

15-61

UWUCC App 9/29/15
Senate Info 11/3/15

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HOSP 115 - Introduction to Tourism

Instructor(s) of Record: Yasong Wang

Phone: 724-357-6233 **Email:** yswang@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Nicole Bue
Signature of Department Designee

9-18-15
Date

Endorsed: Cheryl Sullivan
Signature of College Dean

9/22/15
Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist
Signature of Committee Co-Chair

9/29/15
Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

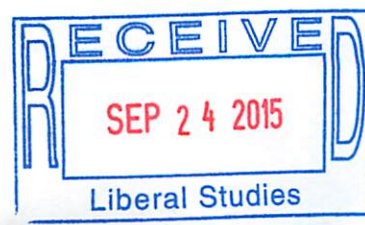
Approved as distance education course

Rejected as distance education course

Cheryl Sullivan
Signature of Provost

10/30/15
Date

Forward form and supporting materials to Associate Provost.



UNDERGRADUATE DISTANCE EDUCATION REVIEW FORM ATTACHMENT

HOSP 115 Distance Education Proposal

Proposer: Yasong Wang

A. Provide a brief narrative rationale for each of the items, A1-A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline.

I, Yasong Wang, have taught HOSP 115 – Intro to Tourism for over five academic years since 2010. Therefore, I know the course curriculum very well. I have also utilized distance education resources, such as D2L, for all my classes since IUP started to adopt D2L. I have completed the D2L boot camp training. I am familiar with all aspects of D2L, such as content, dropbox, discussions boards, quizzes, and grading, etc.. I have used D2L to provide distance education when I have been away from the classroom.

2. How will each objective in the course be met using distance education technologies?

Syllabus of record course objectives:

- 1) Students will recognize the historical growth of tourism.
 - Through assigned readings in the textbook, assignments, and online case study discussion, students will be able to develop an understanding of the history and characteristics of the tourism industry, as well as how the industry has been developed to status quo.
- 2) Students will explain the roles of world, national, and regional tourism organizations.
 - Through assigned readings in the textbook, assignments, and research project, students will develop a whole picture about the functions played by tourism organizations at different levels. In addition, some video and online materials introducing tourism organizations will be shown to class on D2L, so students can develop a comprehensive view of various tourism organizations.
- 3) Students will explain how tourism is organized by industry segments and trade associations.
 - Students will develop their critical thinking skills by analyzing the important roles played by the primary tourism operational segments and trade associations through assigned textbook readings, assignments, and case study discussion on the D2L discussion boards.

- 4) Students will identify and evaluate travel motivators.
 - Students will be able to develop a holistic view of tourism motivation theories by reading the assigned reading materials in the textbook and applying these theories in their assignments. In addition, students will do case study discussion to identify the motivation theories applied in the tourism marketing practices.
- 5) Students will identify and evaluate cultural factors in tourism.
 - Students will read the textbook, discuss the case studies, do assignments, and complete the research project to identify the cultural factors in tourism and sharpen their skills in evaluating their impacts.
- 6) Students will analyze the economic impacts of tourism on a community.
 - Students will read the textbook, discuss the case studies, do assignments, and complete the research project to develop their understanding about the economic impacts of tourism and sharpen their skills in analyzing those impacts.
- 7) Students will identify future trends in tourism.
 - Through assigned readings in the textbook, assignments, and case study discussions, student will develop their sensitivity in identifying the future trends in tourism. In addition, some video materials focusing on future trends in tourism will be shown to class on D2L, so students can have a more vivid picture about such issue.

Students will be required to purchase the textbook, *Tourism: Concepts and Practices*, written by John Walker and Josielyn Walker.

The course will be divided into five sections. Each section will cover two chapters and equate to a week of class review. Students will be required to complete the following tasks at the end of each chapter. First, students will be required to read the chapter to be studied. Next, students will be required to complete the online activities assigned. The online activities review the key points discussed in the chapter. The activities include review questions and internet exercises. Then, case study and discussion questions will be posted. Students will be required to post their responses to the case study discussion questions and comments on other students' responses. After case study discussion, students need to turn in their assignment for the covered chapter. Last, students are required to complete a quiz based on the key points covered in the chapter. At the end of course, each student will need to post the research project report on D2L for other students to access. The research project requires students to research one selected tourism destination to discover the tourism industry development history, the characteristics of current tourism market, the local-, state-, and national-level of tourism organizations, and economic, socio-cultural, and environmental impacts of tourism in the selected tourism destination. Students will also be required to read and grade other students' research reports.

Week 1: Section 1: Intro to Tourism and Future Trends in Tourism (Chapters 1 and 16)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 2: Section 2: Tourism Motivation and Marketing (Chapters 2 and 3)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 3: Section 3: Tourism Operations and Organizations (Chapters 13 and 5)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 4: Section 4: Economic and Environmental Impacts of Tourism (Chapters 4 and 12)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 5: Section 5: Socio-Cultural Impacts of Tourism (Chapters 10, 11)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will take place through one-to-one communication by using D2L and email. The instructor will make announcements to whole class through email. These announcements will include the upcoming tasks students need to do, such as assigned reading

materials, online activities, case study discussion, and submission of assignments and completed quizzes. The instructor will also use D2L discussion boards to post case studies and discussion questions to which students will be required to respond. The instructor will also communicate through D2L and email regarding general questions or concerns students have throughout the course. Performance feedback will be provided to students after the completion of graded assignments through D2L. The instructor will also be available to discuss issues through the telephone.

Student-Student interaction will take place through discussion boards on D2L. Students will post their research report to the discussion boards for instructor and other students to review. Students will be able to share their thoughts and answer other students' questions about their reports. Students will also be required to communicate with each other through D2L about case study discussions once the discussion questions are posted on D2L.

4. How will student achievement be evaluated?

Student achievement will be evaluated through the following assessments:

- | | |
|-------------------------------|-------------------|
| • Online Activities | 100 points |
| • Case Study Discussion Posts | 100 points |
| • Assignments | 100 points |
| • Quizzes | 100 points |
| • Research Project Report | 100 points |
| Total | 500 points |

Online Activities: The instructor will post review questions focusing on the key points in each chapter on D2L. Students are required to answer those questions after they complete reading the assigned reading materials. In addition, students are also required to do the assigned internet exercises to re-digest what they have learnt from the chapter.

Case Study Discussion Posts: The instructor will post a case study focusing on the key issues in each chapter through D2L discussion boards. The instructor will then provide discussion questions, about which students are required to respond, research, and discuss. These case study discussions provide students with the opportunities to develop their problem-solving skills and apply the key points from each chapter to the real world scenarios. Students will earn 10 points for their contribution to the case study discussion posts in each chapter, for a total of 100 points.

Online assignments: Students will be required to complete an online assignment for each chapter. Assignments are in essay format and focus on the key topics in each chapter. The assignments may include online research of tourism companies, tourism market analysis, and summary of learning points by watching the interviews with leading professionals in the tourism industry, etc..

Online Quizzes: Students will be required to complete an online quiz after each chapter's material. These quizzes are multiple choice questions and examine whether the key points for each chapter have been mastered.

Research Project Report: students will be graded on the quality of their research project report. The objective of this project is to let students think more critically about the key points in the covered chapters by doing research for their selected tourism destinations. Students are required to do marketing SWOT analysis, research of economic, socio-cultural, and environmental impacts of tourism in their selected destinations, as well as the recommendation of the possible resolutions to control the identified negative impacts of tourism.

Students will be able to keep track of their grades through D2L. The final grade will be calculated by dividing points earned by total points.

5. How will academic honesty for tests and assignments be address?

Academic honesty is addressed in the syllabus with the following statement:

Students must know IUP's Academic Integrity Policy, which can be found in the IUP Undergraduate Catalog or <http://www.iup.edu/page.aspx?id=132892>. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Any form of plagiarism, cheating, or academic dishonesty are subject to receive an F for the assignment, quiz, exam, or course. Any student, who fails to give credit in written or oral work for the ideas or materials that have been taken from another, is guilty of plagiarism and may be brought to the University Judicial Review for possible sanctions.

In addition, online quizzes will be timed and graded for each individual student. Quality of writing and originality in each submitted assignment will be examined. Research project report will be required to be submitted through D2L and originality will be checked for plagiarism.

PROPOSED SYLLABUS OF RECORD

I. Catalog Description

HR 115 Introduction to Tourism 3 credits
3 lecture hours
0 lab hours
(3c-01-3cr)

Prerequisites: None

Introduces the student to concepts pertaining to international and domestic tourism. Course examines the economic, social, and cultural aspects of tourism as well as how destinations are marketed.

II. Course Objectives

1. Students will recognize the historical growth of tourism.
2. Students will explain the roles of world, national, and regional tourism organizations.
3. Students will explain how tourism is organized by industry segments and trade associations.
4. Students will identify and evaluate travel motivators.
5. Students will identify and evaluate cultural factors in tourism.
6. Students will analyze the economic impacts of tourism on a community.
7. Students will identify future trends in tourism.

III. Course Outline

- A. Tourism and Development (3 lectures)
1. Defining tourism
 2. Forms of tourism
 3. Significant trends and constraints
- B. History of Tourism Development (3 lectures)
1. Significant historical tourism events
 2. European influence on tourism

- C. Economic Impact of Tourism (3 lectures)**
1. Claims and counterclaims
 2. Definition of regional economies
 3. Measurement of economic impacts
- D. Environmental Impact of Tourism (3 lectures)**
1. Factors affecting environmental change
 2. Examination of ecosystems
 3. Concept of ecotourism
- E. Social Impact of Tourism (3 lectures)**
1. Examination of different cultures involved in tourism
 2. Types of social impacts
 3. Types of social indicators used to address sociocultural change
- F. National/Regional Organization for Tourism Development (3.5 lectures)**
1. Tourism's role in a national economy
 2. Structure of National Tourism Organizations
 3. Types of regional tourism organizations
 4. Funding sources for regional tourism
- G. Community Tourism Development (3.5 lectures)**
1. Basic community tourism development, principles
 2. Promotion, advertising, and communication techniques
- H. Traveler Behavior (3 lectures)**
1. Relationship between needs, wants, values, and motives of travelers
 2. Consumer travel decision models
 3. Alternative forms of tourism
- I. Attraction Development (3.5 lectures)**
1. Principles of attraction feasibility analysis
 2. Trade area concepts
 3. Location decision models

- J. **Tourism Marketing** (3.5 lectures)
 1. Marketing plan development
 2. Product life-cycle theory
 3. Differences between tourism products and other goods
- K. **Image Development** (3 lectures)
 1. Components of image
 2. Image formation process and mix
 3. Image assessment methods
- L. **Developmental Planning Revisited** (3 lectures)
 1. Developing an effective tourism plan
 2. Concept of sustainable development
 3. Concept of integrated development
- M. **Examinations** (4 hours)
- N. **Final Examination / Culminating Activity** (2 hours)

IV. **Evaluation Methods**

The final grade will be determined as follows:

Three, multiple-choice, short answer examinations	100 points each
Career Fair Project	100 points
Group Project	200 points
Class Exercises and Internet Research	100 points
Comprehensive multiple-choice, short answer final examination	100 points
Class Participation	100 points

Grading Scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 - 59	F

V. Required textbooks, supplemental books and readings

Gratner, W.C.,(1996), Tourism Development: Principles, Processes, and Policies, Van Nostrand Reinhold, New York, New York.

VI. Special Resource Requirements

None

VII. Bibliography

Burns, P., and Holden, A., (1995), Tourism: A New Perspective, Prentice Hall, Upper Saddle River, New Jersey.

Cook, R., Yale, L., and Marqua, J., (1999), Tourism: The Business of Travel, Prentice Hall, Upper Saddle River, New Jersey.

Nickerson, N., (1996), Foundations of Tourism, Prentice Hall, Upper Saddle River, New Jersey.

Course Syllabus Online Version

HOSP 115 Introduction to Tourism

I. Catalog Description

HOSP 115 Introduction to Tourism	3 class hours
	0 lab hours
Prerequisites: None	3 credits
	(3c-0l-3cr)

This course will enable students develop a systematic understanding of tourism as a phenomenon that is intricately linked to social, cultural, environmental and economic processes. Through an interdisciplinary approach, this course will explore concepts related to tourism comprehensively.

II. Course Instructor:

Instructor: Yasong Wang

Office: 16 Ackerman Hall

Email: yswang@iup.edu

Office Phone: 724-357-6233

III. Course Outcomes

The student will be able to:

- 1) Students will recognize the historical growth of tourism.
- 2) Students will explain the roles of world, national, and regional tourism organizations.
- 3) Students will explain how tourism is organized by industry segments and trade associations.
- 4) Students will identify and evaluate travel motivators.
- 5) Students will identify and evaluate cultural factors in tourism.
- 6) Students will analyze the economic impacts of tourism on a community.
- 7) Students will identify future trends in tourism.

IV. Evaluation Methods

- Ten Online Activities (100 points)
- Ten Case Studies (100 points)
- Ten Assignments (100 points)
- Ten Quizzes (100 points)
- Research Project Report (100 points)

Total Points: 500

To Calculate Your Final Earned Grade: Add up all of the earned points and divide that sum by total points shown above. Grades will be visible throughout the semester on D2L.

V. Grading Scale

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60% to 69%
- F = below 59%

VI. Course Outline

Week 1: Section 1: Intro to Tourism and Future Trends in Tourism (Chapters 1 and 16)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 2: Section 2: Tourism Motivation and Marketing (Chapters 2 and 3)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 3: Section 3: Tourism Operations and Organizations (Chapters 13 and 5)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)

- Complete Online Quizzes (20 points)

Week 4: Section 4: Economic and Environmental Impacts of Tourism (Chapters 4 and 12)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

Week 5: Section 5: Socio-Cultural Impacts of Tourism (Chapters 10 and 11)

- Read chapter material
- Online Activities (20 points)
- Case Study Discussions (20 points)
- Complete Assignments (20 points)
- Complete Online Quizzes (20 points)

VII. Class Structure

First, students will be required to read the chapter to be studied. Next, students will be required to complete the online activities assigned. The online activities review the key points discussed in the chapter. The activities include review questions and internet exercises. Then, case study and discussion questions will be posted. Students will be required to post their responses to the case study discussion questions and comments on other students' responses. After case study discussion, students need to turn in their assignment for the covered chapter. Last, students are required to complete a quiz based on the key points covered in the chapter. At the end of course, each student will need to post the research project report on D2L for other students to access.

VII. Research Project (100 points):

The research project requires students to research one selected tourism destination to discover the tourism industry development history, the characteristics of current tourism market, the local-, state-, and national-level of tourism organizations, and economic, socio-cultural, and environmental impacts of tourism in the selected tourism destination. Students will also be required to read and grade other students' research reports. Students will select a tourism destination to research on the first day of class and the due date will be notified on the first day of class as well. The research report must include the following:

- a. Describe the country in which the destination is located (maps may be included).
- b. Characteristics of the tourism destination including:
 - i. History and relevant background information related to tourism in the selected destination

- ii. Types of tourist and motivation for travel to that destination
 - iii. SWOT analysis of the selected destination
 - iv. Positive and negative impacts of tourism on the destination's economy
- c. Tourism organizational structure at the destination
The tourism organizations at the national and local level that would be responsible for promoting tourism in the chosen destination
- d. The sustainable development of tourism in the destination
- i. The socio-cultural, environmental benefits of tourism development
 - ii. The demerits of tourism development in socio-cultural and environmental aspects
 - iii. The solutions to reduce some the negative impacts in this destination. Be sure to substantiate your argument with citations.
- e. Conclusions

Report:

Students are required to write a report summarizing the research results based upon the above requirements with a minimum 10 pages. The report must include a references page that identifies the all references cited according the APA standards. The report should be submitted in the D2L dropbox before the assigned due date notified on the first day of class. Late research report submission will incur a 10% penalty for every day late. Once the submitted report is approved, the instructor will post the report on D2L for all students to review and grade.

VIII. Written Assignments:

All written assignments must be typed in Times New Roman font, 12-point and double-spaced with a one-inch margin all around the paper. Quality of writing is considered in the grade. Excessive typos and grammatical errors will result in a lower grade. Written assignments should also abide with APA guidelines with proper citations and references.

IX. Academic Integrity:

Students must know IUP's Academic Integrity Policy, which can be found in the IUP Undergraduate Catalog or <http://www.iup.edu/page.aspx?id=132892>. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Any form of plagiarism, cheating, or academic dishonesty are subject to receive an F for the assignment, quiz, exam, or course. Any student, who fails to give credit in written or oral work for the ideas or materials that have been taken from another, is guilty of plagiarism and may be brought to the University Judicial Review for possible sanctions.

X. Required Textbook:

Walker, J. R. & Walker, J. T. (2010). *Tourism: Concepts and practices*. Boston: Prentice Hall.

Additional readings and resources will be distributed on D2L and/or through I-Mail.

Access to Desire 2 Learn. (www.iup.edu/d2l)

HOSP 115 – Introduction to Tourism

Distance Education Proposal

Sample Lesson Week 2:

Class Topic: Section 2 - Tourism Motivation and Marketing (Chapters 2 and 3)

1. Students are assigned to read Chapters 2 and 3.

2. Complete online activities

Students are required to complete the online review questions after they finish reading Chapters 2 and 3. Students need to answer 13 questions in total. In addition, students are required to complete the internet exercises activities posted at the end of Chapters 2 and 3 in the textbook. These activities are assigned to ensure students master the key points in these two chapters.

3. Case study discussion:

In this week, students need to complete read the case studies shown at the end of Chapters 2 and 3, then post their responses to the questions shown at the end of each of the case studies. Last, students are required to comment on at least one of their students' responses to the discussion questions.

4. Students are required to complete two assignments.

The first assignment is for Chapter 2. In this assignment, you need to click the below link and watch a short video clip introducing Newfoundland and Labrador in Canada. Then, write an essay to answer two questions. First, based on Stanley Plog's Psychocentric and Allocentric Destinations Model, which type of personality the people, who most likely to visit there in the U.S. tourism market, would have and why you think people with that specific type of personality most likely to visit there? Second, based on Maslow's Hierarchy of Needs Theory, what kinds of needs can be fulfilled when people visit there and why you think visiting there can fulfill those needs.

<http://www.strategyonline.ca/screeningroom/tourism/965.html>

The second assignment is for Chapter 3. In this assignment, you need to analyze the local residents' social demographic characteristics shown in the facts sheet about Indiana of PA and list your target groups of people for your tourism business and the products you plan to promote in Indiana market. In addition, you need to provide justification for your decision of selecting specific types of people as your target market segments.

5. Students are required to complete the online quiz.

Students can access the online quiz on D2L. The quiz will consist of 20 multiple-choice questions.