

IDE 631: Project Report

Syracuse University
School of Education
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Instructional Design Development and Evaluation
Instructional Design & Development I
IDD&E 631



FINAL REPORT

| 2024

Presented By

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Student Employee Mandated Reporting Training

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IDE 631 – Instructional Design and Development I

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Submitted to:

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Instructor

Abstract:

This project will explore the instructional solution to student employee supplemental instructors' (SIs) lack of knowledge, confidence, and practice in performing Title IX Mandated Reporter job duties required of their position. This performance problem exists despite SIs participating in a mandatory three day long in-person group training before each semester. SIs report that they do not remember or recognize scenarios in which their action is required, and do not know how that action should/can be taken. Thus, they feel unprepared to respond to, and manage a potential reportable issue, and don't fully recognize the legal consequences of their potential inaction.

The proposed instructional design project addresses a performance gap in Title IX reporting among SIs at the University of North Texas. The solution is a hybrid model training that consists of a 1.5 hour self-paced online module (to be completed within 3 weeks), followed by a 1.5 hour in-person scenario-based workshop that will be facilitated by Supplemental Instruction Senior Leaders (SLs) during a pre-existing team meeting.

The implementation and evaluation plans are included to provide suggestions on how to ensure the proper means of disseminating instruction materials. The online module builds foundational knowledge through interactive scenarios and assessments while the in-person session reinforces practical skills with real-world role-plays. Formative assessments throughout the module and a summative debrief ensure mastery, following a post-training effectiveness survey. The in-person module will aim to provide SIs with scenario-based practice in executing proper interaction management, and determination of reportable offenses. All within a comfortable environment that fosters cooperation among peers and room for constructive feedback.

Overall, the project aims for improved understanding accuracy in mandated reporting, managing sensitive interactions, reducing legal risk and boosting SI's confidence and compliance to the established Title IX standards.

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Instructional Analysis: Performance Statement

Problem statement:

Student employee Supplemental Instructors have expressed a lack of confidence in their understanding of Title IX and how it affects their job responsibilities. They do not know how to respond to - and report Title IX violations, and don't recognize the legal consequences for failure potential violations properly.

Competent Performance:

Supplemental Instructors will understand their responsibilities as mandated reporters, feel confident in their ability to manage and report potential Title IX violations, and be able to recite the legal consequences of improper actions.

Performance Problem:

Student employee Supplemental Instructors report that they do not understand their Title IX responsibilities despite participating in a three day long in person group mandatory training. They repeat this training before each semester. However, they do not remember or recognize scenarios in which their action is required and how that action should/can be taken. Thus, they feel unprepared to respond to and manage a potential reportable issue, and don't fully recognize the legal consequences of their potential inaction.

Analysis: Audience & work/learning environments

Audience Profile:

Supplemental Instruction Leaders (SIs) are all student employees of the University of North Texas. They range from 18 to 25 years old, and have all mastered (achieved an A) in the content of a specific course offered by the university that does not necessarily correspond with their personal majors. These employees tend to be highly motivated, and overachieving. However, for many SIs, this position is their first job working outside of the service industry as a teenager, or their first job ever, leaving many feeling nervous about doing their jobs well. That said, most SIs remain in their position for the duration of their undergraduate degree programs.

Learning and Working Environments:

The Working Environment of the Learning Center is casual but busy. There are approximately 70 SIs employed any given semester, covering around 30 different courses offered by different schools in the university. All SIs have individualized work schedules based on the course that they are covering. Similarly, SIs have varying numbers of sessions and students attending their sessions. SIs are grouped into teams of approximately 5-7 members. These teams are managed by a

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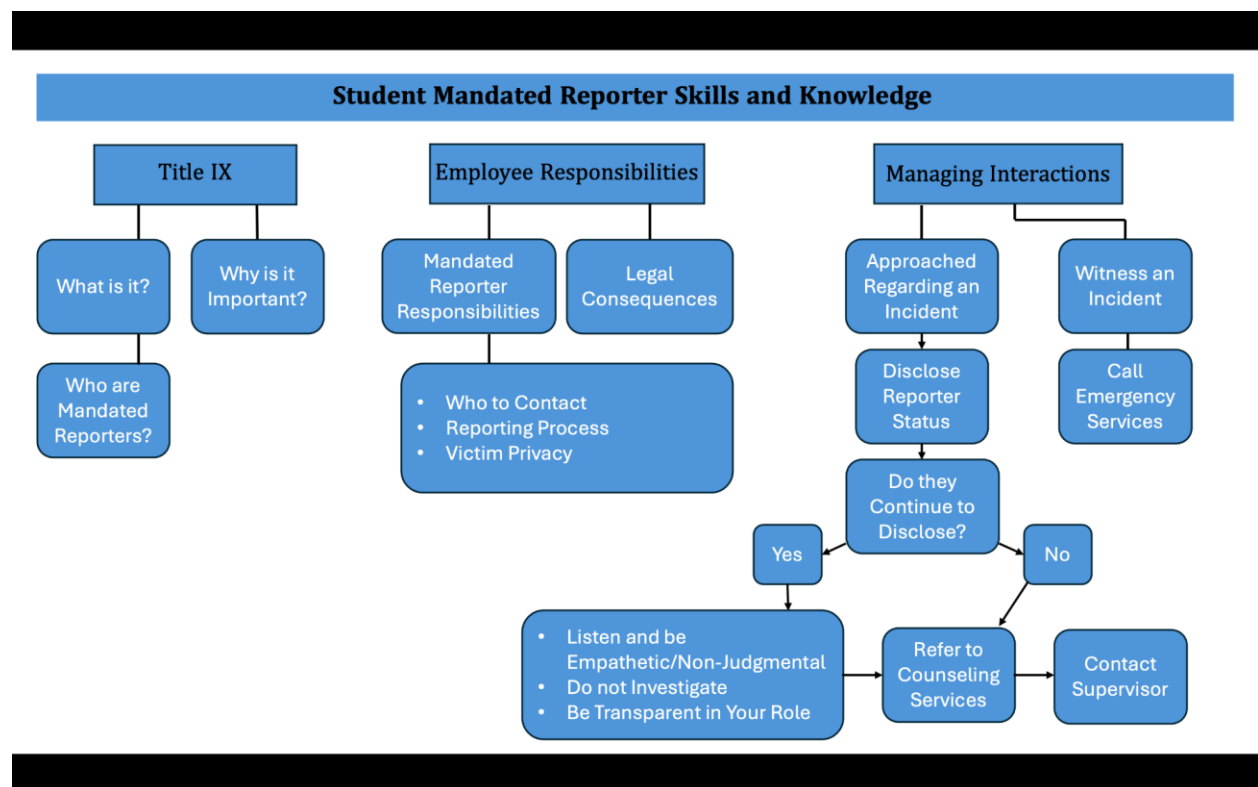
Supplemental Instruction Senior Leader (SL), and consist of SIs covering different academic subject matters. All SLs are managed by two full-time Impact Directors, who oversee the program. SIs also manage individual professional relationships with the instructors/professors of their assigned course. Despite the relatively flexible and varied nature of the role, all Learning Center employees have free use of the Learning Center's central office on campus.

The Learning Environment consists of a paid three day training (15 hours total) that SIs undergo before each semester begins. These trainings take place in lecture auditoriums located on campus, and are facilitated by SLs and Impact directors, and consist mostly of powerpoint presentations. Additionally, each SL led team has weekly in-person meetings where the SL guides the SIs through professional development training prepared by the SLs themselves and the Learning Center.

Analysis: Content Analysis

Content Analysis

Knowledge and skills required to be a competent mandated reporter includes understanding Title IX law, and its application in educational institutions and also recognizing the individual responsibilities of a student employee in an instruction position. Finally, student employees need to have the ability to manage an interaction with a potential victim of a Title IX violation.



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The instructional analysis suggests that SIs are in need of a more personalized and rigorous training environment and implementation in order to grasp necessary prerequisites regarding understanding Title IX, and how Title IX impacts their role as student employees. As such, instruction in this area should differ from previous instruction/training by being introduced as an individually completed online training module. This change was introduced to ensure that every SI actively engages with the learning content, which can be challenging/difficult to ensure in a large group lecture setting.

Additionally, the analysis suggests that student instructors require comprehensive training on managing interactions with potential victims. This will be facilitated via an in-person protocol based scenario training that will be implemented by the Senior Leaders of each SI team. See below for a detailed breakdown of necessary areas requiring instruction.

Design – Content, Instructional Goals, Objectives, Assessments

Summary of the relationships among performance and content

Performance	Content
• SIs will be able to identify what Title IX is, and its importance in their role as mandated reporters, to the satisfaction of Impact Directors.	- Definition of Title IX. - Importance of Title IX regarding mandated reporters. - Regulations of Title IX regarding mandated reporters.
• SIs will be able to articulate the responsibilities of a mandated reporter. • SIs will be able to appraise their legal culpability in the reporting process, by explaining the legal ramifications of improper action.	- Legal consequences of improper action with regards to Title IX. - Responsibilities of mandated reporters. - Legal culpability in the reporting process.
• SIs will be able to assess what constitutes a reportable offense. • SIs will be able to execute the reporting process with 100% accuracy	- Potential Title IX violations. - Study cases that do apply and cases that do not apply to Title IX and those that don't. - Give a correct response to the individual informing the student employee about the potential violation. - Step-by-step reporting protocol to the correct superior.

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Instructional Goals

- The primary goal is to equip SIs with the knowledge, skills, and confidence to fulfill Title IX responsibilities and roles accurately and effectively.

Learning Objectives

- SIs will be able to identify what Title IX is, and its importance mandated reporters to the satisfaction of Impact Directors
- SIs will be able to articulate the responsibilities of a mandated reporter.
- SIs will be able to appraise their legal culpability in the reporting process, by explaining the legal ramifications of improper action.
- SIs will be able to manage a reportable interaction scenario.
- SIs will be able to assess what constitutes a reportable offense.
- SIs will be able to execute the reporting process with 100% accuracy.

Summary of the relationships among goals, objectives, and assessments

- [part 1] Self-paced eLearning module

Instructional Goal	Learning Objectives	Learning Assessment
To facilitate learners (SIs) in developing the knowledge and skills required to confidently and accurately perform their duties as mandated reporters, while maintaining empathetic, non-judgmental and patient communication with UNT students.	• SIs will be able to explain the importance of Title IX law as mandated reporters. • SIs will be able to appraise their legal culpability in the reporting process, by explaining the legal ramifications of improper action. • SIs will be able to assess what constitutes a reportable offense. • SIs will be able to execute the reporting process with 100% accuracy.	Given a variety of on-campus situations, learners will be able to answer MCQ tests on aspects of the Title IX law, role, and importance. MCQ tests on what constitutes the responsibilities of mandated reporters Given a situation of Title IX violations and multiple of choices of what constitutes the offense/and the legal consequences if not reporting Exercise where a student reads a case scenario and fills in gaps in the sample report to correctly execute the reporting process .

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- [part 2] Facilitated in-person group workshop

To facilitate learners (SIs) in developing the knowledge and skills required to confidently and accurately perform their duties as mandated reporters, while maintaining empathetic, non-judgemental and patient communication with UNT students.	● SIs will be able to articulate the responsibilities of a mandated reporter. ● SIs will be able to manage a reportable interaction scenario.	Live interactive simulations of various scenarios and feedback in real time. Post-training surveys that assess confidence and compliance in mandated reporting
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Development: Storyboard Set

Storyboard Set: Provides a description of the proposed instructional solution including a brief overview narrative, flow chart of key activities throughout the instructional solution, and individual storyboard screen detailed each major activity during the instruction

Narrative (Text overview, 1-page)

UNIT Title: Overview
Purpose: Close knowledge and skill gaps in Title IX reporting among SIs
Seat-time: 1.5 hr online & 1.5 hrs in-person

Context: This unit addresses gaps in understanding Title IX responsibilities among Supplemental Instruction Leaders (SIs) at the University of North Texas. Previously delivered as a mandatory in-person group training, the course now combines a self-paced online module with an in-person, scenario-based training session, providing a more personalized and effective learning experience. The updated unit equips SIs with the knowledge needed to recognize, respond to, and report potential Title IX violations while managing sensitive interactions, thereby building their confidence and competency as mandated reporters.

Target Audience: The target audience for this training unit consists of Supplemental Instruction Leaders (SIs) at the University of North Texas, aged 18 to 25. These student employees are high achievers who have earned an "A" in the course content they lead. Despite their academic success and motivation, many SIs are inexperienced in professional settings outside the service industry, making this their first job in a role that requires understanding institutional policies like Title IX. Although they have previously attended mandatory in-person group training on Title IX, they still lack confidence in recognizing, responding to, and reporting potential violations. Their nervousness and inexperience in handling sensitive, legally significant situations contribute to their ongoing uncertainty in fulfilling their Title IX responsibilities.

Expected UNIT outcomes:

- SIs will be able to identify what Title IX is, and its importance mandated reporters to the satisfaction of Impact Directors
- SIs will be able to articulate the responsibilities of a mandated reporter.
- SIs will be able to appraise their legal culpability in the reporting process, by explaining the legal ramifications of improper action.
- SIs will be able to manage a reportable interaction scenario.
- SIs will be able to assess what constitutes a reportable offense.
- SIs will be able to execute the reporting process with 100% accuracy.

Overview: This storyboard presents the flow of activities for two 1.5-hour sessions (eLearning/in-person) for the "Student Employee Mandated Reporting Training". The training begins with a 1/5-hour self-paced online module, covering essential Title IX information to facilitate learners (SIs) in developing the knowledge and skills required to confidently and accurately perform their duties as mandated reporters, while maintaining empathetic, non-judgmental and patient communication with UNT students.

Learners will have a 3-week period to complete this training. While the online module builds foundational knowledge through interactive scenarios and assessments while the in-person session reinforces practical skills with real-world role-plays.

Designers: Emma Pate, Chynara Turatbek kyzy, Soroth Sam

Key UNIT content: brief description of content to be covered in unit

The modules covers essential aspects of Title IX law, the roles of mandated reporters, identifying potential violations, managing sensitive interactions, and accurately executing the reporting process. It includes videos, interactive activities, scenario-based learning, quizzes, discussions for better understanding, role-play, debrief and post-training effectiveness survey.

Content learning assessments: tests or quizzes, assignments or projects, discussions, etc.

- MCQ Quizzes on Title IX roles and responsibilities.
- Matching exercises for identifying reportable offenses.
- Scenario-based role-plays to manage interactions.
- Final debrief and discussion for reflection and knowledge integration.
- Post survey

Resources required for UNIT: books, articles, technology, handouts, rubrics, etc. existing or that need to be created

- Interactive iSpring/Articulate Storyline based eLearning unit, course on Canvas LMS, role-play guided questions/instructions, scenario-based worksheets, quizzes, post-training survey, printed facilitation materials.
- Digital devices (e.g., laptops or tablets) for accessing online resources/slide presentation, Google Form Surveys, wireless presentation clicker and reflection sheets.

Facilities required for UNIT: where instruction takes place (e.g., classroom facility, lab, online)

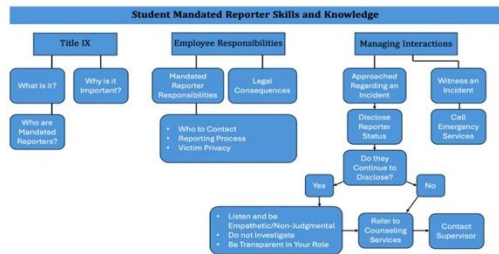
Reservation of the Learning Center's classroom space for in-person role play on campus.

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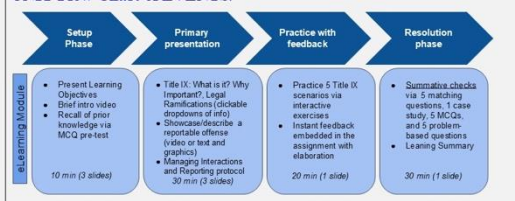
Flow chart (Visual overview, 1-page)

Content Hierarchy:

The Title IX unit prepares SIs to fulfill mandated reporting duties by covering three areas: legal understanding, managing interactions with potential victims, violation identification and reporting protocols. Learners will first gain a foundational grasp of Title IX law, including specific reporting responsibilities. In addition, learners will develop interpersonal skills, handling sensitive and difficult conversation with alleged victims. Finally, they'll develop skills to recognize reportable violations and distinguish these from non-reportable cases using practical scenarios and learners will master the reporting process, ensuring they can execute it accurately and communicate with designated supervisors. This unit ensures learners can identify, assess, manage interactions and report Title IX incidents confidently and in compliance with established Title IX standards.



UNIT Flow Chart of EVENTS:



Brief EVENT descriptions: bullet points of activities in each event

- **Introduction:** Intro video of a Title IX case and online course learning objectives.
- **Content Delivery:** Use an interactive presentation to explain Title IX laws, the importance of Title IX compliance, and mandated reporter responsibilities, highlighting common violations and legal consequences of failing to report.
- **Problem-based learning Scenarios:** Engage learners in different scenarios to identify Title IX violation cases or what constitutes a reportable offense, and instant feedback after each scenario to reinforce learning.
- **Assessment:** Conduct a summative assessment, including matching exercises, MCQs, case studies, and problem-based questions, to evaluate learners' understanding of Title IX roles and reporting requirements.
- **Learning Summary:** Guided questions of reflection: what did you learn? why is it important to you? and how will you apply what you learn to your job as a mandated reporter?

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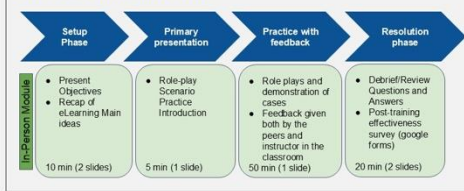
Storyboard screens (1-3 screens for each section of flow chart)

Setup Phase	Primary Presentation	Practice with Feedback	Resolution Phase
UNIT title: Setup Phase EVENT Title: Learning Objectives Estimated Time for EVENT: 3 minutes  EVENT – Representative image EVENT Description: (how this event flows/work) The learning objectives are displayed in the online course to ensure a sense of purpose or expectation for an online course. EVENT Deliverable: (what is produced during the event) Students are aware of the objectives of the online course and the role of the reporting opportunity and skills necessary as a standard report. EVENT required resources (the facilitator & learners) Access to online module Learning objectives Digital devices to access the content of the online course EVENT primary and sub-learning objectives The online system will prompt students to read course learning objectives before proceeding to another part of the online course. EVENT primary control points (reviewed & assessed) Clear audit learning objectives intended to achieve their purpose.	UNIT title: Primary presentation EVENT Title: What is Title IX and Why is it Important? Estimated Time for EVENT: 10 minutes  EVENT – Representative image EVENT Description: (how this event flows/work) In the online course system, students will participate with interactive dialogue questions with text + visual about the basic principles of Title IX, which they can use to apply in their responsibilities as mandated reporters. EVENT Deliverable: (what is produced during the event) Students will enhance foundational knowledge of Title IX and consequences of Title IX principles such to reach meaningful results on their responsibilities as mandated reporters. EVENT required resources (the facilitator & learners) Access to online module Interactive dialogue of Title IX scenarios/dilemma Digital devices to access the content of the online course EVENT primary and sub-learning objectives Students will be able to understand the basics of Title IX and consequences of Title IX principles, and the legal ramifications associated with Mandated Reporting. EVENT primary control points (reviewed & assessed) Definition of Title IX Importance of Title IX compliance (duty of mandated reporting)	UNIT title: Practice with feedback EVENT Title: Practice Scenario: Management, Violation Identification & Reporting Process Estimated Time for EVENT: 30 mins  EVENT – Representative image EVENT Description: (how this event flows/work) Students will be asked to read and use case study examples of potential Title IX violations. EVENT Deliverable: (what is produced during the event) Students will be given choices regarding proper reporting process, where students identify responsible individuals + conflicts is correctly provided based on response. EVENT Deliverable: (what is produced during the event) Students will develop their ability to manage sensitive interactions, identify responsible Title IX officers and create the reporting process. EVENT required resources (the facilitator & learners) Access to online module Interactive dialogue of Title IX scenarios/dilemma Digital devices to access the content of the online course EVENT primary and sub-learning objectives Students will be able to understand the basics of Title IX and consequences of Title IX principles, and the legal ramifications associated with Mandated Reporting. EVENT primary control points (reviewed & assessed) Definition of Title IX Importance of Title IX compliance (duty of mandated reporting)	UNIT title: Resolution phase EVENT Title: Final Outcome/Lesson Estimated Time for EVENT: 10 minutes  EVENT – Representative image EVENT Description: (how this event flows/work) Competency quiz covering key concepts, case resolution, and reporting process. EVENT Deliverable: (what is produced during the event) Students will develop the ability to manage sensitive interactions, identify responsible Title IX officers, manage interactions, and feel confident about the reporting process. EVENT required resources (the facilitator & learners) Access to online module Knowledge check questions & scenarios Learning Summary EVENT primary and sub-learning objectives The online system will guide students to read Title IX case study examples, followed by an interactive quiz where they decide which action they should take for a particular case study. EVENT primary control points (reviewed & assessed) Interactive choice 3 making violation identification questions, 1 case study and reporting process, 3 MCQs, and problem based questions.
UNIT title: Setup Phase EVENT Title: Introduction of Title IX to You Estimated Time for EVENT: 7 minutes  EVENT – Representative image EVENT Description: (how this event flows/work) Display a video of the Title IX to You from the student's perspective. EVENT Deliverable: (what is produced during the event) Students will enter their existing knowledge and experience to the case information about Title IX, which they can use to apply in their responsibilities as mandated reporters. EVENT required resources (the facilitator & learners) Access to online module Interactive video about Title IX Digital devices to access the content of the online course EVENT primary and sub-learning objectives Students will be able to understand the basics of Title IX and consequences of Title IX principles, and the legal ramifications associated with Mandated Reporting. EVENT primary control points (reviewed & assessed) Definition of Title IX Importance of Title IX compliance (duty of mandated reporting)	UNIT title: Primary presentation EVENT Title: Characteristics of Title IX Violations Cases Estimated Time for EVENT: 10 minutes  EVENT – Representative image EVENT Description: (how this event flows/work) In the online course system, students will be presented with what constitutes Title IX violations and the characteristics of Title IX officers. This includes example cases. EVENT Deliverable: (what is produced during the event) Students will understand knowledge and understanding of what constitutes Title IX violations and developing the ability to differentiate between reportable and non-reportable violations associated with Title IX case study examples. EVENT required resources (the facilitator & learners) Access to online module Interactive video about Title IX Digital devices to access the content of the online course EVENT primary and sub-learning objectives Students will be able to understand the basics of Title IX and consequences of Title IX principles, and the legal ramifications associated with Mandated Reporting. EVENT primary control points (reviewed & assessed) Definition of Title IX Importance of Title IX compliance (duty of mandated reporting)	UNIT title: Practice with feedback EVENT Title: Practice Scenario: Management, Violation Identification & Reporting Process Estimated Time for EVENT: 30 mins  EVENT – Representative image EVENT Description: (how this event flows/work) Students will be asked to read and use case study examples of potential Title IX violations. EVENT Deliverable: (what is produced during the event) Students will be given choices regarding proper reporting process, where students identify responsible individuals + conflicts is correctly provided based on response. EVENT Deliverable: (what is produced during the event) Students will develop their ability to manage sensitive interactions, identify responsible Title IX officers and create the reporting process	UNIT title: Resolution phase EVENT Title: Final Outcome/Lesson Estimated Time for EVENT: 10 minutes  EVENT – Representative image EVENT Description: (how this event flows/work) Competency quiz covering key concepts, case resolution, and reporting process. EVENT Deliverable: (what is produced during the event) Students will develop the ability to manage sensitive interactions, identify responsible Title IX officers, manage interactions, and feel confident about the reporting process. EVENT required resources (the facilitator & learners) Access to online module Knowledge check questions & scenarios Learning Summary EVENT primary and sub-learning objectives The online system will guide students to read Title IX case study examples, followed by an interactive quiz where they decide which action they should take for a particular case study. EVENT primary control points (reviewed & assessed) Interactive choice 3 making violation identification questions, 1 case study and reporting process, 3 MCQs, and problem based questions.
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Storyboard screens (1-3 screens for each section of flow chart)

UNIT Flow Chart of EVENTS:



Brief EVENT descriptions: bullet points of activities in each event

- Introduction:** Present an overview of Title IX, the importance of accurate reporting, and the session's learning objectives.
- Role-Play Activity:** Engage learners in role-playing different scenarios, with instructors providing guidance and feedback after each scenario to reinforce learning.
- Debrief:** Facilitate a discussion on lessons learned, real-life challenges, and practical applications of Title IX knowledge, encouraging learners to reflect and prepare for future scenarios.
- Post-Training Effectiveness Survey:** Figure out how effective the instructions is, and to what extent it meets the learning objectives and learning goal.

Setup Phase

Primary Presentation

Practice with feedback

Resolution Phase

UNIT title: Setup Phase
EVENT Title: Role-Play Scenario of Title IX Estimated Time for EVENT: 7 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
The instructor presents key concepts learned online, focusing on principles of Title IX, Characteristics of Title IX violations, managing interactions, and reporting process.

EVENT Deliverables: (what is produced during the event)
Review key concepts from the online module preparing students for the training.

EVENT required resources: (for facilitator & learners)
Facilitator: PowerPoint slide of the recap, Classroom space with presentation capability, presentation, slides and lecture notes.
Student Employees: Laptops/ Tablets or note-taking tools.

Checking Notes on EVENT:
The instructor will present recap of Title IX, characteristics of Title IX, and a step-by-reporting process.
Student employees will take notes and ask questions to clarify areas of misunderstanding.

EVENT primary and sub-learning objectives:
Students will be able to recall and define what is presented to what they have learned or known.
The basic principle of Title IX laws.
Characteristics of Title IX offenses.
Managing Interactions.
Reporting process.

UNIT title: Primary presentation
EVENT Title: Presentation of Role-play Scenario Estimated Time for EVENT: 5 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
The instructor will give instruction on how to role-play and demonstrate a practical role-play on a Title IX case, giving the learner a platform by providing a concrete example of how to manage difficult and sensitive conversations.

EVENT Deliverables: (what is produced during the event)
Students will understand strategies and skills in managing Title IX cases, preparing them for real-world cases in standard reports.
Students will become familiar with Title IX violations.

EVENT required resources: (for facilitator & learners)
Facilitator: Powerpoint slide of the planned scenes, Classroom space with presentation capability, presentation, slides, and lecture notes.
Student Employees: Laptops/ Tablets or note-taking tools, handouts of the sample role-play, and role-play instruction.

Checking Notes on EVENT:
The instructor will provide step-by-step instructions for role-play based on a real incident.
The instructor will demonstrate realistic role-playing of the incident.

EVENT primary and sub-learning objectives:
Students will be able to understand how to handle difficult and sensitive interactions conversations without judgment.
Students will be able to recognize effective strategies and skills to handle conversations regarding Title IX violations.
Students will recognize expectations of those role-play scenario.

EVENT primary content points: (covered & assessed)
The role-play scenario example.
A step-by-step role-play instruction.
A demonstration of a realistic role-play scenario.

UNIT title: Practice with feedback
EVENT Title: Practice Role-play Scenario Estimated Time for EVENT: 5 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
Group that based on role-play of Title IX scenarios, with each group presenting how they handled the situation. Feedback will be given initially by peers and the instructor.

EVENT Deliverables: (what is produced during the event)
Students will enhance their confidence in managing interactions and sensitive conversations.
Students will develop fluency and flexibility to handle Title IX cases.

EVENT required resources: (for facilitator & learners)
Facilitator: Classroom space and handouts of Title IX cases for role-play.
Student Employees: Laptops/ Tablets or note-taking tools, handouts of the sample Title IX cases from sample to news coverage.

Checking Notes on EVENT:
The instructor will facilitate a group pair role-play based on a real incident.
The instructor and peers will give feedback to improve the case.

EVENT primary and sub-learning objectives:
Students will be able to gain confidence in managing difficult and sensitive interactions related to Title IX violations.
Students will be able to create effective strategies to facilitate difficult and sensitive conversations regarding Title IX offenses.

EVENT primary content points: (covered & assessed)
Title IX violations cases for role-play scenarios.
Collaborative decision-making.
Peer's and instructor's feedback.

UNIT title: Resolution phase
EVENT Title: Practice Role-play Scenario Estimated Time for EVENT: 3 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
Each individual will take notes being presented with a role-play scenario in which they will be required to demonstrate proper handling of a sensitive interaction in an SI and Mandatory Reporter. Feedback will be given initially by peers and the instructor.

EVENT Deliverables: (what is produced during the event)
Students will enhance their confidence in managing interactions and sensitive conversations.
Students will develop fluency and flexibility to handle Title IX cases.

EVENT required resources: (for facilitator & learners)
Facilitator: Classroom space and handouts of Title IX cases for role-play scenarios from printed student perspective.
Student Employees: Laptops/ Tablets or note-taking tools.

Checking Notes on EVENT:
The instructor will facilitate role-play scenarios to which students will be required to demonstrate proper handling of a sensitive interaction in an SI and Mandatory Reporter.
The instructor and peers will give feedback to improve the case.

EVENT primary and sub-learning objectives:
Students will be able to gain confidence in managing difficult and sensitive conversations.
Students will be able to create effective strategies to facilitate difficult and sensitive conversations.
Students will be able to recognize how legal responsibility in the reporting process, by exploring the legal ramifications of improper action.
Students will be able to clarify any confusion or misconceptions through communicating with peers and facilitator.

EVENT primary content points: (covered & assessed)
Title IX violations cases for role-play scenarios.
Collaborative decision-making.
Peer's and instructor's feedback.

UNIT title: Setup Phase
EVENT Title: Learning Objective Estimated Time for EVENT: 3 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
The instructor present learning objectives to create a sense of purpose or expectation for the in-person training. Outline the agenda for in-person training.

EVENT Deliverables: (what is produced during the event)
Students are aware of the objectives, informing them of the expected knowledge and skills necessary gather as a mandated reporter.

EVENT required resources: (for facilitator & learners)
Facilitator: Powerpoint slide of the planned sessions, Classroom space with presentation capability, presentation, slides and lecture notes.
Student Employees: Laptops/ Tablets or note-taking tools.

Checking Notes on EVENT:
The instructor will outline the learning objectives for the in-person training, setting clear expectations for students.

EVENT primary and sub-learning objectives:
Students will be able to identify the information that is helpful for their role as mandated reporters.
The clear and specific learning objectives.

UNIT title: Primary presentation
EVENT Title: Presentation of Role-play Scenario Estimated Time for EVENT: 5 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
The instructor will give instruction on how to role-play and demonstrate a practical role-play on a Title IX case, giving the learner a platform by providing a concrete example of how to manage difficult and sensitive conversations.

EVENT Deliverables: (what is produced during the event)
Students will understand strategies and skills in managing Title IX cases, preparing them for real-world cases in standard reports.
Students will become familiar with Title IX violations.

EVENT required resources: (for facilitator & learners)
Facilitator: Powerpoint slide of the planned scenes, Classroom space with presentation capability, presentation, slides, and lecture notes.
Student Employees: Laptops/ Tablets or note-taking tools, handouts of the sample role-play, and role-play instruction.

Checking Notes on EVENT:
The instructor will provide step-by-step instructions for role-play based on a real incident.
The instructor will demonstrate realistic role-playing of the incident.

EVENT primary and sub-learning objectives:
Students will be able to understand how to handle difficult and sensitive interactions conversations without judgment.
Students will be able to recognize effective strategies and skills to handle conversations regarding Title IX violations.
Students will recognize expectations of those role-play scenario.

EVENT primary content points: (covered & assessed)
The role-play scenario example.
A step-by-step role-play instruction.
A demonstration of a realistic role-play scenario.

UNIT title: Practice with feedback
EVENT Title: Practice Role-play Scenario Estimated Time for EVENT: 5 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
Group that based on role-play of Title IX scenarios, with each group presenting how they handled the situation. Feedback will be given initially by peers and the instructor.

EVENT Deliverables: (what is produced during the event)
Students will enhance their confidence in managing interactions and sensitive conversations.
Students will develop fluency and flexibility to handle Title IX cases.

EVENT required resources: (for facilitator & learners)
Facilitator: Classroom space and handouts of Title IX cases for role-play.
Student Employees: Laptops/ Tablets or note-taking tools, handouts of the sample Title IX cases from sample to news coverage.

Checking Notes on EVENT:
The instructor will facilitate a group pair role-play based on a real incident.
The instructor and peers will give feedback to improve the case.

EVENT primary and sub-learning objectives:
Students will be able to gain confidence in managing difficult and sensitive interactions related to Title IX violations.
Students will be able to create effective strategies to facilitate difficult and sensitive conversations regarding Title IX offenses.

EVENT primary content points: (covered & assessed)
Title IX violations cases for role-play scenarios.
Collaborative decision-making.
Peer's and instructor's feedback.

UNIT title: Resolution phase
EVENT Title: Practice Role-play Scenario Estimated Time for EVENT: 3 minutes

EVENT - Representative image

EVENT Description: (how this event flows/work)
Each individual will take notes being presented with a role-play scenario in which they will be required to demonstrate proper handling of a sensitive interaction in an SI and Mandatory Reporter. Feedback will be given initially by peers and the instructor.

EVENT Deliverables: (what is produced during the event)
Students will enhance their confidence in managing interactions and sensitive conversations.
Students will develop fluency and flexibility to handle Title IX cases.

EVENT required resources: (for facilitator & learners)
Facilitator: Classroom space and handouts of Title IX cases for role-play scenarios from printed student perspective.
Student Employees: Laptops/ Tablets or note-taking tools.

Checking Notes on EVENT:
The instructor will facilitate role-play scenarios to which students will be required to demonstrate proper handling of a sensitive interaction in an SI and Mandatory Reporter.
The instructor and peers will give feedback to improve the case.

EVENT primary and sub-learning objectives:
Students will be able to gain confidence in managing difficult and sensitive conversations.
Students will be able to create effective strategies to facilitate difficult and sensitive conversations.
Students will be able to recognize how legal responsibility in the reporting process, by exploring the legal ramifications of improper action.
Students will be able to clarify any confusion or misconceptions through communicating with peers and facilitator.

EVENT primary content points: (covered & assessed)
Title IX violations cases for role-play scenarios.
Collaborative decision-making.
Peer's and instructor's feedback.

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Implementation: Dissemination Plan

Dissemination Plan

The nature of the course is divided in two segments, an online module (containing different types of media, reading texts and various types of assessments), and in-person training where learners utilize the knowledge about Title IX and apply that knowledge and skills in discussions, and role plays within their preexisting SL teams.

Instruction implemented via the eLearning course will be hosted on the Canvas LMS of the institution with the open enrollment. All students (target audience) will receive an e-mail with detailed instruction on 1) how to enroll in the eLearning module, 2) requirements to complete the module, 3) records of post-assessment scores in the LMS to ensure all students have completed the required module.

The module will be open for students to access and study the content at their own pace over the period of three weeks. The online content will be broken down into roughly three modules, Title IX, Employee Responsibilities, and Managing Interactions. The course will take approximately 1.5 hours to complete. Each Module will be concluded with a summative assessment, the scores will be recorded in the LMS along with the progress report logs (also available for download in Microsoft Excel format, to crosscheck the number of students that completed the eLearning module. The ID (Impact Directors) will be able to login in the LMS, review the post-assessment scores, progress reports in LMS.

Upon successful completion of the post-assessment (80% and above) SIs will be awarded a certification of completion generated directly in the LMS available for download in PDF format. This online course will serve as a precursor to the in-person team role-play training.

The in-person portion of training is expected to take place during a pre-existing team meeting, led by the Team Senior Leader, and take the duration of the meeting to complete (Approximately 1.5 hours) at Learning Center's central office on campus.

Challenges	Mitigation
eLearning:	
Module is not loading	Ensure stable internet connection with minimum internet bandwidth.
Don't know how to go through the eLearning module	Create FAQs to help students navigate the eLearning Module.
Not everyone completed the eLearning module	Track data on LMS (post - assessment and progress report) accessible to the IDs Send push notifications via LMS weekly basis 3 days before the deadline the IDs can download the LMS progress report and send follow-up emails to the students

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	Add a disclaimer about the mandatory nature of this eLearning module, it being an essential part of continued employment.
Can't access the LMS, ex: forgot login or password, LMS website not responding etc.	Be in contact with the LMS manager/IT manager who can help retrieve/change credentials if needed.
In-Person Training:	
Technical problems with laptop/projector etc.	Have pre-printed materials for distribution in class
Need to Display content	Overhead projector is required to display a PowerPoint Slide during the in-person portion.
Stage fright/Lack of Confidence During Role-Play Activity	Make use of the already present respectable and close rapport among SI teams will help to not only alleviate the tension but also instead promote a positive and safe environment.

Resources for eLearning	Resources for In-Person
Technology with access to internet	Room for meeting
Login credentials for Canvas LMS	PowerPoint Slide Paper Copies
Troubleshooting FAQ	Projector
	Presentation Clicker to navigate Slides

While the process of implementing the in-person training sounds appealing, SI might experience stage fright, lack of confidence, and/or an inability to utilize knowledge learned from the online course to conduct role-play scenarios. One solution to resolve this challenge is to foster a supportive and non-judgmental environment so that SIs can perform confidently without excess nervousness. Moreover, making use of the already present respectable and close rapport among SI teams will help to not only alleviate the tension but also instead promote a positive and safe environment.

Recommendations in the case of non-completion. Discussions will be had with IDs as to consequences for learners who do not complete this mandatory training. Possibilities will include termination from SI position, meeting with ID to discuss further action and consequences individually, etc.

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Evaluation: Formative and Summative Evaluation Plan, Cost Benefit

Overall Evaluation Plan

Formative evaluation (during development process to develop effective instruction)

eLearning Module:

Formative evaluation

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders providing data
<i>Content Presentation</i>	<i>Clear content Logical flow Effective graphics Resources (text, websites) Level of learner interaction Effectiveness of presentation</i>	<i>Survey at the end of the module on LMS with a set of questions, where participants evaluate each criteria on a scale from 1 (lowest) to 5 (highest) Focus group meeting to elaborate on the findings of the survey</i>	<i>Learners/SIs SLs Impact directors</i>
<i>Activity</i>	<i>Instructions clear Aligns with content Effectiveness of activity Expected outcomes</i>	<i>Survey</i>	<i>Learners/ SIs SLs Impact directors</i>
<i>eLearning module engagement experience</i>	<i>How many people completed the module, how much time they spent on the module on average, average scores on the post-assessment tests, how many times they logged into the module, completion dates (analysis)</i>	<i>Progress report and grades from the LMS Follow-up on the SIs that didn't complete the eLearning, why?</i>	<i>Learners/ SIs SLs Impact directors</i>

Summative evaluation

Type of evaluation	Sample Eval questions	Instruments/protocols	Uses
<i>Overall satisfaction</i>	<i>Effectiveness (i.e. do you think you learned?), value (i.e. do you feel that this content is important?), quality (i.e. was this training effectively designed?)</i>	<i>End-of-instruction survey An NPS score (-10 to +10) to measure customer loyalty by looking at their likelihood of recommending a given eLearning module. ROTI (Return on time investment) score, is a subjective metric that indicates how good it felt to spend time in a module on a scale from 1 to 10 COR (Completion Rate) - number of graduates/total enrollment (how</i>	<i>Continue instruction? If NPS is 7 or higher If ROTI is 7 or higher</i>

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Type of evaluation	Sample Eval questions	Instruments/protocols	Uses
		<i>frequently were reminders sent, and to who?)</i>	
<i>Learning assessment</i>	<i>Evidence of learning in training</i> <i>Are learners able to understand the responsibilities of Title IX?</i> <i>Can SIs articulate their responsibilities and roles as mandated reporters?</i> <i>Are SIs confidently manage sensitive interaction with Title IX violation informers?</i> <i>Are SIs able to recite legal implications if failing to report improper actions or Title IX violations?</i>	<i>Results of the post-assessment test scores retrieved from the LMS</i>	<i>Future enhancements</i> <i>report of success</i>
<i>Transfer ...Impact</i>	<i>Able to use new competencies in simulations/role plays post-training and/or on-the-job</i>	<i>Role-play after 1,2,3 months post-training to check the knowledge/skills retention</i>	<i>Future enhancements</i> <i>,</i> <i>report of successes</i>

In-Person Training:

Formative Evaluation : (during development process to develop effective instruction)

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders providing data
<i>Content Presentation: Title IX Recap, SI Responsibilities, and Managing interactions, Role-Play Scenario</i>	<i>Are learners able to understand the responsibilities of Title IX?</i> <i>Can SIs articulate their responsibilities and roles as mandated reporters?</i> <i>Are SIs confidently manage sensitive interaction with Title IX violation informers?</i> <i>Are SIs able to recite legal implications if failing to report improper actions or Title IX violations?</i>	<i>Role-play Scenario and Real Title IX cases</i> <i>PowerPoint Slide of the content.</i> <i>Handouts of the PowerPoint Slides</i>	<i>SIs</i> <i>SLs</i>
<i>Activity</i>	<i>Role-play and feedack</i>	<i>Feedback after the role-play</i> <i>Reflection after individual role-plays</i> <i>Debrief</i>	<i>SIs</i> <i>SLs</i>

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Summative evaluation (impact of instruction on learners/performance after instruction)

Type of evaluation	Sample Eval questions	Instruments/protocols	Uses
<i>Overall satisfaction</i>	<i>Effectiveness, value, quality</i>	<i>End-of-instruction survey</i>	<i>Continue instruction?</i>
<i>Learning assessment survey</i>	<i>Post in-person training offer SIs the opportunity to self-report scenario training effectiveness</i>	<i>Survey offering sliding scale to quantify feelings of improvement, and satisfaction (or lack thereof)</i>	<i>Future enhancements report of success</i>
<i>Transfer ...Impact</i>	<i>-SL report of role-play outcomes among their respective SI groups.</i> <i>-Where SIs confident, empathetic and correct in their management of scenarios?</i> <i>-Continue periodic role-plays during meetings for the duration of semester</i> <i>Able to use new competencies on-the-job or in next level of instruction</i>	<i>Observations, focus groups, post-instruction/role-plays</i>	<i>Future enhancements, report of successes</i>

Cost-benefit Analysis

‘Costs associated with implementation (personnel, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with implementation (financial, resources, quantitative and qualitative)
<u>Development of eLearning Module</u> - Instructional Design Professional - Content expert <u>Personnel</u> - Facilitators of in-person training <u>Facilities for in-person training</u> - Room for training - projector for display <u>Training materials</u> - Printed materials for in-person facilitators, and learners in case of technical failures - Scenario breakdown for SL facilitators <u>Administrative Support</u> - Personnel required for management and oversight of eLearning content	<u>Benefits to Individual SIs</u> - SIs will have increased confidence in performing job duties related to mandated reporting - SIs will be able to more effectively manage real instances of potential Title IX violations <u>Benefits to the University/SI Program</u> - Increased confidence and knowledge regarding Title IX procedure among student employees increases campus safety, and improves legal liability outcomes <u>Benefits to UNT Students</u> - Students interactions with more knowledgeable and confident SI employees improves their student experience, and the likelihood of the effective resolution of potential Title IX related emergencies

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Appendices – Other clarifying information

Enlarged Storyboard Panels:

Narrative (Text overview, 1-page)

UNIT Title: Overview

Purpose: Close knowledge and skill gaps in Title IX reporting among SIs

Seat-time: 1.5 hr online & 1.5 hrs in-person

Context: This unit addresses gaps in understanding Title IX responsibilities among Supplemental Instruction Leaders (SIs) at the University of North Texas. Previously delivered as a mandatory in-person group training, the course now combines a self-paced online module with an in-person, scenario-based training session, providing a more personalized and effective learning experience. The updated unit equips SIs with the knowledge needed to recognize, respond to, and report potential Title IX violations while managing sensitive interactions, thereby building their confidence and competency as mandated reporters.

Target Audience: The target audience for this training unit consists of Supplemental Instruction Leaders (SIs) at the University of North Texas, aged 18 to 25. These student employees are high achievers who have earned an "A" in the course content they lead. Despite their academic success and motivation, many SIs are inexperienced in professional settings outside the service industry, making this their first job in a role that requires understanding institutional policies like Title IX. Although they have previously attended mandatory in-person group training on Title IX, they still lack confidence in recognizing, responding to, and reporting potential violations. Their nervousness and inexperience in handling sensitive, legally significant situations contribute to their ongoing uncertainty in fulfilling their Title IX responsibilities.

Expected UNIT outcomes:

- SIs will be able to identify what Title IX is, and its importance mandated reporters to the satisfaction of Impact Directors
- SIs will be able to articulate the responsibilities of a mandated reporter.
- SIs will be able to appraise their legal culpability in the reporting process, by explaining the legal ramifications of improper action.
- SIs will be able to manage a reportable interaction scenario.
- SIs will be able to assess what constitutes a reportable offense.
- SIs will be able to execute the reporting process with 100% accuracy.

Overview: This storyboard presents the flow of activities for two 1.5-hour sessions (eLearning/in-person) for the "Student Employee Mandated Reporting Training". The training begins with a 1/5-hour self-paced online module, covering essential Title IX information to facilitate learners (SIs) in developing the knowledge and skills required to confidently and accurately perform their duties as mandated reporters, while maintaining empathetic, non-judgmental and patient communication with UNT students.

Learners will have a 3-week period to complete this training. While the online module builds foundational knowledge through interactive scenarios and assessments while the in-person session reinforces practical skills with real-world role-plays.

Designers: Emma Pate, Chynara Turatbek kyzy, Soroth San

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Key UNIT content: *brief description of content to be covered in unit*

The module covers essential aspects of Title IX law, the roles of mandated reporters, identifying potential violations, managing sensitive interactions, and accurately executing the reporting process. It includes videos, interactive activities, scenario-based learning, quizzes, discussions for better understanding, role-play, debrief and post-training effectiveness survey.

Content learning assessments: *tests or quizzes, assignments or projects, discussions, etc.*

- MCQ Quizzes on Title IX roles and responsibilities.
- Matching exercises for identifying reportable offenses.
- Scenario-based role-plays to manage interactions.
- Final debrief and discussion for reflection and knowledge integration.
- Post survey

Resources required for UNIT: *books, articles, technology, handouts, rubrics, etc. existing or that need to be created*

- Interactive iSpring/Articulate Storyline based eLearning unit, course on Canvas LMS, role-play guided questions/instructions, scenario-based worksheets, quizzes, post-training survey, printed facilitation materials.
- Digital devices (e.g., laptops or tablets) for accessing online resources/slide presentation, Google Form Surveys, wireless presentation clicker and reflection sheets.

Facilities required for UNIT: *where instruction takes place (e.g., classroom facility, lab, online)*

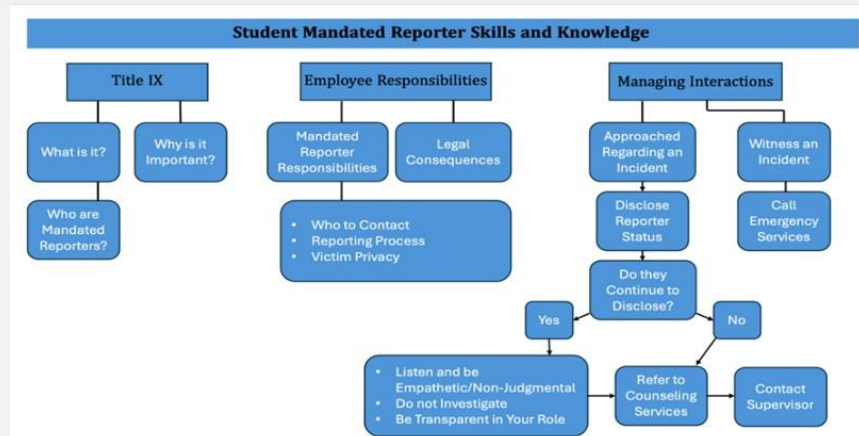
Reservation of the Learning Center's classroom space for in-person role play on campus.

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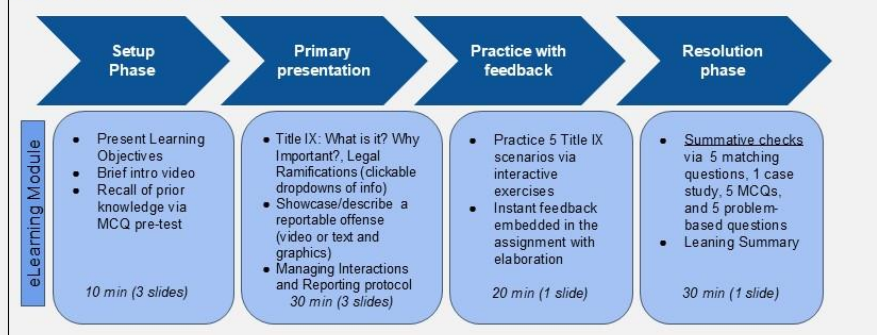
Flow chart (Visual overview, 1-page)

Content Hierarchy:

The Title IX unit prepares SIs to fulfill mandated reporting duties by covering three areas: legal understanding, managing interactions with potential victims, violation identification and reporting protocols. Learners will first gain a foundational grasp of Title IX law, including specific reporting responsibilities. In addition, learners will develop interpersonal skills, handling sensitive and difficult conversation with alleged victims. Finally, they'll develop skills to recognize reportable violations and distinguish these from non-reportable cases using practical scenarios and learners will master the reporting process, ensuring they can execute it accurately and communicate with designated supervisors. This unit ensures learners can identify, assess, manage interactions and report Title IX incidents confidently and in compliance with established Title IX standards.



UNIT Flow Chart of EVENTS:



Brief EVENT descriptions: *bullet points of activities in each event*

- **Introduction:** Intro video of a Title IX case and online course learning objectives.
- **Content Delivery:** Use an interactive presentation to explain Title IX laws, the importance of Title IX compliance, and mandated reporter responsibilities, highlighting common violations and legal consequences of failing to report.
- **Problem-based learning Scenarios:** Engage learners in different scenarios to identify Title IX violation cases or what constitutes a reportable offense, and instant feedback after each scenario to reinforce learning.
- **Assessment:** Conduct a summative assessment, including matching exercises, MCQs, case studies, and problem-based questions, to evaluate learners' understanding of Title IX roles and reporting requirements.
- **Learning Summary:** Guided questions of reflection: what did you learn? why is it important to you? and how will you apply what you learn to your job as a mandated reporter?

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Storyboard screens (1-3 screens for each section of flow chart)

Setup Phase

UNIT title: Setup Phase EVENT Title: Learning Objective		Estimated Time for EVENT: 2 minutes
EVENT – Representative image 		EVENT Description: (how this event flows/works) - The learning objectives are displayed in the online course to create a sense of purpose or expectation for an online course.
		EVENT Deliverables: (what is produced during the event) - Students are aware of the objectives of the online course, informing them of the expected knowledge and skills necessary as a mandated reporter.
		EVENT-required resources: (for facilitator & learners) - Access to online module - Learning objectives - Digital devices to access the content of the online course
Clarifying Notes on EVENT: The online system will prompt students to read course learning objectives before proceeding to another part of the online course.		EVENT primary and sub-learning objectives: - Students will be able to shape their expectations as the result of attending this online course and be able to evaluate the information necessarily to gather for the future role as a mandated reporter.
		EVENT primary content points: (reviewed & assessed) - Clear and specific learning objectives intended to be achieved after the course.

UNIT title: Setup Phase EVENT Title: Introduction of Title IX Video		Estimated Time for EVENT: 5 minutes
EVENT – Representative image 		EVENT Description: (how this event flows/works) - Display a video of the Title IX case to draw the student's attention. - Students are prompted to think about Title IX and expand their understanding of how the law impacts their role as SIs.
		EVENT Deliverables: (what is produced during the event) - Students will relate their existing knowledge and experience to the new information about Title IX, thus shaping their intention to know more about Title IX legal standards.
		EVENT-required resources: (for facilitator & learners) - Access to online module - Introductory video about Title IX - Digital devices to access the content of the online course
Clarifying Notes on EVENT: - Students are firstly engaged with the video of the Title IX case to gain their attention to Title IX: • watch the video • relate to what they know or do not know about Title IX		EVENT primary and sub-learning objectives: - Students will be able to connect the new information about Title IX to their existing knowledge and experiences, gaining their attention to find out more about Title IX.
		EVENT primary content points: (reviewed & assessed) - Title IX overview - Relate to existing knowledge and skills

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UNIT title: Setup Phase EVENT Title: Recall of prior knowledge via MCQ pre-test Estimated Time for EVENT: 3 minutes	
EVENT – Representative image 	EVENT Description: (how this event flows/works) In the online course system, students will be prompted to do an MCQ pre-test, allowing students to recall their existing knowledge about Title IX and pre-assess what they know about how Title IX impacts their responsibilities associated with Mandated Reporting.
	EVENT Deliverables: (what is produced during event) - Students will recall knowledge relating to Title IX and how it applies to their roles as Mandated Reporters.
	EVENT-required resources: (for facilitator & learners) - Access to online module - MCQ pre-test - Digital devices to access the content of the online course
Clarifying Notes on EVENT: The online system will prompt students to do an MCQ pre-test, allowing students to recall their existing knowledge about Title IX and pre-assess what they know about Title IX legal standards and the responsibilities associated with Mandated Reporting before proceeding to another part of the online course.	EVENT primary and sub-learning objectives: - Students will be able to recall knowledge about Title IX and potential Title IX violations, and apply it to their role as a mandated reporter.
	EVENT primary content points: (reviewed & assessed) - Title IX laws - Title IX Mandated Reporter responsibilities - MCQ pre-test

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Primary Presentation

UNIT title: Primary presentation	
EVENT Title: What is Title IX and Why It is Important?	Estimated Time for EVENT: 10 minutes
EVENT – Representative image 	EVENT Description: (how this event flows/works) In the online course system, students will participate with interactive dropdown elements with text + visual about the basic principles of Title IX, which they can use to apply in their responsibilities as mandated reporters.
	EVENT Deliverables: (what is produced during the event) - Students will enhance foundational knowledge of Title IX and comprehension of Title IX principles such as legal ramifications which are important for their role as mandated reporters.
	EVENT-required resources: (for facilitator & learners) - Access to online module - Basic Principles of Title IX interactive element - Digital devices to access the content of the online course
Clarifying Notes on EVENT: The online system will prompt students participate with interactive dropdown elements with text + visual about the basic principles of Title IX, which they can use to apply in their responsibilities as mandated reporters. Thus, enhancing their understanding of Title IX and recognizing the importance of compliance with Title IX.	EVENT primary and sub-learning objectives: - Students will be able to understand the basics of Title IX and can explain its purpose, and the legal ramifications associated with Mandated Reporting.
	EVENT primary content points: (reviewed & assessed) - Definition of Title IX - Importance of Title IX compliance (legality of mandated reporting)

UNIT title: Primary presentation	
EVENT Title: Characteristics of Title IX Violation Cases	Estimated Time for EVENT: 10 minutes
EVENT – Representative image 	EVENT Description: (how this event flows/works) - In the online course system, students will be prompted to read what constitutes Title IX violations and the characteristics of Title IX offenses. This includes example cases.
	EVENT Deliverables: (what is produced during the event) - Students will construct knowledge and understanding of what constitutes Title IX violations and develop the skills to differentiate between reportable and non-reportable scenarios associated with Title IX violations.
	EVENT-required resources: (for facilitator & learners) - Access to online module - Title IX case study examples - Digital devices to access the content of the online course
Clarifying Notes on EVENT: - The online system will prompt students to read Title IX case study examples. - Students will analyze what constitutes Title IX offenses and construct assumptions or characteristics of Title IX violations.	EVENT primary and sub-learning objectives: - Students will be able to explain the characteristics of reportable Title IX violations. - Students will develop skills and knowledge to identify what constitutes Title IX violations.
	EVENT primary content points: (reviewed & assessed) - Case study example analysis - Characteristics of Title IX violations - Characteristics of non-Title IX violations

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UNIT title: Primary presentation

EVENT Title: Managing Interaction and Executing Reporting Process **Estimated Time for EVENT: 10 mins**

EVENT – Representative image



EVENT Description: (how this event flows/works)

- In the online course system, students will be prompted to read the reporting protocol including a step-by-step process of how to manage interactions based on the sample cases. This is followed by proper reporting protocol. This will be presented via clickable visual elements to represent each step.

EVENT Deliverables: (what is produced during the event)

- Students will develop confidence and fluency in managing interactions and the protocol of reporting Title IX violations.

EVENT-required resources: (for facilitator & learners)

- Access to online module
- Sample cases and an example of managing interactions and reporting protocol
- Digital devices to access the content of the online course

Clarifying Notes on EVENT:

- The online system will prompt students to read the Title IX reporting protocol of case studies via clickable visual elements to represent each step of managing the interaction, followed by an example of a step-by-step reporting process.

EVENT primary and sub-learning objectives:

- Students will be able to manage sensitive interactions, and execute the reporting process accurately based on different cases concerning Title IX violations.

EVENT primary content points: (reviewed & assessed)

- Sample Title IX cases
- Breakdown of proper interaction management
- Example of a reporting protocol

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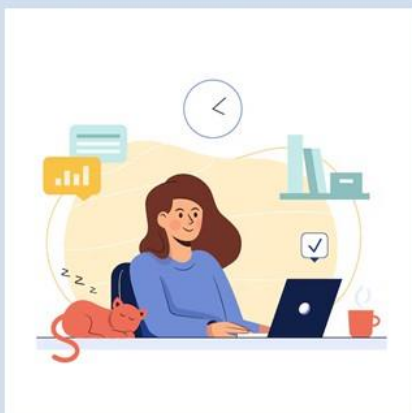
Practice with feedback

UNIT title: Practice with feedback

EVENT Title: Practice Interaction Management, Violation Identification & Reporting Protocol

Estimated Time for EVENT: 20 mins

EVENT – Representative image



EVENT Description: (how this event flows/works)

- Students will be asked to read new case study examples of potential Title IX violations.
- Learners presented with a decision-making prompts regarding Interaction management.
- Students will be given choices regarding proper reporting protocol, where students identify reportable violations.
- Feedback is instantly provided based on responses.

EVENT Deliverables: (what is produced during the event)

- Students will develop their capacity to manage sensitive interactions, identify reportable Title IX offenses and execute the reporting process.

EVENT-required resources: (for facilitator & learners)

- Access to online module
- Title IX case study examples for interaction management practice, violation identification and reporting protocol
- Digital devices to access the content of the online course

Clarifying Notes on EVENT:

- The system will prompt students read new case study examples of potential Title IX violations.
- Students will choose the best conversation options based on the scenario
- Students will review reporting options for Title IX case examples, and choose best fit.
- Instant feedback will be provided based on their responses.

EVENT primary and sub-learning objectives:

- Students will synthesize the knowledge and skills gained previously to manage sensitive interactions, distinguish between Title IX and non-Title IX violations.
- Students will enhance their understanding of how to report Title IX violations and act upon them confidently.

EVENT primary content points: (reviewed & assessed)

- Case study example analysis
- Interactive choice-based elements
- Instant feedback based on learner responses

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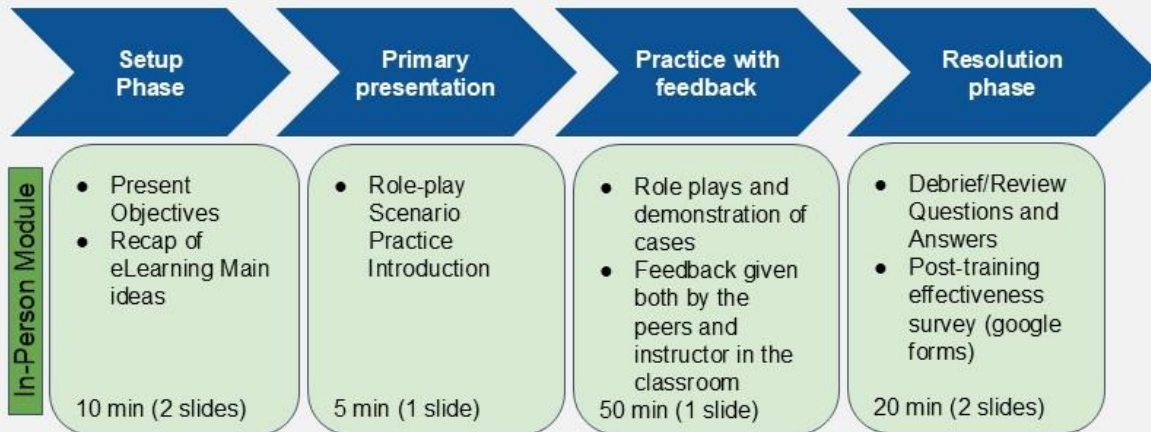
Resolution Phase

UNIT title: Resolution phase EVENT Title: Final Online Assessment Estimated Time for EVENT: 30 minutes	
EVENT – Representative image 	EVENT Description: (how this event flows/works) - Comprehensive quiz covering key concepts, case evaluations, and reporting process. - Feedback is instantly provided based on responses. - Once assessment has been completed students are offered a brief learning summary on content covered. Concluding the course.
	EVENT Deliverables: (what is produced during the event) - Students will develop the ability to evaluate their overall understanding of Title IX laws, identify potential Title IX offenses, manage interactions, and feel more confident to conduct the reporting process.
	EVENT-required resources: (for facilitator & learners) - Access to online module - Knowledge check-Summative Assessment - Learning Summary - Digital devices to access the content of the online course
Clarifying Notes on EVENT: - The online system will guide students to read Title IX case study examples, followed by an interactive quiz where they decide which action they should take for a particular case study. - Feedback will be given promptly based on their responses to case studies. - Once assessment has been completed students are offered a brief learning summary on content covered. Concluding the course.	EVENT primary and sub-learning objectives: - Students will be able to achieve at least 85% accuracy in the assessment, necessary to accommodate their future role as mandated reporters.
	EVENT primary content points: (reviewed & assessed) - Summative checks: 5 matching violation identification questions, 1 case study and reporting protocol, 5 MCQs, and 5 problem-based questions. - Learning Summary: Brief Overview of content covered

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Storyboard screens (1-3 screens for each section of flow chart)

UNIT Flow Chart of EVENTS:



Brief EVENT descriptions: *bullet points of activities in each event*

- **Introduction:** Present an overview of Title IX, the importance of accurate reporting, and the session's learning objectives.
- **Role-Play Activity:** Engage learners in role-playing different scenarios, with instructors providing guidance and feedback after each scenario to reinforce learning.
- **Debrief:** Facilitate a discussion on lessons learned, real-life challenges, and practical applications of Title IX knowledge, encouraging learners to reflect and prepare for future scenarios.
- **Post-Training Effectiveness Survey:** Figure out how effective the instructions is, and to what extent it meets the learning objectives and learning goal.

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Setup Phase

UNIT title: Setup Phase EVENT Title: Key Principles of Title IX Estimated Time for EVENT: 7 minutes	
EVENT – Representative image 	EVENT Description: (how this event flows/works) - The instructor recaps key concepts learned online, focusing on principles of Title IX. Characteristics of Title IX violation, managing interactions, and reporting protocol. EVENT Deliverables: (what is produced during the event) - Review key concepts from the online module preparing student for the training. EVENT-required resources: (for facilitator & learners) - Facilitator: PowerPoint Slide of the recap, Classroom space with presentation capability, presentation clickers and lecture notes - Student Employees: Laptops/Tablets or note-taking tools
Clarifying Notes on EVENT: - The instructor will present recap of Title IX, characteristics of Title IX and a step-by-reporting process. - Student employees will take notes and ask questions to clarify areas of misunderstanding.	EVENT primary and sub-learning objectives: - Students will be able to recall and relate what is presented to what they have learned or known. EVENT primary content points: (reviewed & assessed) - The basic principle of Title IX laws - Characteristics of Title IX offenses - Managing Interactions - Reporting process

UNIT title: Setup Phase EVENT Title: Learning Objective Estimated Time for EVENT: 3 minutes	
EVENT – Representative image 	EVENT Description: (how this event flows/works) - The Instructor present learning objectives to create a sense of purpose or expectation for the in-person training. - Outline the agenda for in-person training EVENT Deliverables: (what is produced during the event) - Students are aware of the objectives, informing them of the expected knowledge and skills necessary gather as a mandated reporter. EVENT-required resources: (for facilitator & learners) - Facilitator: PowerPoint Slide of the planned session, Classroom space with presentation capability, presentation clickers and lecture notes - Student Employees: Laptops/Tablets or note-taking tools
Clarifying Notes on EVENT: - The instructor will outline the learning objectives for the in-person training, setting clear expectations for students.	EVENT primary and sub-learning objectives: - Students will be able to identify the information that is helpful for their role as mandated reporters. EVENT primary content points: (reviewed & assessed) - The clear and specific learning objectives

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Primary Presentation

UNIT title: Primary presentation EVENT Title: Introduction of Role-play Scenario		Estimated Time for EVENT: 3 minutes
EVENT – Representative image 		EVENT Description: (how this event flows/works) - The Instructor will give instruction on how to role-play and demonstrate a practical role-play on a Title IX case, gaining the learner's attention by providing a concrete example of how to manage difficult and sensitive conversations.
		EVENT Deliverables: (what is produced during the event) - Students will understand strategies and skills in managing Title IX cases, preparing them for real-world cases as mandated reporters. - Students will become familiar with Title IX situations.
		EVENT-required resources: (for facilitator & learners) - Facilitator: PowerPoint Slide of the planned session, Classroom space with presentation capability, presentation clickers, and lecture notes - Student Employees: Laptops/Tablets or note-taking tools, handouts of the sample role-play, and role-play instruction.
Clarifying Notes on EVENT: - The instructor will provide step-by-step instructions for a role-play based on a real incident. - The instructor will demonstrate realistic role-playing of the incident.		EVENT primary and sub-learning objectives: - Students will be able to understand how to handle difficult and sensitive interactions/conversations without judgment. - Students will be able to recognize effective strategies and skills to handle conversations regarding Title IX violations. - Students will recognize expectations of future role-play activity
		EVENT primary content points: (reviewed & assessed) - The realistic scenario example - A step-by-step role-play instruction - A demonstration of a realistic role-play scenario

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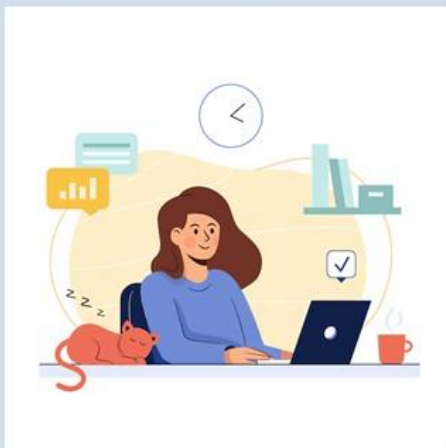
Practice with feedback

UNIT title: Practice with feedback

EVENT Title: Practice Interaction Management, Violation Identification & Reporting Protocol

Estimated Time for EVENT: 20 mins

EVENT – Representative image



EVENT Description: (how this event flows/works)

- Students will be asked to read new case study examples of potential Title IX violations.
- Learners presented with a decision-making prompts regarding Interaction management.
- Students will be given choices regarding proper reporting protocol, where students identify reportable violations.
- Feedback is instantly provided based on responses.

EVENT Deliverables: (what is produced during the event)

- Students will develop their capacity to manage sensitive interactions, identify reportable Title IX offenses and execute the reporting process.

EVENT-required resources: (for facilitator & learners)

- Access to online module
- Title IX case study examples for interaction management practice, violation identification and reporting protocol
- Digital devices to access the content of the online course

Clarifying Notes on EVENT:

- The system will prompt students read new case study examples of potential Title IX violations.
- Students will choose the best conversation options based on the scenario
- Students will review reporting options for Title IX case examples, and choose best fit.
- Instant feedback will be provided based on their responses.

EVENT primary and sub-learning objectives:

- Students will synthesize the knowledge and skills gained previously to manage sensitive interactions, distinguish between Title IX and non-Title IX violations.
- Students will enhance their understanding of how to report Title IX violations and act upon them confidently.

EVENT primary content points: (reviewed & assessed)

- Case study example analysis
- Interactive choice-based elements
- Instant feedback based on learner responses

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Resolution Phase

UNIT title: Resolution phase EVENT Title: Practice Role-play Scenario		Estimated Time for EVENT: 3 minutes
EVENT – Representative image 		EVENT Description: (how this event flows/works) - Each individual SI will take turns being presented with a role-play scenario in which they will be required to demonstrate proper handling of a sensitive interaction as and SI and Mandated Reporter. - Feedback will be given instantly by peers and the instructor.
		EVENT Deliverables: (what is produced during the event) - Students will enhance their confidence in managing interactions and sensitive conversations. - Students will develop fluency and flexibility to handle Title IX cases.
		EVENT-required resources: (for facilitator & learners) - Facilitator: Classroom space and script of Title IX cases for role-play scenarios from pretend student perspective. - Student Employees: Laptops/Tablets or note-taking tools
Clarifying Notes on EVENT: - The instructor will facilitate role-play scenarios in which SIs will be required to demonstrate proper handling of a sensitive interaction as and SI and Mandated Reporter. - The instructor and peer will give feedback to improve the case.		EVENT primary and sub-learning objectives: - Students will be able to gain confidence in managing difficult and sensitive interactions. - Students will be able to create effective strategies to facilitate difficult and sensitive conversations. - SIs will be able to appraise their legal culpability in the reporting process, by explaining the legal ramifications of improper action. - SIs will be able to clarify any confusion or misconceptions through communicating with peers and facilitator.
		EVENT primary content points: (reviewed & assessed) - Title IX violation cases for role-play scenarios - Collaborative decision-making - Peer's and instructor's feedback

UNIT title: Resolution phase EVENT Title: Debrief and Post-training Survey		Estimated Time for EVENT: 3 minutes
EVENT – Representative image 		EVENT Description: (how this event flows/works) - The instructor leads the discussion, focusing on what was challenging, what was learned, and how to apply skills in real-world situations. - The instructor facilitates a post-training effectiveness survey.
		EVENT Deliverables: (what is produced during the event) - Students will develop a deeper understanding of Title IX laws and responsibilities as a mandated reporter. - Students will develop interpersonal skills, handling sensitive and difficult conversations with alleged victims. - Students will learn different perspectives from other students.
		EVENT-required resources: (for facilitator & learners) - Facilitator: Classroom space, list of critical questions about Title IX - Student Employees: Laptops/Tablets or note-taking tools. - Survey link/QR Code
Clarifying Notes on EVENT: - The instructor will facilitate a debrief, allowing students to ask questions, clarify areas of misunderstanding, and examine key concepts of the training. - The instructor facilitates post-training effectiveness survey.		EVENT primary and sub-learning objectives: - SIs will be able to articulate the responsibilities of a mandated reporter. - SIs will be able to evaluate their knowledge and skills, necessary for a mandated reporter. - SIs will be able to manage a reportable interaction scenario. - SIs will provide post-training effectiveness feedback via survey.
		EVENT primary content points: (reviewed & assessed) - Review of role-play outcomes - Open discussion and sharing insights about Title IX, reporting process, and managing interactions. - Post-training effectiveness feedback via survey.

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Final Report Checklist – Include as last page of Report

Final Report Checklist

Front Matter (2 pages)	■ Title page and Table of Content present ■ Effective Abstract (good grammar, spell checked)
Analysis (½ page)	■ Required components present (problem statement, content analysis) ■ Supporting graphics, charts, clear and accurate ■ Section conforms to length guidelines ■ Grammar, spelling, format check
Design (2 pages)	■ Required components present (instr. strategies, resources, assessments) ■ Supporting graphics, charts, clear and accurate ■ Section conforms to length guidelines ■ Goals, objectives, activities, assessments align and address identified gap ■ Grammar, spelling, format check
Development (4 pages)	■ Required components present ■ Supporting graphics, charts, clear and accurate ■ Prototype clearly demonstrates design of instruction ■ Section conforms to length guidelines ■ Grammar, spelling, format check
Implementation (1 page)	■ Required components present (dissemination plan) ■ Supporting graphics, charts, clear and accurate ■ Section conforms to length guidelines ■ Grammar, spelling, format check
Evaluation (1 page)	■ All required components are present (formative/summative; cost/benefit) ■ Supporting graphics, charts, clear and accurate ■ Section conforms to length guidelines ■ Grammar, spelling, format check
Appendices (End matter)	■ References section is BEFORE appendix A, in APA style ■ Supplemental Appendixes referenced in body of report ■ Supporting graphics, charts, clear and accurate in Appendixes ■ Grammar, spelling, format check ■ Final checklist attached after LAST appendix
Formatting Overall	■ All sections are written in a professional manner ■ 12 pt Times New Roman font is used in main text, (tables can be 10pt) ■ APA formatting is followed in citations ■ Graphics and/or diagrams are used effectively ■ Report is formatted into one file (pdf)
Overall Report Content	■ Performance problem is clearly described ■ Analysis supports recommendation for instructional solution ■ Instructional Design solutions address gaps identified in Analysis ■ Development plan addresses Design specification ■ Implementation plan aligns with Analysis and Design plan ■ Evaluation plan aligns with instruction and performance problem ■ Flow of messages among sections and performance problem are clear
