## WINONA STATE UNIVERSITY
### APPROVAL FORM

Routing form for new and revised courses and programs.  
Course or Program:  MKTG 450 Travel Study in Costa Rica

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Please forward to Registrar.

Registrar  
Date entered  
Please notify department chair via e-mail that curricular change has been recorded.

[Revised 9-05]
WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program: MKTG 450 Travel Study in Costa Rica

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   ________ Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   ________ Completed ________ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2’s questions on this matter.
   ________ Completed ________ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   ________ Completed
   Name and office phone number of proposal's representative: _____________________________________

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   ________ Completed ________ NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   ________ Completed ________ NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   ________ Completed ________ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   ________ Completed ________ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   ________ Completed ________ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   ________ Completed ________ NA

Department's A2C2 Representative or Alternate ____________ Date ________________ [Revised 9-05]
WINONA STATE UNIVERSITY  
PROPOSALS FOR NEW COURSES  
DIRECTIONS FOR THE DEPARTMENT

This form, Proposal for New Courses, is to be used to submit course proposals for any new undergraduate or graduate course. Read the directions below for information on providing course descriptions and impact of approval on other departments. The department must include a Financial and Staffing Data Sheet and an Approval Form with this proposal. Copies of each of these forms are attached. Refer to Regulation 3-4, Policy for Changing the Curriculum, for complete information on submitting proposals for curricular changes.

Provide the following information when submitting a new course proposal.

A. Provide a description of the course. This description must include the following information.
   1. Description of the course as it will appear in the WSU catalog.
   2. Syllabus or course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics.
   3. Statement of the basic instructional plan and methods used, for example, lectures, discussion, etc.
   4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.
   5. List of course materials. This list may include textbooks, articles, monographs, software, etc.
   6. Bibliography, including author, title, date, for a reasonable number of scholarly materials such as articles and books.

   The above course description does not preclude future revisions of course content, texts used, methods of instruction and forms of evaluation.

B. Provide a rationale for the new course. The rationale should include the following item.
   1. Statement of the major focus and objectives of the course.
   2. Statement specifying how this course will contribute to the departmental curriculum.
   3. Courses which may be dropped, if any, if this course is implemented.

C. Provide a statement of the impact of this course on other departments, programs, majors, and minors.
   1. Clearly state the impact of this course on courses taught in other departments. Does this course duplicate the content of any other course? Is there an effect on prerequisites?
   2. Would approval of this course change the total number of credits required by any major or minor of any department? If so, the department must indicate which departments are affected and explain carefully the effects of the course.
   3. If this course has an impact on the major or minor of any other department or any program, it is the responsibility of the department submitting the course proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted.

D. If this course is also being submitted for inclusion in the University Studies Program, the form Proposal for University Studies Course and appropriate approval form must also be completed and submitted according to the instructions on that form.

Note: If any of the requested information is missing, the proposal will not be reviewed by the A2C2 Course and Program Proposal Subcommittee or the Graduate Council but will instead be returned to the department.
WINONA STATE UNIVERSITY
PROPOSAL FOR NEW COURSES

Refer to Regulation 3-4, Policy for Changing the Curriculum, for complete information on submitting proposals for curricular changes.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
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<td>Travel Study in Costa Rica</td>
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This proposal is for a(n) ___XX___ Undergraduate Course ______ Graduate Course

Applies to: ___XX___ Major ___XX___ Minor ___XX___ University Studies*  
____ Required ___XX___ Elective

Prerequisites ___Permission of the Instructors and concurrent enrollment in GEOS 450 and PER 450

Grading method ___XX___ Grade only ______ P/NC only ______ Grade and P/NC Option

Frequency of offering ___Every May Term

*For University Studies Program course approval, the form Proposal for University Studies Courses must also be completed and submitted according to the instructions on that form.

Provide the following information:

A. Course Description

1. Catalog description.
2. Course outline of the major topics and subtopics (minimum of two-level outline).
3. Instructional methods utilized. Please indicate the contributions of lectures, laboratories, web-based materials, internships, and other instructional methods to this course.
4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.
5. Course materials (textbook(s), articles, etc.).
6. List of references.

B. Rationale

1. Statement of the major focus and objectives of the course.
2. Specify how this new course contributes to the departmental curriculum.
3. Indicate any course(s) which may be dropped if this course is approved.

C. Impact of this Course on other Departments, Programs, Majors, or Minors

1. Does this course increase or decrease the total credits required by a major or minor of any other department? If so, which department(s)?
2. List the department(s), if any, which have been consulted about this proposal.

Attach a Financial and Staffing Data Sheet.

Attach an Approval Form with appropriate signatures.

Department Contact Person for this Proposal:

<table>
<thead>
<tr>
<th>Name (please print)</th>
<th>Phone</th>
<th>e-mail address</th>
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<tbody>
<tr>
<td>Eve Caudill</td>
<td>x5196</td>
<td><a href="mailto:ecaudill@winona.edu">ecaudill@winona.edu</a></td>
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A. Course Description

1. Catalog Course Description

Travel Study in Costa Rica will focus on student-based field research to assist the municipalities of Playa Dominical and Playa Uvita in developing their natural resources, tourism products, and associated services. Students will engage in the inventorying of natural resources, the gathering of tourism demand and supply data, and the construction of a database to help local officials make better tourism-related decisions. Prior to the research study, students will be exposed to basic tourism and natural resources development concepts that have applications in Playa Dominical and Playa Uvita. Post-study work will focus on report development and the assessment of other tourism products and services in Costa Rica. Prerequisites: Permission of the Instructors and concurrent enrollment in GEOS 450 and PER 450.

2. Syllabus

See attached.

3. Basic Instructional Plan

See attached syllabus.

4. Course requirements and means of evaluation

See attached syllabus.

5. List of course materials.

See attached syllabus.

6. Bibliography

See attached syllabus.

B. Rationale for the new course.

1. Focus and objective of the course

   1. To observe, gather data on, be exposed to, and understand the various benefits and impacts of tourism on a region or local destination.
   2. To identify the constituencies of stockholders and stakeholders that exist when planning and implementing tourist products and services in local or regional settings.
   3. To identify and document the status of the natural resources elements that provide the foundation for tourism in the Playa Dominical region.
   4. To inventory tourism attractions, related natural resources, infrastructure and superstructural resources to understand the “raw materials” that exist before a tourism enterprise is implemented.
   5. To estimate the demand trajectory for the Playa Dominical region.
   6. To identify components of service necessary for visitor satisfaction and attraction.

2. How course will contribute to the departmental curriculum
This course provides students with an opportunity for interdisciplinary experiential learning that allows them to apply the conceptual knowledge learned at WSU to a real-world application—tourism development in Costa Rica. The course experiences build adaptive expertise in students that can’t be learned in the traditional classroom and laboratory setting. Thus, in addition to improving the grasp of content knowledge amongst the students, they build the less tangible skills that will help them succeed in their careers.

3. Courses which may be dropped

None.

C. Statement of Impact

1. Impact on other departments, etc.

This course has been offered as a “Topics” course the past three years. Thus, far it has had no negative impact on other departments, programs, majors, or minors. Thus far, students from about 15 majors have participated in the course. We believe the interdisciplinary nature of the course and the opportunity to build adaptive expertise has added to the success of these students in their home departments. Further, the interdisciplinary focus has helped all students taking the course to better connect their discipline and knowledge to a broader context.

This course will be offered in concert with courses in PER and MKTG that are being proposed simultaneously.

2. Change total credits for a major or minor?

No, this course is an elective and will not add to the required courses or credits required for completing the major or minor.

3. Notification of impacted departments.

N/A
Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

   This course will be taught with existing faculty. Because the course is taught during the summer session it does not affect faculty load during the regular academic year.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

   This course will be taught during summer session and will not affect the frequency of other course offerings.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

   This course will not affect departmental supplies or budgets. Student fees associated with the course cover all expenses.

[Revised 9-05]
1. Description

Travel Study in Costa Rica will focus on student-based field research to assist the municipalities of Playa Dominical and Playa Uvita to develop their natural resources, tourism products, and associated services. Students will engage in the inventorying of natural resources, the gathering of tourism demand and supply data, and the construction of a data base to help local officials make better tourism-related decisions. Prior to the research study, students will be exposed to basic tourism and natural resources development concepts that have applications in Playa Dominical and Playa Uvita. Post-study work will focus on report development and the assessment of other tourism products and services in Costa Rica.

Prerequisites: Permission of the Instructors and concurrent enrollment in GEOS 450 and PER 450

2. Course Objectives

1. To observe, gather data on, be exposed to, and understand the various benefits and impacts of tourism on a region or local destination.
2. To identify the constituencies of stockholders and stakeholders that exist when planning and implementing tourist products and services in local or regional settings.
3. To identify and document the status of the natural resources elements that provide the foundation for tourism in the Playa Dominical region.
4. To inventory tourism attractions, related natural resources, infrastructure and superstructural resources to understand the “raw materials” that exist before a tourism enterprise is implemented.
5. To estimate the demand trajectory for the Playa Dominical region.
6. To identify components of service necessary for visitor satisfaction and attraction.

3. Course Outline

PRE-TRIP ORIENTATION SESSIONS
(4-5, two hour evening sessions)

Session 1

A) Concepts in Regional Tourism Development
   a) Tourism Destination Lifecycle Model          Butler, R.W. – original article
   b) Miossec Model – regional development       Pearce, D – Miossec Model
   c) Travel Personalities                       Plog, S. - Leisure Travel
   d) Irridex or Irritation Index                Doxey, G. V.  Proceedings of
   e) Critical Mass Concept/Gravity Model       Sixth Annual TRA Conference
   e) Seasonality                                Van Doren, C.

B) Impacts of Tourism (Positive)
   Revival of local/indigenous cultural arts     Mathieson & Wall
Locally owned business opportunities
Tax benefits to area
Job creation
Resource benefits to area – more goods/services/infrastructure
Preservation of natural areas

Basic Concepts of Sustainable Development Riley, R.
- Preserve natural and cultural environment of local area
- Educate the visitors
- Use local labor
- Circularity to the money generated

Session 2

A) Pre-Assessment of Costa Rica - if looking for information about Playa Dominical, you may find it under headings for the province of Puntarenas; the long, thin province on the central Pacific Ocean coastline.

Geography - location and how it is affected by location, both geographical and neighboring countries
Climate - how does this affect the distribution and delivery of the tourism product
Topography - what are the seasons most conducive to tourism and tourists

www.costarica.com
www.visitcostarica.com
www.unicef.org/infobycountry/
www.infocostarica.com - for maps and government overview

Socio-economics - under what general economic conditions will you and tourists be operating
Political environments - under what political conditions will you and tourists be operating
Cultural contexts - under what cultural conditions will you and tourists be operating

www.cia.gov/cia/publications/factbook
www.costarica.com
www.photo.net/cr/moon/government
www.visitcostarica.com
www.unicef.org/infobycountry/
www.wtce.org – look for TSA Research – Country Reports
- look for Competitiveness Monitor

Tourism policies - what is the “grand plan for Costa Rican tourism as outlined by the government
Tourism master plans - how and what has the government done to plan for tourism
Market strategies - what is the government doing to get a “face” on CR tourism

www.visitcostarica.com

Natural Resource Use Issues
Environmental Resources - what are the primary issues of the natural resources
Biodiversity Resources

www.biodiversityhotspots.org
www.conservation.org
www.iucn.org
www.cepf.org

Market Structures - what infrastructure exists for tourism
- who is attracted to Costa Rica
- what are the primary attractions
- what are the current tourism trends
www.costarica.com
www.visitcostarica.com
www.wtce.org – look for TSA Research – Country Reports
- look for Competitiveness Monitor

Institutional Support - who is involved in Costa Rican tourism development

www.visitcostarica.com
www.oecd.org – browse by country
www.cinde.or.cr – Costa Rica Investment and Trade Development Board
http://travel.state.gov/costa_rica.html
www.strayreality.com
Session 3

A) Contemporary Costa Rican Culture – visiting speaker from Costa Rica or central America.
   An overview of Costa Rican people
   Social customs and ways to work with Costa Rican people
   Do and don’t in Costa Rica

B) Continued Pre Assessment Work - if looking for information about Playa Dominical, you may find it under headings for the province of Puntarenas; the long, thin province on the central Pacific Ocean coastline.

Geography
   - location and how it is affected by location, both geographical and neighboring countries
   - www.costarica.com
   - www.visitcostarica.com
   - www.unicef.org/infobycountry/
   - www.infoeconomicostarica.com - for maps and government overview

Climate
   - what are the seasons most conducive to tourism and tourists
   - www.cia.gov/cia/publications/factbook
   - www.costarica.com
   - www.photo.net/cr/moon/government
   - www.visitcostarica.com
   - www.unicef.org/infobycountry/
   - www.wtmc.org – look for TSA Research – Country Reports

Topography
   - how does this affect the distribution and delivery of the tourism product
   - www.costarica.com
   - www.visitcostarica.com
   - www.unicef.org/infobycountry/

Method of Scientific Inquiry
   - how we evaluate, inventory, and identify natural resources in tourist areas

Socio-economics
   - under what general economic conditions will you and tourists be operating

Political environments
   - under what political conditions will you and tourists be operating

Cultural contexts
   - under what cultural conditions will you and tourists be operating

Tourism policies
   - what is the “grand plan for Costa Rican tourism as outlined by the government

Tourism master plans
   - how and what has the government done to plan for tourism

Market strategies
   - what is the government doing to get a “face” on CR tourism

Natural Resource Use Issues
   Environmental Resources
      - what are the primary issues of the natural resources

   Biodiversity Resources
      - www.biodiversityhotspots.org
      - www.conservation.org
      - www.iucn.org
      - www.cepf.org

Market Structures
   - what infrastructure exists for tourism
   - who is attracted to Costa Rica
   - what are the primary attractions
   - what are the current tourism trends

Institutional Support
   - who is involved in Costa Rican tourism development

Session 4

A) Metacognition and Assessment Strategies
   Adaptive Expertise
Strategies for working in a foreign country
Overcoming language barriers
Fluid planning and strategy

Journaling
Purpose
Question of the Day
Discussion
Expectations

Reflection
Understanding what you learned
Content/Disciplinarily
Functionally / Adaptive Expertise
Personally

An additional fifth session may be scheduled if necessary to cover the above material.

In-Country Work in Costa Rica

The coursework in Costa Rica will focus around hands-on research and analysis. Specifically we will investigate the tourism development of a local region (Playa Dominical) and compare that region to other more developed destinations in the country. Other than Dominical and San Jose, the following list represents a group of locations that may be visited. In any given year, we may not visit all of the following sites, but rather visit a selection of them based on the constraints of time, weather, and logistics. Additionally, the activities listed are examples and may be modified, particularly when dependent on the availability of a guest speaker or access to local agencies or organizations.

Throughout the trip students will reduce, analyze, and interpret the data they collect. This work typically happens in the evening after dinner. Groups will meet nightly to discuss the final project and what data needs to be collected the following day.

Students will participate daily in reflective group discussions and individual journaling. These activities are intended to facilitate processing, categorizing, and evaluation of the lessons and learning that occur during the course activities.

While in San Jose, students will:
- Speak with established tourism operators about their views on Costa Rican tourism and their organization
- Speak with governmental officials about how they are developing the tourism industry
- Learn about some of the culturally unique assets that Costa Rica has to offer.
  (National Museum of Costa Rica – pre-Columbian cultures)
  (Local markets and tourist entertainment areas)
- Visit the American Embassy to get their perspective on tourism

While in Playa Dominical, students will:
- **Inventory** the current location, situation and natural resources of Playa Dominical and those close-at-hand. We will probably need some local tour guides.
  - Digital Photography
  - Descriptions of all resources
  - Computer aided mapping
  - Inventory of: Natural Attractions, Cultural Attraction, Historical and Heritage Attractions, Recreational Activities
  - Inventory of: transportation, accommodations, food and beverages, services, local services such as police, emergency services, waste disposal, communication, power
- The town will be digitally mapped and photographed, along with a ranking of the attractions and their relative accessibility for tourists
- Need to ascertain who controls all local land – developable or not – how development permits are obtained
- **Assess the Status of Local Natural Resources**
  - Evaluate water quality and relate it to land use and attraction type
  - Evaluate land uses and the suitability of the land for that application
  - Evaluate the impact of development on natural resources
- **Market Demand**
- Assess the makeup of tourists and profile of tourists
  - Interviews with tourists and entrepreneurs
  - Pass-through tourists, impulse stop, VFR, planned stop tourists
• Proxies – local attraction attendance, hotel/campground occupancy, sales tax, traffic counters,

• Assess the competition
  o What other places have competing attractions
  o What is their general profile in terms of access and uniqueness of attractions

• Assess Tourism Capacity of Playa Dominical
  o Labor resources in terms of numbers, ability and trainability
  o Government support for training and helping local development
  o Current carrying capacity in terms of tourists and overnight tourists

• Political and Governmental forces that control tourism in the area
  (local and regional government records)

• Tourism Issues that are already causing concern in the region
  o Interviews with residents, entrepreneurs, politicians and tourists

While in Manuel Antonio, students will:
• Participate in and evaluate the services of an already developed destination.
• Reflective writing and journaling, particularly focusing on student’s perception of the problems caused by unplanned tourism development.

While in Monteverde, students will:
• Appreciate how ecotourism in sensitive cloud forests, differs from mass tourism in other areas.
• We will understand practical applications of sustainability in ecologically sensitive areas by being tourists and asking the questions of impact and sustainability.
• Reflective writing and journaling

While in Arenal, students will:
• Appreciate how natural hazards and phenomena (i.e., volcanic activity) serve as a draw for tourism.
• Investigate the types of attractions that have been developed to exploit the natural resources (i.e., hot springs and volcanic eruptions) and the types of demographics these attractions are tailored to.
• Reflective writing and journaling

Back to San Jose
- Will finalize and present the integrative group project analyzing Dominical’s tourism development and future trajectory.
- Time to sightsee, do last minute gift shopping, go river rafting, explore San Jose
- Also time to write the report for Playa Dominical

4. Basic Instruction Plan and Methods Used

Assigned readings will be reinforced by pre-travel lectures, Internet data gathering, and on-site study groups. The primary learning experiences will occur in the gathering and analyzing of data from Playa Dominical. The bulk of this course is not lecture-based. Our time in Costa Rica is designed to be an immersive, hands-on, interdisciplinary research experience. We anticipate that the data we collected will lead to a series of student/faculty co-authored research articles appearing in peer-reviewed journals.

Assessment in the course will be based on participation in the pre-trip sessions, participation in the data collection, preparation and collaboration in the group project, daily participation in the whole-group reflective discussions, and daily reflective journaling. Journaling (see details below) and facilitated group discussions will be used to process the knowledge, skills and findings that emerge during the course.

5. Course Requirements

Prior to Travel
• Obtain the required readings and attend the pre-travel study sessions
• Complete the Internet assignments and write a report based on findings
• Complete directed reflective journaling assignments

During Travel
• Gather data during each day and analyze it at night.
• Write a daily reflective journal addressing both the instructor prescribed “Question of the Day” and other individual reflections and participate in the reflective group discussions.
• Participate in the preparation of the final project, presentation, and report.
Following Travel

• Submission of your complete reflective journal, including post-trip directed reflection topics from the instructors
• Submission of a course and experience evaluation

* Written communication skills are critically important. It is essential that students proofread their work.
* All assignments are due on the designated due date. Late assignments will be reduced one letter grade for every 24-hour period beyond the due time and date.

6. Assignments

Reading and Assignments
Each student will work through the directed readings designated in this syllabus and then be able to apply their knowledge to the field research.

Research Participation
Student will be assigned a grade based on the quality and quantity of their contribution in Playa Dominical and in developing the final report. This will involve participation in group work both during the day and in the evenings.

Journaling and Discussion
Each day, students will be expected to write and journal on their findings and reflections from the day’s activities. Each morning the instructors will provide a “Question of the Day” that will direct student reflections. The “Question of the Day” will be formulated based on the experiences of the group during the previous day. Students will also reflect on individual experiences. The reflective writings and discussions are viewed by the instructors as a crucial element of the course. Some of the most significant aspects of what you learn during a travel study course is not disciplinary content-based. As students face the challenges of working and applying their knowledge in a new context and cultural setting, many skills and experiences are built that generally fall under the umbrella of “adaptive expertise”. It is critical that these learning opportunities are captured in writing and reflected upon to ensure that the student is cognizant of growth that is occurring. These reflections are also the only efficient means for the faculty to gauge these learning outcomes. Students will be encourage, but not required, to share their thoughts and reflections during the morning group discussions. The journal will be submitted in type written form upon returning to United States.

7. Evaluation

Grading Scale
A = 90-100%;  B = 80-89.9%;  C = 70-79.9%;  D = 60-69.9%;  F = 0-59.9%

The assessment criteria are described in sections 4 through 6. It is important to note, however, that the expectations for student work in this course are very high. We believe this course to be a rich learning experience. Student and faculty work are intended to be of publication quality. The rigor with which the instructors will evaluate student work and participation is based on these high expectations.

8. Course Texts

There is no one textbook for a course like this! Students will be directed to the Internet sites and primary literature listed above in the course outline and given handouts to read both before and during the time in Costa Rica. The following is a brief list of references that are useful for understanding Costa Rica and the research we will be doing:

Plog, S.C. 1974: Why Destination Areas Rise and Fall in Popularity ?; Cornell Hotel and Restaurant Quarterly
9. University Studies

This course has been approved to fulfill the Global Perspectives requirements of the Unity and Diversity section of the University Studies Program requirements. The following narrative describes the goals of the Global Perspectives requirement. Additionally, the narrative describes how we will address the specific outcomes prescribed for the Global Perspectives requirement.