

Configuring Diversity, Equity & Inclusion for Students



Diversity, Equity & Inclusion for Students Configuration Guide

Welcome to the Course Configuration Guide. The purpose of this resource is to provide useful information for administrators to understand what all the options are to customize their EVERFI courses. Whether every single page is used or just one, it is important that learners are receiving the most up-to-date and relevant information they need.

Each EVERFI course has standard configuration options while newer, updated courses have additional fully-configurable pages throughout the content. These options allow you to tailor the learning experience to your unique organization. Not only will this impact the aesthetic, but it will also help the content resonate more with participants and build trust knowing their organization put thought and intention into the training.

We recommend reading through and printing out the full guide to understand the course learning objectives and to plan what content you want to use at your organization. There are suggestions from our subject-matter experts throughout the guide and areas to make notes and collaborate with other colleagues or departments who may have content to contribute.

What you can find in this guide:

1. Configurations Layouts
2. Course Overview
3. Course Map
4. Configuration Options per Module

Configurations Layout: Standard Page

Important to note: All elements per page (Title, Body Text, and Image) must be included in order for the page to populate in the course. If an element is not included, then the entire page will be removed.

1. Title

The title appears in the top left corner of the configurable page just below the navigation bar.

We recommend having no more than 6 words that summarize the content below.

2. Body Text

This open text field is positioned under the Title on the left half of the page.

There are specific content suggestions in the following pages for this specific course and where it occurs in the experience.

3. Image

Images appear in the top right corner of the page.

Using your organization's imagery here goes a long way. Forgo the stock photos if you can and upload familiar faces and places your learners will recognize.

EVERFI
Tools
Michelle C

Main Menu
Navigation
Citations

1 This is the custom title

2 Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.



Back

Next

Configurations Layout: Video Page

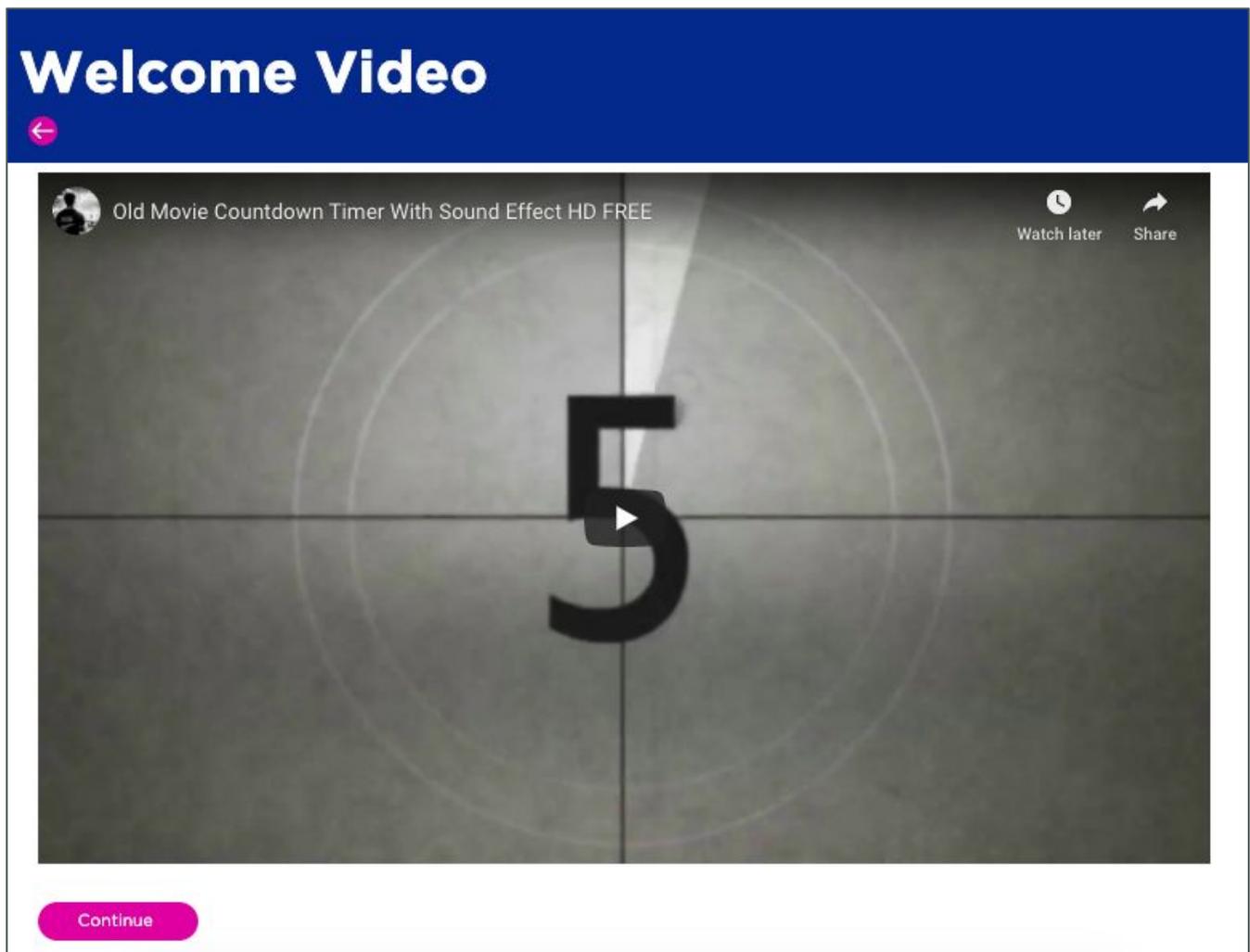
Important to note: All elements per page (Title, Body Text, and Video) must be included in order for the page to populate in the course. If an element is not included, then the entire page will be removed.

1. Video

Uploaded videos appear in the center of the page.

Requirements:

- YouTube URL input
- Use the highest quality possible (HD)
- Quality adjusts per connection speed
- Enable Closed Captioning



Configurations Layout: Policy Page

1. Policy Title

Add the name of the specific policy or resource in this field. This appears in the content page as well as in the Policy Acknowledgement pop-up as shown below.

To configure this element go to the Policies or Resources sections of the Admin Dashboard.

2. Policy

This is where you attach your specific policies or resources for learners to access and e-sign.

Some courses have the option to include multiple documents or web pages which will be indicated in the following pages. We strongly recommend using a URL for easy maintenance.

The screenshot shows a course page with a blue header containing the word 'Conclusion' and a back arrow. The main title is 'Understanding Our Policies'. Below the title is a 'Listen' button. The main content area contains a paragraph: 'It's important that you become familiar with our policies related to diversity, equity, and inclusion. If an e-signature is required, acknowledge that you've read and understood the policy before moving on.' Below this paragraph is a list of policy links: 'Policy 1 View Policy', 'Policy 2 View Policy', and 'Other View Policy'. A 'Continue' button is at the bottom left. A red box highlights 'Policy 1' with a circled '1' next to it, and another red box highlights 'Policy 2 View Policy' with a circled '2' next to it. On the right side of the page, there is an image of a person's hands typing on a laptop. The laptop screen shows a page titled 'Identity & Selfhood' with various icons and a 'Listen' button.

Diversity, Equity & Inclusion for Students Configuration Guide

Course Overview

Diversity, Equity & Inclusion for Students equips learners with the information and skills necessary to create a respectful and welcoming environment for everyone.

Most diversity courses are developed for the majority, alienating students who identify with historically underrepresented or marginalized communities. Diversity, Equity & Inclusion for Students engages all learners regardless of ability, race, ethnicity, socioeconomic status, religion, or gender identity.

Workshops and activities embedded throughout the course emphasize assumption awareness, active listening, and healing conversation strategies. Identify areas for improvement and prioritize future investments in diversity programming using benchmarking data that measures climate, attitudes, beliefs, and behaviors in your community.

In this learning experience, the main course is considered Part 1 and includes a pre-course survey, pre-course knowledge assessment, the learning modules, and a post-course knowledge assessment. There is an additional post-course, follow-up survey (which mirrors the pre-course survey) that is assigned as a separate learning activity and considered Part 2.

EVERFI recommends assigning Part 2 of the course 30-45 days after the learner completes Part 1. This 30-45 day intersession period allows learners to process the information from the course, start putting their new knowledge and skills into practice, and become more acclimated to their environment. This enables the Part 2 follow-up survey to assess changes in learner attitudes and behaviors, as well as the impact of the school or organization environment.

Course Details

- **Audience:** First Year Students, Continuing Undergraduate Students
- **Course Length:** 40 minutes
- **Mobile-Friendly:** Compatible with desktops, tablets, and mobile devices

Course Map

Module 1: Introduction

- Diversity Equity & Inclusion for Students
- About This Experience
- Pre-Course Survey
- Pre-Course Quiz
- **Custom Welcome Letter***
- **Custom Welcome Video***
- Insights Question
- Introductory Video
- **Standard Custom Page***
- Jose's Story - August
- Jose's Story - August Video
- Summary and Reflection

Module 2: Identities

- Identities
- Who Are You?
- **Standard Custom Page***
- Identity & Self
- Identity & Self
- Living Our Intersectionality
- Intersectionality
- Labels & Labeling
- Insights Question
- Multiple Identity Management
- Identity Conflicts
- Coping Strategies and Self-Care
- Identity Negotiations
- Student POV
- Identity Transitions
- Jose's Story - October
- Communication Workshop
- Assumption Awareness
- Inclusion Strategies
- Are All Bets Off?
- **Standard Custom Page***
- Summary and Reflection

Module 3: Power, Privilege, and Oppression

- Power, Privilege, and Oppression
- Making the Connection
- **Standard Custom Page***
- Exploring Power
- Defining Privilege
- Spotting Privilege - Privilege Explorer
- Understand Oppression
- Isms and Phobias
- Student POV
- Making Space
- Jose's Story - January
- **Standard Custom Page***
- Communication Workshop
- Know It All
- Student POV
- What Do I Do?
- Summary and Reflection

Module 4: Creating a Culture of Respect

- Creating a Culture of Respect
- Respect
- **Standard Custom Page***
- Communicating Respect
- Identifying Exclusion and Discrimination
- Student POV
- Insights Question
- Time for Action
- Ally is a Verb
- Ally Power
- Communication Workshop
- Active Listening
- Student POV
- We All Mess Up
- Self-Care
- Jose's Story - March

* indicates a configurable page

Course Map

- Standard Custom Page*
- Summary and Reflection

Module 5: Conclusion

- Conclusion
- Custom Policy(ies) Acknowledgment Page*
- Check Your Knowledge
- Post-Course Exam
- Resources
- Student Engagement Survey
- Custom Closing Letter*
- Custom Closing Video*
- Thanks For Your Time

Diversity, Equity & Inclusion for Students - Part Two

This is a separate learning activity that is to be assigned after a 30-45 day intersession.

- Post-Course Survey

* indicates a configurable page

Module 1: Introduction

Learning Objectives:

- Start the course with an understanding of what to expect (topically) and how the course works (functionally)
- Begin to build an understanding about the topic of diversity

Configuration Name(s)	Page Layout	Suggested Content
<ul style="list-style-type: none"> • Welcome Letter Image • Welcome Letter • Welcome Page (Image) 	Standard Page	<ul style="list-style-type: none"> • A written welcome message to declare the goals and takeaways of the experience, community expectations, any course deadlines, expectations to complete the course, any mandates if not done on time • Welcome letter signed by a President, VPSA, Dean of Students, or another campus leader that speaks to the importance of prioritizing mental health during this time, and why this course is being provided. • Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus • All elements on this page need to be populated for learners to see this in course
Welcome Video	Video Page	<ul style="list-style-type: none"> • A welcome message in video format for learners that can be used instead of or in addition to the written letter • Use footage from your institution that learners will recognize • All elements on this page need to be populated for learners to see this in course • Requirements <ul style="list-style-type: none"> ○ Needs to be a Youtube Video ○ Enable Closed Captioning
<ul style="list-style-type: none"> • Custom Page 1 • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution’s stance and resources on the topics covered in this section: <ul style="list-style-type: none"> ○ Understand the topic of diversity ○ Conduct expectations ○ Importance of a safe and inclusive community

Module 2: Identities

Learning Objectives:

- Identify elements of their own identity
- Recognize the impact of external forces on their own and others' identities

Configuration Name(s)	Page Layout	Suggested Content
Custom Page 2 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> ○ Identify elements of their own identity ○ Recognize the impact of external forces on their own and others' identities • Provide additional resources for students on campus, locally, nationally • Share mental well-being resources and information for the counseling center • Showcase any offices and faculty/staff available for more resources and student groups on campus • All elements on this page need to be populated for learners to see this in course • Recommended image size = 1200 px by 1200 px
Custom Page 3 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	

Module 3: Power, Privilege, and Oppression

Learning Objectives:

- Define critical concepts related to discrimination and oppression
- Recognize and respond when they see these behaviors in action

Configuration Name(s)	Page Layout	Suggested Content
Custom Page 4 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> ○ Concepts related to discrimination and oppression ○ Recognize and respond when they see these behaviors in action • Provide additional resources for students on campus, locally, nationally • Share mental well-being resources and information for the counseling center • Showcase any offices and faculty/staff available for more resources and student groups on campus • All elements on this page need to be populated for learners to see this in course • Recommended image size = 1200 px by 1200 px
Custom Page 5 <ul style="list-style-type: none"> • Title • Text • Image 	Standard Page	

Module 4: Creating a Culture of Respect

Learning Objectives:

- Define discrimination and phobias
- Learn concrete strategies to engage in inclusive, respectful interactions with others

Configuration Name(s)	Page Layout	Suggested Content
Custom Page 6 <ul style="list-style-type: none"> • Title • Image • Text 	Standard Page	<ul style="list-style-type: none"> • Communicate your institution's stance and resources on the topics covered in this section: <ul style="list-style-type: none"> ○ Discrimination and phobias ○ Strategies to engage in inclusive and respectful interactions with others • Provide additional resources for students on campus, locally, nationally • Declare your institutions diversity and tolerance statements • Share mental well-being resources and information for the counseling center • Showcase any offices and faculty/staff available for more resources and student groups on campus • All elements on this page need to be populated for learners to see this in course • Recommended image size = 1200 px by 1200 px
Custom Page 7 <ul style="list-style-type: none"> • Title • Image • Text 	Standard Page	

Module 5: Conclusion

Learning Objectives:

- Acknowledge your campus' diversity and inclusion policies
- Explore campus and local resources related to diversity and inclusion

Configuration Name(s)	Page Layout	Suggested Content
Policies <ul style="list-style-type: none"> • Diversity, Equity, and Inclusion Policy • Harassment and Discrimination Policy • Other Policy 	Policy Page	<ul style="list-style-type: none"> • Add your institution's Diversity, Equity, and Inclusion Policy, Harassment and Discrimination Policy, and any other policies you want learners to acknowledge • If more than 1 policy is uploaded, they will all appear on this page to be read and acknowledged in the order they are uploaded. • This can be a PDF or URL - we recommend URL to ensure information is up to date • All elements must be populated for learners to view this page • Recommended image size = 1200 px by 1200 px
<ul style="list-style-type: none"> • Closing Letter • Closing Image 	Standard Page	<ul style="list-style-type: none"> • A closing message for learners • Have the letter come from the President, other leadership, or the person who wrote the Welcome Letter • Reiterate the goals and takeaways of the experience, community expectations • Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus • All elements must be populated for learners to view this page • Stay away from using stock images

Configuration Name(s)	Appears in Course	Suggested Content
<ul style="list-style-type: none"> Conclusion Video 	<p>Video Page</p>	<ul style="list-style-type: none"> A closing message for learners Have the letter come from the President, other leadership, or the person who wrote the Welcome Reiterate the goals and takeaways of the experience, community expectations Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus All elements must be populated for learners to view this page Requirements: <ul style="list-style-type: none"> Needs to be a Youtube Video Enable Closed Captioning