

DEMI 2017

COURSE CATALOG





Curriculum and Instructional Standards Office
Defense Equal Opportunity Management Institute
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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.

DEOMI's history and mission are described on the following pages. To accomplish this mission, DEOMI trains selected military and civilian personnel from all of the 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, 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 teleseminar broadcasts via both the internet and video teleconferencing to accomplish course objectives. Due to DEOMI's academic rigor, some courses are also awarded college credit.

EO and EEO are readiness issues, and while each DEOMI program, course, seminar, or workshop is designed for a different audience, all provide opportunities for practical application of proven theories and techniques. Specifically, DEOMI's educational programs are designed to further 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.

Mary L. Martin
COL, USA
Commandant

DEOMI History

Propelled by the civil rights movement of the 1960s and to counteract a national policy of segregation and inequality, a virtual Magna Carta for race relations training was issued in 1971. The violent and nonviolent disorders of the late 1960s were the catalyst that convinced military leaders that race relations education must be provided to every member of the Armed Forces.

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 Department of Defense Directive 1322.11. This directive established the Race Relations Education Board, and in 1971, created the Defense Race Relations Institute (DRRI), the original name for DEOMI. Sometimes it is easy to forget what society and the DoD was like in the 1960s and 1970s. Social unrest was happening and it did impact the military as well as the Services' ability to protect the nation. Ships had to turn around and go back to port because of race riots, "do not cross lines" existed on Army posts, and pilots did not fly because of the color of the mechanic that serviced the plane. These types of events and many more, affected the Armed Force's ability to carry out missions—hence affecting mission readiness. As the views of society broadened, so did DRRI's mission. In 1979, DRRI expanded its curriculum and became the Defense Equal Opportunity Management Institute. The Institute has grown from a one-room schoolhouse to the state-of-the-art facility that the Institute now occupies since January 14, 2004.

Since the first course, the Institute has expanded to meet the needs of field commanders and agency heads. As a result, the Institute now addresses an array of issues, to include sexual harassment, sexism, sexual assault prevention, extremism, religious accommodations, culture, diversity, race, and ethnic studies. DEOMI is a joint Service field activity of the DoD.

Today, DEOMI's education and training programs in human relations, equal opportunity, and equal employment opportunity training remain as the foundation in occupational and leadership human relations training. Several workshops and seminars were added to DEOMI's core Equal Opportunity Advisor Course (EOAC) to provide Service members in command or leadership positions with a cognizance of the topics of equal opportunity and human relations awareness training. In addition, DEOMI advises DoD and other organizations on equal opportunity matters, performs and supports progressive equal opportunity and human relations research and DoD research programs, as well as serves as a clearinghouse to monitor and disseminate research findings to interested agencies.

Since its inception in 1971, the Institute enhanced combat readiness by fostering positive human relations throughout the diverse Services, prepared over 40,000 graduates from the Armed Forces (Active and Reserve) to meet the human relations challenges of today, and prepared them for the future. These Forces maximize unit cohesion and maintain the highest degree of combat readiness while maintaining the U.S. Armed Forces' reputation as a place where all individuals have infinite dignity and worth.

DEOMI Vision Statement

Provide leading edge human relations initiatives optimizing total-force readiness worldwide.

DEOMI Mission Statement

Develop and deliver world-class human relations education, training, research, and innovative solutions to enhance total force readiness.

Accreditation

DEOMI is accredited by the Commission of the Council on Occupational Education (COE), an independent postsecondary accreditation body. Its initial accreditation was granted in 1983. Prior to 1995, the COE was known as the Commission on Occupational Educational Institutions of the Southern Association of Colleges and Schools.

DEOMI's last institutional self-study and COE team visit was completed in 2012. DEOMI programs received an excellent rating and were highly praised by the inspection team. As a result, DEOMI's accreditation was reaffirmed 17 September 2012 and DEOMI was placed on a 6-year reaffirmation cycle. The next COE team visit is scheduled for October 2018.

The COE mailing address and contact information is:

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
<http://www.council.org/>

Guiding Principles

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

- Establish and maintain DEOMI as a Center of Excellence for current and emerging mission priorities.
- Consistently deliver effective EO/EEO, diversity, and human-relations training and education.
- Provide timely and effective research, consultation, reach back, and assessment services to our customers.
- Secure, stabilize, develop, and properly apply funding, facilities, human resources, and Information Technology/Audio Visual (IT/AV) processes in alignment with DEOMI and the Office of the Secretary of Defense (OSD) mission needs.

Administrative Information

Student Transfers

Each DEOMI program, course, seminar, or workshop is created and designed to focus on specific subject matter particular to the unique duties associated with EO and EEO personnel. Due to the specificity of the DEOMI curriculum, students who do not meet minimum academic standards are not transferred to another program, course, seminar, or workshop. 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 (Recruiting and Admission)

Normally, students first learn about DEOMI programs, courses, seminars, and workshops during an administrative process that determines the needs of each Service 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. For example, the following is the normal recruitment process for Air Force personnel selected to attend a program at DEOMI.

1. Head Quarters Air Force Personnel Center Retraining (HQ AFPC/DPPAET) is the focal point for the On-Line Retraining Advisory. HQ AFPC produces a training requirements document that identifies personnel shortfalls in certain career fields. This product is continuously updated for use by all Major Commands, Field Operating Agencies, Direct Reporting Units, and Military Personnel Flights.
2. Airmen who are qualified and who have a Control Air Force Specialty Code shown as an overage in the On-Line Retraining Advisory are urged to apply for retraining into skills that have shortages. There are times, however, when Airmen are selectively retrained to meet the needs of the Air Force.
3. Airmen may qualify for a new skill by either formal school or on-the-job training (OJT).
4. A retraining action that requires a formal technical training course or OJT is processed as instructed by the retraining advisory notes contained in the Air Force Training Management System (AFTMS), AFI 36-2101, Classifying Military Personnel (Officer and Enlisted), and other published guidance.

Each Service has a different DEOMI enrollment path. To learn more about each Service's enrollment/recruitment policies, contact the respective Service education and training manager.

Student Assessments and Grading

Each training program and course has its own assessment process. Assessment procedures are found in each Plan of Instruction. Grading criteria is found in DEOMI Standard Operating Procedure (SOP) 1025.01, *Student Standards and Evaluations* and 1025.05, *Testing Policy and Procedures*.

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.

Admissions Policy

Admission to any Program or Course offered at DEOMI is based on allocations granted by the Commandant and set forth in each Services school admissions policy. Criteria for selection are disseminated 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 student body consists of four distinct student populations: U.S. military officers, enlisted, international military members, and Federal Government civilian employees. All DoD employees are admitted through their Services' selection/assignment processes.

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 equal opportunity advisor's (EOA) Core and Service-Specific requirements. Completion of the program requires each student to achieve a 70% average on all graded areas.

Student Conduct

Student 'conduct standards' at DEOMI are based upon Service Core Values and Academic Integrity and are set forth in writing in order to give students general notice of prohibited conduct. This document is not designed to present an exhaustive list of examples of violations of conduct as all Service members and federal civilian employees are responsible to abide by the Uniform Code of Military Justice (UCMJ), federal laws and statutes (e.g. OSHA guidance, US Code Title 5, Title 10, Title 14, Title 17, Title 18, Title 32, etc.) Executive Orders, Service policies, and Service Core Values as applicable. DEOMI training programs consist of courses, lessons, activities, assessments, and evaluations.

Student conduct and expectations are located in Student Services and on DEOMI website.

Grievance Policy

In the event students are not pleased with the services provided by the Base or Institution, students should notify their group trainers first. Some concerns are beyond DEOMI's scope, in such a case, the Base facility will be contacted directly using the facility or agency grievance program. DEOMI takes great pride in its facilities and constantly reviews all concerns students may have with DEOMI and its mission partners. For grievances contact student services.

DEOMI grievance policy and procedures are located in Student Services and on DEOMI website.

Contact

For resident courses, contact J-12, Student Services, at DSN 854-4617/5653/7543, commercial (321) 494-4617/5653/7543 or TTY (321) 494-6797. The FAX for our office is: DSN 854-5215 or commercial (321) 494-5215 or email to deomistudentservices@patrick.af.mil. 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, send the first two pages of a completed SF 182 directly to our office the email address above.

Internet Address

www.deomi.org

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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 equal opportunity billets as EOAs or Command Climate Specialists (CCS), including mediation certification.

Program/Course Description

The EOAC provides an 11-week resident, student-centered approach to train Service EO professionals. The EOAC is divided into three distinct areas of training: 7 weeks of core curriculum, 1 week of Mediation Certification training, and 3 weeks of Service-Specific training.

The Self-Awareness (Intrapersonal) training section consists of lessons concentrating on:

1. Group Development
2. Socialization
3. Perceptions
4. Conflict Management
5. Individual Diversity
6. Communication Skills
7. Listening
8. Feedback Skills

The Interpersonal training section consists of lessons concentrating on:

* = Computer-Based Training (CBT)

1. Communicating Across Differences
2. Cultural Awareness
3. *White American
4. *Black or African American
5. *Hispanic or Latino American
6. *Asian American or Alaska Native
7. *Native Hawaiian or other Pacific Islander American
8. *American Indian
9. Power and Privilege
10. Prejudice and Discrimination
11. Racism
12. Extremism
13. Sexism
14. System Victim Focus
15. Sexual Harassment
16. Bystander Intervention
17. Religious Diversity/Accommodation

The Organizational Assessment training section consists of lessons concentrating on:

1. General EOA Duties
2. Complaints Processing
3. Diversity Management
4. Sexual Assault Prevention and Awareness for the EOA
5. Organizational/Climate Assessment

The EOA is also provided training in Presentation Skills and Training Development and Delivery.

Mediation is also an integral part of the EOA's duties. The mediation portion of this course provides students with information concerning mediation issues found in the DoD. Such issues as alternative dispute resolution, the mediation process, mediation disputes, dispute resolution, practice mediations, settlement statement documentation, and mediation ethics will be taught and discussed. Each lesson will focus on the knowledge, skills, and attitudes of the student as it pertains to mediation. Mediation training will provide DoD personnel with the fundamental knowledge, skills, and abilities required for certification as DoD mediators (i.e., neutrals). Services/Agencies may have additional Alternative Dispute Resolution (ADR) requirements for certification. This 40-hour program (32 hours minimum) allows graduates to be certified as mediators and placed on the DoD roster of neutrals.

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

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

Learning Outcomes Core Training

Students will learn the following:

1. Interpersonal skills for group interaction
2. How socialization impacts human relations
3. Formal briefing skills
4. How perceptions can that impact unit readiness and mission effectiveness
5. How the communication process that can impact mission effectiveness
6. How individual diversity can impact mission effectiveness
7. How conflict management can impact mission effectiveness
8. How communicating across differences can impact mission effectiveness
9. How power and privilege can impact mission effectiveness
10. How prejudice and discrimination can impact mission effectiveness
11. How victim focus (victimization) can impact mission readiness
12. The basis of bystander intervention and its impact on mission effectiveness
13. How racism can impact mission effectiveness
14. How extremism can impact mission readiness
15. How religious discrimination can impact mission effectiveness

16. How sexism can impact mission effectiveness
17. How sexual harassment can impact mission effectiveness
18. How sexual assault can affect military readiness
19. Teaching skills to develop and facilitate a guided discussion
20. How cultural can impact the workplace
21. The unique characteristics of the six major race/ethnic groups identified by the Office of Management and Budget
22. How ethical decision-making can impact mission effectiveness
23. How diversity management can impact mission readiness
24. How Equal Opportunity Advisor duties impact the military environment
25. The major components of the EO complaint process
26. How to prepare for Special Observances recognized by the DoD
27. The basic characteristics of the DEOMI Organizational Climate Survey (DEOCS)
28. How records and reports play a role in an organizational assessment
29. The fundamental competencies associated with observation and interview skills
30. How to analyze organizational assessment data
31. Briefing skills to conduct an out-brief using all Organizational Assessment data to leverage assessment to solutions

Learning Outcomes Mediation Training

Students will learn the following:

1. How conflict can impact mission effectiveness
2. interest-based negotiation techniques and how they can enhance mediator effectiveness
3. How ADR can impact mission effectiveness
4. the confidentiality obligations associated with DoD mediation
5. How conducting mediations can impact mission effectiveness
6. the six (6) Mediation Stages
7. Mediation skills
8. How the skills and tools needed to effectively communicate during the mediation process can impact mission effectiveness
9. How to write settlement agreements during the mediation process and be able to discuss the required qualities and stipulations, as well as the effects on relationships and possible consequences of non-compliance with the terms of an agreement
10. The ethical standards of conduct and cautions regarding unauthorized practice of law or counseling associated with DoD mediation activities

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

After eight weeks (core and mediation training), students will break into their respective Service-Specific Training (SST) groups for training unique to each Service. SST for all Services is three weeks (i.e., 15-training days) in length.

Target Audience

The EOAC target audience includes military and DoD civilian personnel who serve as advisors and command climate specialists 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	9515/ 3330
Air Force	3S131
Marine Corps	0127
Coast Guard	Military Equal Opportunity Advisor

Prerequisites

DEOMI sets general criteria for its target audience to meet the specific Service needs. These general criteria and others are found in guidance set forth by each branch of Service.

1. Demonstrates outstanding performance of assigned duties
2. Meets Service uniform/personal appearance requirements, weight/body fat standards, and Physical Fitness Test within the last 6 months
3. Basic writing and speaking skills (10th grade reading level minimum)
4. Have a High School Diploma or equivalent
5. Endorsed by nominating command, based on interview and Service record review
6. Must be in or slated to be in an EOA position
7. Stability in personal affairs (i.e., 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 Uniform Code of Military Justice, Non-judicial, or State Code of Military Justice punishment within the last 2 years)

Methods of Instruction

1. Lecture
2. Small group
3. Case study
4. Discussions
5. Reading

6. Research
7. Exercises/activities (practicum)

Instructional Mediums

1. The classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

Approximately 11 weeks

Frequency

Three times per year

Students per Class

Approximately 96 students

Equal Opportunity Advisor's Reserve Component Course (EOARCC)

Purpose

The purpose of the EOARCC is to train and certify DoD (i.e., Army and Air Force) personnel assigned to military and civilian equal opportunity billets as EOAs or CCS, to include mediation certification.

Program/Course Description

This course utilizes a hybrid approach to learning, which means that learning events have been apportioned to online (Phase I) and in-resident environments (Phase II). Students selected for the EOARCC must complete all online modules prior to attending DEOMI in-residence training. Basic knowledge about a subject is provided 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. Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. 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. *Similar to the EOAC, the EOARCC offers students the same education and training experience.*

The Self-Awareness (Intrapersonal) training section consists of lessons concentrating on:

1. Group Development
2. Socialization
3. Perceptions
4. Conflict Management
5. Individual Diversity
6. Communication Skills
7. Listening
8. Feedback Skills

The Interpersonal training section consists of lessons concentrating on:

1. Communicating Across Differences
2. Cultural Awareness
3. White American
4. Black or African American
5. Hispanic or Latino American
6. Asian American or Alaska Native
7. Native Hawaiian or other Pacific Islander American
8. American Indian
9. Power and Privilege

10. Prejudice and Discrimination
11. Racism
12. Extremism
13. Sexism
14. System Victim Focus
15. Sexual Harassment
16. Bystander Intervention
17. Religious Diversity/Accommodation

The Organizational Assessment training section consists of lessons concentrating on:

1. General EOA Duties
2. Complaints Processing
3. Diversity Management
4. Sexual Assault Prevention and Awareness for the EOA
5. Organizational/Climate Assessment

The EOA is also provided training in Presentation Skills and Training Development and Delivery.

Mediation is also an integral part of the EOA's duties. The mediation portion of this course provides students with information concerning mediation issues found in the DoD. Such issues as alternative dispute resolution, the mediation process, mediation disputes, dispute resolution, practice mediations, settlement statement documentation, and mediation ethics will be taught and discussed. Each lesson will focus on the knowledge, skills, and attitudes of the student as it pertains to mediation. Mediation training will provide DoD personnel with the fundamental knowledge, skills, and abilities required for certification as DoD mediators (i.e., neutrals). Services/Agencies may have additional Alternative Dispute Resolution (ADR) requirements for certification. This 40-hour program (32 hours minimum) allows graduates to be certified as mediators and placed on the DoD roster of neutrals.

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

This course is awarded lower-division associate and baccalaureate degree credit from the ACE.

Online Learning (Phase I)

Phase I online training consists of 23 online modules. (h=Hours. *Estimated Seat Time*)

1. Group Development (2 h)
2. Socialization (2 h)
3. Perceptions (2 h)
4. Communication Skills (2 h)
5. Communicating Across Differences (2 h)
6. Conflict Management (2 h)
7. Individual Diversity Awareness (2 h)

8. Ethics (2 h)
9. Presentation Skills (2 h)
10. Extremism (2 h)
11. System vs. Victim Focus (2 h)
12. Religious Diversity and Accommodation (2 h)
13. Sexual Assault Prevention and Response (2 h)
14. Cultural Awareness (2 h)
15. White Americans (2 h)
16. Black or African Americans (2 h)
17. Hispanic or Latino Americans (2 h)
18. Asian Americans (2 h)
19. Native Hawaiian or Other Pacific Islanders (2 h)
20. American Indian or Alaska Native (2 h)
21. General EO Advisor Duties (2 h)
22. Bystander Intervention (2 h)
23. Special Observances (2 h)

Total Seat Time: 46 hours (Note: All times are estimates)

Note: Students are given a 12-month limit to complete Phase I online training. Phase I must be complete prior to in-resident training.

In-Resident Training (Phase II)

EOARCC 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.

Phase II curriculum includes lessons:

1. Mediation
2. Diversity
3. Racism
4. Sexism
5. Prevention of Sexual Harassment
6. Religious Accommodation

Phase II concludes with 5 days of Service-Specific training.

Learning Outcomes Core Training

Students will learn the following:

1. Interpersonal skills for group interaction
2. How socialization impacts human relations
3. Formal briefing skills
4. How perceptions can that impact unit readiness and mission effectiveness

5. How the communication process that can impact mission effectiveness
6. How individual diversity can impact mission effectiveness
7. How conflict management can impact mission effectiveness
8. How communicating across differences can impact mission effectiveness
9. How power and privilege can impact mission effectiveness
10. How prejudice and discrimination can impact mission effectiveness
11. How victim focus (victimization) can impact mission readiness
12. The basis of bystander intervention and its impact on mission effectiveness
13. How racism can impact mission effectiveness
14. How extremism can impact mission readiness
15. How religious discrimination can impact mission effectiveness
16. How sexism can impact mission effectiveness
17. How sexual harassment can impact mission effectiveness
18. How sexual assault can affect military readiness
19. Teaching skills to develop and facilitate a guided discussion
20. How cultural can impact the workplace
21. The unique characteristics of the six major race/ethnic groups identified by the Office of Management and Budget
22. How ethical decision-making can impact mission effectiveness
23. How diversity management can impact mission readiness
24. How Equal Opportunity Advisor duties impact the military environment
25. The major components of the EO complaint process
26. How to prepare for Special Observances recognized by the DoD
27. The basic characteristics of the DEOMI Organizational Climate Survey (DEOCS)
28. How records and reports play a role in an organizational assessment
29. The fundamental competencies associated with observation and interview skills
30. How to analyze organizational assessment data
31. Briefing skills to conduct an out-brief using all Organizational Assessment data to leverage assessment to solutions

Learning Outcomes Mediation Training

Students will learn the following:

1. How conflict can impact mission effectiveness
2. Interest-based negotiation techniques and how they can enhance mediator effectiveness
3. How ADR can impact mission effectiveness
4. The confidentiality obligations associated with DoD mediation
5. How conducting mediations can impact mission effectiveness
6. The six mediation stages
7. Mediation skills
8. How the skills and tools needed to effectively communicate during the mediation process can impact mission effectiveness
9. How to write settlement agreements during the mediation process and be able to discuss the required qualities and stipulations, as well as the effects on relationships and possible consequences of non-compliance with the terms of an agreement

10. The ethical standards of conduct and cautions regarding unauthorized practice of law or counseling associated with DoD mediation activities

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

Target Audience

Army National Guard service members and DoD civilians who advise Army National Guard Commanders on 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
Air Force	3S131

Prerequisites

Completion of EOARCC Phase I (online modules) and meet the general criteria set by specific Service needs. These general criteria and others are found in guidance set forth by each branch of Service.

1. Demonstrates outstanding performance of assigned duties
2. Meets Service uniform/personal appearance requirements, weight/body fat standards, and the physical fitness test within the last six months
3. Basic writing and speaking skills (10th grade-reading level minimum)
4. Have a high school diploma or equivalent
5. Endorsed by nominating command, based on interview and Service record review
6. Must be in or slated to be in an EOA position
7. Stability in personal affairs including having no chronic indebtedness and/or excessive use of alcohol, no individuals withdrawn for cause within the last three years from any Human Reliability or Personal Reliability Program, and no Uniform Code of Military Justice, non-judicial, or State Code of Military Justice punishment within the last two years

Methods of Instruction

1. Lectures
2. Small group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Web-based training
2. Classroom instructor
3. Traditional audiovisual devices
4. Printed materials

Duration

- EOARCC Phase I – 50 hours of online seat time
- EOARCC Phase II – Four weeks in-residence (i.e., One week for Mediation Certification, two weeks Core EOA training, and one week Service-Specific training)

Frequency

Phase I – Unlimited

Phase II – Two (2) times per year

Students per class

Phase I – Unlimited

Phase II – Approximately 90 students



**DEOMI EQUAL
EMPLOYMENT OPPORTUNITY
COURSES 2017**

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 have been apportioned to online and in-resident environments. Students selected for the Counselors course must complete all online modules prior to attending DEOMI in-residence training. Basic knowledge about a subject is provided using both 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. Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. 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, 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, and specialists; communication and interviewing skills; staff procedures; writing and briefing skills; documenting EEO inquiries; and resolving EEO complaints including alternate dispute resolution.

Online Learning (Phase I)

Phase I online training consists of six online modules.

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

In-Resident Training (Phase II)

Phase II consists of one week of in-resident training, including small-group activities designed to reinforce concepts learned during EEOCC Phase I.

Phase II curriculum includes the lessons:

1. ADR
2. Role of the EEO Counselor
3. Socialization
4. Fundamentals of EEO
5. Framing the claim
6. Communication and interviewing skills
7. Staff Procedures
8. Briefing Techniques
9. Documenting EEO Inquiries
10. Evaluating EEO Data
11. Writing EEO Reports
12. 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 or words) and principles communicate relationships among concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lectures are created to allow students to see the relationship or organization of the new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

This course is awarded lower-division associate/baccalaureate degree credit from the ACE.

Learning Outcomes

Students will learn the following:

1. The fundamentals and evolution of EEO
2. The roles and responsibilities of an EEO counselor
3. The EEO complaints process as it pertains to the EEO counselor
4. How to properly frame a claim
5. How to conduct an EEO inquiry
6. The fundamental roles and responsibilities of the Civilian Personnel Office
7. How to write an EEO counselor's report
8. The fundamentals of resolving complaints within the Federal EEO complaints processing system
9. How workplace harassment impacts the organization
10. How the communication process can impact mission effectiveness

11. The definition of ADR, the purpose of the ADR Act of 1996, the advantages and core principles of ADR, and several ADR processes with focus on mediation

Target Audience

EEOCC target audience includes collateral-duty and full-time EEO Counselors, EEO Assistants, and other newly assigned Federal civilian employees such as EEO and Civilian Personnel/Human Resource Management/Equal Opportunity Advisor personnel. While grade and series should not be the exclusive determinant of eligibility for the course, the typical attendee can be at the GS-5 to the GS-12 grade levels or equivalent.

Specialty/Skill Identifier Awarded

None

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 online modules of online learning prior to attending the in-residence portion of the course.

Methods of Instruction

1. Online training
2. Small-group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Web-based training
2. Classroom instructor
3. Traditional audiovisual devices
4. Printed materials

Duration

Phase I – Twelve hours of online seat time

Phase II – Five academic days (40 hours)

Frequency

Five times per year

Students per class

Approximately 36 students

Equal Employment Opportunity Specialist Course (EEOSC)

Purpose

This course provides students with the skills needed to effectively perform duties as an EEO Specialist and implement federal EEO programs (e.g., complaints, ADR, special emphasis, and 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 upon knowledge and skills gained through the EEO Counselor Course, Special Emphasis Program Manager Course, 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 such as Management Directive (MD) 715, management of special emphasis programs, and other EEO programs and resource management.

This course is awarded lower-division associate/baccalaureate degree credit from the ACE.

Learning Outcomes

Students will learn the following:

1. The fundamentals of EEO
2. How discrimination manifests itself in the work environment
3. The EEO complaints process as it pertains to the EEO Specialist
4. How to analyze the basic facts of an EEO complaint and the burden of proof
5. How personnel policies and procedural issues impact the work environment
6. About workplace harassment
7. The basic concept of the practice of ADR
8. The fundamentals of resolving complaints within the Federal EEO complaints processing system
9. Current topics associated with barrier analysis as applicable to MD 715
10. How to apply affirmative employment practices
11. The fundamentals associated with Special Emphasis Programs
12. How diversity manifests itself in the workforce
13. The basic facts associated with the Individuals with Disabilities Act

Target Audience

Federal civilian employees such as EEO and Civilian Personnel/Human Resource Management Personnel at the journeyman level

Specialty/Skill Identifier Awarded

None

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 career classification series at the GS-7 to the GS-12 levels. The typical student must be a graduate of the EEOCC or equivalent courses or programs from other DEOMI training programs, and if possible, the Special Emphasis Program Manager Course; and must also have two years of full-time EEO experience. The sponsoring organization should screen those registered to ensure that the prerequisites are met.

Methods of Instruction

1. Lecture
2. Small Group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

Ten academic days (80 hours)

Frequency

Two times per year in-residence training

Students per class

Approximately 36 students

Equal Employment Opportunity Officer's 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 upon 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.

This course is awarded upper-division baccalaureate degree credit from the ACE.

Learning Outcomes

Students will learn the following:

1. How to apply common functions of the Investigation and Resolutions Division (IRD) process and knowledge of how investigations are conducted, and then assist in making final agency decisions
2. How culture impacts human relation issues
3. The basic process phase for agencies rendering final agency actions
4. The basic principles of the Department of Labor (DOL) programs
5. The 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
6. The skills needed to meet common legal and regulatory basis for affirmative employment programs
7. Know the budget process and how to develop a budget
8. The facts on sexual assault reporting options and determine appropriate referral procedures
9. The techniques used in preparing EO climate data results for the director/commander
10. Basic concepts of Merit Systems Protection Board (MSPB) through an Administration Judge's perspective
11. The common roles and responsibilities of the EEOC
12. Senior-level EEO official perspectives on agency employment
13. EEO issues impacting DoD employment at the national level
14. How ethical issues can impact mission effectiveness

Target Audience

Federal civilian employees such as EEO Specialists/Managers, Civilian Personnel/Human Resource Management Personnel, and Attorneys who have been assigned primary responsibility for managing a major aspect of an EEO program

Specialty/Skill Identifier Awarded

None

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 career classification series at the GS-11 to the GS-14 level. The student must be a graduate of an EEOCC or equivalent courses or programs from other training programs, the DEOMI EEO Specialists Course, and have four or more years of full-time EEO experience.

Methods of Instruction

1. Lecture
2. Small-group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

Ten academic days (80 hours)

Frequency

One time per year

Students per class

Approximately 36 students

Mediation Certification Course (MCC)

Purpose

The purpose of this course is to equip ‘neutrals’ with mediation and other Alternate Dispute Resolution (ADR) skills. This skill set will provide basic proficiency in mediation and facilitative conflict resolution. It is the intent of this program to provide DoD personnel with the fundamental training required for certification as DoD mediators (i.e., 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 awarded vocational certification credit from the American Council on Education (ACE).

Learning Outcomes

Students will learn the following:

1. How conflict can impact mission effectiveness
2. How to recognize interest-based negotiation techniques and how they can enhance mediator effectiveness
3. 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 noncompliance with the terms of an agreement
4. The confidentiality obligations associated with DoD mediation
5. How recognize the ethical standards of conduct and cautions regarding unauthorized practice of law or counseling associated with DoD mediation activities
6. The skills and tools needed to effectively communicate during the mediation process and recognize several practical considerations to be aware of when confronted with difficult or unpredictable situations
7. How to apply the six stages of mediation

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

Prerequisite

None

Methods of Instruction

1. Lecture
2. Small Group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities (practicum)

Instructional Mediums

1. Classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

Five academic days (40 hours)

Frequency

Seven times per year

Students per Class

Approximately 48 students during stand-alone MCC
Approximately 96 students during the EOAC
Approximately 90 students during the EOARCC

Special Emphasis Program Manager (SEPM) Course

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 have been apportioned to online and in-resident environments. Students selected as Special Emphasis program managers must complete all online modules prior to attending DEOMI in-residence training. Basic knowledge about a subject is provided 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. Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. 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.

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/Alaskan Native Employment, and Program for People with Disabilities Program). 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.

This course is awarded lower-division associate/baccalaureate degree credit from the ACE.

Online Learning (Phase I)

SEPM Phase I online training consists of nine online modules.

1. Socialization (2 h)
2. Cultural Awareness (2 h)
3. White Americans (2 h)
4. Black or African Americans (2 h)
5. Hispanic or Latino Americans (2 h)
6. Asian Americans (2 h)
7. Native Hawaiian or Other Pacific Islanders (2 h)
8. American Indians and Alaskan Natives (2 h)
9. Presentation Skills (2 h)

Total Seat Time: 18 h (Note: All times are estimates)

Students are given a 12-month limit to complete Phase I online training. Phase I training must be complete prior to in-resident training.

In-Resident Training (Phase II)

SEPM Phase II consists of 1 week of resident training and includes the lessons:

1. Special Emphasis Programs
2. Power, Prejudice, and Discrimination
3. Personnel Procedures
4. EEO Pre-Complaint Process
5. Affirmative Programs of EEO
6. Special Emphasis Program Committees
7. Individuals With Disabilities (IWD) and Reasonable Accommodations
8. Special Emphasis Program Resource Allocation Plans and Budget

Learning Outcomes

Students will learn the following:

1. About Special Emphasis Programs
2. How socialization issues impact the work environment
3. How power and discrimination issues impact the work environment
4. How Personnel Policies and Procedures issues impact the work environment
5. Presentation skills
6. EEO complaint basics
7. About affirmative employment
8. About Special Emphasis Program committees
9. About individuals with disabilities
10. About Special Emphasis Program and resource allocation plans

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/Alaskan Native Employment, Individuals with Disabilities 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

Prerequisite

None

Methods of Instruction

1. Lecture
2. Small Group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

- 18 hours online seat time
- Five academic days (40 hours)

Frequency

Two times per year

Students per Class

Approximately 36 students

Disability Program Management Course (DPMC)

Purpose

To help students recognize the correlation between Equal Employment Opportunity and Affirmative Employment Programs with a focus on individuals with disabilities (IWD) and targeted disabilities (TD).

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 Management Directive 715 as it relates to IWD and TD participation in the workforce. Attendees will develop a take-a-way brief that is useful in promoting their agencies' Disability Programs by stressing the importance of hiring, promoting and retaining of IWD already 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 Individuals with Disabilities.

This course is awarded lower-division associate/baccalaureate degree credit from the ACE.

Learning Outcomes

Students will learn the following:

1. The legal and regulatory foundation associated with Disability Programs
2. The roles and responsibilities of the Disability Program Manager
3. 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)
4. To apply the fundamental skills associated with good presentations
5. How Affirmative Programs (MD 715) can impact DoD capabilities and achieve mission readiness.
6. How community outreach and marketing can impact the disability program
7. How workplace emergency procedures support employees with disabilities
8. To apply their knowledge in conducting an accessibility audit associated with the Architectural Barriers Act
9. How the Computer/Electronic Accommodations Program can assist individuals with disabilities

Target Audience

The target audience includes those responsible for recruiting, hiring, placing, accommodating, or ensuring accessible information technology and facilities for individuals with disabilities. This includes, but is not limited to DPS, Veteran Program Managers, Reasonable Accommodations Coordinators, Human Resource Practitioners, EEO Specialist, and others managing employment matters concerning IWD.

Specialty/Skill Identifier Awarded

None

Prerequisite

None

Methods of Instruction

1. Lecture
2. Small Group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

Five academic days (40 hours)

Frequency

Four per year in-residence training, plus two beta test courses

Students per Class

Approximately 36 students

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EQUAL EMPLOYMENT OPPORTUNITY
PROFESSIONAL SERIES

EEO Professional 'Entry' Course

Purpose

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

Program/Course Description

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

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

Online Learning (Phase I)

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

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

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

In-Resident Training (Phase II)

Phase II consists of one (1) week (approximately 36 hours) of resident training, including small-group activities to reinforce concepts learned during Phase I. 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 or words) and principles communicate relationships among concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lectures are created to allow students to see the relationship or organization of the new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

Additionally, Phase II curriculum includes lessons on topics such as:

1. The EEO Professional (Counselor/Investigator) Occupation (Overview)
2. Framing the Claim in EEO Complaints
3. Conducting the Inquiry
4. The Final Interview
5. The EEO Counselor Report

Learning Outcomes

Students will learn the following:

1. The fundamentals and evolution of EEO
2. The roles and responsibilities of an EEO counselor
3. The EEO complaints process as it pertains to the EEO counselor
4. How to properly frame a claim
5. How to conduct an EEO inquiry
6. The fundamental roles and responsibilities of the Civilian Personnel Office
7. How to write an EEO counselor's report
8. The fundamentals of resolving complaints within the Federal EEO complaints processing system
9. How workplace harassment impacts the organization
10. How the communication process can impact mission effectiveness
11. The definition of ADR, the purpose of the ADR Act of 1996, the advantages and core principles of ADR, and several ADR processes with focus on mediation

Target Audience

New EEO Practitioners (Primarily 201, 260, 360 Series); Grade level GS-7 through GS-11.

Specialty/Skill Identifier Awarded

None

Prerequisite

None

Methods of Instruction

1. Lectures
2. Small group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Web-based training
2. Classroom
3. Traditional audiovisual devices
4. Printed materials

Duration

Phase I = 24 Hours (Seat Time)

Phase II = Five academic days (40 hours)

Frequency

Tw classes per year in-residence training, plus two beta test courses

Students per Class

Approximately 36 students

ACE College Credit: Under Evaluation

EEO Professional ‘Intermediate’ Course

Purpose

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

Program/Course Description

This course uses a hybrid approach to learning, meaning that learning events have been apportioned to online and in-resident environments. Students selected for the Intermediate course must complete all online modules prior to attending in-residence training. Basic knowledge about a subject is provided using both Advanced Distributed Learning (ADL) and traditional lectures given in-resident. The online and in-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.

Skills and attitude learning associated with higher level learning objectives are implemented 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 professionals (Specialists). *The course builds on knowledge and skills gained through the EEO Professional ‘Entry’ Course and three or more years of full-time EEO experience.* To include the annual 8 hour refresher training mandated by MD-110.

Online Learning (Phase I)

Phase I training consists of nine (9) online modules (approximately 18 hours of seat time):

1. Disability Program Management
2. Management Directive 715/Barrier Analysis (Investigation, Analysis, and Interpretation)
3. Roles and Responsibilities of the EEO Professional (Specialist)
4. EEO Formal Complaint Process
5. Fundamentals of iComplaints
6. Managing Special Emphasis Programs (SEP)
7. Organizational Assessment and Climate Survey (DEOCS)
8. Diversity and Inclusion in the Workforce
9. Outreach/Marketing and Recruitment

In-Resident Training (Phase II)

Phase II consists of one (1) week (approximately 36 hours) of resident training, including small-group activities designed to reinforce concepts learned during Phase I. 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 or words) and principles communicate relationships among concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lectures are created to allow students to see the relationship or organization of the new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

Additionally, Phase II curriculum includes lessons on topics such as:

1. The EEO Professional (Specialist) Occupation (Overview)
2. Processing Formal Complaints
3. Applying Management Directive (MD) 715

Learning Outcomes

Students will learn the following:

1. Essential components of Disability Program Management (DPM)
2. The concepts and application of MD 715, including barrier analysis
3. The EEO complaints process as it pertains to the EEO Specialist
4. How to analyze the basic facts of an EEO complaint and the burden of proof
5. How personnel policies and procedural issues impact the work environment
6. The roles and responsibilities of the EEO/HR Professionals
7. The basic concept of the practice of ADR
8. The EEO formal complaint process
9. How to apply affirmative employment practices
10. Managing Special Emphasis Programs
11. How diversity and inclusion manifests itself in the workforce
12. The essential components of the iComplaints program needed for entry and retrieval of complaint data
13. The goals of Marketing & Recruitment in the Federal Sector

Target Audience

Graduates of the Entry Course; 3 years of experience in the field; and GS-7 through GS-11, and must have attended the EEO Counselor Course, Special Emphasis Program Manager Course, or Disability Program Management Course.

Specialty/Skill Identifier Awarded

None

Methods of Instruction

1. Lectures
2. Small group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Web-based training
2. Classroom
3. Traditional audiovisual devices
4. Printed materials

Duration

Phase I = 18 Hours (Seat Time)

Phase II = Five academic days (40 hours)

Frequency

Tw classes per year in-residence training, plus one beta test

Students per Class

Approximately 36 students

ACE College Credit: Under Evaluation

EEO Professional ‘Advanced’ Course

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 have been apportioned to online and in-resident environments. Students selected for the ‘Advanced’ course must complete all online modules prior to attending in-residence training. Knowledge about a subject is provided using both Advanced Distributed Learning (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, and human resource management issues through a series of presentations by experts in these subject matter areas, group activities, and student-led symposia.

Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-resident) format in order to allow the student to meet both cognitive and affective learning objectives. 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 the civil servant environment and the competencies needed to become a successful Equal Employment Opportunity professionals (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.

Online Learning (Phase I)

Phase I training consists of ten (10) online modules (approximately 20 hours 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. Employee Development and Relations
5. Drafting Final Agency Decisions

In-Resident Training (Phase II)

Phase II consists of two (2) weeks (approximately 78 hours) of resident training, including small-group activities designed to reinforce concepts learned during Phase I. 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 lectures are created to allow students to see the relationship or organization of the new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

Additionally, Phase II curriculum includes lessons on topics such as:

1. Fundamental Dimensions of the EEO Officer/Director (Overview)
2. Developing Agency Employees
3. The Concept of Culture
4. Workplace Harassment and Leadership Involvement
5. Employment Life-Cycle: Focus on Veterans' Preferences and IWD
6. Drafting a Final Agency Decision (FAD)
7. Management Reporting

Learning Outcomes

Students will learn the following:

1. How to apply common functions of the Investigation and Resolutions Division (IRD) process and knowledge of how investigations are conducted, and then assist in making final agency decisions
2. How culture impacts human relation issues
3. The basic process phase for agencies rendering final agency actions
4. The basic principles of the Department of Labor (DOL) programs
5. The 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
6. The skills needed to meet common legal and regulatory basis for affirmative employment programs
7. Know the budget process and how to develop a budget
8. The facts on sexual assault reporting options and determine appropriate referral procedures
9. The techniques used in preparing EO climate data results for the director/commander
10. Basic concepts of Merit Systems Protection Board (MSPB) through an Administration Judge's perspective
11. The common roles and responsibilities of the EEOC
12. Senior-level EEO official perspectives on agency employment
13. EEO issues impacting DoD employment at the national level

14. How ethical issues can impact mission effectiveness

Target Audience

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

Specialty/Skill Identifier Awarded

None

Methods of Instruction

1. Lectures
2. Small group
3. Case study
4. Discussions
5. Reading
6. Research
7. Exercises/activities

Instructional Mediums

1. Web-based training
2. Classroom instructor
3. Traditional audiovisual devices
4. Printed materials

Duration

Phase I = 10 Hours (Seat Time)

Phase II = 8 academic days (52 hours)

Frequency

Tw classes per year in-residence training, plus one beta test

Students per Class

Approximately 36 students

ACE College Credit: Under Evaluation



Seminars Background

Seminars provide the opportunity to explore ever evolving human relations and equal opportunity/equal employment opportunity issues. Through open discussion and facilitation participants will gain an understanding of the impacts these issues can have on their organizations. These are non-credit seminars.

Senior Leader Development

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 values and prejudices are formed and acted out. 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 is divided into the following lessons:

1. Socialization and Values
2. Communicating Across Differences
3. Conflict Management
4. Sexual Harassment Awareness
5. System vs. Victim Focus
6. Religious Diversity
7. Power, Prejudice and Discrimination
8. Ism's (Racism, Sexism, Extremism)
9. Institutional Discrimination
10. Capitalizing on Diversity
11. EEO/EO Interface
12. Sexual Assault Prevention and Response Awareness
13. Assessment Considerations

Learning Outcomes

Students will learn the following:

1. How the socialization process influences behavior and impacts mission readiness
2. How cross-cultural communication impacts mission effectiveness
3. How sexual harassment impacts the military
4. How victimization impacts mission effectiveness
5. How religious diversity, accommodation, and discrimination issues affect the DoD mission
6. How power, prejudice, and discrimination impacts society and mission readiness
7. How racism, sexism, and extremism can impact the organization and mission effectiveness
8. How institutional discrimination impacts society and mission readiness
9. Their roles and responsibility in handling sexual assault in their organizations
10. Key terms and concepts associated with managing diversity
11. EO/EEO issues concerning disputes
12. How surveys can obtain information about the working environment
13. How capitalizing on diversity impacts mission effectiveness
14. How conflict management impacts mission effectiveness

Target Audience

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

Specialty/Skill Identifier Awarded

None

Prerequisites

None

Methods of Instruction

1. Lecture
2. Small Group
3. Case Study
4. Discussions
5. Reading
6. Research
7. Exercises/Activities

Instructional Mediums

1. Classroom instructor
2. Traditional audiovisual devices
3. Printed materials

Duration

Five days (40 hours)

Frequency

Five times per year

Students per Class

Approximately 25–45 students



**ADVANCED DISTRIBUTED
LEARNING (ONLINE)**

ADL Background

Section 378 of Public Law 105-261, the Strom Thurmond National Defense Authorization Act for Fiscal Year 1999 (hereafter, The Act), requires the Secretary of Defense to develop a strategic plan for guiding and expanding distance learning initiatives within the Department of Defense, to include a provision for the expansion of such initiatives over five consecutive years, beginning in FY 2000 (Appendix A). Section 378 states that the Secretary may take into account the ongoing collaborative effort, between the Department of Defense, other Federal agencies, and private industry, that is known as the Advanced Distributed Learning (ADL) Initiative, but that the strategic plan must specifically focus on the education and training goals and objectives of the Department of Defense.

The objective of the DoD Strategic Plan for Advanced Distributed Learning is to meet the learning needs of the U.S. Armed Forces in the future and to provide direction and focus to programs that respond to their requirements.

Training and learning models developed for the 21st century revolve around two new concepts: the learning organization and advanced delivery systems.

A learning organization continuously enhances and expands its collective capabilities to create better results in order to meet mission requirements. It includes several notions: learning is the bridge from information to understanding; learning is most effective when coupled to experience; learning leads to changes in thinking and behavior; and learning requires time for reflection and integration.

Effective delivery of learning using new network-based, modular content and modern telecommunications tools must take into account what we have discovered about human learning. The future capabilities needed in our Armed Forces are most clearly defined in the Secretary of Defense's Training Technology Vision (Appendix C) and the Chairman of the Joint Chiefs of Staff Joint Vision 2010 (JV 2010) (Appendix D).

Online learning provides the opportunity to explore ever evolving human relations and equal opportunity/equal employment opportunity issues. The amount of time (seat time) it takes to complete a module (course) is dependent upon individual characteristics (familiarization with computers, motivation, and etc.). However, on average each module should take less than two hours of seat time.

These are noncredit courses. Enrollment is free and can be initiated at:

<https://www.deomi.org/Education&Training/E-Learning.cfm>

The following online courses were designed for DoD customers and are available to the public.

ADL Course List

Group Development

Course ID: 100-Public

Course Objectives

- Know group development theory/dynamics as it relates to the workplace environment.
- Define group.
- Describe group types.
- Describe Tuckman's group development theory (stages).
- Identify group norms.
- Describe the functions and behaviors that impact group productivity.
- Recall strategies for group success.

Course Description

The Group Development course was designed for DoD customers, but is open to the public. This course covers the basic principles of groups, group development, and group dynamics. Completion time for this course is approximately one hour.

Socialization

Course ID: 105-Public

Course Objectives

- Know how socialization issues impact the workplace environment.
- Define self-concept and the perception of self.
- Define values and value system.
- Describe Ego Defense Mechanisms.
- Recall how a catalyst for change can take place.
- Identify strategies for change.

Course Description

The Socialization course was designed for DoD customers, but is open to the public. This course covers aspects of Socialization that provides a self-awareness philosophy, catalyst for change, and strategies for change to aid in understanding why social dynamics are such an important part of your day to day interactions with others. Completion time for this course is approximately one hour.

Perceptions

Course ID: 110-Public

Course Objectives

- Know how perceptions can impact effectiveness.
- Describe the perception process.
- Describe biological and sociological/cultural perceptual filters effects on perception process.
- State how to apply a strategy to correct an inaccurate perception.
- Describe stereotypes (characteristics and contributing factors).
- Identify ways to manage stereotypical behaviors.

Course Description

The Perceptions course was designed for DoD customers, but is open to the public. This course provides information on the perception process with recognition of the influence one's own biases and stereotypes have on the accuracy of perceptions. Also covered is the systematic view of how individuals can gather the same information (raw data) and draw different conclusions (perceptions), which allows students to better explore self, and more accurately identify their own biases, motives, and stereotypes. Completion time for this course is approximately one hour.

Communication Skills

Course ID: 115-Public

Course Objectives

- Know how the communication process can impact effectiveness.
- Define communication.
- Recall the elements of communication process.
- Recall the principles of effective communication.
- Identify modes of communication.
- Describe types of human communication.
- Recognize barriers to communications.

Course Description

The Communication Skills course was designed for DoD customers, but is open to the public. This course covers basic communication skills to include the different types of communication, barriers to effective communication, and strategies to improve communication. Completion time for this course is approximately one hour.

Listening and Feedback Skills

Course ID: 120-Public

Course Objectives

- Know how effective listening and feedback can impact effectiveness.
- Recall the steps in the listening process.
- Identify types of listening.
- Identify strategies to become a better listener.
- Describe feedback.
- Identify strategies for giving and receiving feedback.

Course Description

The Listening and Feedback Skills course was designed for DoD customers, but is open to the public. This course covers the basic principles of active listening, types of listening, types of feedback, and how to give and receive feedback. Completion time for this course is approximately one hour.

Communicating Across Differences

Course ID: 130-Public

Course Objectives

- Recognize how communicating across differences can impact effectiveness.
- Define communicating across differences.
- Define cross-cultural communication.
- Define cross-gender communication.
- Define cross-generational communication.
- Identify strategies to improve communication.

Course Description

The Communicating Across Differences course was designed for DoD customers, but is open to the public. Communicating effectively enables people to come together to achieve a common goal. The ability to communicate across differences such as culture, gender, and generational differences is essential to your success as a professional. Completion time for this course is approximately one hour.

Individual Diversity

Course ID: 145-Public

Course Objectives

- Understand how individual diversity can impact mission effectiveness.
- Define diversity.
- Differentiate between primary and secondary dimensions of diversity.
- Recognize personal diversity management.
- Identify personal diversity development.
- Identify how to develop individual diversity awareness.

Course Description

The Individual Diversity course was designed for DoD customers, but is open to the public. This course provides information on the concept of individual diversity, which will broaden the student's awareness of diversity, and recognize that each individual is a unique and valued asset to achieving mission effectiveness. Completion time for this course is approximately one hour.

Ethics

Course ID: 150-Public

Course Objectives

- Know how ethics can impact effectiveness.
- Define values.
- Define morals.
- Define ethics.
- Identify moral theory.
- Identify ethical decision making.

Course Description

The Ethics course was designed for DoD customers, but is open to the public. This course covers the basics of ethics, ethical decision making, and ethical behavior in the workplace. Completion time for this course is approximately 45 minutes.

Prejudice and Discrimination

Course ID: 305-Public

Course Objectives

- Know how prejudice and discrimination can impact mission effectiveness.
- Define prejudice.
- Describe levels of prejudice (Allport's Scale).
- Identify types of discrimination.
- Define institutional discrimination.
- Describe how power affects prejudice and discrimination.

Course Description

The Prejudice and Discrimination course was designed for DoD customers, but is open to the public. This course provides information that allows students to identify discriminating acts and take immediate action to resolve and prevent these actions, and recognize how the misuse of personal prejudice and the act of discrimination can adversely impact leadership, unit cohesion, and mission accomplishment. Completion time for this course is approximately one hour.

Racism

Course ID: 310-Public

Course Objectives

- Know how racism can impact workplace effectiveness.
- Define racism.
- Recognize racist behavior.
- Describe types of racism.
- Describe internal and external factors that contribute to racism.
- Identify historical events that contributed to racism in the military.
- Identify strategies to combat racism.

Course Description

The Racism course was designed for DoD customers, but is open to the public. The purpose of this course is to provide understanding of the complexities of racism and how racism has a negative impact on our military. Also covered in this course are factors, types of racism and strategies for combating racism. Completion time for this course is approximately one hour.

Sexism

Course ID: 320-Public

Course Objectives

- Know how sexism can impact workplace effectiveness.
- Define sexism.
- Identify the foundation of sexism (socialization).
- Describe historical and societal influences that contributed to sexism.
- Recall factors that impact the full integration of women in the military.
- Identify strategies to prevent and/or eliminate sexism.

Course Description

The Sexism course was designed for DoD customers, but is open to the public. This course provides information that demonstrates the importance of recognizing sexism and sexist issues that negatively impact our military. Also covered in this course are Historical and Societal Influences, Sexism in the Military, and Strategies to Combat Sexism. Completion time for this course is approximately one hour.

Sexual Harassment

Course ID: 325-Public

Course Objectives

- Know how sexual harassment impacts workplace effectiveness.
- Define sexual harassment.
- Describe types of sexual harassment.
- Recognize behaviors that constitute sexual harassment.
- Describe the effects of sexual harassment.
- Describe strategies to combat sexual harassment.

Course Description

The Sexual Harassment course was designed for DoD customers, but is open to the public. This course provides a historical view of Sexual Harassment in the U.S. military and its effects on the unit. Also contained in this course is information on the forms of Sexual Harassment and strategies to combat sexual harassment. Completion time for this course is approximately one hour.

Religious Diversity and Accommodation

Course ID: 335-Public

Course Objectives

- Know how religious issues can impact workplace effectiveness.
- Define religion.
- Describe religious accommodation requests.
- Recognize religious discrimination.
- Recall strategies that would be applied to combat religious discrimination.

Course Description

The Religious Diversity and Accommodation course was designed for DoD customers, but is open to the public. The purpose of this course is to provide an understanding of religion and its diversity, especially at the unit level, which will qualify students to assist leaders when they are faced with issues of religious accommodation and religious discrimination. Completion time for this course is approximately one hour.

Bystander Intervention

Course ID: 605-Public

Course Objectives

- Know the value of bystander intervention.
- Define key terms associated with bystander intervention.
- Distinguish between passive and active bystanders.
- Describe effective intervention strategies.

Course Description

The Bystander Intervention course was designed for DoD customers, but is open to the public. This course provides information on who is a bystander, bystander responsibilities, and bystander situations. This course concludes with strategies on bystander interventions in the moment and after an event has occurred. Completion time for this course is approximately 30 minutes.

Cultural Reasoning

Course ID: 010-3C

Course Objectives

- Understand the five steps to cultural reasoning.
- Explain the concept of cultural reasoning.
- Implement the steps that comprise cultural reasoning.

- Know how you can improve your cultural reasoning skills.

Course Description

The Cultural Reasoning course is designed for DoD customers, but is also open to the public. This course covers the five steps to Cultural Reasoning and with this understanding, individuals are provided with deeper insight about a culture and people within a culture. The following cross-cultural competencies are also relevant to this course: Cultural Reasoning, Suspending Judgment, Cognitive Complexity, and Sense-making. Completion time for this course is approximately one hour.

Intercultural Interaction

Course ID: 020-3C

Course Objectives

- Define intercultural interaction.
- Understand how additional core competencies enhance the development of intercultural interaction.
- Define self-monitoring.
- Define verbal and nonverbal communication.
- Define intercultural communication planning.
- Communicate the importance of intercultural interaction in a mission environment.
- Understand how intercultural interaction impacts mission success.

Course Description

Competencies related to intercultural interaction enhance the individual's ability to employ information about people and their surroundings. This lesson will therefore demonstrate how individuals can plan and adjust messages, means of communication, and self-monitoring strategies in order to achieve intended outcomes. Individuals must continue to think about and learn from intercultural interaction and experiences in order to improve future performance. This entails having the explicit understanding that intercultural relationships can enable the accomplishment of mission objectives, and further, having the understanding that cultural knowledge can be used to establish strategic intercultural relationships. Completion time for this course is approximately one hour.

Exploring World Religions I

Course ID: 070-3C

Course Objectives

- Analyze ways in which self-awareness helps us recognize our biases and prejudices with how we approach religion and religious difference.

- Identify how cultural perspective-taking skills assist in developing explanations for the ways in which individuals and groups identify sacred spaces and symbols.
- Identify ways in which cultural learning reveals cultural influences that affect human development, identity, and behavior.
- Understand how intercultural interaction may promote effective communication when interacting with religious individuals, and/or within religiously suffused institutional forums.

Course Description

The World Religions course is designed for DoD customers, but is also open to the public. This course explores the various ways in which individuals can leverage cross-cultural competence in an effort to enhance one's understanding of, and attitudes toward various world religions. This exploration will be conducted in light of one of the most challenging cultural differences commonly encountered by military leaders—Religion. Completion time for this course is approximately one hour.

Exploring World Religions II

Course ID: 075-3C

Course Objectives

- Analyze ways in which cross-cultural competence may facilitate effective military operations.
- Understand ways in which effective intercultural interaction may enhance communications with religious authorities, contributing to the success of a military mission.
- Understand how cultural learning and cultural perspective taking may promote effective interaction in resolving conflicts when interacting with institutional norms.
- Explore how self-regulation and self-awareness may affect the planning and execution of a military operation.
- Identify situations in which cultural reasoning has been used to enhance the understanding of religious practices across various cultures.

Course Description

The World Religions II course is designed for DoD customers, but is also open to the public. This course, a continuation of the World Religions I course, is presented using real world military examples in which religion played the dominant role, and the responses of planners and commanders with regard to religion and how this impacted the mission outcome. Completion time for this course is approximately one hour.

Organizational Cohesion

Course ID: ATS-2000

Course Objectives

- Recognize the characteristics of organizational cohesion and how it impacts the mission
- Recall key terms associated with organizational cohesion.
- Recognize the importance and benefits of cohesion.
- Describe the impact social and task cohesion has on the organization.
- Identify leaders' effect on organizational cohesion.
- Recognize the role of diversity in organizational cohesion.
- List strategies to build and maintain organizational cohesion.

Course Description

The Organizational Cohesion course is designed for DoD customers, but is also open to the public. Upon completing this lesson you will be able to recognize the characteristics of organizational cohesion and how it impacts the mission. With this understanding, individuals will have a better understanding of their responsibility and role in promoting organizational cohesion at the various levels of their units. Completion time for this course is approximately one hour.

Sexual Assault Prevention Awareness

Course ID: ATS-3000

Course Objectives

- Describe sexual assault and consent.
- Describe the DoD Social Ecological Model
- List primary prevention techniques/strategies at the Individual, Relationship, and Leadership levels

Course Description

The Sexual Assault Prevention Awareness course is designed for DoD customers, especially leaders at the O-6 command level and below, but is also open to the public. The content is designed to increase student knowledge and awareness in the prevention of sexual assault. This course explores leadership's responsibility in fostering and maintaining a climate of dignity and respect where every stakeholder can live and work free of sexual assault and its associated behaviors. This course also offers various techniques that can be employed to prevent sexual assault from the individual, peer leadership, and formal leadership perspectives. Due to the sensitive nature of the lesson content, the information should not be taken out of context. Completion time for this course is approximately 45 minutes.