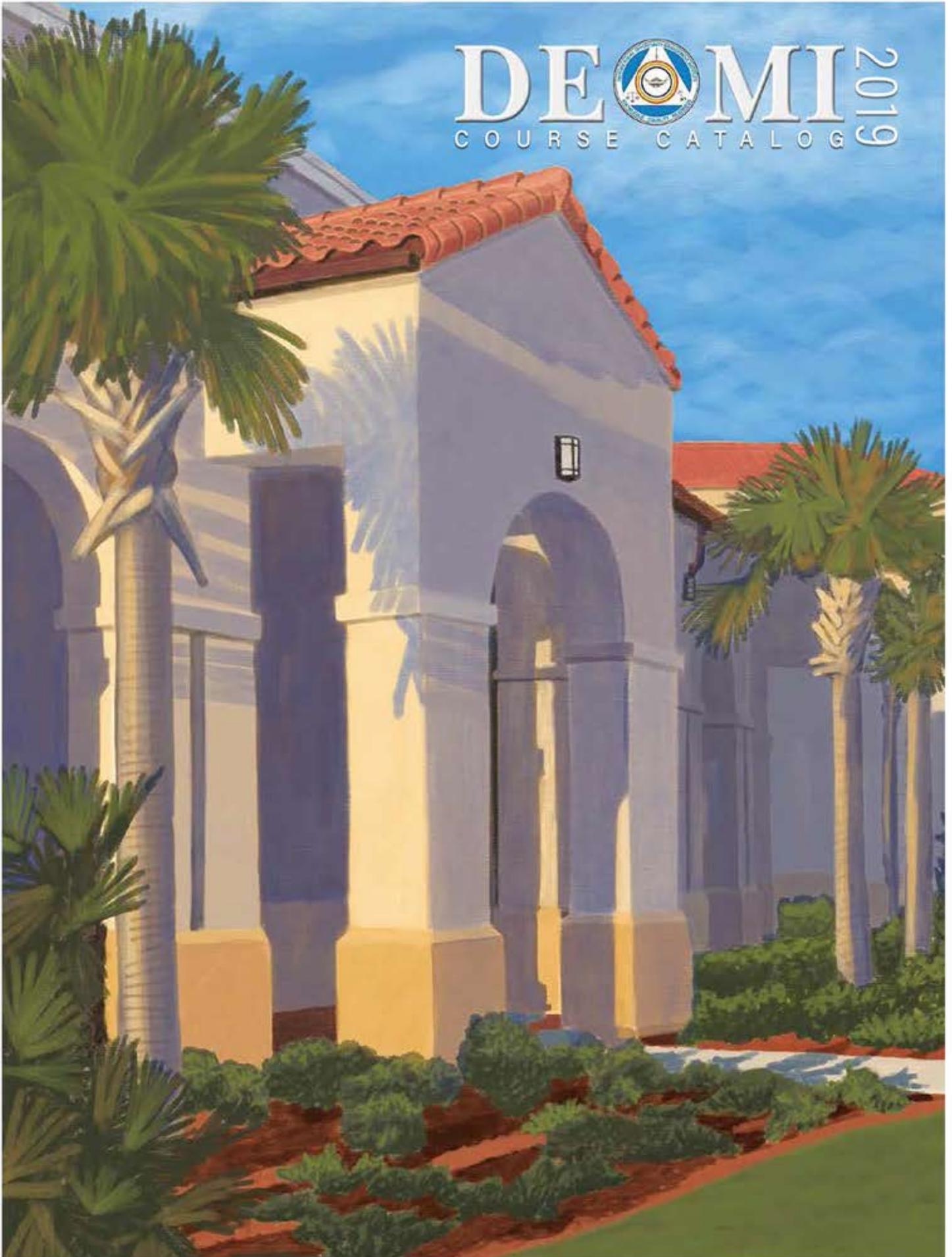


# DEMI 2019

COURSE CATALOG



## Preface

The *DEOMI Course Catalog 2019* highlights all DEOMI equal opportunity (EO) and equal employment opportunity (EEO) courses. Presented herein are DEOMI's overview, history, vision and mission statements, accreditation agency, guiding principle, institute goals, administrative details, and descriptions of DEOMI courses.

**Notice:** Due to the Coronavirus 2019 (COVID-19) Pandemic, the contents of this course catalog are fluid. DEOMI will communicate any changes herein to students via our website and other official means.

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## Overview

The Defense Equal Opportunity Management Institute (DEOMI) is the Department of Defense's (DoD) Center of Excellence for equal opportunity (EO), equal employment opportunity (EEO) and human relations education, training, and research. Since its creation, DEOMI has enhanced combat readiness by fostering positive human relations. This catalog provides information about DEOMI and the various programs, courses, seminars, and workshops offered by the Institute.

The following pages describe DEOMI's history and mission. To accomplish this mission, DEOMI trains selected military and civilian personnel from all Armed Forces and DoD agencies, to include the Coast Guard, National Guard, and Reserve. Once trained, these individuals advise their commanders on EO and EEO matters at various command/agency levels.

Accredited by the Council on Occupational Education (COE), DEOMI implements a learner-centered curriculum offering challenging discussions, lectures, and activities. DEOMI employs a variety of instructional methods and technologies, including resident courses, online lessons, mobile training teams, and tele-seminar broadcasts via both the internet and video teleconferencing to accomplish course objectives. Some courses award college credit due to DEOMI's academic rigor.

EO and EEO are readiness issues, and while DEOMI designs each program, course, seminar, or workshop for a different audience, all provide opportunities for practical application of proven theories and techniques. Specifically, the Institute designs educational programs to develop abilities in one or more of the following areas:

1. Understanding of DoD EO/EEO and human relations programs in support of maintaining combat readiness.
2. Assisting commanders and agency heads in maintaining combat readiness and unit effectiveness.
3. Application of EO and EEO tenets contributing to organizational effectiveness.
4. Leading and directing an inclusive, diverse, and culturally aware force.

AIMEE L STORM  
Colonel, USAF  
Commandant

## DEOMI's History

Propelled by the civil rights movement of the 1960s, and to counteract a national policy of segregation and inequality, the DoD mandated race relations training in 1971. The violent and nonviolent disorders of the late 1960s were the catalyst that convinced military leaders that every member of the Armed Forces must receive race relations education.

An inter-service task force examined the causes and possible cures of these racial disorders within the military. The task force, chaired by Air Force Major General Lucius Theus, resulted in the creation of DoD Directive 1322.11, *Education and Training in Human/Race Relations for Military Personnel*. In 1971, this directive established the Race Relations Education Board and created the Defense Race Relations Institute, the original name for the Defense Equal Opportunity Management Institute (DEOMI).

Today, DEOMI's education and training programs in human relations, EO, EEO, and diversity remain the foundation in the building of leadership. DEOMI has added several courses and seminars along with the core Equal Opportunity Advisor Course (EOAC), to provide service members in command or leadership positions with some level of EO and human relations awareness training. In addition, we advise DoD and other organizations on EO matters, conduct an extensive and progressive EO, EEO, diversity, and human relations research program, and serve as a clearinghouse to monitor and disseminate research findings to interested agencies.

Since its inception in 1971, the Institute has enhanced mission readiness by fostering positive human relations throughout the DoD. Over 50,000 DEOMI graduates have carried that mandate to the Services. DEOMI's graduates maximize organizational cohesion and maintain the highest degree of mission readiness while maintaining the DoD reputation as a place where all individuals have infinite dignity and worth.

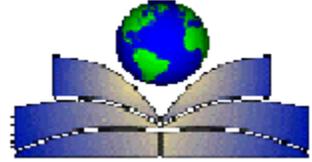
## **DEOMI's Vision Statement**

An inclusive force that values and develops all individuals and thrives on their contributions.

## **DEOMI's Mission Statement**

Develop and deliver innovative education, training, research, and collaborative solutions to optimize total force readiness.

## Accreditation



The Commission of the COE accredits DEOMI. The Institute received its initial accreditation in 1983. Prior to 1995, the COE was the Commission on Occupational Educational Institutions of the Southern Association of Colleges and Schools.

The Institute's last self-study and COE team visit occurred in 2012. The schedule for the next COE team visit is in 2020.

Below is the mailing address and contact information for the COE, an independent postsecondary accreditation body:

Council on Occupational Education  
7840 Roswell Road  
Building 300, Suite #325  
Atlanta, GA 30350  
Local - (703) 396-3898  
Toll-Free - (800) 917-2081  
Fax: (770) 396-3790

## **READINESS is Our Guiding Principle**

**Respect** - for the infinite dignity and self-worth of all individuals

**Excellence** - in education, training, and research

**Awareness** - of the issues, successes, and strategies in human relations

**Diversity** - an understanding that our strengths derive from our differences as well as our shared values, goals, and ethics

**Innovation** - of processes, technology, and designs to enhance our mission

**Nation** - which we have sworn to defend and endeavor to improve

**Exchange** - of ideas in the spirit of academic freedom and professional responsibility

**Selfless Service** - a priority to the higher ideals of equality and fairness

**Support** - a commitment to quality processes for our customers and our organization

## **Institute Strategic Goals**

**Goal 1:** Advance DEOMI education and training programs through continuous incorporation of emerging policies, technologies, media, and research.

**Goal 2:** Strengthen collaborative relationships with human relation communities of interest and DoD leaders.

**Goal 3:** Increase the utility of DEOMI and external research to forward DoD priorities.

**Goal 4:** Evolve DEOMI's culture development system to meet DoD strategies.

## **Administrative Information**

### **Student Transfers**

DEOMI creates and designs each program, course, seminar, or workshop to focus on specific subject matter particular to the unique duties associated with EO and EEO personnel. The Institute does not transfer students who do not meet minimum academic standards to another program, course, seminar, or workshop due to the specificity of the DEOMI curriculum. Students enroll in only one academic endeavor for the duration of their enrollment. DEOMI does not accept transfer students or credits from other institutions.

### **Student Enrollment (Admission)**

Normally, students first learn about DEOMI programs, courses, seminars, and workshops during an administrative process that determines each Service's occupational needs. Each Service has a selection process (career path and recruitment) that identifies volunteers and non-volunteers to participate in academic ventures here at DEOMI. Each Service has a different enrollment path. To learn more about each Service's enrollment/recruitment policies, contact the respective Service education and training manager.

### ***EOAC Contact Information***

#### United States Air Force (USAF)

CMSGT Joshua McGee, USAF Career Field Manager  
joshua.r.mcgee.mil@mail.mil  
(240) 612-1365

SMSGt Sheneke Harris, Superintendent USAF Equal Opportunity Operations  
sheneke.harrais@us.af.mil  
(210) 565-2056

#### United States Air Force Reserve (USAFR)

Toby R. Housey, USAFRC Equal Opportunity Strategic Advisor  
toby.housey.2@us.af.mil  
(478) 327-0294

#### Air National Guard (ANG)

Major Roosevelt White, Chief of Military Programs Branch, NG Bureau  
roosevelt.white6.mil@mail.mil  
(703) 607-1460

United States Army (USA)

Leland McFayden, EOA Assignment Manager,  
thomas.rouse.civ@mail.mil  
(502) 613-5812

Mark Thompson, SGM EO Assignment Manager,  
Mark.a.thompson120.civ@mail.mil  
(502) 613-5874

United States Army Reserve (USAR)

SGM Eloise Parker  
eloise.parker5.mil@mail.mil  
(910) 570-8790

United States Marine Corps (USMC)

MSgt Griselda Benavidez  
Griselda.benavidez@usmc.mil  
(703) 784-9371/9372

United States Navy (USN)

SCPO George Wooten, Service Liaison Officer  
george.wooten.2@us.af.mil  
(321) 494-4092

United States Coast Guard (USCG)

CDR Robert B. Chambers  
robert.b.chambers@uscg.mil  
(202) 372-4513

Army National Guard (ARNG)

SGM Mikeal Crummedyo  
mikeal.l.crummedyo.mil@mail.mil  
(703) 607-3111

***EEO Course Contact Information***

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gloria.de\_la\_fuentes.1@us.af.mil  
(210) 565-2738

Oscar Mariona, EEO Manager, NGB  
oscar.r.mariona-acosta.civ@mail.mil  
(703) 607-1248

Barbara Warren, EEO Manager, USA  
barbara.b.warren2.civ@mail.mil  
(703) 614-5359

Robert Chambers (Brian), CDR, USCG  
Robert.B.Chambers@uscg.mil  
(202) 372-4513

### **Student Assessments and Grading**

Each training program and course has its own assessment process. Each plan of instruction (POI) contains assessment procedures. DEOMI Standard Operating Procedure (SOP) 1025.01, *Student Standards and Evaluation* and 1025.05, *Student Testing Administration*, contains grading criteria.

### **Tuition and Financial Aid**

DEOMI does not charge tuition. Each military Service pays travel and per diem costs for their students attending DEOMI programs and courses. Since there are no tuition fees, DEOMI has no refund policy and does not penalize students who withdraw from enrollment.

### **Grievance Policy**

A grievance is an actual or perceived cause for protest or complaint arising out of some perceived or actual harm due to some action taken. This alleged action has the impact of imposing on the individual's legal rights, or the individual's right to pursue education without fear or intimidation. An affirmative action and EO grievance alleges that this action caused the complainant to be treated differently on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, sexual orientation, gender identity and expression, or genetic information in violation of DoD policy, Federal laws, or state laws. In addition, DEOMI specifically prohibits the differential treatment of faculty, staff, and students based on political belief or affiliation, and membership or non-membership in any organization.

*Student Rights:* Students enrolled in either resident or non-resident DEOMI courses/programs have certain rights that contribute to their overall success and satisfaction. Rights include, but are not limited to, the following:

- The right to be free from discrimination based on race, gender, color, religion, sexual orientation, and national origin.
- The right to be free from sexual harassment.

- The right to open and free expression of thoughts and concepts in an environment of academic freedom, consistent with the interests of good order and discipline under the Uniform Code of Military Justice (UCMJ), and also see DEOMI SOP 1025-12, *Academic Integrity/Freedom*.
- The right to ownership of appropriate intellectual property (see DEOMI SOP 5535.01, *Copyrights*).
- The right to submit a written complaint on DEOMI policies, procedures, or actions through the DEOMI chain of command.

*Grievance Policy:* DEOMI students are encouraged to discuss their grievances, unresolved issues, or concerns with their assigned group facilitators. However, a student can make a more formal appeal, verbally or in writing, to the supervisor of the person with whom the student has the disagreement. The supervisor will consider all the details and make a decision. If the supervisor cannot obtain a solution to the grievance, he or she can take it to the Director of Education and Training.

For more information on DEOMI's grievance policy, contact the Student Services Department (DEOMI FORM 36, 18 MARCH 2015).

**Internet Address:** [www.deomi.org](http://www.deomi.org)

# DEOMI COURSES



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## **Equal Opportunity Advisor Course (EOAC)**

### **Purpose:**

The purpose of the EOAC is to train and certify Armed Forces (DoD and Coast Guard) personnel assigned to military and civilian EO billets as Equal Opportunity Advisors (EOAs) or Command Climate Specialists (CCS).

### **Program/Course Description:**

The EOAC provides an 11-week resident, student-centered approach to train Service EO professionals. The EOAC has two distinct areas of training: eight weeks of core curriculum and three weeks of Service-specific training (SST).

The self-awareness (intrapersonal) section of the core curriculum consists of the following EOA lessons: *General EOA Duties, Group Development, Socialization, Perceptions, and Communication Skills for the EO Professional.*

The interpersonal section consists of the following lessons: *Intercultural Communications, Basic Facilitation Skills, Power and Privilege, Prejudice and Discrimination, System Focus and Victim Focus, Harassment in the DoD, Racism, Religious Diversity, Sexism, Extremism, Sexual Assault Prevention and Awareness, Cultural Awareness, Race and Ethnic Studies.* Students use computer-based training (CBT) to complete lessons on the following groups White-Americans, Black-Americans, Hispanic-Americans, Asian-Americans, Native Hawaiians or other Pacific Islanders, and American Indians, *Diversity and Inclusion, and DoD Principles of Prevention.*

The EOA also receives training in presentation skills, as well as training development and delivery.

The Command Climate Assessment and Improvement (CCAI) section familiarizes students with the purpose, process, and scope of an organizational assessment. The purpose of the CCAI is to assist commanders at all levels in determining their command's climate. The CCAI identifies and measures those factors, both positive and negative, that may affect mission readiness, such as unit morale, EO and treatment, interpersonal relationships, and communication. The CCAI provides a snapshot in time. Within these lessons, students will learn about an organizational assessment planning strategy and assessment tools and techniques. Students will also learn how to conduct a CCAI analysis and report its findings.

Guest lecturer and subject-specific panels are also included in the EOA course.

This course awards upper- and lower-division associate and baccalaureate degree credit from the American Council on Education (ACE).

## **Learning Outcomes:**

### **Core Training**

- Apply interpersonal skills developed for group interaction
- Comprehend how socialization impacts human relations
- Apply formal briefing skills as a EO professional
- Comprehend how perceptions can impact unit readiness and mission effectiveness
- Comprehend how the communication process can impact mission effectiveness
- Comprehend how diversity and inclusion can impact mission effectiveness
- Know how conflict management and resolutions can impact mission effectiveness
- Know how intercultural communication can impact mission effectiveness
- Comprehend how power and privilege can impact mission effectiveness
- Comprehend how prejudice and discrimination can impact mission effectiveness
- Comprehend how victim focus (victimization) can impact mission readiness
- Know the basis of bystander intervention and its impact on mission effectiveness
- Comprehend how racism can impact mission effectiveness
- Know how extremism can impact mission readiness
- Know how religious discrimination can impact mission effectiveness
- Comprehend how sexism can impact mission effectiveness
- Comprehend how harassment can impact mission effectiveness
- Know how sexual assault can affect military readiness
- Know how principles of prevention can affect military readiness
- Apply teaching skills to develop and facilitate a guided discussion
- Comprehend how cultural awareness can impact the workplace
- Know the unique characteristics of the six major race/ethnic groups identified by the Office of Management and Budget (OMB)
- Comprehend how ethical decision making can impact mission effectiveness
- Know how EOA duties impact the military environment
- Know the major components of the EO complaint process
- Know how alternative dispute resolution (ADR) can impact mission effectiveness
- Know how to prepare for special observances recognized by the DoD
- Comprehend the basic characteristics of the Defense Equal Opportunity Climate Survey (DEOCS)
- Know how records and reports play a role in an organizational assessment
- Comprehend the fundamental competencies associated with observation and interview skills
- Analyze organizational assessment data
- Apply briefing skills to conduct an out-brief using all organizational assessment data to leverage assessment to solutions

As part of cognitive development, students must also develop their interpersonal skills by participating in activities while in resident. It is important to note that DEOMI designs activities 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 Developmental Evaluation (ISDE) form is used. The Institute expects students to demonstrate professionalism as they develop their interpersonal skills.

After eight weeks (core training), students will break into their respective SST groups for training unique to each Service. The following identifies SST length timeframes:

Army: 3 weeks (15 training days)	Air Force: 3 weeks (15 training days)
Navy: 3 weeks (15 training days)	Marine Corps: 3 weeks (15 training days)
Coast Guard: 3 weeks (15 training days)	

**Target Audience:**

Military and DoD civilian personnel who serve as advisors to Commanders on Military Equal Opportunity matters.

**Specialty/Skill Identifier Awarded:**

Completion of the program is mandatory prior to the award of the following military job specialty codes.

Service	Code
Army	SQI 5T/Q
Navy	809A
Air Force	3F4X1/38F
Marine Corps	0127
Coast Guard	Military Equal Opportunity Advisor

**Prerequisites:**

DEOMI sets general criteria for its target audience to meet the specific Service needs. Each branch of Service sets forth guidance containing these general criteria and others.

- Demonstrates outstanding performance of assigned duties
- Meets Service uniform/personal appearance requirements, weight/body fat standards, and physical fitness test (PFT) within the last 6 months
- Basic writing and speaking skills
- Has a High School Diploma or equivalent
- Endorsed by nominating command, based on interview and Service record review
- Must be in or slated to be in an EOA/CCS position
- Stability in personal affairs (no chronic indebtedness 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 UCMJ, Non-judicial, or State Code of Military Justice punishment within the last 2 years)

**Method of Instruction:**

Lectures/interactive large group discussion (auditorium), CBT, small group with activities (experiential learning), role-playing, student facilitation/guided discussion, and case study.

**Instructional Medium:**

Instructor lead/facilitated learning, computer-based instruction (self-paced), informal lectures in auditorium, small-group activity, and electronic materials, etc.

**Duration:** 11 weeks (See “Program/Course Description”)

**Frequency:** Two times per year.

**Students per class:** 120–140

**Admissions Policy:**

Must be an Active Duty Service member or DoD civilian in order to register for this course. The Institute does not authorize National Guard and Reserve Service members to take the EOAC unless the Service member is preparing for a deployment and the course will allow the Service member to be qualified prior to the deployment. The Services’ selection process admits all personnel.

Once admitted to the program, DEOMI expects each student to attend, participate, and complete the lessons associated with the program. In order to finish the program of instruction, each student is required to complete the EOA Core and Service Specific requirements. Completion of the program requires each student to achieve at least a 70% average on all graded areas.

**Contact:**

For questions about the EOAC resident course, please contact the Student Services Department at DSN 854-4617/5874/5214, commercial (321) 494-4617/5874/5214. The email address for Student Services is [deomi.ss@us.af.mil](mailto:deomi.ss@us.af.mil)

All DoD civilians should direct their requests for enrollment through their respective Training Offices to their Major Commands.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

## Equal Opportunity Advisor Reserve Component Course (EOARCC)

**Purpose:**

The purpose of the EOARCC is to train and certify DoD Reserve Component personnel assigned to military and civilian EO billets as EOAs.

**Program/Course Description:**

This course utilizes a hybrid approach to learning, which means that learning events occur in both online and in-resident environments. Students selected for the EOARCC must complete all online modules prior to attending DEOMI in-residence training. Both Advanced Distributed Learning (ADL) and traditional lectures given in-residence provide basic knowledge about a subject. The online and in-resident portion of the training is a major strategy for expanding knowledge of basic subject matter in the cognitive domain of learning. The Institute implements skills and attitude learning associated with higher level learning objectives in a small-group (in-resident) format in order to allow the students to meet both cognitive and affective learning objectives. Instructors will provide information that will assist students in understanding lesson content and how to apply their experiences while in the small group. Lectures and discussions will center on the major issues and concerns pertinent to military readiness and the competencies needed to become successful EOAs.

The ACE awards upper and lower-division associate and baccalaureate degree credit for this course.

Phase I training consists of 23 online modules:

1. <i>Group Development</i> (2 h)	2. <i>Sexual Assault Prevention &amp; Response</i> (2 h)
3. <i>Socialization</i> (2 h)	4. <i>Cultural Awareness</i> (2 h)
5. <i>Perceptions</i> (2 h)	6. <i>White Americans</i> (2 h)
7. <i>Communication Skills</i> (2 h)	8. <i>Black or African Americans</i> (2 h)
9. <i>Communicating Across Differences</i> (2 h)	10. <i>Hispanic or Latino Americans</i> (2 h)
11. <i>Conflict Management</i> (2 h)	12. <i>Asian Americans</i> (2 h)
13. <i>Individual Diversity Awareness</i> (2 h)	14. <i>Native Hawaiian or Other Pacific Islanders</i> (2 h)
15. <i>Ethics</i> (2 h)	16. <i>American Indian or Alaska Native</i> (2 h)
17. <i>Presentation Skills</i> (2 h)	18. <i>General EOA Duties</i> (2 h)
19. <i>Extremism</i> (2 h)	20. <i>Bystander Intervention</i> (2 h)
21. <i>System vs. Victim Focus</i> (2 h)	22. <i>Special Observances</i> (2 h)
23. <i>Religious Diversity &amp; Accommodation</i> (2 h)	
<b>Total Seat Time: <u>38 h</u> (Time Increase due to Level III Interaction)</b>	
<b><u>All times are estimates</u></b>	

Students have a 3-month limit to complete Phase I training. Phase I must be complete prior to in-resident training.

Phase II consists of four weeks of resident training (similar to the EOAC), including small-group activities designed to reinforce concepts learned during Phase I. Additionally, Phase II curriculum includes lessons on *Diversity and Inclusion, Racism, Sexism, Communication Skills for the EO Professional, DoD Principles of Prevention, and Conflict Management and Resolution*. It concludes with five days of SST.

## **Learning Outcomes:**

### **Core Training**

- Apply interpersonal skills developed for group interaction
- Comprehend how socialization impacts human relations
- Apply formal briefing skills
- Comprehend how perceptions can impact unit readiness and mission effectiveness
- Comprehend how the communication process can impact mission effectiveness
- Comprehend how diversity and inclusion can impact mission effectiveness
- Know how conflict management can impact mission effectiveness
- Know how intercultural communication can impact mission effectiveness
- Comprehend how power and privilege can impact mission effectiveness
- Comprehend how prejudice and discrimination can impact mission effectiveness
- Comprehend how victim focus (victimization) can impact mission readiness
- Know the basis of bystander intervention and its impact on mission effectiveness
- Comprehend how racism can impact mission effectiveness
- Know how extremism can impact mission readiness
- Know how religious discrimination can impact mission effectiveness
- Comprehend how sexism can impact mission effectiveness
- Comprehend how harassment can impact mission effectiveness
- Know how sexual assault can affect military readiness
- Apply teaching skills to develop and facilitate a guided discussion
- Comprehend how cultural awareness can impact the workplace
- Know the unique characteristics of the six major race/ethnic groups identified by the OMB
- Comprehend how ethical decision-making can impact mission effectiveness
- Know how principles of prevention can affect mission readiness
- Know how EOA duties impact the military environment
- Know the major components of the EO complaint process
- Know how ADR can impact mission effectiveness
- Know how to prepare for special observances recognized by the DoD
- Comprehend the basic characteristics of the DEOCS (survey instrument)
- Know how records and reports play a role in an organizational assessment
- Comprehend the fundamental competencies associated with observation and interview skills
- Analyze organizational assessment data

- Apply briefing skills to conduct an out-brief using all organizational assessment data to leverage assessment to solutions

As part of cognitive development, all students must also develop their interpersonal skills by participating in activities while in resident. It is important to note that DEOMI designs activities 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.). Instructors use the ISDE form to measure certain cognitive and affective behaviors expected of the student during activities. The Institute expects students to demonstrate professionalism as they develop their interpersonal skills.

**Target Audience:**

Army and Air National Guard/Reserve Service members and DoD civilians who advise Commanders on EO matters.

**Specialty/Skill Identifier Awarded:**

Completion of the program is mandatory prior to the award of the following military job specialty codes.

Service	Code
Army	SQI 5T/Q
Air Force	3F4X1/38F
Navy	809A
Marine Corps	0127
Coast Guard	Military Equal Opportunity Advisor

**Prerequisites:**

Students must complete EOARCC Phase I (online modules) and meet the general criteria set by specific Service needs. Each branch of Service sets forth guidance containing these general criteria and others.

- Demonstrates outstanding performance of assigned duties
- Meets Service uniform/personal appearance requirements, weight/body fat standards, and PFT within the last 6 months
- Basic writing and speaking skills
- Has a High School Diploma or equivalent
- Endorsed by nominating command, based on interview and Service record review
- Must be in or slated to be in an EOA position
- Stability in personal affairs (no chronic indebtedness 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 UCMJ, Non-judicial, or State Code of Military Justice punishment within the last 2 years)

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and activities

**Instructional Medium:**

Web-based training (WBT), classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:     **Phase I: 50 h seat time****

**Phase II:** Four weeks in-residence (three weeks core EOA training and one week SST.

**Frequency:** Twice a year.

**Students per class:** 90 max per class.

**Admissions Policy:**

Students must be in a Reserve/National Guard status in order to register for this course. DEOMI does not authorize Active Duty Service members and DoD civilians to take the EOARCC. The Services' selection process admits all Service members.

**Contact:**

For questions about the EOARCC resident course, please contact the Student Services Department at DSN 854-4617/5874/5214 or the Service Liaison. The email address for Student Services is [deomi.ss@us.af.mil](mailto:deomi.ss@us.af.mil)

All DoD civilians should direct their requests for enrollment through their respective Training Offices to their Major Commands.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

## **Mediation Course (MC)**

### **Purpose:**

The purpose of this course is to equip neutrals with mediation and other ADR skills. This skill set will provide basic proficiency in mediation and facilitative conflict resolution. This program intends to provide DoD personnel with the fundamental training required to act as DoD mediators (third-party neutrals).

### **Program/Course Description:**

This course addresses ADR methods and common application as practiced within the DoD with a focus on facilitative mediation, and provides participants with the basic skills necessary to resolve EO, EEO, and other types of workplace disputes. This course is in-residence.

### **Learning Outcomes:**

After completing the MC, each student will be able to:

- Know how conflict can impact mission effectiveness
- Comprehend interest-based negotiation techniques and how they can enhance mediator effectiveness
- Know how ADR can impact mission effectiveness
- Know the confidentiality obligations associated with DoD mediation
- Comprehend how conducting a mediation can impact mission effectiveness
- Know the six mediation stages
- Comprehend how the skills and tools needed to effectively communicate during the mediation process impact mission effectiveness by responding to questioning in an informal large group questioning process
- Know how to write settlement agreements during the mediation process and be able to discuss the required qualities as well as the effects on relationships and possible consequences of non-compliance with the terms of an agreement
- Know the ethical standards of conduct and cautions regarding unauthorized practice of law or counseling associated with DoD mediation activities
- Demonstrate mediation skills (practicum/assessment)

### **Target Audience:**

DoD military and civilian personnel who need to gain the skills necessary to resolve EO, EEO, or other types of workplace disputes within their organizations.

**Specialty/Skill Identifier Awarded:** None associated with this course

**Prerequisite:**

None. There is no requirement for participants to have attended a previous civilian or military DEOMI course or program.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities (practicum)

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** Five academic days/40 h

**Frequency:** Six times per year in residence.

**Students per class:** 20 – 48

**Admissions Policy:**

Allocations granted by the Commandant and set forth in each Service's school admissions policy serve as the basis for admission to any DEOMI program or course. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page (<https://etca.randolph.af.mil/>) has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the war fighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, military enlisted, international military members, and Federal Government civilian employees. The Services' selection/assignment processes admits all DoD employees.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

For the resident course, contact the Student Services Department at DSN 854-5874/4617/5214, commercial (321) 494-5874/4617/5214. DoD civilians should direct their requests for quotas through their respective Training Offices to their Major Commands. If other than Army, Air Force, or National Guard, please send the first two pages of a completed SF-182 directly to our office.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

## **Disability Program Management Course (DPMC)**

### **Purpose:**

To help students recognize the correlation between EEO and affirmative employment programs with a focus on IWD and individuals with targeted disabilities (IWTD).

### **Program/Course Description:**

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

The ACE awards this course lower-division associate/baccalaureate degree credit.

### **Learning Outcomes:**

After completing the DPMC, each student will be able to:

- Apply the basics of an accessibility audit associated with the Architectural Barriers Act
- Comprehend the roles and responsibilities of the DPM, to include special placement program coordinators
- Comprehend the legal and regulatory foundation associated with disability programs (Americans with Disabilities Act, Rehabilitation Act, IWD, reasonable accommodations, targeted disabilities, etc.)
- Comprehend basic human resources activities (to include program planning) and the impact it has on the efforts to recruit, hire, advance, and retain persons with disabilities (Standard Form 256)
- Comprehend how workplace emergency procedures support employees with disabilities
- Comprehend how EEO affirmative programs (MD-715) can impact DoD capabilities and achieve mission readiness
- Know how the Computer/Electronic Accommodations Program, Workforce Recruitment Program, and Vocational Rehabilitation can assist IWD
- Apply the fundamental skills associated with good presentations (briefings)

**Target Audience:**

Those responsible for recruiting, hiring, placing, accommodating, or ensuring accessible information technology and facilities for IWD. This includes but is not limited to Disability Program Specialists, Veteran Program Managers, Reasonable Accommodations Coordinators, Human Resources Practitioners, EEO Specialists and others managing employment matters concerning IWD.

**Specialty/Skill Identifier Awarded:** None associated with this course.

**Prerequisite:** None.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities.

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** Five academic days/40 h

**Frequency:** Two per year

**Students per Class:** 48

**Admissions Policy:**

Allocations granted by the Commandant and set forth in each Service's school admissions policy serve as the basis for admission to any course or seminar offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page <https://etca.randolph.af.mil/> has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. The Institute admits all DoD employees through their Services' selection/assignment processes.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

For the resident course, contact the Student Service at DSN 854-5874/4617/5214, commercial (321) 494-5874/4617/5214. DoD civilians should direct their requests for quotas through their respective Training Offices to their Major Commands. If other than Army, Air Force, or National Guard, please send the first two pages of a completed SF-182 directly to our office.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

# Special Emphasis Program Manager Course (SEPMC)

## Purpose:

This course develops a base of knowledge and skills that allow graduates to serve as effective collateral-duty and full-time Special Emphasis Program Managers.

## Program/Course Description:

This course utilizes a hybrid approach to learning, which means that learning events occur in both online and in-resident environments. Students selected as Special Emphasis Program Managers must complete all online modules prior to attending DEOMI in-residence training. The Institute provides basic knowledge about a subject using both ADL and traditional lectures given in-residence. The online and in-resident portion of the training is a major strategy for expanding knowledge of basic subject matter in the cognitive domain of learning. DEOMI implements skills and attitude learning associated with higher-level learning objectives in a small-group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. Instructors will provide information that will assist students in understanding lesson content and how to apply their experiences while in the small group. Lectures and discussions will center on the major issues and concerns pertinent to military readiness and the competencies needed to become successful Special Emphasis Program Managers.

This course develops a base of knowledge and skills that allow graduates to serve as effective collateral-duty and full-time Special Emphasis Program Managers (Federal Women's, Black Employment, Hispanic Employment, Native Hawaiian or Other Pacific Islander Employment, Asian Employment, American Indian/Alaska Native Employment, and Program for People with Disabilities). It focuses on inter/intrapersonal and organizational aspects of EEO and program management skills. Training introduces the causes and effects of discrimination, EEO programs for Federal employees/applicants for employment, civilian personnel/human resource management and managing diversity issues. It concentrates on the roles and responsibilities of Special Emphasis Program Managers, analyzing EEO data (MD-715), planning, and managing effective special emphasis programs.

The ACE awards this course lower-division associate/baccalaureate degree credit.

Phase I training consists of nine online modules:

<b>Phase I EOAC Online Training Modules</b>
1. <i>Socialization</i> (2 h)
2. <i>Cultural Awareness</i> (2 h)
3. <i>White Americans</i> (2 h)
4. <i>Black or African Americans</i> (2 h)
5. <i>Hispanic or Latino Americans</i> (2 h)
6. <i>Asian Americans</i> (2 h)
7. <i>Native Hawaiian or Other Pacific Islanders</i> (2 h)

8. <i>American Indians &amp; Alaska Natives</i> (2 h)
9. <i>Presentation Skills</i> (2 h)
<b>Total Seat Time:</b> 18 h (Time increase due to Level III interaction).
<b>Note:</b> All times are estimates.

Students have a 3-month limit to complete Phase I training. Phase I must be complete prior to in-resident training.

Phase II consists of one week of in-resident training and includes lessons on *Special Emphasis Programs; Power, Prejudice, and Discrimination; Personnel Procedures; EEO Pre-Complaint Process; Affirmative Programs of EEO; Special Emphasis Program Committees; Individuals With Disabilities (IWD) and Reasonable Accommodations; and Special Emphasis Program Resource Allocation Plans and Budget.*

### **Learning Outcomes:**

#### Online (Prerequisite) Learning

- Comprehend how cultural awareness can impact mission effectiveness
- Know the racial identity associated with the Native American and Alaska Native culture
- Know the racial identity associated with the White American culture
- Know the racial identity associated with the Black American culture
- Know the racial identity associated with the Asian American culture
- Know the racial identity associated with the Native Hawaiian or Other Pacific Islander culture
- Know the ethnic identity associated with the Hispanic or Latino American culture
- Comprehend how socialization can impact human relations
- Know the basic skills associated with formal briefings

#### In-Resident Training

- Know the basics of power, prejudice, and discrimination and their relationship
- Know basic Federal disability program policy
- Comprehend how the EEO pre-complaint process can impact the Federal workplace
- Know how EEO affirmative programs can impact the Federal workforce
- Know basic Federal disability program policy
- Know how special emphasis programs can impact the Federal workforce
- Know how special emphasis program committees can impact the Federal workplace
- Comprehend basic special emphasis program resource allocation plan and budget within the Federal government
- Know how personnel procedures can impact the Federal workplace
- Apply formal briefing skills

**Target Audience:**

Newly assigned collateral-duty and full-time Special Emphasis Program Managers (i.e., Federal Women's, Black Employment, Hispanic Employment, Native Hawaiian or Other Pacific Islander Employment, Asian Employment, American Indian/Alaska Native Employment, IWD, or their committee members), who need a thorough introduction to statutory/legal and organizational aspects of the special emphasis program and who have not attended previous DEOMI EEO training.

**Specialty/Skill Identifier Awarded:** None associated with this course.

**Prerequisite:**

There is no requirement for participants to have attended a previous civilian or military DEOMI course or program.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 18 h seat time; five academic days/40 h

**Frequency:** Two times per year

**Students per class:** 48

**Admissions Policy:**

Allocations granted by the Commandant and those set forth in each Service's school admissions policy serve as the basis for admission to any program or course offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page <https://etca.randolph.af.mil/> has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. DEOMI admits all DoD employees through their Services' selection/assignment processes.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

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**Internet Address:** [www.deomi.org](http://www.deomi.org)

# Equal Employment Opportunity Counselor Course (EEOCC)

## **Purpose:**

The purpose of this training is to introduce students to EEO counseling and help EEO Counselors develop techniques through lecture, discussion, and interactive role-plays that help the EEO Counselor succeed in the Federal sector. The EEO Counselor serves as liaison between the employee and management in the informal complaint processing stage.

## **Program/Course Description:**

This course utilizes a hybrid approach to learning, which means that learning events occur in both online and in-resident environments. Students selected for the EEOCC must complete all online modules prior to attending DEOMI in-residence training. Both ADL and traditional lectures given in resident provide basic knowledge about a subject. The online and on-ground (in-resident) portion of the training is a major strategy for expanding knowledge of basic subject matter in the cognitive domain of learning. DEOMI implements skills and attitude learning associated with higher level learning objectives in a small-group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. Instructors will provide information that will assist students to understanding lesson content and how to apply their experiences while in the small group. Lectures and discussions will center on the major issues and concerns pertinent to military readiness and the competencies needed to become successful EEO Counselors.

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, and resolving EEO complaints (including ADR).

Phase I training consists of six online modules:

1. *Socialization*
2. *Ethics*
3. *Perceptions*
4. *Individual Diversity*
5. *Religious Diversity and Accommodation*
6. *Communicating Across Differences*

Phase II consists of one week of resident training, including small-group activities designed to reinforce concepts learned during Phase I. Additionally, Phase II curriculum includes lessons on *Alternate Dispute Resolution (ADR), Role of the EEO Counselor, Socialization, Fundamentals of EEO, Framing the Claim, Communication and Interviewing Skills, Staff Procedures, Briefing*

*Techniques, Documenting EEO Inquiries, Evaluating EEO Data, Writing EEO Reports, and other organizational aspects of EEO.*

While in resident, students receive lectures that build upon knowledge received during online prerequisite learning. 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 creates lectures 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.

The ACE awards lower-division associate/baccalaureate degree credit for this course.

**Learning Outcomes:**

- Know the fundamentals and evolution of Civil Rights and EEO
- Know the roles and responsibilities of an EEO Counselor
- Know the fundamental roles and responsibilities of the Civilian Personnel Office
- Know how workplace harassment can impact an organization
- Know the EEO complaints process as it pertains to the EEO Counselor
- Know how to properly frame a claim of discrimination or harassment
- Know how to conduct an EEO complaint inquiry
- Know the fundamentals of resolving complaints within the Federal EEO complaints processing system
- Know how to write an EEO Counselor's report
- Comprehend how the communication process can impact mission effectiveness

**Target Audience:**

Collateral-duty and full-time EEO Counselors, EEO Assistants, and other newly assigned EEO/civilian personnel/human resource management/EOA personnel. While grade and series should not be the exclusive determinant of eligibility for the course, the typical attendee is at the GS 5 – 12 grade level or equivalent.

**Specialty/Skill Identifier Awarded:** None associated with this program.

**Prerequisite:**

There is no requirement for participants to have attended a previous civilian or military DEOMI course of program.

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

**Method of Instruction:**

Online ADL small group, case study, discussions, reading, research, and exercises/activities

**Instructional Medium:**

WBT, classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 12 h (seat time) online instruction; five academic days (40 h)

**Frequency:** Six times per year in residence

**Students per class:** 20 – 48

**Admissions Policy:**

Allocations granted by the Commandant and set forth in each Service's school admissions policy serve as the basis for admission to courses and seminars offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page (<https://etca.randolph.af.mil/>) has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. The DEOMI student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. The Services' selection/assignment process admits all DoD employees.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

For the resident course, contact the Student Service at DSN: 854-5874/4617/5214, commercial: (321) 494-5874/4617/5214. DoD civilians should direct their requests for quotas through their respective Training Offices to their Major Commands. If other than Army, Air Force, or National Guard, please send the first two pages of a completed SF-182 directly to our office.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

## **Equal Employment Opportunity Specialist Course (EEO SC)**

### **Purpose:**

This course provides students with the skills needed to effectively perform duties as an EEO Specialist and implement Federal EEO programs (complaints, ADR, special emphasis, etc.).

### **Program/Course Description:**

This course develops knowledge and skills that allow graduates to serve as effective EEO practitioners. Studies focus on the statutory/legal as well as inter/intrapersonal and organizational aspects of EEO. The course builds on knowledge and skills gained through the EEOCC, SEPMC, and two or more years of full-time EEO experience. The course reviews the causes and effects of discrimination, EEO programs for Federal employees/applicants for employment, civilian personnel/human resource management, valuing diversity, the roles and responsibilities of EEO Specialists, staff procedures, writing and briefing skills, and EEO complaint processing. It also provides training on affirmative programs of EEO (MD-715), management of special emphasis programs, and other EEO programs and resource management.

The ACE awards this course lower-division associate/baccalaureate degree credit.

### **Learning Outcomes:**

- Know the fundamentals of the EEO program and Civil Rights Act
- Know how discrimination manifests itself in the work environment
- Analyze basic facts involving EEO complaint and the burden of proof
- Know how workplace harassment impacts the workplace
- Know the EEO complaints process as it pertains to the EEO Specialist
- Know how the fundamentals of resolving complaints within the Federal EEO complaints processing system impacts the mission
- Know how personnel policies and procedural issues impact the mission
- Know how the basic concept of the practice of ADR impacts the mission
- Know how to apply affirmative employment practices in the workplace
- Know the foundation of special emphasis programs and its impact on the mission
- Know how diversity manifests itself in the workforce
- Know the basic facts associated with the Individuals with Disabilities Act and its impact on the mission
- Comprehend the EEO practitioner's role and responsibility of handling sexual assault in the military environment
- Know the fundamental skills associated with good presentations

### **Target Audience:**

EEO/civilian personnel/human resource management personnel at the journeyman level

**Specialty/Skill Identifier Awarded:** None associated with this course

**Prerequisite:**

While grade and series should not be the exclusive determinant of eligibility for the course, the typical attendee will be in the GS-200 series at the GS 7 – 12 level. The typical student must be a graduate of an EEOCC or equivalent course or program, and if possible the SEPMC, and must have two years of full-time EEO experience. The sponsoring organization should screen those registered to ensure that they meet the prerequisites.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 10 academic days/80 h

**Frequency:** Two per year

**Students per class:** 48

**Admissions Policy:**

Allocations of the number of students admitted granted by the Commandant and that which is set in each Service's school admissions policy serve as the basis for admission to any program or course offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page (<https://etca.randolph.af.mil/>) has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. The Institute admits all DoD employees through their Services' selection/assignment processes.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

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respective Training Offices to their Major Commands. If other than Army, Air Force, or National Guard, please send the first two pages of a completed SF-182 directly to our office.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

# **Equal Employment Opportunity Officer Course (EEOOC)**

## **Purpose:**

This course develops knowledge and skills that allow graduates to manage effective EEO programs at the installation, activity, and command level. It reinforces previous training on inter/intrapersonal and organizational aspects of EEO.

## **Program/Course Description:**

The course builds on knowledge and skills gained through the DEOMI EEO Specialist Course and four or more years of full-time EEO program management experience. It develops a value-based EEO program leadership concept that reconciles the goals of Federal EEO law, the impact of successful EEO programs on leadership, quality, and mission accomplishment, and the reality of leading an EEO program in a diverse workforce. The course develops a state-of-the-art knowledge of nondiscrimination, affirmative action of EEO, diversity, and human resource management issues through a series of presentations by experts in these areas, group activities, and student-led symposia.

The ACE awards this course upper-division baccalaureate degree credit.

## **Learning Outcomes:**

- Comprehend the facts on sexual assault reporting options and determine appropriate referral procedures
- Know the skills needed to meet common legal and regulatory bases for affirmative employment programs
- Know how investigations are conducted by applying common functions of the Investigation and Resolutions Division (IRD) process, then assist in making final agency decisions
- Know how culture impacts human relation issues
- Know basic concepts of diversity as it relates to norms, values, and strategies that managers can employ to improve diversity initiatives and the organization's climate
- Know EEO issues impacting DoD employment at the national level
- Know current policies, initiatives, and executive orders that apply to Department of Labor (DOL) programs
- Know senior-level EEO official perspectives on agency employment
- Know the common roles and responsibilities of the EEOC judiciary process
- Know the basic EEO compliant process phase for agencies rendering final agency actions
- Know basic concepts of Merit Systems Protection Board (MSPB) through an administration judge perspective
- Know how ethical issues can impact mission effectiveness
- Know the Federal budget process and how to develop a budget

**Target Audience:**

EEO Specialists/Managers, civilian personnel/human resource management personnel and attorneys who have primary responsibility for managing a major aspect of an EEO program.

**Specialty/Skill Identifier Awarded:** None associated with this course.

**Prerequisite:**

While grade and series should not be the exclusive determinant of eligibility for the course, the typical attendee will be in the GS-200 series at the GS 11 – 14 level. The student must be a graduate of an EEOCC or equivalent course or program, the DEOMI EEO Specialists Course, and have four or more years of full-time EEO experience.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities.

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 10 academic days/80 h

**Frequency:** One time per year.

**Students per class:** 48

**Admissions Policy:**

Allocations granted by the Commandant and those set forth in each Service's school admissions policy serve as the basis for admission to any program or course offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page (<https://etca.randolph.af.mil/>) has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. DEOMI admits all DoD employees through their Services' selection/assignment processes.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

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**Internet Address:** [www.deomi.org](http://www.deomi.org)

## **EEO Professional Series Entry Course (EPS-E)**

### **Purpose:**

This training introduces students to EEO counseling and helps develop the knowledge, skills, and attitudes essential to the EEO occupation. DEOMI bases curriculum 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.

### **Program/Course Description:**

This course uses a hybrid approach to learning, meaning that learning events occur in both online and in-resident environments. DEOMI provides basic knowledge about a subject using both ADL and traditional lectures given in resident. Students selected for the Entry course must complete all online modules prior to attending the in-resident 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.

The Institute implements skills and attitude learning associated with higher-level learning objectives 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 applying their experiences. Lectures and discussions will center on major issues and concerns pertinent to the civil servant occupational environment and the competencies needed to become a successful EEO professional (Counselor).

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 ADR process.

Phase I training consists of 12 online modules (approximately 26 h seat time):

1. *Current EEO Laws, Regulations, and Directives*
2. *Personnel Procedures*
3. *Foundation of Disability Programs*
4. *Introduction to Management Directive (MD)-715*
5. *Counselor Roles and Responsibilities*
6. *Special Emphasis Program Manager*
7. *EEO Counseling Process*
8. *ADR*

9. *Discrimination and Harassment in the Workplace*
10. *Complaint Resolution*
11. *Counselor's Report*
12. *Fundamental Presentations Skills*

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 the Initial Interview*, and *Writing the Counselor's Report*.

### **Learning Outcomes:**

- Know the fundamentals and evolution of Civil Rights and EEO
- Know the roles and responsibilities of an EEO Counselor
- Know the fundamental roles and responsibilities of the Civilian Personnel Office
- Know how workplace harassment can impact an organization
- Know the EEO complaints process as it pertains to the EEO Counselor
- Know how to properly frame a claim of discrimination or harassment
- Know how to conduct an EEO complaint inquiry
- Know the fundamentals of resolving complaints within the Federal EEO complaints processing system
- Know how to write an EEO Counselor's report
- Comprehend how the communication process can impact mission effectiveness
- Recall the fundamentals of the MD-715 Self-Assessment Checklist
- Define the impact of diversity in the workplace

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 creates lectures 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.

**ACE College Credit:** Under evaluation

### **Target Audience:**

New EEO practitioners (primarily 201, 260, 360 series); GS-7 through GS-11

**Specialty/Skill Identifier Awarded:** None associated with this course.

**Prerequisite:**

There is no requirement for participants to have attended a previous civilian or military DEOMI course or program.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 26 h (seat time) online instruction; five academic days (40 h) in-residence

**Frequency:** Two times per year

**Students per class:** 48

**Admissions Policy:**

Allocations granted by the Commandant and those set forth in each military Service's school admissions policy serve as the basis for admission to any program or course offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page (<https://etca.randolph.af.mil/>) has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. DEOMI admits all DoD employees through their Services' selection/assignment processes.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

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**Internet Address:** [www.deomi.org](http://www.deomi.org)

## **EEO Professional Series Intermediate Course (EPS-I)**

### **Purpose:**

This training increases the knowledge, skills, and attitudes essential to an EEO Specialist. DEOMI bases Curriculum upon lectures, discussions, and interactive role-plays that help the EEO professional succeed in the Federal sector. The EEO Specialist serves as facilitator/liaison between the employee and management in the complaint processing stage.

### **Program/Course Description:**

This course uses a hybrid approach to learning, meaning that learning events occur in both online and in-resident environments. Students selected for the Intermediate course must complete all online modules prior to attending in-residence training. DEOMI provides basic knowledge about a subject using both ADL and traditional lectures given in resident. The online and in-resident portion of the training is a major strategy for expanding knowledge of basic subject matter in the cognitive domain of learning. 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.

DEOMI implements skills and attitude learning associated with higher-level learning objectives in a small-group (in-resident) format to allow the student to meet both cognitive and affective learning objectives. In the small group, instructors will provide information that will assist students to understanding lesson content and how to apply their experiences. Lectures and discussions will center on the major issues and concerns pertinent to military readiness and the competencies needed to become a successful EEO professional (Specialist). *The course builds on knowledge and skills gained through the EEO Professional Entry Course and three or more years of full-time EEO experience.*

Phase I training consists of 10 online modules (approximately 20 h of seat time):

1. *Disability Program Management*
2. *MD-715/Barrier Analysis (Investigation, Analysis, and Interpretation)*
3. *The Notification and Federal Employee Antidiscrimination and Retaliation Act of 2002 (No FEAR Act)*
4. *Roles and Responsibilities of the EEO Professional (Specialist)*
5. *EEO Complaint Process*
6. *Fundamentals of Complaints*
7. *Managing Special Emphasis Programs (SEP)*
8. *Organizational Assessment & Climate Survey (DEOCS)*
9. *Diversity and Inclusion in the Workforce*
10. *Outreach/Marketing & Recruitment*

Phase II consists of two weeks (approximately 72 h) of resident training, including small-group activities designed to reinforce concepts learned during Phase I. Additionally, Phase II curriculum includes the following lessons: *The EEO Professional (Specialist) Occupation*

*(Overview), Processing Formal Complaints, The EEO Counselor Report, Managing Special Emphasis Programs (SEP), Applying Management Directive (MD)-715, Workforce Social Dynamics, Diversity and Inclusion, Organizational-Climate Assessment, Complaints Investigative Reporting, and AJ Perspective on Mixed-Case Complaints.* 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 creates lectures 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:**

- Know the fundamentals of the EEO program and Civil Rights Act
- Know how discrimination manifests itself in the work environment
- Analyze basic facts involving EEO complaint and the burden of proof
- Know how workplace harassment impacts the workplace
- Know the EEO complaints process as it pertains to the EEO Specialist
- Know how the fundamentals of resolving complaints within the Federal EEO complaints processing system impacts the mission
- Know how personnel policies and procedural issues impact the mission
- Know how the basic concept of the practice of ADR impacts the mission
- Know how to apply affirmative employment practices in the workplace
- Know the foundation of special emphasis programs and its impact on the mission
- Know how diversity manifests itself in the workforce
- Know the basic facts associated with the Individuals with Disabilities Act and its impact on the mission
- Comprehend the EEO practitioner's role and responsibility of handling sexual assault in the military environment
- Know the fundamental skills associated with good presentations

**ACE College Credit:** Under evaluation

**Target Audience:**

Graduates of the 'Entry' Course with 3 years of experience in the field, GS-7 through GS-11, and must have attended the EEOCC, SEPMC or DPMC.

**Specialty/Skill Identifier Awarded:** None associated with this course

**Prerequisite:** Students must have attended the EEOCC, SEPMC, or DPMC.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 20 h (seat time) online instruction; 9 academic days (72 h)

**Frequency:** One time per year

**Students per class:** 48

**Admissions Policy:**

Allocations granted by the Commandant and those set forth in each Service's school admissions policy serve as the basis for admission to any program or course offered at DEOMI. The Institute disseminates criteria for selection to each DoD component's EO/EEO proponent (i.e., headquarters office). The Air Force's education and training course announcement Web page (<https://etca.randolph.af.mil/>) has valuable information concerning DEOMI courses with links to other military Service training announcement sites. DEOMI's admissions policy supports the mission and purpose of the Institute and reflects the needs of the warfighter. DEOMI's student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. DEOMI admits all DoD employees through their Services' selection/assignment processes.

Once admitted to the program, DEOMI expects each student to attend and participate in the lessons associated with the program. To be successful, each student must meet the lesson objectives.

**Contact:**

For the resident course, contact the Student Service at DSN 854-5874/4617/5214, commercial (321) 494-5874/4617/5214. DoD civilians should direct their requests for quotas through their respective Training Offices to their Major Commands. If other than Army, Air Force, or National Guard, please send the first two pages of a completed SF-182 directly to our office.

**Internet Address:** [www.deomi.org](http://www.deomi.org)

## **EEO Professional Series Advanced Course (EPS-A)**

### **Purpose:**

This course develops knowledge and skills that allow graduates to manage effective EEO programs at the installation, activity, and command level. It reinforces previous training on inter/intrapersonal and organizational aspects of EEO.

### **Program/Course Description:**

This course uses a hybrid approach to learning, which means that learning events occur in both online and in-resident environments. Students selected for the 'Advanced' course must complete all online modules prior to attending in-residence training. DEOMI provides knowledge about a subject using both ADL and traditional lectures given in resident. The online and in-resident portion of the training is a major strategy for expanding knowledge of basic subject matter in the cognitive domain of learning. 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.

The course develops a value-based EEO program leadership concept that reconciles the goals of Federal EEO law, the impact of successful EEO programs on leadership, quality, and mission accomplishment, and the reality of leading an EEO program in a diverse workforce. The course develops a state-of-the-art knowledge of nondiscrimination, affirmative action of EEO, diversity, strategic planning of affirmative employment of EEO, and human resource management issues through a series of presentations by experts in these subject matter areas, group activities, and student-led symposia.

DEOMI implements skills and attitude learning associated with higher level learning objectives in a small-group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. Instructors will provide information that will assist students to understand lesson content and how to apply their experiences while in the small group. Lectures and discussions will center on the major issues and concerns pertinent to the civil servant environment and the competencies needed to become a successful Equal Employment Opportunity Professional (Officer). The course builds on knowledge and skills gained through the EEO Professional 'Intermediate' Course and three or more years of full-time EEO experience.

Phase I training consists of four online modules (approximately 8 h of seat time):

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

Phase II consists of two weeks (approximately 72 h) of in-resident training, including small-group activities designed to reinforce concepts learned during Phase I. Additionally, Phase II curriculum includes lessons on the following topics : *Fundamental Dimensions of the Officer/Director, Developing Agency Employees, The Concept of Culture, Workplace Harassment and Leadership Involvement, Employment Life-Cycle: Focus on Veterans' Preferences and IWD, Drafting a Final Agency Decision (FAD), and Management Reporting.*

While in resident, students receive lectures that build upon knowledge received during online prerequisite learning. 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 creates lectures 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:**

- Comprehend the facts on sexual assault reporting options and determine appropriate referral procedures
- Know the skills needed to meet common legal and regulatory bases for affirmative employment programs
- Know how investigations are conducted by applying common functions of the IRD process, then assist in making final agency decisions
- Know how culture impacts human relation issues
- Know basic concepts of diversity as it relates to norms, values, and strategies that managers can employ to improve diversity initiatives and the organization's climate
- Know EEO issues impacting DoD employment at the national level
- Know current policies, initiatives, and executive orders that apply to DOL programs
- Know senior level EEO official perspectives on agency employment
- Know the common roles and responsibilities of the EEOC judiciary process
- Know the basic EEO complaint process phase for agencies rendering final agency actions
- Know basic concepts of MSPB through an administration judge perspective
- Know how ethical issues can impact mission effectiveness
- Know the Federal budget process and how to develop a budget

**ACE College Credit:** Under evaluation

### **Target Audience:**

Graduates of the Intermediate Course; 3 years of experience in the field; GS-11 and above

**Specialty/Skill Identifier Awarded:** None associated with this course

**Prerequisite:**

There is no requirement for participants to have attended a previous civilian or military DEOMI course or program.

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and exercises/activities

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** 8 h (seat time) online instruction; 9 academic days (72 h)

**Frequency:** One time per year

**Students per class:** 48

**Admissions Policy:**

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# DEOMI's SEMINAR



**Seminars provide the opportunity to explore ever-evolving human relations and EO/EEO issues. Through open discussion and facilitation, participants will gain an understanding of the impacts these issues can have on their organizations. These are noncredit seminars.**

## **Leadership Team Awareness Seminar (LTAS)**

### **Purpose:**

This is an ad-hoc contemporary seminar geared toward the strategic decision makers in the DoD and the Department of Homeland Security. This seminar is designed to present senior leaders with an orientation on the intrapersonal, interpersonal, and organizational aspects of human relations, EO, and EEO in order to gain an understanding of their impacts on unit cohesion and mission effectiveness.

### **Program/Course Description:**

The seminar follows a building block approach, using instructional segments on intrapersonal awareness, interpersonal communications, and organizational behavior. The intent of this seminar is to raise senior leader awareness of personnel dynamics and incorporate participants' personal and professional experiences in solving organizational issues, beginning with how people form and act out values and prejudices. Participants are encouraged to bring real-world issues and problems to the table, give and receive feedback, and explore the impact of their personal behaviors on others, the group, and on larger organizational systems. The program includes the following topics:

- *Socialization*
- *Intercultural Communication*
- *Conflict Management and Resolution*
- *DoD Principles of Prevention*
- *Harassment Awareness within the DoD*
- *System Focus and Victim Focus*
- *Religious Diversity*
- *Power, Prejudice, and Discrimination*
- *Isms (Racism, Sexism, Extremism)*
- *Institutional Discrimination*
- *Capitalizing on Diversity and Inclusion*
- *EEO/EO Interface*
- *Sexual Assault Prevention and Response Awareness*
- *Organizational Assessment*

### **Target Audience:**

This seminar is designed for senior officers (commanders and key staff/department heads O-3 – O-6) and senior enlisted advisors (E-7 – E-9), as well as civilians, including legal officers, chaplains, and Inspector General Personnel in leadership positions.

**Specialty/Skill Identifier Awarded:** None associated with this seminar.

**Prerequisites:** None

**Method of Instruction:**

Lecture, small group, case study, discussions, reading, research, and activities.

**Instructional Medium:**

Classroom instructor, traditional audiovisual devices, printed materials, etc.

**Duration:** Five days (40 h)

**Frequency:** Four times per year

**Students per class:** 46 max per class

**Admissions Policy:**

In order to register for this course, each person must complete a DEOMI Form 24 – Registration Form and email the completed form to Student Services at [deomi.ss@us.af.mil](mailto:deomi.ss@us.af.mil)

Registrants must be in a senior leadership position (commanders at all levels, CMSgt, CSMs, First Sergeant, E-8, or E-7) E-6 and below are not eligible to attend. DEOMI will consider DoD Civilian personnel if seats are available using an order of merit based upon submission date. Air Force personnel must route applications through the Air Force Liaison for approval.

**Contact:**

For questions about the LTAS resident course, please contact the Student Services Department at DSN 854-4617/5874/5214, commercial 321-494-4617/5874/5214. The email address for Student Services is [deomi.ss@us.af.mil](mailto:deomi.ss@us.af.mil)

All DoD civilians should direct their requests for enrollment through their respective Training Offices to their Major Commands.

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