



Copyright © 2025 by United Educators Insurance, a Reciprocal Risk Retention Group. All rights reserved. Permission to share or use this document beyond UE membership must be obtained from United Educators.

The material appearing in this publication is presented for informational purposes. It shouldn't be considered legal or coverage advice or used as such.

Title IX and You: Building a Culture of Care

Slide 1.1: Welcome

Text:

Title IX and You: Building a Culture of Care

This course will take approximately 45 minutes to complete. If you exit prior to finishing, your progress will be saved.

Image: Group of students talking.

Slide 1.2: Course Introduction

Video:

Presenter: Throughout your college experience, you'll meet new people, be exposed to different ideas, and learn about various subjects. This new chapter in your life will also bring new relationships. Whether it's a casual acquaintance or a romantic relationship, it's important to be mindful of your well-being and the well-being of others as you navigate these new interactions.

Through this course, you'll understand how Title IX ensures that every student, regardless of gender, religious beliefs, or cultural background, can enjoy a collegiate experience marked by safety and respect. Here are a few things that we will cover:

The different forms of sexual misconduct:

- Giving and receiving consent
- Ways to keep others safe
- Reporting options
- And getting support

As we dive into this course, remember to prioritize self-care. The topics we'll cover are sensitive and can sometimes be emotionally challenging. Take breaks when you need them. Taking care of your mental and emotional well-being is important.

Title IX Overview (Animation)

You may have heard of Title IX before. It's a federal law that was passed in 1972. The law bans sex discrimination in educational programs or activities that receive federal financial assistance. Before Title IX, women and girls had limited access to educational opportunities, particularly in athletics.

Over the years, the law has evolved to ensure institutions take action to prevent sex discrimination, such as sex-based harassment, and sexual assault, regardless of whether incidents occur on- or off-campus.

Title IX also protects students from discrimination based on parental, family, or marital status. In addition, your institution cannot discriminate based on pregnancy or related conditions, and must make certain reasonable modifications to its policies, practices, and procedures.

What does this mean for you?

What does this mean for you? It means your school is committed to taking a strong stance against sex discrimination, sex-based harassment, and other forms of sexual misconduct.

Your school must have clear policies and procedures to address these issues swiftly and justly. Title IX was passed to combat discrimination towards women and girls, but now ensures that every student, regardless of their sex feels safe and respected. This protection also covers international and visiting students, as well as campus visitors and employees.

Under Title IX, your school cannot retaliate against you for reporting an incident or participating in an investigation. But someone who knowingly makes a false report would be subject to separate disciplinary action.

Terms

Before we dive deeper into the course, let's clarify an important term you'll hear: a complainant is a person who alleges an experience of discrimination or misconduct and is typically the word used in institutional policies. Another term we'll use throughout this course is "victim," referring to individuals who have experienced sex discrimination and misconduct. Our viewpoint is that once an individual has moved far enough along in their

healing process, it is up to them to decide what label they believe is most appropriate, whether complainant, victim, or survivor.

Also, we'll cover terms that may be new to you. This course has a glossary to help you with these new terms. You can visit it at any time in the menu.

What exactly is prohibited sex discrimination under Title IX?

Now that you know Title IX requires your school to have clear policies and procedures to address issues of sex discrimination, let's explore the specific behaviors it aims to combat.

They are general terms that capture a range of harmful behaviors, including sex-based harassment, sexual assault, rape, sexual exploitation, and sex-based stalking. It's important to understand that these actions can affect. These harmful acts can occur in various contexts, between acquaintances, strangers, within romantic relationships, or even among individuals who have had previous consensual interactions.

Slide 1.3: Sexual Discrimination and Misconduct Definitions

Text:

Take a moment to read over the behaviors that fall under sex discrimination and sexual misconduct. Select each button.

Button ["Sex-based harassment"]:

Sex-based Harassment

Sex-based harassment is unwelcome conduct based on a person's sex and is a form of sex discrimination. This conduct includes verbal, nonverbal, or physical acts related to a person's sex and can lead to a hostile environment. The conduct is directed at an individual because of the individual's sex. Any person could experience sex-based harassment. Sex discrimination can include sex-based harassment along with other sexual violence and gender-based harassment.

Button ["Sexual Harassment"]:

Sexual Harassment

Sexual harassment is when someone behaves in a way that is sexual in nature, is severe and pervasive, and the behavior is objectively offensive. This behavior can affect a person's job or education, interfere with their work or academic performance, or create an intimidating, hostile, or offensive environment. The harassing behavior might be repeated, pervasive, or hostile in nature.

Button [“Sexual Assault”]:

Sexual Assault

Sexual assault is sexual contact or behavior that occurs without the consent of the recipient. It can happen with a body part or object, over or under clothing. Examples of sexual assault include sexual intercourse, sodomy, sexual acts with someone too young to consent, incest, fondling, and attempted rape. When these acts occur by force, or without consent, it is sexual assault.

Button [“Rape”]:

Rape

Rape is anal, oral, or vaginal penetration, however slight, with any body part or object, by a person of any gender without consent.

Button [“Sexual Exploitation”]:

Sexual Exploitation

Sexual exploitation is taking sexual advantage of another person for one’s own gain or the gains of others to the detriment of the person who was exploited.

Button [“Stalking”]:

Stalking

Stalking is a repeated pattern of behavior that targets a specific individual and causes fear for that person’s or others’ safety. It often results in significant emotional distress.

Button [“Dating Violence”]:

Dating Violence

Dating violence is physical or sexual harm committed by someone who is or has been in a romantic or intimate relationship with the victim. It can also include threats of harm. It can occur among heterosexual or same-sex couples and does not require sexual intimacy between the two parties in order to be considered dating violence.

Button [“Domestic Violence”]:

Domestic Violence

Domestic violence, similar to dating violence, involves physical or sexual harm committed by a current or former spouse or intimate partner, or by a person with whom you had a child, even if no longer living with that individual. In some states, it also includes

roommates, even when there is no intimate or romantic relationship between them. It can also include threats of harm. Again, it can occur among heterosexual or same-sex couples.

Slide 1.4: Additional Terms

Text:

Additional misconduct related to sex discrimination may include sexual violence, sexual abuse, interpersonal violence, and intimate partner violence. Each term describes specific behaviors that compromise an individual's safety and dignity.

Image: Student searching for additional terms online.

Slide 1.5: Is this assault?

Text:

Kendra and Matt have been together for six months and have had sex many times. Despite their relationship, she recently accused him of forcing her to have sex when she didn't want to. Since they were involved in an ongoing sexual relationship, can this be a case of assault? Choose yes or no.

- Yes
- No

Feedback:

Previous sexual encounters do not imply ongoing consent, even when people are in a relationship. Everyone has a right to say "no" at any time and have that wish respected.

Slide 1.6: Consent Introduction

Video:

Presenter: In the previous scenario's feedback, consent was mentioned. You've likely encountered the term before. If you have, what do you know about it? Perhaps you've learned that the absence of "no" does not mean consent exists. Or maybe you've heard that neither revealing clothes nor flirting indicates consent. If so, both are accurate statements about consent.

Consent is key to maintaining healthy and respectful relationships. It also plays a part in prevention. Consent means someone clearly and voluntarily agrees to engage in specific

sexual activities, which can be demonstrated through words or actions. Sexual activities include kissing, cuddling, hugging, and anal or vaginal contact with any object, no matter how brief. It also includes oral contact with any sexual body part.

Consent must be given freely without any pressure, force, threats, or intimidation. Without consent, any sexual activity is considered non-consensual and may legally qualify as sexual assault. Make sure you and your sexual partners are on the same page to maintain a healthy and respectful relationship. Keep in mind that consent is ongoing, and people can change their minds and withdraw consent at any time during sexual activities.

Getting consent may feel awkward, especially when you're in the moment, but consent can be the difference between consensual sex and sexual assault. Let's look at some key points to always remember.

Slide 1.7: Consent Keypoints

Text:

Here are some key points about consent to always remember. Select each one.

Button ["Revocable"]:

Consent can be revoked.

A person can withdraw consent at any moment, even in the middle of sexual activity.

Button ["Never Automatic"]:

Consent is never automatic.

Consenting in the past does not equal consent now or in the future, even in long-term relationships.

Button ["Active"]:

Consent is active, not passive.

Silence or a lack of active participation should not be interpreted as consent. Consent involves active communication.

Button ["Non-transferable"]:

Consent is specific and not transferable.

Agreeing to one act, like kissing, does not automatically mean agreement to additional acts. Also, consenting to an activity with one person does not imply consent with another person.

Button [“Informed ”]:

Consent must be an informed decision.

There are circumstances where consent cannot be granted. This includes situations where someone is unable to make informed decisions due to being too high or too drunk, which means they lack the capacity to consent. A person who is asleep also cannot consent. Always ensure that all parties are fully aware and capable of making informed decisions about their involvement.

Slide 1.8: Red Light, Green Light

Video:

Presenter: All in all, you want to make sure consent is as clear as possible, and that there is no wiggle room for misinterpretation. You can think of consent like a traffic light.

A red light means stop; there is no consent. Like someone saying “No” or “Stop, I don’t want to do this anymore.” A green light is clear consent, meaning words or actions that leave no room for misinterpretation. A yellow light means it’s neither red nor green. It’s a warning signal. You might hear comments like “I’m not so sure this is a good idea,” or “Maybe I’ve had too much to drink,” or “Maybe another time.” If you have a yellow light, it means stop and ask a clarifying question because you did not have a clear, green light.

Understanding these principles is crucial for maintaining respectful and healthy interactions. Always communicate clearly with your sexual partners and respect their boundaries.

So far, we’ve covered Title IX, sexual misconduct, and consent. Before we go further into the course, let’s look at Brianna and Jenny’s story.

Slide 1.9: Gamer’s Date Scenario #1

Video:

[A text message alert sounds, Brianna looks at her phone to see a message from Jenny.]

Jenny: “I can’t believe it’s been 6 weeks already”

Brianna: “Yeah, the time went by really quick. I think it’s because it was a fun project.”

Jenny: “Yeah, I thought I was going to hate it but it was actually really interesting.”

Brianna: “You think you might change your major now? Lol.”

Jenny: “You’re joking, but maybe I will”

Brianna: “I’m really going to miss working with you, though.”

Jenny: “Well...” [a little flirtatiously] “We can see each other outside of the project..”

Brianna: [Playfully] “See each other? Like we’ll see each other around campus and wave? Lol.”

Jenny: “Noooooo. I mean, let’s hang out.”

Brianna: [Excitedly] “Okay!”

[Scene changes to a café. Jenny and Brianna are at a table chatting, and having a good time. Scene then changes to them standing outside Brianna’s Apartment.]

Brianna: [Coyly] “What made you ask me out?”

Jenny: “I don’t know. We have a lot in common. There are not a lot of people that play the same niche video games as I do. I don’t know. I just thought you were interesting, and I didn’t know if I would have gotten another chance to ask you out.”

Brianna [blushes]: “Um, well, I’m really happy you did.” [After hesitating for a moment]: “Do you want to come upstairs and hang out for a little?”

Jenny: “Yeah.”

[Cut to the next day inside Brianna’s Living Room. She is texting with her friend, Hakeem.]

Hakeem: [Excitingly] “Hey. How did it go with Jenny?”

Brianna: “It was fine. We got something to eat, then she walked me home.”

Hakeem: “Just...fine???”

[Brianna looks troubled, and has trouble typing a response.]

Brianna: “I invited her up to my place.”

[She deletes a response she is writing.]

Hakeem: “Okaaaaay?”

[Brianna takes a long pause.]

Brianna: “So, we were messing around, and I agreed to making out but then she started to do more and I didn’t really want to do it but I just let it happen. It feels awkward now but I don’t feel like I can be mad at her because I never told her to stop.”

Hakeem: “So you never gave consent for her to take it further?”

Brianna: “No.”

Hakeem: “Did she ever ask you if you were okay with doing more?”

Brianna: “No, why?”

Hakeem: “Well, just because you consented to one act it doesn’t mean you consented to other acts. She should have checked in with you before going further. Do you want me to come over so we can talk?”

Brianna: [Relieved] “Yeah.”

Slide 1.10: Coercive Behaviors Introduction

Video:

Recent changes to the law

Presenter: Coercion

The previous scenario was not an example of this, but in some cases, people use coercion to pressure someone into sexual activities. If someone uses coercion to get a “yes,” that’s not consent. Coercion involves a person using emotional or psychological pressure to get someone to do something they don’t want to or are uncomfortable with. The coerced person is not in the mood or otherwise disinterested, but feels obligated, pressured, or intimidated to have sex.

Coercive behaviors can range from guilt-tripping and harassment to using intimidation, spreading lies, threatening the relationship, exploiting power imbalances, or even encouraging drug or alcohol use to lower someone's inhibitions.

A person can try to convince someone to engage in sexual activity, but only if the other person is willing to go along with being convinced. If the initiator is uncertain or misreads the other person, this might be coercion. Remember that flirting is a win-win situation, in that both are enjoying the back and forth. With coercion, that is not the case. To be safe,

any time the other person says that they are in any way not interested in sex, the initiator must stop.

If you're trying to initiate sex and you're ever in doubt or notice the other person is showing signs of hesitation—like staying silent, pulling away, or tensing up—you need to stop and check in with them. These signs can indicate discomfort or reluctance.

Slide 1.11: Examples of Sexual Coercion 1

Text:

Examples of sexual coercion include:

- Wearing a person down by asking for sex again and again, or making them feel bad, guilty, or obligated. When someone is worn down until they say “yes,” that is not consent.
- Pushing and disregarding limits that have already been set.

Image: Several hands hawkishly point towards a flustered person.

Image: An aggressive person pushes through caution tape to get into another person's face.

Slide 1.12: Examples of Sexual Coercion 2

Text:

Examples of sexual coercion include:

- Making a person feel like it's too late to say no.
- Telling a person that not having sex will hurt a relationship.

Image: An Intimidated person covering their face.

Image: An exhausted person being berated by their partner.

Slide 1.13: Multiple Choice Question #1

Text:

Vanessa and Henry initially consent to have sex after a great first date. While having sex, Vanessa notices Henry showing signs of hesitation. Select the most appropriate response for Vanessa?

- Continue, since consent was initially given.

- Stop and verbally check in with Henry to confirm their comfort and consent.
- Assume consent is still valid until Henry verbally revokes it.

Feedback:

Although Henry hasn't stated that he wants to stop, he may be uncomfortable. If you feel like something feels off with your partner during sex, stop and check in.

Slide 1.14: Multiple Choice Question#2

Text:

Long-term couple Aiden and Riley initially agreed to use a condom during sex, but Aiden removes it without asking Riley. What does this action represent? Select the best answer.

- A breach of the consent initially given by Riley for protected sex.
- An acceptable change while in a long-term relationship.
- A misunderstanding that does not affect the consent initially given.

Feedback:

Consent to sex with a condom does not mean consent to sex without one. Both parties must consent to unprotected sex.

Slide 1.15: Multiple Choice Question #3

Text:

Kema initially refused to have sex with Kai. Kai claimed that if he were to cheat, it would be because his needs weren't being met. After that, Kema told Kai they could have sex. How should Kema's agreement be interpreted in this scenario? Select the best answer.

- Their consent is valid as it was verbally given.
- Their consent is given freely and willingly.
- Their consent is not valid due to coercion.

Feedback:

Kema only agreed to have sex with Kai because he manipulated her by threatening to cheat on her. This is a form of coercion.

Slide 1.16: Party Intervene Scenario #2

Video:

[Hip Hop Music]

Natalie: "I'm definitely more adventurous than you."

Josh: "I doubt it."

Natalie: "Okay, what's the most adventurous thing you've done?"

Josh: "I've jumped out of a plane."

Natalie: "What? So you're a daredevil on command?"

Josh: "Not always, but yeah, I can rise to the occasion."

Party Guest: "Hey, do you all want to play flip cup?"

Natalie: "Yeah, okay."

Natalie: "No way! We lost at flip cup, I'm amazing at it. They're probably cheating."

Josh: "Oh, not probably. They definitely were."

Natalie: "We, we have to say something. They cannot get away with it." [Confronts other players while laughing]

Josh: "Let's, let's not do that."

Gosh, Not only are you adventurous, but uh, you like to start fights?"

Natalie: "So, still think you're more adventurous than me?"

Josh: "I think I'm not."

Natalie: "I can be pretty daring."

Josh: "Yeah, well, so what's next on your list of adventures?"

Natalie: "Has anyone ever told you that you're really hot."

Josh: "Right. I think you've had a little too much to drink."

Natalie: "No, seriously. Let's go somewhere private."

Tonya: "Hey, your makeup is smudged. Do you want to go to the bathroom so we can fix it?"

Natalie: "Okay, sure."

Tonya: "Josh, this might take a minute. Hey, Natalie. Actually, your makeup is fine, but you're really drunk right now. Can I help you get back to your dorm? You can barely stand up."

Natalie: "But, Josh."

Tonya: "Let's get you home, and you can see Josh some other time."

Natalie [texting with Tonya]: "Thanks for getting me home last night. I can't believe I tried to have sex with Josh."

Tonya: "Yeah, you were really drunk. I don't think you can really make informed decisions when you're that drunk."

Natalie: "Yeah, I was a mess. I can't even remember how many drinks I had."

Tonya: "Want to go get food from the cafeteria?"

Natalie: "Yes! I'm so hungry."

Slide 1.17: Recognizing Harm Introduction

Video:

Bystander Intervention

We've covered ways that you can prevent sexual assault by getting consent and not using coercion. But say you find yourself in a position where you witness or hear about sexual misconduct. If so, there are ways you can make a difference.

Active bystanders intervene in situations perceived as harmful by recognizing danger and taking action before, during, or after a situation. This may be as simple as giving someone a ride home or creating a distraction to help defuse an incident.

Recognizing the warning signs of harm is crucial for keeping your community safe and assisting those who may be in danger. Warning signs can manifest in various forms, including verbal, physical, emotional, and behavioral cues.

Slide 1.18: Recognizing Harm Examples 1

Text:

Here are a few examples:

- Someone appears to have had a lot to drink, and you suspect they are leaving with a person who might be interested in having sex with them.
- Dating violence: A person is controlling who their partner can see, where they can go, or what they can do. For example, you hear your friend say, "My girlfriend will get mad if I go out tonight."

Image: A devious person guides a drunk person secluded area.

Image: A person tracks their partners whereabouts.

Slide 1.19: Recognizing Harm Examples 2

Text:

Here are a few examples:

- A person brags about manipulating or using their status to convince a person to have sex. For instance, you overhear, “I convinced her to have sex with me to get an invite.”
- A friend mentions that their partner demands that they track their location. Their partner also wants to see their social media activity, like who they follow and who follows them, and all their messages.

Image: A person overhears a manipulative interaction between two other people.

Image: A toxic partner demands to know who their partner is texting.

Slide 1.20: Bystander Strategies to Use

Video:

Presenter: We’ve covered warning signs, and now we want to cover some bystander strategies you can use. Let’s say you’re at an event and see something that makes you think someone is in danger. How can you intervene before the situation gets worse? Let’s explore some possible options.

Slide 1.21: Create a Distraction

Text:

Create a Distraction

Try using an indirect approach to defuse the situation without confronting the harmful person directly.

Button [“Make a Mess”]:

You could redirect attention by creating a mess. For example, you spill your drink near the person in harm’s way and ask them for help cleaning it up to get them away from the harmful person.

Image: A person spills food everywhere.

Button [“Ask a Question”]:

You could act like you're in distress to create a distraction. Try asking the person you are worried about the following:

- “My phone is dead. Can I use yours to text my friend?”
- “I’m feeling dizzy. Do you know where I can get water? Can you help me get some?”

Image: A person asking an intoxicated person if they can use their phone.

Image: A person helping another person walk.

Slide 1.22: Ask Directly

Text:

Ask Directly

If you feel safe, you can intervene by talking to the person who you think may need help.

Directly ask, “Do you need help?”

However, sometimes, a person may not want to come out directly and say they need help.

Button [“Ask a Question”]:

Instead, you could try asking questions that give them a way out of a dangerous situation without directly asking if they need help.

- “Would you like me to stay with you?”
- “You look tired. Do you want to split a rideshare?” or “I’m leaving soon. Do you want a ride home?”

Image: Two friends showing concern for their crying friend.

Image: Person requesting a ride share.

Slide 1.23: Get Help

Text:

Get Help

It can be intimidating to confront someone alone, so enlist the help of others to walk over and say something. You can enlist friends, security guards, employees, and managers, to

name a few. They can also help with any of the bystander intervention strategies already mentioned.

Image: A student points out an incident to a venue staff member.

Slide 1.24: Call 911 or Campus Authorities

Text:

Call 911 or Campus Authorities

Sometimes, the safest intervention involves a neutral authority capable of altering the situation. If you are concerned for someone else's safety, don't hesitate to call 911 or Campus Safety.

Image: A person calls 911 on their phone.

Slide 1.25: Bystander Strategies Wrap-Up

Video:

Presenter: If you're in a crowd or a public space where other people see the same harmful situation, never assume someone else will step in. Take the initiative to intervene, or get others to help you.

If everything we just reviewed sounds hard or awkward, that's normal. It's hard to stand up and intervene. But remember, even if you think a harmful situation is not your business, if your gut is telling you something is wrong, even a small action can make the difference in whether someone has the worst moment of their life.

Slide 1.26: Gordon Brixton's Interview

Video:

Presenter: Some of you may be saying, hey, I'm not a part of the problem. You know, you're talking to the wrong person. But the point is, and I think your school is showing you this video precisely because they think that you can help. They're hoping you're not a part of the problem. They think that you can be part of the solution. And that's where this whole field of bystander intervention come in.

We often like to think about this violence as being between just maybe a couple of parties, but just think back through the stories that you've heard. There are often other people around. There are people that can help prevent the assaults. There are people that can

help recovery afterwards, and there are people that can help acclimate the culture and decide what kind of community it is you want to live in.

You're going to get your own invitation to help. It may come when a friend shares a story with you after going through a horrible experience. Maybe you're at a party and you see something that makes you uncomfortable. And you're going to have to decide, you know, are you going help. What is it that you want to do? And I hope some of you take that challenge to step up and help to try to make a difference. But I say all this knowing that what I'm asking you to do is not always easy. I can certainly remember myself being in situations as a college student, as a fraternity member, as an adult, as a co-worker where I saw something that made me uncomfortable and I didn't do anything about it. I can admit that, you know, sometimes I was simply afraid. Other times I figured that it wasn't any of my business. Other times I wanted to help but I didn't know what to do, or at least I couldn't think of what to do quick enough in the moment.

Recognize that you have a toolbox available to you. Sometimes you may feel comfortable jumping in directly. Sometimes you may feel more comfortable pulling in a third party. Other times you may be able to diffuse the situation through distraction or something of that nature. And the good thing about this is there's no shortage of resources out there right now to help you figure out what your strategies might be.

Slide 1.27 Reporting

Video:

Reporting

Presenter: Shifting our focus, let's discuss your reporting options if you experience or witness sex-based discrimination or sexual misconduct. Experiencing an incident is challenging, and deciding whether to report it is a deeply personal choice. Many choose not to report for various reasons, and that's entirely valid. However, if you decide to take action, two reporting pathways to consider are campus and criminal. You may choose to pursue one or the other, or both, or neither.

First, you can report any incidents involving current or former students, staff, visitors, or employees, to your Title IX office. Making a report means that the Title IX office will reach out to you and find out if you need support, and they will explain your options to you.

If you wish, you can also request an investigation by filing a Formal Complaint, but you do not have to do so. You will get support whether or not you wish to proceed with an

investigation. By notifying the Title IX office, you can get the information and support you need.

You can make a report with the police to have the incident investigated as a criminal act. The window for making such reports can vary widely by state—some provide up to eight years, while others impose no time limit. These reports are handled through local law enforcement agencies. You have the right to report to law enforcement, and the right to decline to report to law enforcement.

You can contact the National Justice Hotline for guidance and understanding of your legal options.

National Justice Hotline: 567-SHATTER (567-742-8837)

It's up to you to decide which and how many options you want to explore. Whichever route you choose, remember that the decision to report is personal and should be made based on what feels right for you.

Slide 1.28: Couch Crasher Scenario #3

Video:

[Raul's Living Room. A small gathering of people is chatting, listening to music, and drinking. Raul and Rebecca are talking to each other.]

Rebecca: Normally, I don't like potlucks, but having a chips and dip potluck is genius. Whoever made the salsa verde should be a chef.

Raul: I think Debbie made it.

Rebecca: Really? [Playfully] Why hasn't she ever made it for me then?

Raul: I think she looked up the recipe for this potluck.

Rebecca: Are you the friend who wants to be a diplomat?

[Raul chuckles.]

Raul: Yeah.

[The doorbell rings.]

Raul: Let me get that.

Rebecca: Okay.

[Time passes and we see various people talking and partying. Rebecca continues drinking. Eventually, she falls asleep on the couch. Everyone has left except for Debbie.]

Raul: Should we wake her?

Debbie: I don't know. She was kind of drunk, and her apartment is on the other side of campus and a 20-minute walk from here. [Hesitantly] If you're okay with it, can she just sleep on your couch?

Raul: [Reluctantly] Umm, sure.

Debbie: I would walk her home, but it's 30 minutes from me, and it's late.

Raul: Yeah, yeah, no, don't worry about it. Really, it's fine.

Debbie: [Sounds relieved] Okay, thanks.

Debbie: Okay, well thanks for inviting us, and thanks for letting her sleep it off.

[Scene changes to Raul's Bedroom. Time passes. It's pitch black.]

Raul: [Frightened and confused] Hey, what are you doing? Get off of me!

[Rebecca's feet quickly hit the ground, and she runs off. A few seconds later, a door slams.]

[Raul turns on his bedside lamp, and looks confused. Scene changes to Title IX Coordinator's Office. Text reads "Months Later."]

Angela Ng, the Title IX Coordinator, speaks to Raul.

Angela: We're really glad you decided to report what you experienced. On behalf of the university, I'm so sorry this happened to you. We can talk about the resources that are available to help you, and how the process will work as we move forward. Does this all make sense? OK, good. You do have the right to report this to the police, and I can help you with that. Whether you do or not will have no bearing on the school's investigation. Do you have any questions for me?

Raul: [Somberly] Thank you. As you can imagine, this has been confusing for me.

Slide 1.29: Title IX Coordinator and Other Employees

Video:

Title IX Coordinator

Presenter: If you want to report an incident to your school, you can speak to your campus's Title IX coordinator. Coordinators serve in a neutral role to support all campus members and can guide you through the process.

They will help you understand your options by providing detailed and specific information on supportive measures such as medical care, counseling services, emotional support resources, and academic support. They will discuss your options, ranging from pursuing the school's internal process to filing criminal charges. You can share as much or as little about what happened to you with the Title IX Coordinator.

Furthermore, the coordinator will explain the confidentiality boundaries of the information you share and clarify your rights. One of their goals is to ensure you feel supported and informed as you navigate your next steps.

Other Employees

What if you share an incident of sexual misconduct with a campus employee? You should know that they might be required to inform the Title IX Coordinator of the incident depending on their position and your school's policy.

On the other hand, if you share an incident with a professional licensed counselor as a client, they are not required to report your disclosure to the Title IX Coordinator. This also includes other professionals with a license that mandates confidentiality.

Slide 1.30 Mandatory Reporting

However, most states also have mandatory reporting requirements when abuse victims are under the age of 18, and all employees who are physicians, nurses, and those in most clinical roles must report that type of abuse, which can be considered child abuse, to the local child protection department. To determine who you can confidentially talk to, check your institution's Title IX policy online or ask your Title IX Coordinator.

Slide 1.31 Rights of the Accused

Video:

Rights of the Accused

Presenter: After an incident is reported to the Title IX Coordinator, if an investigation is initiated, the Title IX Coordinator will explain the process and timeline to the complainant (i.e. the victim) and the respondent (i.e. the person who is accused). After the investigation is complete, some campuses also have a hearing with the complainant and the respondent to determine if the respondent is responsible for violating that institution's

policy. It's important to know that the complainant and the respondent have certain rights throughout this process.

Slide 1.32: 1. What to expect #1

Text:

Here are the rights you can expect throughout this process.

- All parties have the right to have an advisor of their choice present with them during the investigation and any hearings. This advisor can be anyone they trust to support them through the process.
- All parties are entitled to an equal opportunity to present witnesses and evidence that support their case. This ensures that the investigation is fair and comprehensive.

Image: A group of supportive advisors waiting readily to help.

Image: Pieces of an investigation displayed on a corkboard.

Slide 1.33: What to expect #2

Text:

Here are other rights you can expect throughout this process:

- All parties will receive written notification about the outcome of the complaint and any subsequent appeal. This documentation keeps all parties fully informed at every step.
- All parties have the right to review the investigation report and appeal the outcome.

Image: Envelopes.

Image: A person carefully reviews a report on their computer and finds an issue.

Slide 1.34: Respondent Found Responsible

Video:

Presenter: If the respondent is found responsible for violating the school's Title IX policy, appropriate sanctions and penalties are enforced under the school's policy. These can include measures such as educational interventions, suspension, expulsion, or other appropriate actions aimed at addressing and preventing further instances of sex-based discrimination or misconduct.

Slide 1.35: Supportive Measures

Text:

Supportive Measures

Slide 1.36: Informed of Supportive Measures

Text:

After reporting an incident to your school, you have the right to be informed of the range of supportive measures available to you throughout the investigation. These may include:

Button [“Timely Notifications ”]:

Receive timely notifications about all counseling and emotional support resources available. Access to these services can be extremely beneficial in helping you cope with the emotional aftermath of an incident.

Button [“No-contact Order”]:

Obtain a no-contact order or order of protection to safeguard your well-being and prevent any further unwanted interactions with the other party involved.

Button [“Accommodations”]:

After reporting and throughout the adjudication process, you can receive disability-related accommodations if you need them. Consult with your school’s disability services office.

Slide 1.37: Support Resources

Video:

Presenter: Retaliation

If you’re concerned about making a report to your school because of fears of retaliation, you should know that Title IX protects you from it. It requires your school to prohibit retaliation and take action if it occurs. Rest assured that whether you’re filing a complaint, participating as a witness, or assisting in a Title IX investigation, this law ensures you are safe from intimidation, threats, coercion, or discrimination. However, it's important to note that this protection does not extend to individuals who make intentionally false reports.

Support Resources

Whether you report or not, make sure you get the support you need. On-campus and off-campus resources are available to help you recover and protect your well-being. These

support options range from immediate medical care to long-term counseling and academic assistance.

For immediate needs, medical facilities can provide essential care. You might consider visiting a local clinic, hospital, or emergency room to treat injuries and collect evidence, which is crucial in the early hours following an incident—up to three days for minors and four days for adults. Besides medical help, emotional support is also vital.

You can reach out to counselors at any time; a good starting point is the national counseling hotline. Private counselors are also available to offer ongoing emotional support.

National Counseling Hotline 1-800-656-HOPE (1-800-656-4673)

Slide 1.38: On-Campus Resources 1

Text:

In terms of on-campus resources, here are some that may be available to you:

- Counseling and emotional support is available through licensed or certified professional counselors who offer psychological help and advice.
- Health services include crucial testing for sexually transmitted infections (STIs) and pregnancy.
- Victim advocacy is provided by trained professionals who assist victims through the investigation and adjudication process.

Slide 1.39: On-Campus Resources 2

Text:

In terms of on-campus resources, here are some that may be available to you:

- Housing assistance can include options to move one or both involved parties into different accommodations to ensure safety and comfort.
- Academic support is offered through various means, such as tutoring, postponement of assignments, and adjustments to course schedules or testing. Sometimes, this includes changes to classroom arrangements if victims share classes with the accused.

Slide 1.40: On-Campus Resources 3

Text:

In terms of on-campus resources, here are some that may be available to you:

- Disability services extend additional support, with dedicated offices providing accommodations tailored to the needs of students with disabilities, including technological accommodations provided by IT services.
- Finally, many campuses offer faith-based resources, connecting students with campus ministries or local religious organizations for spiritual support, adding another layer of care in the recovery process.

Slide 1.41: Support Resources Wrap-up

Video:

Presenter: Having explored the various support resources available on- and off-campus, it's important to understand how these services can be accessed and the difference they can make.

Whether it's immediate medical attention, mental health counseling, or academic adjustments, these resources can support you through recovery and beyond, ensuring your well-being is protected at every step.

As we wrap up, remember that your school's commitment to upholding Title IX requirements is not just about compliance; it's about fostering a community where all members can thrive without fear of sex-based discrimination and sexual misconduct. You should now have a better idea of what Title IX is, how to prevent sexual misconduct, reporting options, and supportive resources.

Slide 1.42: Survivor Stories

Text:

As we conclude this course, let's reinforce some lessons learned by listening to the voices of three survivors of sexual assault.

Slide 1.43: Ana

Video:

[Ana is a survivor and found the strength to come forward.]

Ana: So it took me six months to accept it myself that it had happened. I didn't really even think about it that day.

After that day I kind of just put it out of my mind completely until I was unable to live my life and keep going unless I had addressed it myself.

And once I did that, with the help of my parents and friends, I was able to let my school know that this had happened. When I came forward, five other girls came forward that had stories from those two specific boys.

I honestly think the the biggest thing and the the way I was able to move forward and to find the strength to come forward was by talking about it. That has been the one thing that has saved my life.

It's taken me a while, but having the conversation has been the absolute biggest thing that has helped me.

Slide 1.44: Angela

Video:

[Angela is a survivor and no longer blames herself.]

Angela: I shut down, you know, here I was silent. I chose a lifetime of silence after that.

I felt humiliated and I think for me to even think about what was done to me made me shudder from embarrassment. So telling anyone, telling my parents was out of the question.

Eventually, as the years passed, I was able to carve a path forward. It wasn't the same. I kept telling my parents that I was fine and nothing happened. So I moved on.

And six, six years ago is when I was watching the news as I'm listening to the voice of another survivor. And here I was standing at my kitchen sink. I was a high functioning nurse at that time. I had a life. But I knew that I had to say something.

I could see the 17-year-old me and there she was standing in my mind's eye. I could see her standing, disheveled with a look of panic in her eyes and I decided to report to authorities and to the university in which it happened.

My life would have been better served had I sought out medical care and much needed mental health throughout my life because I did suffer with PTSD and depression and anxiety and flashbacks and I had no means to process that throughout my life. I do now.

Six years ago after I disclosed, I decided to get into therapy intensely and I made peace with myself over the shame. I know now that it's not my fault. I have given that shame. I've passed it on to my perpetrators.

Slide 1.45: Antuan

Video:

[Antuan is a survivor and wants you to look out for each other]

Antuan: It's important to understand and to know that what you choose to do with your body is your right and your right alone.

It's not a matter of someone else making you feel a certain way, trying to embarrass you into anything you don't want to do, trying to coax you.

And when you have people in your life that are willing to say, hey, my friend said no, they don't want to drink.

They don't want to talk to you, they don't want to go somewhere with you.

It is so important to have those people in your life.

When you find those people, cherish those people.

And if you can be one of those people, oh wow, please be one of those people.

If you can be a bystander and an ally to someone who has had that experience and just listen and accept them and find out the ways that you can support them from them, it will make an incredible, incredible difference in the world you live in, the world they live in, and the world we all live in.

Slide 1.46: Course Wrap-Up

Text:

By helping create a climate where these violations are not tolerated, we can make a difference for everyone on our campus. Thank you for taking the time to view this course.

Image: Group of students talking.

Student glossary terms that need review:

Retaliation

This refers to any adverse action taken against an individual for reporting or participating in a Title IX investigation or proceeding, including peer harassment. This can include threats, intimidation, harassment, or other similar negative treatment, and it undermines the integrity of the reporting and investigative process.

Sex-based harassment

Sex-based harassment is verbal or physical conduct used to create a hostile work or educational environment. The conduct is directed at an individual because of the individual's sex. Any student might experience sex-based harassment. Sexual harassment, sexual violence, and gender-based harassment fall under sex-based harassment.

Sexual harassment

Sexual harassment is when someone behaves in a way that is sexual in nature, is severe and pervasive, and the behavior is objectively offensive. This behavior can affect a person's job or education, interfere with their work or academic performance, or create an intimidating, hostile, or offensive environment. The harassing behavior might be repeated, pervasive, or hostile in nature.

Title IX hearing officer or panel

The role of a Title IX hearing officer or panel is to preside over formal hearings related to allegations of sexual harassment or discrimination under Title IX. They review evidence, hear testimony from involved parties and witnesses, and make determinations regarding responsibility based on a preponderance of the evidence standard.

Title IX investigator

The role of a Title IX investigator is to impartially gather evidence, interview witnesses, and assess allegations of sexual harassment or discrimination in accordance with Title IX regulations. They work to ensure a fair and thorough investigation process, ultimately providing a detailed report to aid in the resolution of the complaint.