skills for the EEO Professional
3. EEO Pre-Complaint Counseling Process
4. Understanding Federal EEO Laws and Their Implications
5. Personnel Procedures
6. Discrimination and Harassment in the Workplace
7. Alternative Dispute Resolution (ADR)
8. Attempts at Resolution
9. Counselor's Report
10. Affirmative Employment Programs in the Federal Sector

Phase II Training

Phase II consists of 1 week (approximately 40 hours) of resident training, including small-group activities to reinforce concepts learned during Phase I. Additionally, the Phase II curriculum includes lessons on topics such as the following, in addition to a written exam and performance assessments:

1. Framing the Claim in the EEO Complaint Process (EEOE 7115)
2. Conducting the Limited Inquiry (EEOE 7125)
3. The Final Interview (EEOE 7135)
4. Writing the Counselor's Report (EEOE 7145)

Course Objective

Using sound academic disciplines, such as 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 allow graduates to serve as effective EEO counselors or practitioners at the entry level. Studies focus on the statutory/legal as well as intra- and 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.

Learning Outcomes

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

Phase I: Online Learning

- Describe the roles, responsibilities, and qualities of an effective EEO Counselor.
- Describe effective communication techniques and strategies that should be implemented during the pre-complaint process.

- Recall the key concepts, processes, and steps involved in the EEO pro-complaint counseling process in the Federal Sector.
- Interpret the key provisions and implications of current EEO laws, statutes, regulations, and directives.
- Summarize the key aspects of civilian personnel management in the U.S. Federal Government.
- Describe discrimination and harassment in the workplace.
- Explain the governance, foundational principles, current techniques, and implementation requirements of Alternative Dispute Resolution (ADR).
- Summarize procedures for attempting resolution during the pre-complaint counseling process.
- Explain the structure and requirements of the EEO counselor's report.
- Summarize the purpose and key components of disability programs within the Federal sector.
- Recall the key principles, policies, and procedures associated with reasonable accommodations in the Federal sector.
- Recall the essential components and responsibilities involved in an effective anti-harassment program within the Federal sector.

Students selected for the EEO Professional 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-residence learning objectives.

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

Online/ADL 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 brick-and-mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction, which means other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning place 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 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, can search and utilize the vast resources of the internet to research nearly any topic imaginable.

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.

Instructional Methodology

This training introduces students to EEO counseling and helps develop the knowledge, skills, and attitudes essential to the EEO occupation. The 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-residence environments. Basic knowledge about a subject is provided using both DL and traditional lectures given in residence.

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 achieved through a variety of methods, 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. Lectures/discussions center on major issues and concerns pertinent to the civil servant occupational environment and the competencies needed to become a successful EEO professional (counselor).

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 experiential learning cycle. Experiential 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 resolve personal dilemmas with the aid of their social group.

Though the risk-taking inherent in improvisation, students typically validate the educational payoff of the activity. Students learn equal opportunity 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 with 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 a small-group setting.

Case Studies

During mediation 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 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 conflicts.

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 cooperative and interactive, and it encourages communication and group work. This experiential and participatory approach was chosen to enhance effective skill transfer and 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

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).

Quizzes

Quizzes are formative assessments that measure a student's knowledge or skills and provide feedback to inform the student of his or her current level of knowledge or skill. In the online learning environment (i.e., ADL), students must complete knowledge checks to proceed with the online lesson.

Assessments (Tests or Exams)

Formal assessment of student achievement aligns with 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 the resident portion of the course. If a student fails a test, a reexam is given.

Performance Evaluation (PE)

Successful completion of the PE is required for course completion. Students are required to demonstrate their skills in developing and presenting a counselor's report.

After a practice session where students interact in a timely and meaningful fashion with faculty, each student will demonstrate that they have a practical understanding of the course material by applying the concepts, processes, and procedures learned in a scored format. An evaluator assesses students on their performance using a checklist (rubric). This rubric supports DEOMI's systematic, objective, and fair method of evaluating student achievement. The PE also encourages students to reflect on their learning to increase metacognition.

PART II: Curriculum Summary

Phase 1: Distributed Learning (DL)

Course Sequence

The EPS-E has two phases: Phase 1 or Distributed Learning (DL) consisting of 10 distributed learning (DL) modules and Phase 2 in-resident portion (1 week).

Distributed Learning Modules

#	Lesson #	Lesson Title	Approx Seat Time in Phase 1
1	EEOE 7150	Counselor Roles and Responsibilities	1 h 20 min
2	EPSE 2011D	Interview Skills for the EEO Professional	2 h
3	EEOE 7170	EEO Pre-Complaint Counseling Process	3 h
4	EEOE 7110	Understanding EEO Laws and their Implications	2 h
5	EEOE 7120	Personnel Procedures	2 h 25 min
6	EEOE 7190	Discrimination and Harassment in the Workplace	1 h 5 min
7	EEOE 7180	Alternative Dispute Resolution (ADR)	1 h 50 min
8	EEOE 7200	Attempts at Resolution	2 h
9	EEOE 7210	Counselor's Report	1 h 30 min
10	EPSE 5011D	Affirmative Employment Programs	3 h
Total Phase 1 Seat Time:			20 h 10 min

COUNSELOR ROLES AND RESPONSIBILITIES (EEOE 7150)

Lesson Overview

This lesson provides students with an understanding of the importance of the job of the EEO counselor, the necessary qualities of an effective EEO counselor, the required communication skills, and the EEO counselor's specific roles.

Instructional Method

Method	Time
Distributed Learning Module	1 h 20 min (Seat time)
Total Time:	1 h 20 min

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

Terminal Learning Objective (TLO)

Describe the roles, responsibilities, and qualities of an effective EEO counselor.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the roles and responsibilities of the EEO counselor during the EEO pre-complaint process.	U	CRT
B. Summarize the qualities of an effective EEO counselor.	U	CRT

Table Key: U = Understand, CRT = Criterion-Referenced Test

INTERVIEW SKILLS FOR THE EEO PROFESSIONAL (EPSE 2011D)

Lesson Overview

In this lesson, the student will learn about effective communication as an EEO professional. The lesson provides an overview of the communication process, strategies for effective communication, and specific techniques utilized during the pre-complaint interview to enhance communication. This knowledge is essential for ensuring the fair and effective handling of EEO matters.

Instructional Method

Method	Time
Distributed Learning Module	2 h (Seat time)
Total Time:	2 h

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

Terminal Learning Objective

Describe effective communication techniques and strategies that should be implemented during the pre-complaint process.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Recognize the communication process model.	R	CRT
B. Identify strategies for effective communication.	R	CRT
C. Describe pre-complaint interview techniques.	U	CRT

Table Key: R = Remember, U = Understand, CRT = Criterion-Referenced Test

EEO PRE-COMPLAINT COUNSELING PROCESS (EEOE 7170)

Lesson Overview

This lesson provides EEO specialists with the foundational knowledge of the EEO pre-complaint counseling process. It ensures learners can recall key components, timelines, and best practices to effectively perform their roles in facilitating informal resolution and guiding aggrieved individuals through the pre-complaint process.

Instructional Method

Method	Time
Distributed Learning Module	3 h (Seat time)
Total Time:	3 h

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

Terminal Learning Objective

Recall the key concepts, processes, and steps involved in the EEO pre-complaint counseling process in the Federal sector.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Identify the prohibited bases of discrimination as defined under Federal EEO laws.	R	CRT
B. Recall the purpose of EEO pre-complaint counseling and time frames for the pre-complaint counseling process.	R	CRT
C. Define the key components and protocols of the initial interview during EEO pre-complaint counseling.	R	CRT
D. Recognize how framing the claim affects the resolution process.	R	CRT
E. Recall the factors to consider while continuing the limited inquiry phase of the EEO pre-complaint counseling process.	R	CRT
F. Identify the common counseling methods and resolution strategies used in EEO pre-complaint counseling.	R	CRT
G. Recall the purpose and key components of the final interview in the EEO pre-complaint counseling process.	R	CRT

Table Key: R = Remember, CRT = Criterion-Referenced Test

UNDERSTANDING FEDERAL EEO LAWS AND THEIR IMPLICATIONS (EEOE 7110)

Lesson Overview

Understanding Federal equal employment opportunity (EEO) laws and their implications is essential for EEO specialists in performing their duties. This lesson overviews Federal EEO laws, statutes, regulations, and directives, emphasizing their purpose, provisions, and implications for employee rights and employer responsibilities.

Instructional Method

Method	Time
Distributed Learning Module	2 h (Seat time)
Total Time:	2 h

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

Terminal Learning Objective

Interpret the key provisions and implications of current EEO laws, statutes, regulations, and directives.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Summarize the key provisions and purposes of current laws enforced by the Equal Employment Opportunity Commission.	U	CRT
B. Explain the relationship between Federal EEO laws and associated statutes, regulations, and directives that govern the EEO process in the Federal sector.	U	CRT

Table Key: U = Understand, CRT = Criterion-Referenced Test

PERSONNEL PROCEDURES (EEOE 7120)

Lesson Overview

This lesson introduces the student to the personnel procedures required by Federal Civilian Personnel Employment Systems. Students will receive a fundamental review of the Federal Civilian Personnel Employment System, including the importance of appointing authority and essential personnel functions (e.g., position management and classification, recruitment, staffing, management-employee relations, employee development and training, and data/systems management). Additionally, the DoD Priority Referral System is discussed as it relates to merit promotions and how they may be affected by union contracts and installation merit promotion plans.

Instructional Method

Method	Time
Distributed Learning Module	2 h 25 min (Seat time)
Total Time:	2 h 25 min

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

Terminal Learning Objective

Summarize the key aspects of civilian personnel management in the U.S. Federal Government.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Explain the process of and roles in the delegation of appointing authority.	U	CRT
B. Explain the civilian personnel merit system's role and impact on organizational staffing and management.	U	CRT
C. Describe prohibited personnel practices.	U	CRT
D. Describe the key processes and roles in civilian personnel management.	U	CRT
E. Explain the key elements and objectives of civilian personnel programs.	U	CRT

Table Key: U = Understand, CRT = Criterion-Referenced Test

DISCRIMINATION AND HARASSMENT IN THE WORKPLACE (EEOE 7190)

Lesson Overview

This lesson educates students on identifying discrimination and harassment by identifying terms, effects, and responses. It highlights the laws protecting groups (classes) and training and outreach programs that aid EEO knowledge and process growth. Students will be able to describe the characteristics and effects of harassment and discrimination in the workplace and differentiate between these concepts. Additionally, students will recognize the appropriate processes for addressing allegations of harassment, unlawful discriminatory harassment, and criminal harassment.

Instructional Method

Method	Time
Distributed Learning Module	1 h 5 min (Seat time)
Total Time:	1 h 5 min

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

Terminal Learning Objective

Describe discrimination and harassment in the workplace.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Identify characteristics of harassment and discrimination in the workplace.	R	CRT
B. Recognize the effects of harassment and discrimination on individuals, workplaces, and society.	R	CRT
C. Recognize the differences between nondiscriminatory harassment, discriminatory harassment, criminal harassment, and unlawful discrimination.	R	CRT
D. Differentiate the process for addressing allegations of nondiscriminatory harassment, unlawful discriminatory harassment, criminal harassment, and unlawful discrimination.	R	CRT

Table Key: R = Remember, CRT = Criterion-Referenced Test

ALTERNATIVE DISPUTE RESOLUTION (ADR) (EEOE 7180)

Lesson Overview

In this lesson, you will learn the facets of alternative dispute resolution (ADR). The purpose and benefits of ADR are as follows: core principles, such as fairness, flexibility, evaluation, and training. ADR highlights collective bargaining agreements, mediation, arbitration, and its types, mediation and its function, facilitation and its method, and other ADR techniques and requirements. In this lesson, you will learn about ADR governance, the foundation of ADR, the currently used ADR techniques, and ADR requirements.

Instructional Method

Method	Time
Distributed Learning Module	1 h 50 min (Seat time)
Total Time:	1 h 50 min

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

Terminal Learning Objective

Explain the governance, foundational principles, current techniques, and implementation requirements of alternative dispute resolution (ADR).

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Explain the governance of ADR.	U	CRT
B. Describe the foundational principles of ADR.	U	CRT
C. Describe the currently used techniques in ADR.	U	CRT
D. Identify the requirements for implementing ADR.	U	CRT

Table Key: U = Understand, CRT = Criterion-Referenced Test

ATTEMPTS AT RESOLUTION (EEOE 7200)

Lesson Overview

Assisting in resolving disputes at the lowest possible level is the goal of all equal employment opportunity (EEO) counselors. In this block of instruction, the focus is turned to the EEO counselor's role in assisting in resolving disputes during the pre-complaint counseling process. This lesson highlights the benefits of resolving disputes and explores the roles, techniques, and types of relief available during the pre-complaint counseling process. It also emphasizes the importance and requirement of documenting resolution attempts.

Instructional Method

Method	Time
Distributed Learning Module	2 h 35 min (Seat time)
Total Time:	2 h 35 min

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

Terminal Learning Objective

Summarize procedures for attempting resolution during the pre-complaint counseling process.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Identify the benefits of resolving disputes/complaints during the pre-complaint counseling process.	R	CRT
B. Classify the roles and responsibilities of each party involved in the resolution during the pre-complaint counseling process.	U	CRT
C. Describe suggested techniques for resolving disputes during the pre-complaint counseling process.	U	CRT
D. List the different types of relief that can be obtained through the pre-complaint counseling process.	R	CRT
E. Describe the requirements for documenting attempts at resolution during the pre-complaint counseling process.	U	CRT

Table Key: R = Remember, U = Understand, CRT = Criterion-Referenced Test

COUNSELOR'S REPORT (EEOE 7210)

Lesson Overview

In this lesson, you will learn the structure and requirements of the equal employment opportunity (EEO) counselor's report.

Instructional Method

Method	Time
Distributed Learning Module	1 h 30 min (Seat time)
Total Time:	1 h 30 min

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

Terminal Learning Objective

Explain the structure and requirements of the EEO counselor's report.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the significance of the EEO counselor's report in the context of the EEO complaint process.	U	CRT
B. Recount the events leading up to the preparation of the EEO counselor's report.	R	CRT
C. List the required elements of a correctly completed counselor's report.	R	CRT

Table Key: R = Remember, U = Understand, CRT = Criterion-Referenced Test

AFFIRMATIVE EMPLOYMENT PROGRAMS IN THE FEDERAL SECTOR: ENSURING FAIRNESS AND OPPORTUNITY (EPSE 5011D)

Lesson Overview

Federal antiharassment, reasonable accommodation, and disability programs are essential components of a comprehensive approach to achieving the goals of affirmative employment programs. By working in tandem, these programs create an environment where all individuals have the opportunity to succeed and contribute their talents. The lesson features three modules, including the purpose and key components of disability programs, reasonable accommodations awareness, and antiharassment program awareness. These modules highlight the annual reporting requirements and their significance for transparency, accountability, and continuous improvement. This approach gives participants the necessary knowledge and tools to support their organization's commitment to EEO affirmative programs.

Instructional Method

Method	Time
Distributed Learning Module	3 h (Seat time)
Total Time:	3 h

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

Module 1: Terminal Learning Objective

Summarize the purpose and key components of disability programs within the Federal sector.

Enabling Learning Objectives (ELOs)	Level of Learning	Performance Measure
A. Identify the purpose and goals of disability programs in the Federal sector.	R	CRT
B. Define key terms associated with disabilities.	R	CRT
C. Recognize the responsibility of Federal agencies in supporting disability programs.	R	CRT
D. Explain the key strategies used to implement and promote disability programs in the Federal sector.	U	CRT

Table Key: R = Remember, U = Understand, CRT = Criterion-Referenced Test

Module 2: Terminal Learning Objective

Recall the key principles, policies, and procedures associated with reasonable accommodations in the Federal sector.

Enabling Learning Objectives (ELOs)	Level of Learning	Performance Measure
A. Define the concept of reasonable accommodation and its legal basis.	R	CRT
B. Identify the responsibilities of Federal agencies in the reasonable accommodation request process.	R	CRT
C. Recall the criteria and factors involved in determining reasonable accommodation and undue hardship.	R	CRT
D. Recognize the importance and legal requirements of confidentiality in the reasonable accommodation process.	R	CRT
E. List examples of reasonable accommodations commonly provided in the Federal sector.	R	CRT

Table Key: R = Remember, CRT = Criterion-Referenced Test

Module 3: Terminal Learning Objective

Recall the essential components and responsibilities involved in an effective antiharassment program within the Federal sector.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Identify the purpose and goals of an effective antiharassment program in the Federal sector.	R	CRT
B. Recall the key elements of an effective antiharassment program.	R	CRT
C. Identify procedures for reporting and addressing harassment cases.	R	CRT
D. Recall the distinction between Federal antiharassment programs and the EEO complaint process.	R	CRT

Table Key: R = Remember, CRT = Criterion-Referenced Test

Phase 2: Resident Lessons

Resident Lesson Sequence

Phase 2 lessons occur in residence. The time required for activities is not reflected below.

#	Lesson #	Lesson Title	Seat Time
1	EEOE 7115	Framing the Claim in the EEO Complaint Process	3 h
2	EEOE 7125	Conducting the Limited Inquiry	7.5 h
3	EEOE 7135	The Final Interview	2 h
4	EEOE 7145	Writing the Counselor's Report	6 h
Total Phase 2 Seat Time			20.5 h

FRAMING THE CLAIM IN THE EEO COMPLAINT PROCESS (EEOE 7115) (In-Residence)

Overview

In this lesson, students will complete the initial interview with an aggrieved individual. The lesson covers the role of the EEO counselor, effective communication techniques for the initial interview, and the steps involved in conducting the interview. While conducting the initial interview with the aggrieved individual, the student will also be able to describe the pitfalls in framing the claim and the strategies used to mitigate them.

Strategy

Students will receive a lecture on the initial interview and the information the EEO professionals will need to fulfill their role as EEO counselors during the pre-complaint process. In small groups, students will (a) engage in a role-play scenario to conduct a mock initial interview and (b) practice effectively framing claims.

Instructional Method

Method	Time
Informal lecture and questioning	1 h
Activity (Framing the claim)	2 h
Total Time:	3 h

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

Terminal Learning Objective (TLO)

Apply the skills needed to frame a claim for evaluation.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Recall the role of the EEO counselor during the pre-complaint process.	R	CC
B. Define pitfalls in framing claims.	R	CC

Table Key: R = Remember, CC = Criterion Checklist

Activity Table

Activity	Purpose	Performance Measure	Time
Frame the claim. Note: See Facilitator Activity Guide.	This ensures that students can frame a claim while implementing effective mitigation strategies, as discussed in class and outlined in MD-110, Chapters 2 and 5.	CC	2 h
Total Time:			2 h

Table Key: CC = Criterion Checklist

CONDUCTING THE LIMITED INQUIRY (EEOE 7125) (In-Residence)

Overview

This lesson outlines the mandated actions that are required by the counselor in the limited inquiry in accordance with MD-110 and 29 CFR Part 1614.

Strategy

This lesson provides information that the EEO Counselor must discuss with the aggrieved after EEO counseling or EEO alternative dispute resolution. Upon completion of the lecture, students will conduct a mock final interview in a role play scenario.

Instructional Method

Method	Time
Informal lecture and questioning	2.5 h
Activity	5 h
Total Time:	7.5 h

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

Terminal Learning Objective (TLO)

Apply the skills and elements needed to conduct a limited inquiry.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Provide written notice of rights and responsibilities by employing MD 110 Appendix C EEO Checklist.	A	CC
B. Provide information on other optional procedures by employing Management Directive (MD) 110 Appendix D.	A	CC
C. Explain to aggrieved individuals about their choice of EEO counseling or EEO Alternative Dispute Resolution (ADR).	U	CC
D. Describe the purpose of the limited inquiry.	U	CC
E. Describe the factors to consider in the limited inquiry.	U	CC
F. Describe the steps to perform a limited inquiry.	A	CC
G. Discuss dispute resolution.	U	CC
H. Comprehend how to utilize resolution strategies during the complaint process.	U	CC
I. Comprehend obstacles to resolution.	U	CC

Table Key: U = Understand, A = Apply, CC = Criterion Checklist

Activity Table

Activity	Purpose	Performance Measure	Time
Conduct a limited inquiry with your partners posing as the aggrieved and RMO. Document all required information.	To ensure that the students can perform the required actions in the limited inquiry as discussed in class	CC	5 h
Total Time:			5 h

Table Key: CC = Criterion Checklist

THE FINAL INTERVIEW (EEOE 7135) (In-Residence)

Overview

In this lesson, students will conduct a final interview during the pre-complaint process. The lesson provides an overview of the time frames associated with the final interview and discusses the steps of the final interview. While conducting a final interview with the aggrieved person, the students will be able to review and discuss the inquiry, provide the aggrieved person with a written notice of the right to file a discrimination complaint, and explain the formal complaint process.

Strategy

This lesson provides information that the EEO Counselor must discuss with the aggrieved after EEO counseling or EEO alternative dispute resolution. Upon completion of the lecture, students will conduct a mock final interview in a role play scenario.

Instructional Method

Method	Time
Informal lecture and questioning	1 h
Activity	1 h
Total Time:	2 h

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

Terminal Learning Objective (TLO)

Apply the skills needed to conduct a final interview.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Demonstrate the steps of the final interview and their mandated time frames.	A	CC
B. Discuss the steps for conducting the final interview during the pre-complaint process.	U	CC

Table Key: U = Understand, A = Apply, CC = Criterion Checklist

Activity Table

Activity	Purpose	Performance Measure	Time
Conduct a final interview. Document all required information. Students will receive peer and instructor feedback.	To ensure that the students can successfully conduct a final interview as discussed in class and outlined in the MD 110, Chapter 2	CC	1 h
Total Time:			1 h

Table Key: CC = Criterion Checklist

WRITING THE COUNSELOR'S REPORT (EEOE 7145) (In-Residence)

Overview

In this lesson, the student will learn about the final stage of the pre-complaint process for the equal employment opportunity (EEO) counselor, which is writing and presenting the EEO counselor's report. This lesson is a culmination of the entire course in that the required contents of the report comprise everything that the student has done up to this point. This lesson includes the required contents of the report and important information related to the EEO counselor's report.

Strategy

After the lecture, the students will have the opportunity to use the information they have gathered from previous activities to compose an EEO counselor's report. After completing the report, the students will present it to the class for peer and instructor feedback.

Instructional Method

Method	Time
Informal lecture and questioning	1 h
Small group experiences	5 h
Total Time:	6 h

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

Terminal Learning Objective (TLO)

Apply the skills needed to correctly complete an EEO Counselor Report.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Recognize the purpose of an EEO Counselor Report.	R	CC
B. Recall the principles of report writing.	R	CC
C. Demonstrate how to properly present the required elements of an EEO Counselor Report.	A	CC
D. State when an EEO Counselor Report is required.	R	CC

Table Key: R = Remember, A = Apply, CC = Criterion Checklist

Activity Table

Activity	Purpose	Performance Measure	Time
Write an EEO Counselor Report. Print out the report and submit it to the instructor. Present the report to their small group.	To ensure students can correctly write an EEO Counselor Report as discussed in class and outlined in the MD 110, Chapter 2	CC	5 h
		Total Time:	5 h

Table Key: CC = Criterion Checklist