

# Sexual Assault Prevention- Undergraduates

## Course Outline with Learning Objectives & Compliance Requirements

Topics	Module Description	Learning Objectives	Compliance Requirement
<b>Module 1: Introduction</b>			
<ul style="list-style-type: none"><li>• Welcome Letter/Video</li><li>• Introduction</li><li>• Sexual Assault Prevention</li><li>• Your Voice, Your Experience</li><li>• Pre-course Survey &amp; Quiz</li></ul>	<p>The introduction welcomes learners into the course. Instructions will help ease learners into the course design and content, and students are introduced to the topic of sexual assault prevention.</p>	<ul style="list-style-type: none"><li>• Understanding how to recognize and respond to sexual violence, relationship violence, and stalking is everyone's responsibility; everyone on campus can do something to intervene and stop it.</li><li>• Understand how learning about sexual violence, healthy relationships, and consent contributes to a safe and supportive campus community.</li></ul>	<ul style="list-style-type: none"><li>• Programs to prevent sexual violence, relationship violence, and stalking must include strategies to promote positive and healthy behaviors, encouraging safe bystander intervention, and seeking to change behavior and social norms in healthy and safe directions [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li></ul>
<b>Module 2: Values, Identities &amp; Relationships</b>			
<ul style="list-style-type: none"><li>• Who Am I?</li><li>• Our Unique Identities</li><li>• Our Values</li></ul>	<p>In this module, learners reflect on their identities and personal values, and explore how these influence their perceptions of relationships and sexual violence. Learners will be introduced to federal laws and university policies related to sexual assault and will explore characteristics of healthy and unhealthy relationships.</p>	<ul style="list-style-type: none"><li>• Identify key elements of their personal identities</li><li>• Describe how their identities and values influence how they view relationships and sexual violence</li><li>• Recognize the relationship between sexual violence and an abuse of power and control</li><li>• Identify the key elements of healthy and unhealthy relationships</li><li>• Identify support strategies for those in abusive relationships</li><li>• Identify resources for those who may be experiencing sexual violence</li></ul>	<ul style="list-style-type: none"><li>• Explain Title IX protections against sex discrimination and sexual harassment [20 USC § 1681; 34 CFR § 106.9, 106.30].</li><li>• Define relationship abuse and violence under state and federal laws [20 USC § 1092(f)(8); 34 CFR § 106.30].</li><li>• Identify strategies intended to stop relationship violence, sexual violence, and stalking before they occur by encouraging positive and healthy behaviors that foster healthy, mutually respectful relationships [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li></ul>

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<b>Module 3: Identities and Stereotyping</b>			
<ul style="list-style-type: none"><li>• Why are Gender Stereotypes Harmful?</li><li>• What can You Do About Harmful Language?</li><li>• Video Interactions</li><li>• Title IX Primer</li><li>• Local Resources</li></ul>	Learners can reflect on what gender stereotyping is and how it can contribute to harassment and gender violence. They will be introduced to strategies for bystander intervention and learn about laws in place to protect individuals from sex- or gender-based harassment.	<ul style="list-style-type: none"><li>• Explain the concept of gender stereotyping and its relationship to sexual violence</li><li>• Describe the impact of gender stereotypes on both male victims and non-binary individuals</li><li>• Illustrate the impact of sexist language</li><li>• Identify strategies to intervene when others use sexist language</li><li>• Recognize the role of Title IX and campus policies in protecting individuals from sex- or gender-based harassment</li></ul>	<ul style="list-style-type: none"><li>• Describe research-based strategies to prevent sexual harassment, including sexual violence, relationship violence, and stalking that are culturally relevant, inclusive of diverse communities and identities, sustainable, and responsive to community needs [20 USC § 1092(f)(8); 34 CFR § 668.46(a)].</li><li>• Explain that Title IX prohibits discrimination based on sex or gender stereotyping, including sexual harassment defined in § 106.30 against any student, including LGBTQ students [20 USC § 1681; 34 CFR § 106.9, 106.30; Federal Register / Vol. 85, No. 97 / Tuesday, May 19, 2020, p. 30179].</li></ul>

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### Module 4: Our Values and Relationships

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| <ul style="list-style-type: none"><li>• Healthy Relationships</li><li>• Relationship Abuse</li><li>• Federal and State Laws on Relationship Violence</li><li>• Digital Abuse</li></ul> | <p>In this module, learners explore the many characteristics of healthy relationships, and how to recognize relationship abuse both in person and online.</p> | <ul style="list-style-type: none"><li>• Identify characteristics of a healthy relationship</li><li>• Identify relationship abuse</li><li>• Implement strategies to stay safe when confronted with potential relationship violence</li></ul> | <ul style="list-style-type: none"><li>• Identify strategies intended to stop relationship violence and abuse before they occur by encouraging positive and healthy behaviors that foster healthy, mutually respectful relationships [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li><li>• Provide state and federal laws defining domestic violence and dating violence [20 USC § 1092(f)(8); 34 CFR §§ 106.30].</li></ul> |
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### Module 5: Consent, Coercion, & Bystander Intervention

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| <ul style="list-style-type: none"><li>• Consent: Part of Healthy Communication</li><li>• The Basics</li><li>• What does Consent Look Like?</li><li>• Understanding Consent</li><li>• Consent in Action</li><li>• Scenarios</li><li>• Coercion</li></ul> | <p>Learners will explore consent in various contexts and reflect on how different circumstances might inhibit an individual's ability to give consent. Learners will understand the difference between consent and coercion and identify strategies for intervening safely.</p> | <ul style="list-style-type: none"><li>• Define consent and its importance in relationships</li><li>• Recognize when an individual is incapable of giving consent</li><li>• Describe ways to ask for consent and to get clarification if the presence of consent is unclear</li><li>• Define and describe examples of coercion</li><li>• Describe the role alcohol plays in consent and coercion</li><li>• Identify bystander intervention strategies if you witness a situation where consent is not present</li></ul> | <ul style="list-style-type: none"><li>• 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 relationship violence or sexual violence against another person; recognize attitudes, behaviors, cultural factors, and environmental risks, including the use of alcohol and coercion to facilitate sexual misconduct [20 USC § 1092(f)(8); 34 CFR § 668.46(j)(2)(iv)].</li><li>• Provide state and federal laws defining consent and sexual assault [20 USC § 1092(f)(8); 34 CFR §§ 106.30].</li></ul> |
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<b>Module 6: Sexual Harassment &amp; Stalking</b>			
<ul style="list-style-type: none"><li>• Sexual Harassment</li><li>• Forms of Sexual Harassment</li><li>• Responding to Harassment</li><li>• Interactive Scenarios</li><li>• Stalking</li><li>• Interactive Scenarios</li><li>• Federal and State Laws: Stalking</li></ul>	<p>Learners will understand different forms of sexual harassment that are common in a higher education environment, including verbal harassment and stalking. Learners will identify situations when additional help might be needed and strategies for bystander intervention. Finally, learners will review federal and state laws relevant to stalking.</p>	<ul style="list-style-type: none"><li>• Recognize <i>quid pro quo</i> and hostile environment sexual harassment in a higher education environment</li><li>• Understand the impact of trauma, and how to offer a kind and helpful response to someone who may have experienced harm</li><li>• Recognize examples of stalking behavior</li><li>• Identify bystander intervention strategies</li></ul>	<ul style="list-style-type: none"><li>• Define <i>quid pro quo</i> and hostile environment types of sexual harassment prohibited by Title IX [34 CFR §§ 106.30].</li><li>• 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)].</li><li>• Provide state and federal laws defining stalking [20 USC § 1092(f)(8); 34 CFR §§ 106.30].</li></ul>

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<b>Module 7: Reporting and Responding</b>			
<ul style="list-style-type: none"><li>• Impact of Trauma</li><li>• How Identities May Impact Survivor s' Experiences</li><li>• Responding to Survivors</li><li>• National Resources</li><li>• Reporting</li><li>• Reporting Options and Processes</li><li>• Federal and State Laws: Legal Protections</li><li>• Reporting Resources</li></ul>	<p>This module provides the learner with guidance on responding to disclosures using empathetic and active listening skills. It introduces the learner to reporting options and the grievance/disciplinary process, and shares local and national resources.</p>	<ul style="list-style-type: none"><li>• Identify ways to support someone who has experienced sexual violence, relationship violence, or stalking.</li><li>• Identify resources, supportive measures, and reporting options for someone who has experienced sexual harassment, including sexual or relationship violence, or stalking.</li><li>• Understand the grievance/disciplinary process that follows when a person files, or the Title IX Coordinator signs, a formal complaint alleging sexual harassment or violence.</li></ul>	<ul style="list-style-type: none"><li>• Explain reporting options, supportive measures, confidential resources, and the grievance process [20 USC § 1092(f)(8); 34 CFR §§ 106.45].</li><li>• 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].</li><li>• Provide information on the importance of preserving evidence [20 USC § 1092(f)(8); 34 CFR § 668.46(a)].</li><li>• Provide state and federal laws on victim protections [20 USC § 1092(f)(8)].</li><li>• Provide institutional policies on reporting, supportive measures, grievance/disciplinary procedures, and possible sanctions for conduct violations [20 USC § 1092(f)(8); 34 CFR §§ 106.30, 106.44, 106.45].</li><li>• 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].</li></ul>