Oregon State University
Center for the Outdoor
Recreation Economy

ELEVATE OUTDOORS

Access, Belonging, and Success Training for the Outdoor Industry

SYLLABUS AND COURSE OUTLINE

SUMMARY / DESCRIPTION

Elevate Outdoors: Access, Belonging and Success Training for the Outdoor Industry is an 8-hour, survey-level course, designed to introduce concepts and competencies that can ultimately help public-facing employees to offer an inclusive and respectful experience. Informed by the CORE DEI Workforce Study (2022), the OSU Office of Institutional Diversity, Together Outdoors' advisory council, and reviews of relevant training literature, topics include:

- The meaning of diversity, equity, inclusion, and access
- Unconscious and implicit bias
- Recognizing stereotyping and reducing prejudice
- Cultural awareness and belonging
- Addressing microaggressions and harassment
- Barriers to entry & access
- Ongoing learning and competencies

Ongoing and intentional practice should be a cornerstone of any organizational DEI/A efforts.

LEARNING OUTCOMES
At the end of this training, the successful participant should be able to:

- Discuss the imperatives/importance/relevance of access, inclusion and belonging as it relates to the outdoors.
- Articulate their own awareness of identity and how it affects their life experience.
- Discuss and appreciate the complexity of identity and the barriers to access.
- Utilize insights and awareness to contribute to the creation of inclusive and welcoming experiences.

COURSE MODE
- Modality: Online, self-paced

LEARNING RESOURCES OR MATERIALS
There are no required textbooks for this course. All course materials will be available online through the course or provided links.

CREDIT TYPE

This course combines approximately 8 hours of instruction, online activities, and assignments for the equivalent of 1.0 continuing education credit(s). This training does not automatically qualify participants to receive CEUs.

PREREQUISITES

None.

COURSE SEQUENCING

(*Does this course need to be taken in a particular order with other courses*?) None.

COMPLETION AND EVALUATION

As an interactive self-paced course, the completion of the course assumes a passing grade (P). Completion of a single module will be governed by a percentage completion of the whole (i.e., a student will be functionally complete with the module if they have explored 80% of that module's content).

> **"Successful DEI work is a requirement for any organization that hopes to maintain a competitive edge as our workforce becomes more diverse."**
> OSU College of Business – Center for Advancing DEI in Business

COURSE OVERVIEW

Section 1: Introduction and Background	
Modules	• Module 1: Setting the stage • Module 2: The meaning and imperative of access, inclusion, and belonging • Module 3: A history of exclusion and denied access
Module-Level Learning Outcomes	*Upon completing this module, the successful participant should be able to:* • Articulate the broad-level importance of equity and access training specific to public-facing outdoor recreation. • Define the concepts of access, inclusion, belonging, and discuss the nuanced differences and similarities of these concepts. • Discuss implications of research topics and outcomes that inform and/or illuminate the current state of equity, access, and diversity in the outdoor recreation sector.

Section 2: Awareness	
Modules	• Module 4: Cultural awareness and belonging • Module 5: Barriers to entry and access • Module 6: Understanding implicit bias, stereotypes, mis steps
Module-Level Learning Outcomes	*Upon completing this module, the successful participant should be able to:* • Define the concepts of identity, culture, and intersectionality, and discuss how these concepts are informed by core beliefs and their implications for outdoor recreation work. • Analyze various barriers to entry and access to outdoor environments, experiences, and activities, and articulate necessary interventions to overcome them. • Apply earlier concepts to the larger notion of socialization, and define the impact of socialization on accessibility and equity for outdoor recreators. • Define and discuss implicit bias, and reflect upon notions of bias in their own work and in the outdoor recreation sector generally.

Section 3: Action	
Modules	• Module 7: Addressing micro- and macro-aggressions and harassment • Module 8: Contributing to Inclusive Environments • Module 9: Ongoing learning and competencies
Module-Level Learning Outcomes	*Upon completing this module, the successful participant should be able to:* • Define micro- and macro-aggressions, and discuss ways they show up in outdoor recreation environments and spaces. • Discuss and utilize interrupters in the context of upstander interventions. • Analyze their own work environments and outdoor experiences in the lens of physical, psychological, and emotional safety. • Utilize concepts based in this training to audit their immediate sphere of influence to create more inclusive and equitable experiences for all.

Statement Regarding Students with Disabilities

OSU-CORE seeks to accommodate the diverse experiences and learning styles of the students. Accessibility, accommodations are collaborative efforts between learners and CORE. If you require accommodations please email outdooreconomy@oregonstate.edu.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code. In an academic community, students, faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in a civil manner. Students will be expected to treat all others with the same respect, as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable.

Netiquette

In an online classroom, your primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has its disadvantages. This includes a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions and gestures. As a result, please recognize the possibility of miscommunication and compose your comments in a clear, positive, supportive, and constructive manner. Please be sure to be professional by demonstrating tolerance for diverse points of view and give each other the benefit of the doubt about any unclear intended meanings.

Evaluation
Course evaluation results are extremely important and are used to help improve this course and the learning experience of future students.

If you have feedback for improving the course, either during this session or for subsequent sessions, we would like to know. To provide direct feedback, please email outdooreconomy@oregonstate.edu

Copyright and Content Ownership

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