

RPTA 54: CRITICAL THINKING IN TOURISM

In Workflow

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Approval Path

1. Sat, 28 Jan 2023 01:22:15 GMT
Abhijeet Shirsat (shirsat): Approved for RPTA Committee Chair
2. Sat, 28 Jan 2023 04:52:31 GMT
Samantha Blackburn (samantha.blackburn): Approved for RPTA Chair
3. Wed, 08 Feb 2023 02:28:01 GMT
Heather Thompson (heather.thompson): Rollback to Initiator
4. Mon, 13 Feb 2023 21:30:24 GMT
Abhijeet Shirsat (shirsat): Approved for RPTA Committee Chair
5. Mon, 13 Feb 2023 21:54:40 GMT
Samantha Blackburn (samantha.blackburn): Approved for RPTA Chair
6. Tue, 14 Feb 2023 19:55:07 GMT
Heather Thompson (heather.thompson): Rollback to Initiator
7. Tue, 14 Feb 2023 20:17:54 GMT
Abhijeet Shirsat (shirsat): Approved for RPTA Committee Chair
8. Tue, 14 Feb 2023 20:59:30 GMT
Samantha Blackburn (samantha.blackburn): Approved for RPTA Chair
9. Tue, 21 Feb 2023 22:52:42 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
10. Wed, 22 Feb 2023 00:57:46 GMT
Robert Pieretti (sac19804): Approved for HHS Dean

New Course Proposal

Date Submitted: Tue, 14 Feb 2023 20:17:28 GMT

Viewing: RPTA 54 : Critical Thinking in Tourism

Last edit: Tue, 14 Feb 2023 20:17:27 GMT

Changes proposed by: Abhijeet Shirsat (223000375)

Contact(s):

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Catalog Title:

Critical Thinking in Tourism

Class Schedule Title:

Critical Thinking in Tourism

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Recreation, Parks, and Tourism Administration

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

RPTA - Recreation, Parks, and Tourism Administration

Catalog Number: (course number)

54

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Current needs in the tourism industry, especially post-pandemic (which we are leading towards), demand from Sacramento's Convention and Visitor's Bureau (Visit Sacramento), and support from the hospitality industry have pointed us to create a course that meets the demand of the industry. This course will garner attention from a wide array of students but also will help in shaping future citizen scientists for our society with their critical thinking while decision-making during travels. We hope this is a class that will not only will help in educating our students but will also help them make sustainable decisions during travels for the sustainable future of our society as a whole.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introduction to critical reasoning, evaluating, and thinking skills through the social, environmental, and economic issues in tourism industry. Students will use research, reflection, acquisition of information, structuring arguments, and other critical thinking processes to analyze individual decision-making as consumers and gain an understanding of the greater global impact of tourism sustainability.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Analyze the tourism industry sustainability practices as it relates to sustainable design objectives within the industry. (Area A-3 Learning outcome 4)	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam
2	Evaluate sustainable efforts in the tourism industry and their economic impacts. (Area A-3 Learning outcome 1 and 3)	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam
3	Examine the current roadblocks to implement environmental changes within the tourism industry. (Area A-3 Learning outcome 1)	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam
4	Analyze case studies and evaluate the effectiveness at implementing sustainable changes within the tourism industry. (Area A-3 Learning outcome 3)	-Attendance/participation -In-class Assignments -Case Study Assignment

5	Identify the role of a consumers and critique fallacies, biases and errors in reasoning as they relate to tourism. (Area A-3 Learning outcome 2)	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam
6	Identify industry leaders who are actively moving the tourism industry toward a more sustainable future. (Area A-3 Learning outcome 3)	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam
7	Examine the impact and future of the tourism industry from a global perspective. (Area A-3 Learning outcome 2, 3 & 4)	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam
8	Area A-3 Learning Outcomes: 1. Identify and apply the elements of sound logical reasoning to compose and critique deductive and inductive arguments. 2. Identify and critique fallacies, biases, and errors in reasoning. 3. Identify and evaluate the use of facts and opinions as evidence in the construction of arguments. 4. Identify and evaluate methods and reasoning appropriate to the discipline associated with the course.	-Attendance/participation -In-class Assignments -Case Study Assignment -Research Project -Midterm and final exam

Attach a list of the required/recommended course readings and activities:

Final Critical Thinking in Tourism.docx

For whom is this course being developed?

General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

A3. Critical Thinking

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Final Critical Thinking in Tourism.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area A3: Critical Thinking

Section 1.

Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.**Students study about and consciously develop skills in critical thinking.**

Students study about critical thinking as they analyze the way tourists participate in social, environmental, and economic issues through research and observation, and they will consciously develop their critical thinking skills including observation, analysis, inference, communication, and problem-solving by formulating a sustainable guide for tourism sustainability.

Knowledge through logical analysis and argument construction is pursued throughout the course.

Knowledge through logical analysis will be pursued in the comprehension of tourists' behaviors in all three perspectives, including social sustainability, environmental sustainability, and economic sustainability, throughout the course. Arguments for both sides will help in understanding the current needs in the tourism sector and how it impacts the tourism industry.

Instruction develops understanding of logical relationships between premises and conclusions.

The course poses thought-provoking questions about why the tourism industry needs to operate sustainably for the future of the industry and the future of human travel. The class will require students to research and develop their premises, and conclude with potential implications, and identify solutions for the future through the assignments.

Instruction develops ability to recognize more common formal and informal fallacies.

In this course, students will learn about the segmentation of tourists, as well as channels, and understanding of their purchasing behavior. These are important steps toward establishing a rational multichannel distribution strategy. The long-term value of a customer and incidental revenues gained from that customer is important in making overall decisions about pricing strategies. All customers are not equal. Students will gain the ability to logically analyze the data and differentiate through the assignments such as case studies.

Grading reflects emphasis on logical processes.

Throughout the course, there will be a number of assignments, case studies, a research project which will assess how well students use logical thought when demonstrating their comprehension of course topics, researching the topic, and formulating arguments and summaries.

Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.

1) Skill in evaluating the validity, strength and relevance of arguments.

2) A sense of logical structure of both inductive and deductive forms.

3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.

4) Skill in handling a variety of arguments in variety of contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.

The research that will be conducted in this class will help in the formulation of arguments and the use of critical thinking in designing a call to action for tourists. The critical thinking skills students learn, develop, and practice in RPTA 54 can help them fulfill their roles as citizen scientists in the tourism industry.

1) Skill in evaluating the validity, strength and relevance of arguments.

Students will demonstrate skill in evaluating arguments' validity, strength, and relevance as part of the case study and the research assignment.

2) A sense of logical structure of both inductive and deductive forms.

Students will demonstrate a sense of logical structure of both inductive and deductive forms when formulating their arguments for their research project with an informed decision as citizen scientists.

3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.

Students will conduct research within the tourism industry to gain awareness of misleading information in the research project. Students gain more awareness of the uses and abuses of argument language by conducting this research project along with the related instruction and assignments.

4) Skill in handling a variety of arguments in variety of contexts.

By observing video documentaries, reading case studies and articles, conducting surveys and participating in class debates, students will gain skills in handling a variety of arguments in differing contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.

The case studies and the midterm and research project will assess the student's capabilities of participating in informed, well-articulated, and un-biased arguments.

Includes a writing component described on course syllabus.

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

In this lower division course, students will complete and answer short essay exam questions in the midterm exam, and periodic formal writing assignments, and submit a final research paper. This will help them to learn proper handling of terms, phrases, and concepts related to the course.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on PP. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

RPTA 54 will appeal to a wide array of students because tourism is relevant to all the college students. Learning, developing, and practicing critical thinking skills through tourism sustainability is not only exciting but also relatable. The course will also add to the limited options in Area A3.

Reviewer Comments:

Heather Thompson (heather.thompson) (Wed, 08 Feb 2023 02:28:01 GMT): Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Heather Thompson (heather.thompson) (Tue, 14 Feb 2023 19:55:07 GMT): Rollback: Change needed. Refer to notes from the meeting.

Key: 14862