

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)

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Equal Employment Opportunity Professional Series Intermediate Course (EPS-I) Plan of Instruction (POI)

Program Length:

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

Phase II 40 Hours (1 week)

Approved by:

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Table of Contents

Part I: Overview of the EPS-I

Target Audience	4
Prerequisites	4
Course Description	4
Phase I Training	4
Phase II Training	5
Learning Outcomes	5
Instructional Methodology	5
Student Assessments	5

Part II: Curriculum Summary

Phase 1: Distributed Learning (DL).....	8
Disability Program Management (EEOI 7340)	9
Roles and Responsibilities of the EEO/HR Professional (EEOI 7370).....	11
Formal Complaints Process (EEOI 7380)	13
Outreach and Marketing (EEOI 7440)	15
Phase 2: Resident Lessons	17
The EEO Professional (Officer) Occupation (Overview) (EEOI 7305) (In-Residence)	18
Formal Complaint Processing (In-Residence) (EEOI 7315)	20

PART I: Overview of the EPS-I

Target Audience

Experienced EEO Practitioners (Primarily 201, 260, 360 Series); grade level GS-11 and above; collateral-duty and full-time EEO Officers, and other assigned EEO/Civilian Personnel/Human Resource Management/Equal Opportunity Advisor personnel.

Prerequisites

EPS-I students must complete the EEO Counselor Course (EEOCC), *plus* the Distributed Learning (DL) portion of the EEO Professional Series-Entry (EPS-E) course; or the EPS-E course.

Students are required to complete four modules of online learning, also known as DL, prior to attending the in-residence portion of the course.

Failure to complete the online portion of the course disqualifies attendance in the resident portion of the course. To be successful in the blended course, each student must meet the lesson objectives of both the online and resident portions of the course.

Course Description

This course utilizes a hybrid approach that includes a self-paced, online DL phase and a resident phase. Students gain critical knowledge and skills to effectively serve as EEO practitioners at the intermediate level. The program focuses on roles and responsibilities of the EEO practitioners, as well as complaint processing and policy. This course builds upon the EPS-E course and prepares the EEO practitioner to serve as a facilitator/liaison between the employee and management in the complaint processing stage. The EEO Professional Series Intermediate (EPS-I) course prepares the practitioner to perform assigned duties associated with an organization having nondiscriminatory employment policies and practices and provide equal employment opportunity to all job applicants and employees.

Course Name: Equal Employment Opportunity Professional Series 'Intermediate' Course (EEO EPS-I)

Course Effective Date: March 2018–Current

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

Course Frequency: Variable, approximately two times per year

Phase I Training

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

1. Disability Program Management

2. Roles and Responsibilities of the EEO Specialist
3. EEO Formal Complaints Process
4. Outreach and Marketing

Phase II Training

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

1. The EEO Professional Overview (EEOI 7305)
2. Processing Formal Complaints (EEOI 7315)

Learning Outcomes

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

- Execute the elements of the formal complaint process as defined in the Management Directive 110 (MD 110) (to include investigation requests).
- Organize a complaint file.
- Execute the essential elements associated with a model EEO program as defined in the Management Directive 715 (MD 715).¹
- Explain affirmative programs that are essential to EEO.²
- Execute resolution strategies.

Instructional Methodology

DEOMI employs a student-centered, small group learning model. Throughout the course students will apply knowledge learned in hands-on practical applications, interactive large group discussions, small group discussions, small group activities, role-playing, student-led oral presentations, facilitation, guided discussions, and case studies. The student's performance will be assessed via written products, exams, and practical application.

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

¹ Omitted pending updated Equal Employment Opportunity Commission (EEOC) guidance. 6/25/2025

² Omitted pending updated Equal Employment Opportunity Commission (EEOC) guidance. 6/25/2025

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

Performance Evaluation (PE)

Successful completion of the PE is required for course completion. 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 criterion checklist (rubric). This rubric supports DEOMI's systematic, objective, and fair method of evaluating student achievement. Students must receive a PASS on the criterion checklist for the lesson activity. The PE also encourages students to reflect on their learning to increase metacognition.

PART II: Curriculum Summary

Phase 1: Distributed Learning (DL)

Course Sequence

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

Distributed Learning Modules

#	Lesson #	Lesson Title	Approx Seat Time in Phase 1
1	EEOI 7340	Disability Program Management	2 h
2	EEOI 7370	Roles and Responsibilities of the EEO Professional	2 h
3	EEOI 7380	EEO Formal Complaints Process	2 h
4	EEOI 7440	Outreach and Marketing	2 h
Total Phase 1 Seat Time:			8 h

DISABILITY PROGRAM MANAGEMENT (EEOI 7340)

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.

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

Given the online lesson and a study guide, know the essential components of Disability Program Management by correctly answering all lesson Knowledge Checks (KC).

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the purpose of Disability Program Management.	K	KC
B. Describe reasonable accommodations.	K	KC
C. Identify general guidelines for disability etiquette.	K	KC
D. Describe legislation and programs promoting the employment of individuals with disabilities.	K	KC

Table Key: K =Know, KC = Knowledge Checks

ROLES AND RESPONSIBILITIES OF THE EEO/HR PROFESSIONAL (EEOI 7370)

Overview

In this lesson, students will learn the Roles and Responsibilities of the EEO/HR Professionals. Part of the role as an EEO/HR Professional is to oversee complaints through the complaint process. Other roles and responsibilities pertain to retention of the required knowledge and skill level to perform, successfully, as an EEO professional. These responsibilities include increasing your level of knowledge of EEO laws and policies. Increased knowledge and expertise will ensure complaints are processed within proper timelines as provided in Manual Directive 110 (MD-110).

Strategy

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Instructional Method

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

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

Terminal Learning Objective

Given the online lesson and a study guide, know the roles and responsibilities of the EEO/HR professionals by correctly answering all lesson Knowledge Checks.

Enabling Learning Objective	Level of Learning	Performance Measure
A. Describe the Roles and Responsibilities of the Equal Employment Opportunity (EEO)/Human Resource (HR) Professionals.	K	KC

Table Key: K= Knowledge KC = Knowledge Check

FORMAL COMPLAINTS PROCESS (EEOI 7380)

Overview

In this lesson, students will learn about the formal complaint process. The Federal Government, in the interest of maintaining a workplace free from discriminating against EEO practices against Federal employees, established laws that mandate agencies to implement protections. EEOC issued Management Directive 110 (MD 110) to guide agencies in a systematic manner of the complaint process. The formal complaint, as outlined in the MD 110, serves as a guide for EEO Professionals in the complaint process.

Strategy

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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.

Instructional Method

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

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

Terminal Learning Objective

Given an online lesson and a study guide, recall the EEO formal complaint process by correctly answering all lesson Knowledge Checks.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Recall the EEO formal complaint process.	K	KC
B. Recognize the special considerations processed in the formal complaint process.	K	KC
C. Recognize the introductory steps in processing a formal complaint.	K	KC
D. Recall the formal complaint process for a dismissed complaint.	K	KC
E. Recall the formal complaint process for an accepted complaint.	K	KC

Table Key: K= Knowledge KC = Knowledge Checks

OUTREACH MARKETING AND RECRUITMENT (EEOI 7440)

Overview

In this lesson, students will learn about goals of Marketing and Recruitment in the Federal Sector. It has been an ongoing effort to increase the overall representation of all demographics in our population. As part of this effort, goals that envision this principle were established to unify this undertaking.

To help students comprehend the vision of Marketing and Recruitment in the Federal Sector, the following topics will be covered: strategic outreach goal, partnership goal and strategic plan.

Strategy

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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.

Instructional Method

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

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

Terminal Learning Objective

Given the online lesson and a study guide, know the goals of Marketing and Recruitment in the Federal Sector by correctly answering all lesson Knowledge Checks.

Enabling Learning Objective	Level of Learning	Performance Measure
A. Recognize the goals of Outreach/Marketing and Recruitment in the Federal Sector.	K	KC

Table Key: K= Knowledge KC = Knowledge Check

Phase 2: Resident Lessons

Resident Lesson Sequence

Phase 2 lessons occur in residence. Time required for activities is reflected below.

#	Lesson #	Lesson Title	Seat Time
1	EEOI 7305	The EEO Professional (Officer) Occupation	16.5 h
2	EEOI 7315	Formal Complaint Processing	14 h
Total Phase 2 Seat Time			40 h

THE EEO PROFESSIONAL (OFFICER) OCCUPATION (OVERVIEW) (EEOI 7305) (In-Residence)

Overview

The job of the intermediate-level equal employment opportunity (EEO) professional is comprehensive. Correctly performing intermediate level tasks is critical to the implementation of EEO in the Federal workplace. These tasks include understanding the roles and responsibilities in complaint processing under the Management Directive (MD)-110, reviewing tasks completed by the counselor, and preparing information and recommendations for agency directors/officers.

This lesson starts with a broad overview of the origination of the role and responsibilities of the EEO intermediate professional and then narrows its focus on the specific roles and responsibilities performed by EEO intermediate professionals in support of the agency.

Strategy

This lesson provides an overview of the functional roles, and the foundational concepts needed to perform as an effective EEO Professional. The instructor will review with the students the intermediate level EEO Professional's role and responsibilities in formal complaint processing and in the management of affirmative employment programs, and management directive guidance from the Equal Employment Opportunity Commission (EEOC).

Instructional Method

Method	Time
Informal lecture/review	2 h
Small group experiences	14.5 h
Total Time:	16.5 h

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

Terminal Learning Objective (TLO)

Given a lecture, study guide, and interactive learning activities, know how the Management Directive (MD)-110 and the MD-715 relate to the roles and responsibilities of EEO Professionals.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe the roles and responsibilities of the EEO professional.	K	CC
B. Recall the EEO formal complaint process.	K	CC

Table Key: K = Knowledge CC = Criterion Checklist

Activity Table

Activity	Purpose	Performance Measure	Time
Students will answer job-related questions.	To allow the student to transition from the DL to the resident setting	CC	2 h
How Not to Be Named.../Group Introductions	Establish working relationships with fellow students	CC	3.5 h
Case Studies	Students become actively engaged in the materials, discovering underlying issues, dilemmas, and conflicts	CC	2 h
Framing the Claim	To ensure students can properly frame a claim	CC	1 h
Various Guest Speaker Topics	Update students on current trends and issues relating to their role as an EEO Specialist	CC	6 h
Total Time:			14.5 h

Table Key: CC = Criterion Checklist

FORMAL COMPLAINT PROCESSING (In-Residence) (EEOI 7315)

Overview

The job of the intermediate level EEO Professional is comprehensive. Correctly performing intermediate-level tasks is critical to the implementation of equal opportunity employment in the Federal workplace. One such task is understanding the roles and responsibilities in complaint processing under the MD-110. This lesson features an in-depth formal complaint processing small group activity.

Strategy

This lesson provides a review of an important aspect of an Intermediate EEO Professional's duty which is routinely performed in the line of duty. The instructor will review with the students the highlights of processing a formal complaint. Students will participate in open questions and small group activity pertaining to the processing of a formal complaint.

Instructional Method

Method	Time
Informal lecture/review	2 h
Small group experiences	12 h
Total Time:	14 h

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

Terminal Learning Objective (TLO)

Given a lecture and a study guide, accurately describe the formal complaint process.

Enabling Learning Objectives	Level of Learning	Performance Measure
A. Describe agency processing of formal complaints.	C	CC
B. Describe the EEO professional's responsibility in processing formal complaints.	C	CC

Table Key: C= Comprehension, CC = Criterion Checklist

Activity Table

Activity	Purpose	Performance Measure	Time
Process a formal complaint	To ensure students comprehend the formal complaint process can properly perform steps required to process a formal complaint.	CC	12 h
Total Time:			12 h

Table Key: CC = Criterion Checklist