# Preventing Harassment and Discrimination

## Course Outline with Learning Objectives & Compliance Requirements

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<th>Topics</th>
<th>Module Description</th>
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</table>
| **Module 1: Building Positive Workplaces** | Building Positive Workplaces introduces learners to the course topics, functionality, and the idea of positive workplace culture in which everyone plays a role. | - Recognize the course topics and interface functionality  
- Recognize the value of a positive, productive, professional workplace  
- Recognize the role they play in building and maintaining a positive workplace | 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)]. |

The introduction welcomes learners into the course. It prepares the learner for upcoming content in the next module by introducing:
- A positive and productive workplace
- The power of bystanders
- Everyone plays a role in positive workplace culture
- 4 Configurable Pages
## Module 2: Developing Awareness and Recognizing Discrimination

- Developing awareness of troubling behavior in the workplace
- Inclusivity and equity
- The harmful impact of discrimination on both the individual and the workplace
- 2 Configurable Pages

This module introduces learners to the concept of developing awareness in the context of discrimination, protected categories, and bias in the workplace. They also learn about the personal and professional impacts of discriminatory behavior, and topics such as inclusivity and equity.

### Learning Objectives

- Define “awareness” in the context of the three A’s of bystander intervention (action, awareness, attitude)
- Define the concept of a respectful workplace
- Define discrimination and discriminatory behavior, including unlawful discrimination based on protected characteristics
- Identify concerning workplace behavior, such as discrimination and how to address it
- Understand the various ways Title VII prohibits discrimination
- Understand Title IX and Title VI protections against discrimination in educational environments

### Compliance Requirement

- Provide notification of policies and contact information for filing complaints with the Title IX Coordinator (requires customization) or the OCR [34 CFR § 106.9].
- Understand that Title IX prohibits sex discrimination, including discrimination based on pregnancy, or parental or marital status, to ensure equal access to educational programs and activities [20 USC § 1681; 34 CFR § 106.30].
### Module 2s: Developing Awareness and Recognizing Discrimination

**Supervisor Module**

- Leading by example to create a positive workplace
- Responding to problematic behavior at all levels before it escalates
- Identifying discriminatory conduct, especially in the context of hiring, termination, promotions, etc.
- Providing accommodations, tools, and support
- 2 custom page options throughout module

This supervisor-only module prepares learners with supervisory duties to set a positive example for their employees, identify and respond to problematic behavior, be aware of discriminatory biases in the context of hiring, promotion, termination, etc., and provide reasonable accommodations to employees with disabilities or other individual needs.

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<td>Module 2s: Developing Awareness and Recognizing Discrimination</td>
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- Identify their role as supervisors in creating a climate of equity
- Identify and respond to problematic behavior at all levels before it escalates
- Recognize discriminatory conduct when it occurs in situations of hiring, firing, assignments, management, promotions, or other terms and conditions of employment
- Identify obligations under federal and state laws related to discrimination
- Recognize and respond appropriately to requests for reasonable accommodations related to religion and disabilities throughout the work lifecycle
## Module 3: Cultivating Attitudes and Identifying Harassment

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| Cultivating positive, productive, and professional attitudes in the workplace | This module allows learners to explore the attitudes that people bring to the workplace, and those that they expect from their colleagues. They also learn about the spectrum of behavior that can lead to harassment, and steps to prevent harassment. With a focus on cultivating positive, productive attitudes in the workplace, this module addresses barriers to intervention and problematic behaviors, including microaggressions, hostile work environments, *quid pro quo* harassment, and abusive conduct (bullying). | • Define “attitudes” in the context of the three A’s of bystander intervention  
• Define types of harassment  
• Identify concerning workplace behaviors that may lead to harassment, including sexual harassment  
• Identify the barriers that may inhibit employees from feeling personal responsibility to intervene | • Understand that Title IX prohibits sex discrimination, including different types of sexual harassment, against employees and students [20 USC § 1681; 34 CFR § 106.30]. |
| The harmful impact of harassment on both the individual and the workplace |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| Barriers to intervention                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| Microaggressions                                                       |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| Hostile work environment                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| *Quid pro quo*                                                        |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| Abusive conduct                                                       |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| 3 Configurable Pages                                                   |                                                                                                                                                                                                                     |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
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<tr>
<td><strong>Module 3s: Leading Workplaces Resistant to Harassment</strong>&lt;br&gt;<strong>Supervisor Module</strong></td>
<td>This module prepares learners with supervisory duties to promote a respectful workplace culture, communicate and support their employees, and intervene when appropriate.</td>
<td>Supervisors will:&lt;br&gt;• Understand their responsibility to intervene when they witness problematic behavior, including harassment&lt;br&gt;• Recognize that they have a responsibility to report misconduct that they learn about, even when no one complains or the reporter requests no action be taken&lt;br&gt;• Recognize the need to communicate with, and show their support for employees and peers who intervene when they witness concerning behavior&lt;br&gt;• Identify their obligations to promote a workplace culture that does not tolerate harassment</td>
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## Module 4: Taking Action Against Retaliation

- Defining and identifying retaliation
- Taking action to prevent or address harmful conduct in the workplace
- Reporting harassment, discrimination, and retaliation
- Legal penalties and remedies for committing misconduct
- 2 Configurable Pages

This module introduces learners to the steps that can be taken to address a broad range of potential or actual harmful conduct, and available remedies and penalties to hold offenders accountable.

- Define “action” in the context of the three A’s of bystander intervention
- Define retaliatory behavior and actions that may constitute retaliation, and how they differ from legitimate actions that are not unlawful retaliation
- Describe how building a respectful, professional, and inclusive workplace helps reduce the likelihood of retaliation
- Identify and practice using bystander intervention techniques, including direct action, distraction, delegation, and delay
- Identify the proper channels to report retaliation, discrimination, and harassment
- Understand the types of legal remedies and penalties that are available when someone harasses, or discriminates or retaliates against, another person in the workplace

- Raise awareness that retaliation for reporting prohibited conduct or participating in investigations or other disciplinary proceedings is prohibited by Title IX and the Clery Act [34 CFR § 106.71; 34 CFR § 668.46(m)].
## Preventing Harassment and Discrimination

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| **Module 4s: Leading Workplaces Resistant to Retaliation**  
*Supervisor Module* | - Supporting your team and setting clear expectations  
- Appropriate intervention  
- Recognizing retaliation  
- Addressing inappropriate behavior and following up  
- 3 Configurable Pages | - Identify their role as supervisors to support, monitor, and fix ongoing issues, and to be available and accessible to their employees  
- Recognize their duty to report claims of discrimination, harassment, and retaliation promptly to the appropriate channels  
- Apply appropriate bystander intervention techniques to address discrimination, harassment, and retaliation  
- Recognize how to respond if they are personally accused of retaliation, harassment or another form of misconduct  
- Identify obligations under federal and state laws related to retaliation  
- Recognize the value of a positive, productive, and professional workplace  
- Recognize the role they play in building and maintaining a positive workplace  
- Recognize that a safe and respectful workplace requires a culture where everyone is a stakeholder | |
### Module 5: Maintaining Positive Workplaces

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<tbody>
<tr>
<td>Review the importance of bystander intervention to maintain a respectful workplace</td>
<td>Recognize the value of a positive, productive and professional workplace</td>
<td>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)].</td>
</tr>
<tr>
<td>Why a positive workplace culture matters</td>
<td>Recognize the role they play in building and maintaining a positive workplace</td>
<td></td>
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<tr>
<td>Additional resources</td>
<td>Recognize that a safe and respectful workplace requires a culture where everyone is a stakeholder</td>
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<tr>
<td>Thank you and conclusion</td>
<td></td>
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<tr>
<td>4 Configurable Pages</td>
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*Maintaining Positive Workplaces* concludes the course by reinforcing the elements of bystander intervention and why a positive workplace culture matters.
# Preventing Harassment and Discrimination

Course Outline with Learning Objectives & Compliance Requirements

## Module 6: Building Supportive Communities

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<tr>
<td>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.</td>
<td>• 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</td>
<td>• 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].</td>
</tr>
</tbody>
</table>

- 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

- 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.
## Module 6: Building Supportive Communities (continued)

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<tr>
<td>Reporting and Disclosure</td>
<td>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.</td>
<td>• Practice empathetic and active listening to someone who has experienced sexual or relationship harassment or violence</td>
<td>• 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].</td>
</tr>
<tr>
<td>Reporting Options</td>
<td></td>
<td>• Understand reporting options and disciplinary proceedings for sexual and relationship misconduct</td>
<td>• 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].</td>
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<tr>
<td>Barriers to Reporting</td>
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<td>• 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(a)].</td>
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<tr>
<td>Responding Supportively to Disclosures</td>
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<td>• 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].</td>
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<tr>
<td>Supportive Measures</td>
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<td>• Provide state and federal laws on victim protections [20 USC § 1092(f)(8)].</td>
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<tr>
<td>The Grievance Process</td>
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<td></td>
<td>• 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)].</td>
</tr>
<tr>
<td>Federal/State Laws: Legal Protections</td>
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<td>• 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].</td>
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<tr>
<td>Forms of Retaliation</td>
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<td>Policy Acknowledgment</td>
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<tr>
<td>10 Configurable Pages</td>
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## Module 7: Conclusion

- Conclusion
- National Resources
- Post-Course Survey / Assessment
- 4 Configurable Pages

This module provides the learner with a brief review of content covered in Module 6, 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)].