Building Supportive Communities
Course Outline with Learning Objectives & Compliance Requirements

EVERFI

Topics	Module Description	Learning Objectives	Compliance Requirement
Module 1: Introduction			
- Welcome - Title IX - Terms to Know - Pre-Course Survey / Assessment 2 Configurable Pages	The introduction welcomes learners into the course. It prepares the learner for upcoming content in the next module by introducing Title IX and defining key terms.	- Describe the protections against different types of sexual harassment for higher education students and employees. - Define key terms to know (sexual harassment, hostile environment, quid pro quo, sexual assault, relationship violence, retaliation)	Explain Title IX protections against sex discrimination and sexual harassment [20 USC § 1681; 34 CFR § 106.9, 106.30].

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Topics	Module Description	Learning Objectives	Compliance Requirement
Module 2: Building Supportive Communities			
• Title IX • Building Positive Relationships • Forms of Relationship Abuse • Skills Workshop • Federal and State Laws: Dating/Domestic Violence • Consent • Consent • State Laws: Consent • Absence of Consent • Federal and State Laws: Sexual Assault • Sexual Assault and Your Response • Understanding Targets' Reactions • Skills Workshop • Stalking • Skills Workshop • Barriers to Intervention • Skills Workshop • Federal and State Laws: Stalking	This module prepares faculty and staff to provide supportive and effective responses when someone may have experienced sexual violence, relationship abuse or violence, or stalking. Legal definitions of sexual harassment, including consent, sexual assault, dating and domestic violence, and stalking, are provided, and scenarios present situations to show how these behaviors manifest.	• Identify the factors that contribute to building a supportive community • Understand Title IX protections against sex discrimination and sexual harassment • Recognize different forms of sexual harassment: sexual assault, dating/domestic violence, and stalking that are common in a college environment • How to provide supportive and effective responses and identify safe intervention options when someone may be experiencing sexual and relationship violence • Practice empathetic and active listening to someone who has experienced sexual or relationship harassment or violence	• Programs to prevent sexual violence, relationship violence, and stalking must include strategies to promote positive and healthy behaviors, recognize situations of potential harm, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)]. • Explain Title IX protections against sex discrimination and different types of sexual harassment [20 USC § 1681; 34 CFR § 106.9, 106.30]. • Identify strategies to prevent relationship violence by encouraging positive and healthy behaviors that foster healthy, mutually respectful relationships [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)]. • Describe safe and positive options for bystander intervention that may be carried out by an individual to prevent harm when there is a risk of sexual harassment or stalking against another person [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)]. • Provide state and federal laws defining consent, sexual assault, relationship violence, stalking, and legal protections for survivors [20 USC § 1092(f)(8); 34 CFR §§ 106.30; The Handbook for Campus Safety and Security Reporting, 2016 Edition].

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Module 2: Building Supportive Communities (continued)			
• Reporting and Disclosure • Reporting Options • Barriers to Reporting • Responding Supportively to Disclosures • Supportive Measures • The Grievance Process • Federal/State Laws: Legal Protections • Forms of Retaliation • Policy Acknowledgment • 10 Configurable Pages	Interactions give learners an opportunity to practice identifying signs that someone may be experiencing abuse or violence, how to respond in a supportive manner, what are the available reporting options, and what may occur after a report is made.	• Practice empathetic and active listening to someone who has experienced sexual or relationship harassment or violence • Understand reporting options and disciplinary proceedings for sexual and relationship misconduct	• Explain reporting options, supportive measures, confidential resources, and the grievance process; understand how to respond to disclosures [20 USC § 1092(f)(8); 34 CFR §§ 106.45; 2001 Guidance]. • Notify students that questions or complaints regarding Title IX rights or violations may be directed to the Title IX Coordinator or the Department of Education's Office for Civil Rights [34 CFR § 106.9]. • Understand the importance of preserving evidence and that it does not require filing a police report [20 USC § 1092(f)(8); 34 CFR § 668.46(b)]. • Understand an institution's responsibilities regarding confidentiality of the parties and orders of protection, no-contact orders, and restraining orders [20 USC § 1092(f)(8); 34 CFR § 106.71]. • Provide state and federal laws on legal protections for survivors [20 USC § 1092(f)(8)]. • Raise awareness that retaliation for reporting prohibited conduct or participating in investigations or other disciplinary proceedings is prohibited [34 CFR § 106.71; 34 CFR § 668.46(m)]. • Provide institutional policies defining sexual misconduct; reporting, supportive measures, and grievance/disciplinary procedures; and possible sanctions for conduct violations [20 USC § 1092(f)(8); 34 CFR §§ 106.30, 106.44, 106.45].

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Module 3: Conclusion • Conclusion • National Resources • Post-Course Survey / Assessment • 4 Configurable Pages	This module provides the learner with a brief review of content covered in the course, and four configurable pages for client customization.	• Identify national resources related to sexual assault prevention	• Provide information about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services [20 USC § 1092(f)(8); 34 CFR § 668.46(a)].