EVERFI

Configuring Building Supportive Communities: Clery Act and Title IX

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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: Welcome to the Course 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.

① Sample Custom Page Title

③

② This page can be used to provide custom information to employees of your organization.

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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. Title

The title appears at the top 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 and spans the full length of the page.
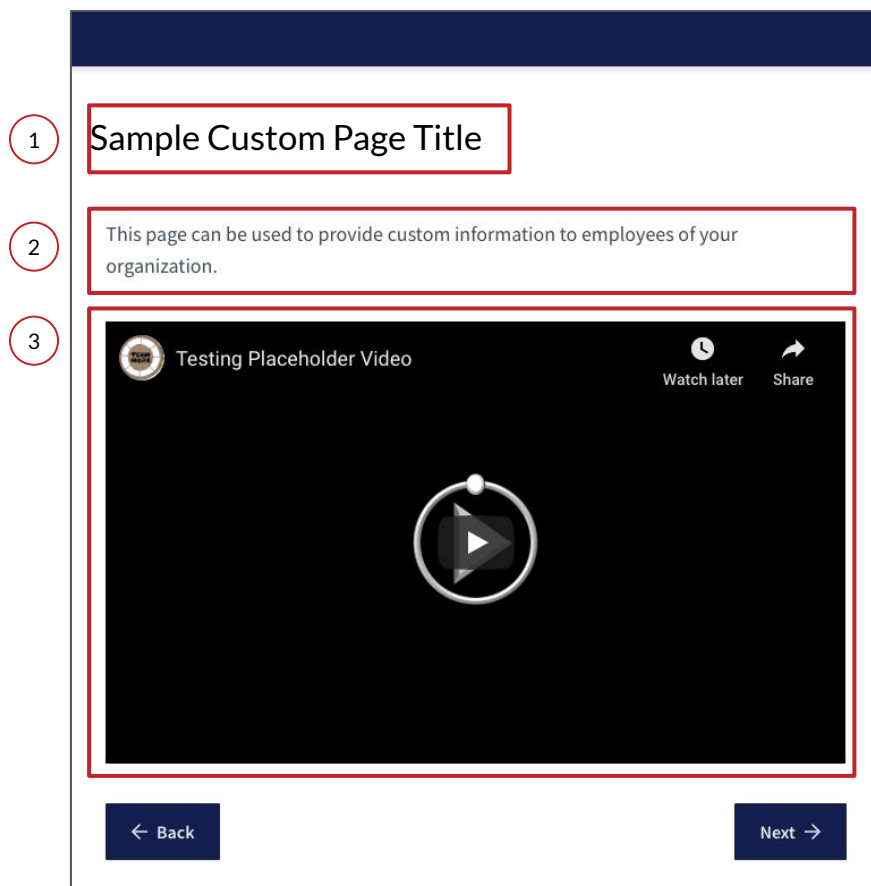
There are specific content suggestions in the following pages for this specific course and where it occurs in the experience.

3. Video

Uploaded videos appear below the Body Text.

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

1

Sample Custom Page Title

2

This page can be used to provide custom information to employees of your organization.

3

Testing Placeholder Video   Watch later   Share

← Back   Next →

Configurations Layout: Policy and Resource Page

1. Title

The title appears at the top of the configurable page just below the navigation bar.

Because this is the policy page, simply stating the policy name or call-to-action is sufficient.

2. Body Text

This open text field is positioned under the Title.

This space can be used to add context and company expectations around the following policy.

3. Policy / Resource

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.

← Back   ⌄ Menu

MAINTAINING POSITIVE WORKPLACES

Policy Acknowledgement

▶ Listen

Please take a moment to review our policy.

1. **Policy Header**

2. Policy Page Text

3. **bsc-conclusion policy**

Configuring Building Supportive Communities: Clery Act and Title IX

Course Overview

EVERFI's Building Supportive Communities course is a comprehensive education solution that introduces faculty and staff to Title IX and the Clery Act, and prepares them to provide supportive and effective responses when someone may have experienced sexual violence, relationship abuse or violence, or stalking.

In addition to understanding the legal definitions of sexual harassment, the course gives faculty and staff the opportunity to practice identifying signs that someone may be experiencing abuse or violence, and teaches them how to respond in a supportive manner. This course reflects training requirements outlined in the 2020 Title IX changes.

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:** Faculty & Staff
- **Course Length**: 40 minutes
- **Mobile-Friendly:** Compatible with desktops, tablets, and mobile devices

Course Map

Module 1: Introduction
- Building Supportive Communities
- Sensitive Content Notice
- Custom Welcome Letter*
- Custom Welcome Video*
- Title IX of the Education Amendments Act of 1972
- Terms to Know
- Pre-Course Survey
- Pre-Course Quiz
- Summary

Module 2: Building Supportive Communities

- Building Supportive Communities
- Building Supportive Communities
- The 3 A's of Bystander Intervention
- Standard Custom Page*
- Standard Custom Page*

- Building Positive Relationships
- Reflecting on Relationships
- Healthy Relationships
- Unhealthy Relationships
- Forms of Relationship Abuse

- Skills Workshop
- Signs of Struggle
- Registering Concern
- A Disturbing Disclosure
- Standard Custom Page (Dating and Domestic Violence Definition)*
- Federal and State Law: Dating and Domestic Violence

- Skills Workshop Review: Relationships
- Consent
- Standard Custom Page (Consent Definition)*
- State Law: Consent
- Absence of Consent
- Standard Custom page (Sexual Assault Definition)*
- Federal and State Laws: Sexual Assault
- Sexual Assault and Your Response
- Understanding How Targets React

- Skills Workshop
- Raising Questions
- Doctor's Duty
- Just the Facts
- Review of Consent and Sexual Assault

- Stalking
- The Signs of Stalking
- Hard to Pinpoint
- Barriers to Intervention

- Skills Workshop
- Student Stressor
- Collegial Dilemma
- Graduate Student on Edge
- Standard Custom Page (Stalking Definition)*
- State Laws: Stalking
- Review of Stalking

* indicates a configurable page

Course Map

- Reporting and Disclosure
- Standard Custom Page (Reporting Disclosure Statement)*
- Reporting Options
- Barriers to Reporting
- Expert Perspectives: Responding Supportively to Disclosures
- Supportive Measures
- Review of Reporting Options and Supportive Measures

- The Grievance Process
- Standard Custom Page (Grievance Statement and Process)*
- Federal and State Laws: Legal Protections
- Forms of Retaliation
- Expert Perspectives: The Work is Important
- Standard Custom Page*
- Custom Policy(ies) Acknowledgment Page (Document Only)*
- Reflection and Summary

Module 3: Conclusion
- Post-Course Survey
- Post-Course Quiz
- Custom National Resources*
- Custom Policy Acknowledgment Page*
- Custom Policy/Resource Page
- Standard Custom Page*
- Custom Video Page*
- Summary

Building Supportive Communities: Clery Act and Title IX 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:
- 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)

Configuration Name(s)	Page Layout	Suggested Content
Welcome Letter ● Header ● Text ● Image	Standard Page	● 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 ● Direct learners to existing resources relevant to the course topic ● Have the message come from leadership that learners will recognize and will relay the importance of the course (President, Dean, Provost) ● Use imagery from your institution that learners will recognize: headshot of who wrote the letter, images of students, buildings/common areas of campus ● Stay away from using stock images

Welcome Video Page
● Header
● Text
● Video
	Video Page	● A welcome message in video format for learners that can be used instead of or in addition to the written letter
		● Have the message come from leadership that learners will recognize and will relay the importance of the course (President, Dean, Provost)
		● Reiterate the goals and takeaways of the experience, community expectations
		● Use footage from your institution that learners will recognize
		● Requirements
		   ○ Needs to be a Youtube Video
		   ○ Enable Closed Captioning

Module 2: Building Supportive Communities

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Learning Objectives:

- 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
- Understand reporting options and disciplinary proceedings for sexual and relationship misconduct

Configuration Name(s)	Page Layout	Suggested Content
Configurable Page 1 ● Header ● Text ● Image	Standard Page	● Communicate your institution's stance and resources on the topics covered in this section (listed above) ● Provide any relevant resources or links for reporting, intervention options
Configurable Page 2 ● Header ● Text ● Image	Standard Page	● Reiterate the importance of a safe, inclusive, and supportive community ● List out any institution mission statements or values
Dating and Domestic Violence Configurable Page ● Header ● Text ● Image	Standard Page	● State your institution's **policy on and definition of dating and domestic violence** ● Provide institution, local, and national resources ● Add a specific office or contact(s) at your institution and ways for people to get resources and help ● Provide a cheat-sheet of signs to look out for
Consent Configurable Page ● Header ● Text ● Image	Standard Page	● State your institution's **consent definition** ● Provide a link to your **employee handbook** or wherever this definition is listed and can be referred to later on

Configuration Name(s)	Appears in Course	Suggested Content
Sexual Assault Defined Configurable Page ● Header ● Text ● Image	Standard Page	● Add your institution's **sexual assault definition** and/or **employee handbook** ● Explain the consequence of a violation and your institution's commitment to holding this as the standard ● Explain the process to report ● Summarize your **sexual misconduct policy** here, but there is another page later on where learners can e-sign and acknowledge it ● Provide resources (institution, local, national) for your community to learn more
Stalking Defined ● Custom Page Header ● Configurable Page Text ● Configurable Page Image	Standard Page	● Add your institution's **stalking definition** and/or **employee handbook** ● Explain the consequence of a violation and your institution's commitment to holding this as the standard ● Provide resources (institution, local, national) for your community to learn more and to recognize signs of stalking
Reporting Disclosure Configurable Page ● Header ● Text ● Image	Standard Page	● Explain the **procedure and expectations to report a disclosure** ● Outline the differences between the responsibilities of a Campus Security Authority, a Confidential Reporter, a Title IX Coordinator, and other employees on campus ● Link out to a downloadable resource or **employee handbook** where employees can have this information after the course
Grievance Configurable Page ● Header ● Text ● Image	Standard Page	● Add your institution's **grievance procedure and expectations** for behavior towards the complainant and the respondent ● Explain the U.S. Department of Education national procedure as well as any additional policies at your institution ● Link out to a downloadable resource or **employee handbook** where employees can have this information after the course

Configuration Name(s)	Appears in Course	Suggested Content
Configurable Page 9 ● Header ● Page Text ● Page Image	Standard Page	● Explain your institution's **retaliation policy and expectations** ● Reiterate the importance of taking action, bystander intervention, and supporting colleagues and students
Policy: Title IX Policy ● Title IX Policy	Policy Page	● Add your institution's **Title IX Policy** and **employee handbook** ● Multiple documents can be uploaded to this page for learners to acknowledge ● Explain the consequences of breach of policy and expectations to uphold the standard ● This page is different from the standard Policy Acknowledgment Page. **The only customizable element is the policy document itself** (PDF or URL). There is no option to add a page title or additional text. ● We recommend including URLs that will be maintained without having to update the course on a regular basis ● If more than 1 policy is uploaded, then they will all be listed for the learner in the order they are uploaded

Module 3: Conclusion

Learning Objectives:

- Identify national resources related to sexual assault prevention

Configuration Name(s)	Page Layout	Suggested Content
National Resources	Resource Page	• Add any **national resources related to sexual assault prevention** • This can be a URL, PDF, or open text • There is no limit to the number of resources that can be added, but we recommend keeping the list focused and relevant for higher read-through rates • List any institutional partnerships with national or local organizations • We recommend including URLs that will be maintained without having to update the course on a regular basis • If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded
Configurable Policy Page • Header • Text • Custom Policy	Policy Page	• Policy Acknowledgment page for any additional policies to add to the course (Sexual Misconduct Policy, Employee Handbook) • This policy is called "Custom Policy" in the Foundry • The Header, Text, and at least 1 policy must be populated for this page to appear for learners • We recommend including URLs that will be maintained without having to update the course on a regular basis

Configuration Name(s)	Appears in Course	Suggested Content
Custom Resource/ Policy Page • Header • Text • Resource(s) • Policy(ies)	Policy/Resource Page	• Add any additional **resources or policies** you want learners to see and/or acknowledge • For example, confidential and mandated reporter contact information; school or local resources; local medical /healthcare resources • The Header, Text, Image, and at least 1 Resource or Policy must be populated for this page to appear for learners • We recommend including URLs that will be maintained without having to update the course on a regular basis • If more than 1 resource is uploaded, then they will all be listed for the learner in the order they are uploaded
Closing Letter • Header • Text • Image	Standard Page	• 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 • Stay away from using stock images

Closing Video
 • Header
 • Text
 • Video
	Video Page	• 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
		 • Requirements:
		    ○ Needs to be a Youtube Video
		    ○ Enable Closed Captioning