



## Task 2.2: Design the Curricula Academic Course Modules

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| Abstract | <p>The content of the didactic structure of the new graduate courses (curricula) in Costa Rica P6 (MSc in Tourism and Sustainable Development) and Colombia P3 (MSc in Sustainable Tourism) will be developed. The content of the didactic structure of the activities/modules/courses that enrich the existing curricula in Colombia, Costa Rica and West Indies will be developed.</p> <p>The needs for creating Observatories on Sustainable Tourism and Environmental Protection will be defined as defined in 2.1. The pathway structure and courses' specification including their content and learning outcomes are determined. Courses will be specified according to each Partners' university specification template.</p> |
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## DOCUMENT CONTROL SHEET

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## **LIST OF ABBREVIATIONS**

CETL            Centre for Excellence in Teaching and Learning

COP            Colombian Pesos

IDP            Internally displaced persons

PC            Programme Coordinator

QAU            Quality Assurance Unit

STOREM    Sustainable Tourism, Optimal Resource and Environmental  
Management



## 1 INTRODUCTION

This report details the content of the didactic structure of the new graduate courses (curricula) in Costa Rica P6 (MSc in Tourism and Sustainable Development) and Colombia P3 (MSc in Sustainable Tourism); as well as the content of the didactic structure of the activities/modules/courses that will enrich the existing curricula in Colombia P4, Costa Rica P5, and West Indies P7.

Depending on whether applicable and/or a prerequisite for the approval of new master's programmes or courses at each partners' university, the curricula design process may have included the following tasks:

1. Definition and collection of the learning materials, theories and concepts
2. Development of a set of substantial and illustrative practical examples and case studies
3. Development of a representative set of exercises for each of the exercise sessions, and a set of answers to each of the exercises
4. Development of the assessment mechanisms and techniques for each course, and a representative set of assessments
5. Course guide that include the teacher and student guide, and deliverable methodology
6. Design of a strategy for IDP and victims of the conflict inclusion within the didactic structure.

**Section 2: Case Studies** of the report presents the short case studies describing the process undertaken to activate the new master's programme (e.g. data collection, stakeholder consultations, developing learning methodology and assessments, etc.); as well as practical examples or short case studies that either (i) describes active modules/courses within existing master's programmes that focus on sustainable tourism and resources and environmental management or (ii) highlights best practices that facilitate the activation of new courses within an existing master's programmes.

**Section 3: Strategy for IDP and Victims of the Conflict Inclusion** outlines the IDP strategy developed by EAFIT University and the University of Magdalena.

The didactic structure of the new and revised graduate courses are presented in the **Appendix 3**.



## **2 CASE STUDIES**

In this section, the case studies prepared by the Partner Universities are presented.

### **2.1 UNIMAGDALENA**

#### **Best practices for the creation of a new Master program**

##### **Universidad del Magdalena**

The Master's Program in Sustainable Tourism Management is based on its curricular and pedagogical organization in the general guidelines of the academic practice of the Universidad del Magdalena, where the Curriculum is assumed as a process of permanent improvement, which allows developing quality training processes oriented to the professional and personal development. In addition, to promote research as a generator of knowledge, articulation with the context and transformer of social reality from the detection of interests and needs of the environment.

In this sense, the institution has been adjusting its academic processes, seeking continuous improvement of both the existing academic offer and the new curricular proposals in undergraduate and postgraduate studies, characterized by their relevance and adapted to new guidelines considering flexibility, interdisciplinarity and internationalization. Regarding the undergraduate programs, the new offer of the College of Education stands out, with 5 degree programs. At the postgraduate level, 23 new qualified registrations were obtained, 11 registration renewals and 9 programs filed with the National Ministry of Education waiting for their approval.

For this, the teams of the postgraduate office, quality assurance office, academic council and accreditation and self-evaluation office, have designed a plan for the creation of academic programs and application for qualified registration, which has proved to be successful in creating new programs and approving them by the National Ministry of Education, as exemplified above. The plan consists on the following activities:



| Activity  | Description  | Responsible units                               |
|---|--|---|
| Justification of the need to create the program | <p>Identification of the needs and requirements of the professional and social environment of the program, the current state of knowledge and potentialities of the program at the local, regional, national and international level.</p> <p>Establish the distinctive features of the program and institutional strengths to offer it.</p>  | Dean, College Council, Proponent of the program |
| Review of the relevance of the proposal         | <p>Study of the relevance of the proposal to determine if it's adjustment to the needs of the region, to the university's Science and Technology plan, to the Institutional Educational Project and the institutional policies in general.</p> <p>The proposal must include a market and needs analysis. If the proposal is not approved at this stage, the process must end and start over.</p> | College Council and Postgraduate Office         |
| Viability of the proposal                       | Presentation of the proposal to the Academic Council   | Dean and Academic Council                       |



| Activity   | Description  | Responsible units                                |
|--|--|--|
| Designation of the team                            | Designation of the responsible team to build the document                          | College Council and Postgraduate Office          |
| Context updates to the team                        | General instructions to the team regarding the process of creating a new program   | Quality Assurance Office                         |
| Preparation of master document                     | Methodological design for the collection of information and its execution.         | Work team  |
|  | Information processing and analysis.   |  |
|  | Construction of the master document.   |  |
| Approval of the document                           | Presentation of the master document  | College Council                                  |
| Remittance of the document to the QA office        | Technical evaluation   | Director of the program                          |
| Technical and disciplinar evaluation               | Review of the program and suggestions made by the QA office and a disciplinar peer | Dean, disciplinar peer, Quality Assurance Office |
| Document Adjustments                               | Adjustments considering the recommendations of the previous step                   | Work Team  |
| Document socialization before the Academic Council | Final presentation and adjustments   | Work team, Academic Council                      |
| Filing of the Document                             | Filing of the Document to the National Ministry of Education                       | Quality Assurance Office                         |





## 2.2 UNA

### **Systematization of experience: process of formulation and implementation of an academic master's program in tourism and sustainable development at the National University Costa Rica (*Summary*)**

The study of tourism in Mesoamerica and the Caribbean region is important, especially due to the existing gaps in terms of comprehensive understanding as a socially shaped territory and marked by several historical interactions, the cultural identity or identities that make it up, the environmental dynamics that describe it. As a region with a high natural vulnerability to extreme events, especially of a hydrometeorological type, and the socioeconomic conditions that are part of life in this part of the world.

At the socio-economic level, it is a region strongly dependent on enclave-type exogenous modes of production, typical of the systems introduced from the European colonization processes in different parts of the world. For this case, we will concentrate on presenting the tourism system promoted in this region, as a way to contribute to the propositional and constructive debate that takes place from the University as an institution that promotes knowledge and professional training that positively affects the search for social well-being and the care of nature.

Therefore, the object of study of this case study is the academic training at the postgraduate level in sustainable tourism. Tourism here understood as a social phenomenon and practice, and not just as an economic practice. Tourism as a tool to get to know peoples and cultures, as a way to marvel at what is different, as a way to recognize the differences that exist between people, between oneself and the other. This tourism, therefore, does not have to be just a graph of growing arrows disseminated by the management bodies, but a practice of people, an activity that can be of discovery and unforgettable positive experiences.

As an academic proposal, it is executed through the Sustainable Tourism, Optimal Resource and Environmental Management (STOREM) project, which has as part of its objectives to propose the development of a new curriculum oriented to the protection of the environment, focused on sustainable tourism and the management of resources that contribute to the modernization of the existing postgraduate pathways in the territory.

Tourism is considered one of the most important economic activities for the Small Island Developing States of the Caribbean that provide direct and indirect employment to a large number of people. The competition to grow and diversify tourism goes beyond the island states and encompasses all the coastal countries of the Caribbean, within which Costa Rica is located.



Thus, the specific purpose of this master's program is tourism and postgraduate academic training, in all its forms, public or private, which is carried out in the Mesoamerican and Caribbean region.

Therefore, only as examples, they can be object of studies by students and teachers of this program:

- Tourism programs of the national or local government
- Public or private tourism action plans
- Management models of parks and natural spaces open to tourist visits

*(Note, this is a synopsis of the more detailed case study which can be found in Appendix 1)*

## 2.3 EAFIT

### Best Practices for the Activation of New Courses

To facilitate the activation of new courses at EAFIT University and within its existing Master's program in Earth Sciences, there are a number of best practices developed by the university to ensure the effectiveness of the process and the quality of the product. By keeping the process for activating new courses simple, EAFIT ensures that the creation of new courses is both timely and effective. The quality of the courses that are approved is also ensured by adhering to well-defined requirements and including multiple reviews in order to obtain approval for the new course.

To ensure a timely and effective process for activating new courses, the procedure at EAFIT has been designed to be relatively straight forward. As outlined in the table below, there are 4 well-defined steps involved in the process, making it clear for the persons involved at all levels of the approval process. This ensures that timelines can be planned for and ultimately achieved.

The use of a well-defined template is an important aspect of EAFIT's best practices for course creation. The syllabi template for the creation of new courses was designed to consider the coherence among course components, in terms of philosophy and competencies to be developed, assessment mechanics and pedagogical guidelines, analytical contents and references. By outlining the exact requirements for a syllabus of a new course, the professors charged with the course design are informed of all of the needs to achieve approval, while the committee members in charge of the reviews and approvals have a clear understanding of the expectation. This process ensures standardization, avoids subjectivity, ensures a timely approval, and ultimately supports the quality of the final product.



The quality of content in the new courses is ensured by each step in the approval process shown in the table below. This includes the professor in charge of the proposal, who should adhere to the standards outlined by the syllabi template. The process then relies on the quality assurance of the program coordinator and program committee in order to ensure the pertinence of the new course and its coherence with the program, which in this case are those of the Master's program in Earth Sciences. The final step for sufficient for quality assurance purposes is carried out through a review by the School of Sciences Council. Formed by the dean, department chairs, an alumnus from the School of Sciences, a professor of the School of Sciences (by peer election), and two students from the School of Sciences (by peer election), this final review by the School of Sciences Council is expected to ensure the overall quality of the proposed course in accordance with institutional standards.

| Process                                   | Procedure   |
|---|---|
| Syllabi Development                       | To develop the syllabi of courses to be offered at the Master's in Earth sciences. There is an institutional guideline for syllabi at EAFIT University. The Master's program lacks a specific guideline for syllabi, but the institutional guideline includes: course justification, general purpose, basic competencies to be developed in the student, content with analytical description, methodological and didactic strategies, resources, assessment criteria, and general references. |
| Department Review                         | To submit the syllabi for a first review to the master's program coordinator (currently Dr. Maria Marin-Ceron) and to the master's program committee within the Department of Earth Sciences at EAFIT. This step is the first quality control about pertinence and coherence.   |
| School of Science Council Review          | With the approval from the master's program coordinator and program committee, the syllabi can then be sent for a final review to the School of Sciences Council (formed by the dean, department chairs, an alumnus from the School of Sciences, a professor of the School of Sciences (by peer election), and two students from the School of Sciences (by peer election). In this meeting, the new courses are presented based on the information as presented in the syllabi.              |
| Registration with Department of Registrar | After the courses are approved by the School of Sciences Council, they can be sent to the Department of Registrar for them to include the courses in the online system. This step officially makes the courses available to be open by the program coordinator for a future semester.   |



## 2.4 UCI

### **Best Practices for Creating Virtual Master's Programs**

For the past 20 years, the University for International Cooperation has been venturing into the development of virtual educational programs. Through this practice, it has been possible to have more than 4000 master's graduates from 52 countries.

Two aspects have been key aspects on the success of production of master's programs in virtual environments: the identification of training gaps at the Latin American level in areas related to environmental sustainability and the adaptive management of the information technology department that has been integrating new tools to support pedagogical mediation.

The experience has led the university to focus on the following:

#### **Consolidation of a Technological Mediation Center:**

This center is responsible for supporting the different faculties of the university and its professors in dynamizing the pedagogical strategies that the teacher wishes to implement, as well as continually updating themselves determining which are the most appropriate instruments or tools to have current courses and programs.

This Center has been redefining its work approach, initially starting from an information technology department, following a virtual laboratory and finally the Technological Mediation Center, which does not provide services on request, but participates in the construction of the different courses.

#### **Virtual Teaching:**

The UCI recognizes that there are important differences in face-to-face and virtual teaching, for this reason and given the limited supply available in this line, it has built courses to train its teaching staff in this pedagogical strategy, in addition to updates being shared jointly with them.

The introduction to the virtual world is carried out in stages where the first step is training teachers, then they have the experience to give a free course and at last they give courses within the master's programs

#### **Teaching support:**

The change from an information technology department to a Technological Mediation Center has been key for teachers to find support for pedagogical mediation since this accompaniment allows them to define what may be the most appropriate mechanism to achieve teaching and learning results. This has gone from asking for recommendations to establishing a dialogue between the teacher and the specialist in technological mediation issues



### **Virtual assistance:**

As an entity to support the teacher and the student, a role of academic assistant has been established to give personalization of teaching and learning process, establishing a link to meet the needs of teachers and students, including supporting issues that come from the educational dimension.

Virtual assistance helps to respond to queries and attention to difficulties with great agility and in a short time.

## **2.5 UWI**

### **CERMES Best Practices for MSc Programme in Natural Resource & Environmental Management**

#### **CERMES Programme Coordinator (PC)**

CERMES has a dedicated academic administrator whose responsibility is the efficient and effective management of all operations related to the academic programmes. The PC's office acts as the interface between the Centre and the various branches of the university including, but not limited to, the Bursary, Examinations Section, The School for Graduate Studies and Research and the Faculty Sub-Committee for Graduate Studies and Research. The PC also interfaces with external agencies regarding scholarships, research projects, internships and job placements for graduates.

The PC is the main focal point for providing student and lecturer support. The PC regularly connects with students and lecturers to determine how they are coping with the courses and the programme, and whether there are any challenges.

Other duties also include managing the student application process, scholarships, enrolment and graduation; as well as assisting in sourcing and making recommendations for hiring the teaching staff for the academic programmes.

#### **Academic Programme Review**

Every year, typically in June, the PC chairs an annual academic programme review meeting. During this meeting all programmatic matters are discussed including:

- Financial status



- Confirmation of activities for the upcoming academic year:
  - Student orientation week
  - Semester I timetable
  - Updating course blurbs
  - Updating student handbook and website
- Student scholarships
- Curriculum review and revision
- Student feedback and course evaluations
- Review of programme themes
- Marketing strategies

It is during this meeting that programme changes are discussed, including the development of new courses or specialisation streams and the restructuring of the programme to accommodate these changes to keep within the credit cap for Masters programmes.

The proposal of new programmatic content at this meeting is for discussion with the entire academic staff, as prior meetings would have been held with the PC and Director on their feasibility. Once it is agreed that a new course or stream will be developed, the academic who proposed the new content takes the lead in developing the course material in consultation with the PC, who helps guide the administrative process. The outputs are then continuously reviewed throughout the process of getting the new course or stream approved by the Director, PC and CERMES academics, who have knowledge of the subject area.

### **Procedure for submitting a new or revised course within an existing Masters Programme at The University of the West Indies, Cave Hill Campus**

1. Completing the Graduate Course Proposal Format form.
2. The completed form is then submitted to the following for feedback and approval:
  - a. Centre for Excellence in Teaching and Learning (CETL)
  - b. Librarian



3. Once the required revisions, if any, are completed and the above have given their approval, the form is then sent for review and feedback to the members of the Faculty of Science and Technology Sub-Committee for Graduate Studies and Research.
4. The new or revised course is also submitted to the other relevant Faculties at the other campuses for comment.
5. When the above Sub-Committee is convened, the new or revised course is discussed and any recommendations and or revisions are noted.
6. The revised form is then resubmitted for final approval by the Sub-Committee. If there are no substantive changes requiring further review, the Deputy Dean, as the Chair, will accept the changes and grant approval on behalf of the Sub-Committee.
7. The Deputy Dean for the Faculty then submits to the Campus Committee of Graduate Studies and Research. If there are comments, these are included and then resubmitted to the Committee for approval through the Deputy Dean.
8. The Chair of the Campus Committee for Graduate Studies and Research will then formally submit the form to the Board for Graduate Studies and Research for final approval. This is done through the office of the Director for Graduate Studies and Research.
9. Once the Board gives their approval, the new or revised course can then be delivered as part of the Masters programme.

### **Implementation of a New Course or Specialisation Stream**

Once the new course or stream is approved and incorporated within the Masters programme, as with all courses, the PC checks in with both staff and students for feedback on what works and what was problematic, so that adjustments can be made for the following year. This is in addition to the formal student evaluations which are conducted by the university to receive feedback on each course and the lecturer. All the information is collated by the PC and at the annual academic programme review meeting, the feedback from the course lecturer and students are reviewed.

### **Quality Assurance Review**

Periodically, CERMES is required by the university to undergo a quality assurance audit inclusive of the academic programmes. The three primary aims of the audit are to:





1. Maintain and enhance the quality of the learning experience of UWI students.
2. Assure the maintenance of appropriate output standards.
3. Provide assurance to the stakeholders, that is, students, parents, employers, funders, collaborators and the Regional Governments, of its continuing high quality and standards.

The Quality Assurance Unit (QAU) of The University of the West Indies facilitates this process and appoints a Review Team reflective of the Discipline to be reviewed. The Team usually includes an academic staff member who teaches the same Discipline on another Campus, independent person(s) external to UWI with professional expertise in the Discipline from within the Caribbean and a senior academic in the Discipline from outside the Region.

The Review Team submits a final Review Report to the QAU. On official receipt of the Report to CERMES, the Director, in consultation with members of staff, develops an action plan informed by the Review Team's recommendations. This is then submitted to the QAU within three months of receipt of the finalised Review Report.





### 3 STRATEGY FOR IDP AND VICTIMS OF THE CONFLICT INCLUSION

In order to include vulnerable populations in the two new courses designed for EAFIT's Master's program in Earth Sciences and the new master's degree in Sustainable Tourism at UNIMAGDALENA as part of the STOREM project in Colombia, the following strategies have been considered: 1) Broadening the definition of eligible populations to be as inclusive as possible of differing types of vulnerable populations, 2) Overcoming limitations of prior education by omitting course prerequisites and developing an introductory module for the graduate students, 3) Providing information on funding opportunities to help overcome financial limitations, and 4) Fostering the permanence of registered students through social programs and exercising discretion regarding student backgrounds.

#### 1. Inclusiveness of vulnerable populations

Recent discussions of STOREM's Advisory Board for IDPs have agreed on the importance of broadening the definition of populations eligible to be included in the support provided by the project. The concept aims to permit a wider inclusion of vulnerable populations that may be considered victims of violence, students with disabilities or marginalized racial minorities. The project has thus defined that eligible beneficiaries will extend to various *vulnerable populations*, which include internally displaced populations, victims of violence, victims of armed conflict, refugees, disabled students, and minorities from marginalized populations such as Afro-Colombians and Indigenous-Colombians.

The general justification for broadening the definition of eligible beneficiaries is to be as inclusive as possible of differing types of vulnerable populations. The specific justifications for including each term within the broad definition follows:

- **Victims of armed conflict**: this term may be considered synonymous with the term IDP and is used by the Superior Tribunal of Justice and Peace of Medellín, which mandates that EAFIT University must provide support to these populations. UniMagdalena has included this category within its diversity and inclusion policies.
- **Victims of violence**: this term is used to apply for financial support on the applications forms at EAFIT University. The term may be considered more general than the term *victims of armed conflict*, as victims of violence may also include victims of domestic violence or victims of local gang violence, all of which may force the displacement of the victimized persons.



- **Refugees**: In Colombia there is currently a large flux of refugees coming from Venezuela which face extremely vulnerable conditions. A large effort is being made in Colombia to facilitate the transition of these refugees and so it would be fitting that the initiative is supported by the STOREM project as well. The term refugee in general would be the preferred term, which naturally includes Venezuelan refugees, but does not exclude refugees that may come from another country and face similar conditions.
- **Disabled students**: Persons facing physical or mental impairment may also be termed vulnerable populations that face conditions limiting their opportunities for education and employment. UniMagdalena has identified funding opportunities to support the enrollment of this population within the STOREM pathway.
- **Minorities from marginalized populations**: Racial minorities, such as Afro-Colombians and Indigenous-Colombians, may also be termed vulnerable populations that face conditions limiting their opportunities for education and employment. UniMagdalena has identified funding opportunities to support the enrollment of this population within the STOREM pathway.

Apart from the public and private actors that will make up the Advisory Board, UNIMAGDALENA has considered to cooperate directly with regional and national stakeholders representing the interests of the target groups, to take advantage of their communication channels and established networks for dissemination purposes and reaching more potential students. Additionally, the team will work with local and national general student associations and those who work specifically for the master's target audience, as a way to involve current students who might be interested in applying for the scholarships in 2021.

## **2. Overcoming educational background limitations**

The two new courses being prepared at EAFIT as part of the STOREM project (1. Watershed Management for Environmental Protection, 2. Coastal Management for Sustainable Beach Tourism) course intend to build the capacity of current and future coastal managers. In order to overcome limitations of a potential student's education background, the courses are designed to be taught with a conceptually basic approach with the goal of making them accessible to students with a wide range of backgrounds. In this sense, while the courses will be built on the fundamentals of earth sciences and coastal zone management, the didactic material will be delivered under the presumption that students may not have a background with formal education in science.



In this regard, no prerequisite courses will be required to take the new classes in the STOREM pathway. While the omission of course prerequisites may not be common at the master's level, this strategy has been utilized with the express purpose of facilitating the involvement of students such as IDPs and other vulnerable populations. Limitations in educational background has been identified as a significant barrier for IDP students to enroll in specialized courses such as these, and so the use of a conceptually basic approach is expected to make the courses more accessible to all potential students.

The strategy of omitting prerequisites also opens up the possibility of receiving students at the professional level. Potential students for these specialized courses could also include coastal zone stakeholders in the governmental and private sectors who may not have a prior education in sciences. Government officials working with environmental authorities or managers working in the hotel sector would potentially have high interest in these new courses, though their educational background may be in business and administration. By utilizing the strategy of no-prerequisites, these stakeholders in the governmental and private sectors become potential students for the new courses. Through the participation of these stakeholders at the professional level in the courses, this could also develop the contacts and networks necessary for students to find employment opportunities in the future.

Additionally, through collaboration with UniMagdalena, EAFIT hopes to offer newly enrolled students an educational module being developed by UniMagdalena to fill educational gaps. This educational module is being designed to fill the education gap for newly enrolled students of the vulnerable populations profile. In consideration of the difficult conditions that students of this profile have endured, it is possible that they may lack some of the knowledge that may be considered a pre-requisite for the STOREM pathway at the Master's level. For this purpose, UniMagdalena has proposed the development of a virtual module on interdisciplinary themes, including tourism and environmental sustainability, that would fill these education gaps. This module could in fact be offered to all interested students (not just vulnerable populations) should they need to complete their prerequisite knowledge before beginning the Master's programs.

Based on the institutional experience of developing a "Sustainability Policy" at UniMagdalena with shared efforts from the students, administrative staff and teaching staff of the university, and the subsequent development of a cross-cutting and interdisciplinary Sustainability Pathway available to students from all fields of study, this good practice could prove beneficial to replicate with the involvement of the future academic body of the STOREM-based MSc program. In order to share key information, concepts and practical knowledge that admitted students and especially those with diverse professional backgrounds (e.g. Environmental Engineering, Anthropology, Business, and people with an interest in Sustainable



Tourism that do not have qualifications in tourism management), this effort could be used to strengthen their skills and the base knowledge that are expected to be set as requirements to successfully complete their studies during the first academic year of the Master's degree. This could be done either on a collaborative framework with the support of the STOREM consortium partners, or based on the academic and practical needs identified to undertake the STOREM pathway at each institution.

### **3. Overcoming funding limitations**

The cost of enrollment in EAFIT's 2-year Master's Program in Earth Sciences is approximately \$33.403.672 Colombian Pesos (COP), equivalent to approximately \$10,500 USD (TRM depending). This cost is relatively high among HEIs in Colombia, and particularly high for students coming from a background of a vulnerable population. To overcome this limitation, the STOREM project is making a concerted effort to identify scholarship opportunities for students and facilitate this information through various project dissemination channels (see **Appendix 2** for listing of scholarships).

At UNIMAGDALENA, the tuition costs for the program have yet to be discussed, but as part of a public HEI offering, it is expected to have a competitive pricing scheme per semester. The university signed a cooperation agreement with the Colombian Caribbean indigenous communities and created the 'Sierra Nevada Scholarship'. This is aimed at promoting high-quality graduate education opportunities for indigenous people, whereby two scholarships will be granted every year for master's and doctoral studies. Strategies to facilitate enrollment in the STOREM pathway focus on funding opportunities for scholarships (both existent and new scholarships) and professional internships. External organizations with which the project aims to establish cooperation include governmental organizations, NGOs and private companies. The publicity channels used to disseminate funding opportunities and the STOREM pathway to a broad participation of vulnerable populations include those of the project itself, institutional channels, external organizations and local press.

IDPs and other vulnerable populations are generally affected by socio-economic problems. Often, these students must work to sustain themselves during their academic studies due to precarious economic situations. Their academic performance may also be affected by lack of time to study. One of the problems these students face while enrolling in the university is a lack of knowledge of the opportunities that higher education institutions can offer them, as well as a lack of economic resources to travel to the university and pay for registration fees.

To facilitate financial support for beneficiaries, measure will be taken to identify funding sources and provide information on application processes. This effort will



focus on 1) support for existing scholarships, 2) creation of new scholarships, and 3) creation of professional internships.

- I. **Existing scholarships**. A review has been done by UPD of existing scholarships that IDPs in Colombia would be eligible for. This includes a wide range of funding sources such as ICETEX, COLCIENCIAS, Universidad del Rosario, Comisión Europea, PRODECO, Observatorio de la Universidad Colombiana, Asociación Panamericana de Instituciones de Crédito Educativo (APICE), Fundación Beca, Banco de la República, Becas Structuralia, Becas para Colombianos, Plataforma de Alianza Pacífico, and Red Latinoamericana de Cooperación Universitaria. This information will be organized into a simple guide for potential students and made available on the project website.
- II. **New scholarships**. The participants of the Advisory Board are making an effort to identify funding opportunities to create new scholarships specific to the STOREM pathway in Colombia. These efforts have been focused on funding within the partner universities in Colombia (P3, P4) and with private companies with an interest in funding education, supporting vulnerable populations and/or the development of sustainable tourism.

At EAFIT University, there is an active funding program which supports students at the undergraduate level that identify themselves as victims of violence (or of armed conflict) when they apply for admission. While this funding is not current available at the graduate level of the Storem pathway, internal verifications are being made at EAFIT regarding the process to officially request that this funding program be extended to the graduate level as well.

Efforts will also be made at EAFIT to liaise with private companies that may have an interest in creating news scholarships to support the education of vulnerable populations. Though EAFIT does not have strong ties with the private sector dedicated to tourism enterprises in the Caribbean coast, there may be companies in Medellin with an interest in financing the capacity building of victims of armed conflict or refugees from Venezuela, both of which currently represent significant national issues.

On the other hand, UNIMAGDALENA has been identifying internal funding sources currently available to undergraduate students as well, which could be expanded and made available to those who undertake the STOREM pathway at the institution. What's more, once the master's program is ready to be presented to the tourism sector of Magdalena and the recently launched "Sierra Nevada" University - Businesses - State Committee, the Faculty of Administrative and Economic Sciences



will work on establishing cooperation agreements that allow interested companies to further sponsor eligible students either with tuition fees or internship and job opportunities

In order to optimize the publicity of enrollment and funding opportunities to the target vulnerable populations, specific channels will be utilized to achieve a broad dissemination and ultimate participation of students. These channels include those of the project itself, the project partners and external organizations. These are listed in the following table.

**Publicity channels for disseminating opportunities**

| Institution            | Channel  |
|------------------------|--|
| STOREM Project         | Project website  |
|                        | Project social networks  |
| Project Partners       | Institutional websites   |
|                        | Institutional social networks  |
| External Organizations | Asociación Colombiana de Universidades   |
|                        | Red Colombiana Internacionalización (nodo Caribe)  |
|                        | Local Press  |
|                        | Ministerio de Educación Nacional (Website - press release)   |
|                        | ICETEX - Call for applications: Government Scholarships for Foreign Citizens (Becas Programa de Reciprocidad para Extranjeros) |
|                        | EuroPaz (European Academic Network for Peace in Colombia)  |

#### **4. Fostering Student Permanence**

Upon enrollment, students with a background from vulnerable populations can face continued challenges of social stigmas and integration. A common problem for IDP students/victims while attending university are the stigmatization they may suffer, the fear of moving to a new city and the possibility of not completing their academic program due to a lack of opportunities, poor economic status and fear to suffer again the scourge of violence.

Multiple IDP students have shown their knowledge of university procedures to grant benefits for the IDP status and are aware of the existence of scholarships, although the number of available scholarships is limited. The students have described the phenomenon of forced displacement as a time of fear, insecurity, violation of rights, spoils, threats, and intimidation caused by criminal armed groups. They have also affirmed that they fear discrimination at the university, because they are struggling to start a new life, and since in the past the word “displaced” was related to





delinquency and this stigmatization is still present in many of these battered populations.

As a result, university administrators believe this option of students identifying themselves as IDPs is under-utilized. This may be because at the national scale, there is lack of incentives to obtain official recognition as an IDP. This situation may also apply to Afro-Colombians and Indigenous-Colombians, who together with IDP students, likely constitute a large percentage of the enrollment. Data of the number of scholarships utilized at EAFIT may support this idea, as active students scholarships currently include 3200 scholarships from funding programs for students with economic difficulties, while there are only 7 active students at EAFIT who received scholarships based on the status of victims of violence/armed conflict. This would suggest that students are more actively accessing funding programs generally available to those with economic difficulties than those for vulnerable populations/victims.

To overcome these issues, the new courses will employ strategies of discretion concerning a student's background and facilitate programs to foster permanence. Information regarding a student's background, especially with respect to their identification as victims, is restricted information at EAFIT. Therefore, professors and other students should not have any knowledge regarding another student's background as an IDP. Furthermore, the professors of the new courses will also be dually informed about the concerns of social stigmas to ensure their complete discretion should the case occur that they become aware of a student's background.

Within the framework of its university autonomy, EAFIT has also designed a series of programs that tend to develop skills and attitudes with which students can enhance their cognitive skills and to contribute to their academic performance. These programs are designed to foster permanence and social integration. Such courses have no additional cost for students and can be completed before and during their stay at the University:

- a) Diagnostic self-evaluation and virtual modules of basic calculation
- b) Preschool course of pre-calculation
- c) Reflection workshops with first-semester students
- d) Individual advice
- e) Meetings with parents of first-semester students
- f) Knowledge of Life group (Padrinazgo)
- g) Psychological consultation
- h) Vocational Orientation
- i) Academic advice



- j) Consulting in study techniques
- k) Elective Courses (How to Study Better Course, Reading and Writing Course, Academic Writing Course, Creativity Development Course)
- l) Food and transportation aids of the student organization
- m) Grant for the degree fees

UNIMAGDALENA has focused its efforts on increasing its student population coverage, fostering student retention, and providing access to more people from vulnerable backgrounds. There is a combined approach already implemented, which features economic support and university welfare/student development programs. Financial support ranges from 90% tuition scholarships for candidates with academic excellence to mixed scholarships, which means scholarships with 50% or 75% tuition fee reduction complemented with In-Campus Student Worker/Assistant Researcher schemes that offer a monthly allowance to successful applicants.

When it comes to welfare and development initiatives, the institution offers:

1. Introductory pre-semester classes.
2. Academic mentorships from advanced students and lecturers.
3. Psychological and emotional support sessions.
4. Subsidized in-campus food
5. Development workshops (soft skills, presentation skills, etc.)
6. Progress tracking and drop-out prevention programs.
7. Awards and discounts for exceptional academic performance.
8. Vocational training.
9. Volunteering
10. General support and access to student associations.





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# APPENDICES



## **Appendix 1: *Systematization of experience: process of formulation and implementation of an academic master's program in tourism and sustainable development at the National University Costa Rica***

### **Abstract**

This paper describes the process of planning and implementation of a master's program in tourism and sustainable development at the University National, as part of an Erasmus project of the European Union, and which involves partners higher education institutions from Italy, France, Colombia, Barbados and Costa Rica. The background and justification, the formulation process and the curricular orientations of the program are exposed, as well as the profile of the graduate of the program that will be implemented in mid-2021.

### **Keywords:**

Tourism, higher education, sustainable development, cooperation international, Costa Rica

### **Introduction**

The study of tourism in Mesoamerica and the Caribbean represents the center of interest of this article, above all due to the existing gaps in terms of comprehensive understanding as a socially shaped territory marked by various historical interactions, the identity or cultural identities that it is made up of, the environmental dynamics that describe it as a region with a high natural vulnerability to extreme events, especially of the hydrometeorological type, and the socioeconomic conditions that are part of life in this part of the world.

At the socio-economic level, it is a region heavily dependent on exogenous enclave-type modes of production, typical of the systems introduced since the European colonization processes in different parts of the world. For this case, we will concentrate on presenting the tourism system promoted and promoted in this region, as a way of contributing to the constructive and proactive debate that is taking place from the University as an institution promoting knowledge and professional training that positively affects the search for well-being. social and care of nature.



The history of the territories and peoples of Mesoamerica and the Caribbean is marked by the vision of the foreigner, of the other. In colonial times it was the vision of the European conqueror, who devastated cultures and wealth. This perspective was maintained for a long period, even after the political independence of various territories in the 19th century and others later in the 20th century. These centuries of exploration, which have already been analyzed in historical literature, marked the region as a land without law and without owner, something to be conquered. This point of view was impregnated in the population and only in the 20th century, in some places, it managed to overcome itself.

This cultural perspective has shaped and directed the tourist practices developed in the macro region since the end of the Second World War. There was not exactly a "independence" of the territory, but a new invasion, this time by hordes of tourists. The mass tourism model developed, and even encouraged by local governments, valued foreign capital, offered tax incentives to global companies (hotel chains, airlines, tour operators, etc.), sought to satisfy the needs and desires of tourists without worry about the negative impacts they leave on local communities.

In this exogenous model of tourism development and management, local workers are generally left with less skilled jobs and lower wages (gardeners, maids, cleaners, plumbers, drivers, receptionists, etc.) at the same time as the jobs that they require more qualification with the professionals of the business group itself and with those who are imported, such as operations managers, chefs, accountants, legal personnel, administrators, etc. This model should no longer be promoted in developing countries. Generally speaking, they are imports of obsolete models in their original destinations, such as France, Italy and Spain.

Analyzing this situation, numerous contemporary tourism authors (among them Sergio Molina, Mario Benni, Roberto Boullón, Regina Schluter, Luiz Trigo, Jost Krippendorf, etc.) have already pointed out the ailments of this tourist practice for local actors and consider tourism as a new form of imperialism. The tourist who travels for pleasure is in his spare time and has money. The local worker is on his working hours and needs the tourist's money. This model immediately offers a clear imbalance in the host-guest relationship.

But how to overcome this situation? It is difficult because it is imposed from the top down. From the national or regional tourism management body, which, based on contracts with tourism companies, simply communicates to the communities that there will be a new tourism development there and that "it is good for everyone."



In this sense, it is observed that the territories of Mesoamerica and the Caribbean that wish to receive tourists need to have control of the territory, the management of contracts and natural resources. This action implies the participation of the national management body until the end of the tourist production chain, reaching small restaurants, communities, residents' association, fishermen's association, minority groups (indigenous and traditional communities).

The least favored communities so far should be a focus for experts in this program. They are communities that have a low formal education, with little knowledge of efficient management techniques and, due to their own condition of existence, are often poor and depend on the social programs proposed by their governments.

It is necessary that the tourist practice in this geographical region ceases to be imperialist and authoritarian, and favors the concentration of income in local and national companies that offer a variety of goods and services as recipients of international tourism. Tourism needs to be managed locally, by local groups, so that it is inclusive and favors a better distribution of income among workers in the sector.

This action will only be possible if the managers are trained with formal education, training and specialized courses from the socio-historical, economic, cultural and natural understanding of the territory. These deficiencies will only be identified if there is scientific research, research carried out by the University and its body of expert professors who guide their students in fieldwork and regional knowledge.

Another important aspect that is necessary for any type of tourism developed in Mesoamerica and the Caribbean, is the concern with the environment, with the landscape, with the culture, with the heritage of these peoples who have mixed with cultures from all over the world. . That is why the management of the territory, with innovative technological and communication tools, becomes important in this process. Respect for biosystems, local cultures, the history of the people, the landscape are basic elements in the tourism that is intended to be supported.

Therefore, the object of study of this article is postgraduate academic training in sustainable tourism. Tourism here understood as a phenomenon and social practice, and not just an economic practice. Tourism as a tool to get to know peoples and cultures, as a way to marvel at what is different, as a way of recognizing the differences that exist between people, between oneself and the other. This tourism, therefore, does not have to be just a graph of growing arrows disseminated by the management organizations, but a practice of people, an activity that can be of discovery and unforgettable positive experiences.



As an academic proposal, it is carried out through the Sustainable Tourism, Optimal Resource and Environmental Management (STOREM) project, which has as part of its objectives to propose the development of a new study plan aimed at protecting the environment, focused on sustainable tourism and the management of resources that contribute to the modernization of the existing postgraduate routes in the territory.

Tourism is considered one of the most important economic activities for the Small Island Developing States of the Caribbean that provide direct and indirect employment to a large number of people. The competition to grow and diversify tourism goes beyond the island states and covers all the Caribbean coastal countries, within which Costa Rica is located.

In such a competitive environment, where planning and regulatory controls are rather weak, the threat to tourism's long-term sustainability is strong. A group of trained professionals is required to weigh the risks to the environment derived from the use of natural resources in tourism, together with the opportunities that the same sector produces for the economy, are necessary, but still scarce in most countries. Caribbean coasts.

The implementation of the STOREM route was based on two pillars:

- ✓ A multidisciplinary approach in didactic activities and
- ✓ A solid collaboration between public organizations and economic agents in order to propose a better action based on the needs of the labor market.

Thus, the specific object of this program is tourism and academic training at the graduate level, in all its forms, public or private, carried out in the Mesoamerican and Caribbean region.

Therefore, just as examples, they can be studied by students and teachers of this program:

- Tourism programs of the national or local government
- Public or private tourism action plans
- Management models of parks and natural spaces open to tourist visits

Case studies on aspects of tourism in indigenous or traditional communities:

- Tourism management in fragile ecosystem areas.
- Analysis of the demand, supply and tourist resources.
- Tourist images and cultural images.
- The landscapes and the attractiveness of tourists.



- Endogenous management models for tourist practices.
- Information technology and tourism.
- Tourist thought in Mesoamerica and the Caribbean.
- Local development and tourism.
- Hospitality modes and rites in communities and towns.
- Leisure and free time and its relationship with tourism.

## Background

The general trend of world tourism has been growing statistically since the 1950s, except for some recession peaks shown from specific events (1973 oil crisis and the terrorist attacks of September 11, 2001, for example). Tourist movements have gone from 25 million in 1950 to 1400 million in 2019. In the same period, tourism revenue in destination countries increased from 2 billion US dollars to 1.26 trillion. This sector is estimated to represent 10 percent of the world's Gross Domestic Product (GDP), employ 10 percent of the planet's workers, and the World Tourism Organization (UNWTO) expects it to continue to grow at an annual rate of 3 percent. cent until 2030 (<https://www.un.org/es/events/tourismday/>).

The cause of growth during the second half of the 20th century and the 21st century is due to the fact that the possibility of traveling has increased thanks to the recognition of the right to vacations in the Universal Declaration of Human Rights, the approval in many countries of the rights employment and the growth of the middle class. In addition, the use of new technologies applied to tourism and cheaper transportation, especially air, have generated an increase in international travel. It is important to highlight the sector's resilience shown in recent years, which continued to grow almost uninterruptedly, despite the global economic crisis, natural disasters and pandemics. By the way, COVID-19 has caused the most important and severe crisis in the sector in the last 70 years. How the tourism companies are going to overcome the shock is not known at the moment. There are more doubts than answers and it will be necessary to observe the development of national and global actions to combat the virus. But the COVID-19 virus is not the only enemy of humanity at this time. Ignorance, the denial of science, obscurantism, religious fundamentalism, xenophobia, the extreme positions of world governments and the loss of humanism are plagues to fight to overcome world problems, not only in the field of tourism.

In recent years and in consequence of the declaration of the Millennium Goals for Sustainable Development (SDG-UN) of the United Nations (UN), the UNWTO as a



member of the UN, accentuates the declarations based on the contribution of tourism to meet and contribute to the achievement of the aforementioned millennium goals. This mandate is disclosed to all UN institutions, member country governments, and international institutions related to tourism, including universities that offer tourism as a professional or technical career.

The first declaration of the UNWTO International Tourism Day in 1980 was called "The contribution of tourism to the conservation of cultural heritage, peace and mutual understanding". It makes clear the intention and need to conserve cultural heritage, an issue that is often addressed as a consequence of social pressures in tourist settings, and the tensions generated by social interactions between visitors and the local population.

From this statement, the value of heritage as a tourist product is recognized, but also concerns about the pressures generated by tourism from the transformations that declaratory sites undergo, whether material or immaterial.

It is necessary to specify the obligation to regulate the tourist use of the heritage. From the tourist point of view, it seeks to maximize consumption through the creation of products. It would be worth assessing whether the moments of the so-called "liquid consumption society" of Bauman's theory, allow to enhance the value of heritage or convert it into consumer fashions to simply complete a list of sites visited by the mass of ordinary tourism, which Cortázar's way of seeing (Complete stories (Fourth reprint), 2008) is similar to the behavior of the character defined as "fame".

For some, heritage must be preserved intact as it exalts memory; for others, heritage has meanings that are used from a national identity and use in the political order; There are also those who see opportunities to attract investment to promote concepts of attraction and revaluation from the point of view of a commercial product. Cases of natural and cultural sites with declarations of heritage, whether national or international, exist in the region and the commercial pressure they receive from the tourist use they experience is recognized.

For 1982 the annual declaration was dedicated to "Travel Pride: Good Guests and Hosts". We could say that emphasis is placed on hospitality and good coexistence in tourist destinations. At that time, an incipient tourist activity was just beginning in Costa Rica and for the rest of Central America, tourism was almost unthinkable for most people. What happened in the Central American region was a strong campaign to attract foreign capital (IDB) and pressure the peasants to leave the land and make





way for tourism investors. The invitation from the UNWTO to be “good hosts” is supported by identity chauvinisms as the idea of simple, friendly and helpful people.

Tourist products were lacking in most of the coastal towns and where some businesses existed it was for national visitors, locals and fishermen in the area. Places like Tamarindo in Guanacaste, Costa Rica barely had around five cantinas, some cabins and a hotel for wealthy tourists who were already making themselves felt in the area [1].

Moving forward the decade of the eighties, in 1983 the UNWTO declared that "Travel and holidays are a right and a responsibility for all". This approach explains the Universal Declaration of Human Rights of the General Assembly of the United Nations (1948) where it states in article 24 that "everyone has the right to rest, to enjoy free time, to a reasonable limitation of the duration of work and periodic paid vacations". The last of the living drafters of the aforementioned statement, Dr. Stéphane Hessel and José Luis Sampedro called in 2011 for a peaceful insurrection, to claim the right to outrage. After seventy years of the Universal Declaration of Human Rights and the atrocious crimes that took place against humanity, Hessel at 93 years old called on young people to keep their guard on the issue of Human Rights. For this reason, says José Luis San Pedro, “you have to listen to him. Because the reasons for outrage may seem less clear today, or the world too complex, but they are still there, in the dictatorship of the markets, in the treatment of migrants, of ethnic minorities” (Hessel, 2011).

To date, most of the local inhabitants of many of the tourist destinations in Mesoamerica and the Caribbean do not enjoy this condition of traveling to national tourist destinations, there are no clear social tourism policies. A special case is represented by the province of Guanacaste, in Costa Rica, which despite having one of the “blue zones” in the world where there is a long-lived population of over one hundred years, there are no accessibility policies for these populations.

In 1987, it was declared the year of "tourism for development", at a time when a worldwide campaign to promote tourism in emerging destinations was taking place, such was the case of countries in the Central American region. Already in the 90s, specifically in 1997, the year of "tourism as the main activity of the 21st century for job creation and environmental protection" was announced. It was a clear message of the capital attraction policy of foreign direct investment and job creation announced by the governments of the region.





Already the Osaka Declaration for the Millennium (2001) in the celebration in the city of Osaka in Japan between September 27 to October 01, 2001 indicated that "tourism can and should contribute to building a more peaceful, fraternal and United". With this phrase, the IV Mesoamerican Congress of Tourism Studies is inaugurated, held at the Chorotega Regional Headquarters of the National University (UNA-CR) in the city of Nicoya, Costa Rica. The academic discussion focused on the analysis of tourism in Mesoamerica, from the social, environmental, economic and cultural concerns that are identified through research and university studies of prestigious study houses in the region, including: UNA-CR; UCR; UAEM- Mexico; UNAN-Léon, Nicaragua; National university of Colombia; University of Guadalajara; among others.

In recent years and in consequence of the declaration of the Millennium Goals for Sustainable Development (SDG-UN) of the United Nations (UN), the UNWTO as a member of the UN, accentuates the declarations based on the contribution of tourism to meet and contribute to the achievement of the aforementioned millennium goals. This mandate is disclosed to all UN institutions, member country governments, and international institutions related to tourism, including universities that offer tourism as a professional or technical career.

Costa Rica has had a special role, as it hosted the UNWTO headquarters in 2002 to celebrate the year of "ecotourism, the key to sustainable development". Since then, tourism planning has been expanded in the region from the sustainable development model.

2013 was proclaimed in response to the call for attention to water care, recognizing the water and ecological footprint in general that tourism and environmental considerations generate with one of the most fragile natural resources on the planet. At this time the motto "Tourism and water: protecting our common future" was declared.

In 2015 the World Tourism Organization (UNWTO) celebrated the year with the campaign "One billion tourists, one billion opportunities". The clear allusion reveals the economic message sent to countries and tourism investors so as not to miss the opportunity to continue their efforts to participate in the fastest growing human activity and, therefore, of high significance in the world economic dynamics.

Already for 2017, UNWTO declared it the International Year of Sustainable Tourism for Development. In it, it encourages all States, the United Nations system and all other actors to seize the moment in promoting measures at all levels, in particular



through international cooperation, as a strategy to support sustainable tourism as a way to contribute to the achievement of the millennium goals, declared in the 2030 agenda of the United Nations, including the eradication of poverty.

Already in 2018 the UNWTO decided to announce the year of tourism and digital transformation. For this year, countless actions were developed to measure the opportunities provided by digital transformation in the behavior of commercial and personal relationships in the world of tourism. Special emphasis is given to the need to adapt companies to the demands of the generations of new travelers who change the way they choose their trips, itineraries, advertising and payment methods.

Since the declaration of the Millennium Development Goals in sustainable development, the UNWTO has been responding with different strategies to promote sustainable tourism. In 2019 it is dedicated to goal 8 of sustainable development, declared as “Tourism and employment: a better future for all”. The purpose is to recognize the role of tourism in job creation. It is still pending to delve into issues related to promoting decent work, from the ability to advance new policies to protect the quality of life, occupational health and work risks. UNWTO statements specify:

- Maximize the potential of tourism to create more and better jobs, especially for women and youth.
- Reflect and incorporate current technological advances.
- Address the current mismatch between tourism skills being taught and those needed by employers.

This 2020 calls for the revival of tourism from the capacity for innovation and disruption of human thinking, especially in rural settings. We already know the guidelines for generating tourism in the recovery processes from the crisis generated by COVID 19, and the dedication of the World Tourism Organization (UNWTO) of 2020 coincides when dedicating the year to tourism and rural development.

In the first semester of 2020 it is almost impossible to identify trends in tourism, but it is possible to say that the basic concepts of the activity will remain, for example, the valuation of the tourist experience, the search for nature destinations, the importance of the technology sector and innovation, the high quality of services and, now more than ever, the crisis management capacity in the sector.

Despite all the uncertainties, two themes are true for the tourism sector:

- Professionals will have to work with the imponderable, with uncertainties, with new crisis management technicians and with emotional intelligence and;



- More and more high-quality experts will be needed at this time to propose mitigation actions for negative impacts in the sector, which, according to the World Tourism Organization, can remain for 10 years.

In this context, the proposal for training at the academic master's level in sustainable tourism is inserted, as a way of empowering professionals for an activity that has a strategic meaning for the well-being of the peoples and ecosystems that make life in general possible. The tourism market will continue to demand professionals and they must be able to work with the different situations that they will encounter in their field of action, especially with a capacity for social and technological innovation, creative and with a high vocation for research and a vocation for service. social and environmental and cultural sensitivity that safeguards the heritage of the society that is configured in this territory, the environment and cultural identity.

## Methodology

Systematization is understood as a process in which various actors intervene, reflecting on an economic, social and cultural context, under different organizational and institutional situations, thus, the systematization of experiences is a qualitative process that goes beyond organizing and classify data.

The experiences that we people experience individually or collectively are constantly changing and encompass objective and subjective dimensions of a reality in which we find ourselves immersed. Based on the above, the systematization of experiences starts from a context analysis, which is the case at hand linked to the opportunity that the National University (Costa Rica) takes through the Mesoamerican Center for Sustainable Development (CEMEDE) regarding An invitation to participate in a project with partners from different places in Latin America, the Caribbean and Europe, based on a common problem, associated with the need to achieve an understanding and organized reaction from academic institutions on sustainability issues, to monitor the tourism sector, and the similar lack of skills necessary to respond to the challenges of the region.

The STOREM project has as part of its objectives to propose the development of a new study plan aimed at protecting the environment, focused on sustainable tourism and the management of resources that contribute to the modernization of the existing postgraduate routes in the territory.

The design of the master's degree is developed in the Chorotega Region, which is located in the Northwest zone of Costa Rica, has a total area of 10,141.71 km<sup>2</sup>,



occupying 19.8% of the national territory. It limits to the north with the Republic of Nicaragua, to the south with the Central Pacific region and the Pacific Ocean, to the east with the Huetar Norte Region, to the west with the Pacific Ocean. The total population of the Chorotega region, according to the X National Population Census and VI of Housing in 2011, is 326,953 inhabitants, which represents 7.6% of the population of Costa Rica.

It is methodologically part of a process of understanding guidelines from two entities:

- ✓ European Union, financing entity of the STOREM project.
- ✓ National University proposer and executor of the project.

During the design of the postgraduate, four academics from UNA and one academic from the University of Sao Pablo, Brazil participate directly, given their experience and knowledge in the design of postgraduate studies. This project represents the first postgraduate degree designed at the Chorotega Regional Headquarters (SRCH-UNA) and incorporates the priorities of the territory, the natural, historical and cultural conditions. The involved team formed in a multidisciplinary way had experiences in various specialty areas, which allowed the analysis of data collected from various technical criteria according to expert knowledge.

The STOREM project began its implementation in October 2018 with the participation of 8 higher education institutions internationally, forming a consortium under the coordination of the University of Cagliari UNICA, Italy.

The description of the work stages is detailed below.

### **Preparation stages**

The prerequisites requested by the European Union to be considered as part of the consortium included the preparation of the first deliverables:

- 1) Summary of the institutional and national accreditation procedure for a master's program in Costa Rica.
- 2) The identification of the academic offer at the undergraduate and postgraduate level in Tourism at the national and regional level. The departments related to the subject within the National University were also contacted and coordinated to establish the master's design route. Communication is established with the Graduate Studies System of the UNA and vice-rectory for teaching (curriculum design).



Once UNA was accepted as a partner (July 2019), part of the national team participated in the workshop called "Strategic tourism, resource management and hotel planning" held in Montpellier, France. The project preparation stage concludes with the workshop in Montpellier, however, a couple of processes from the preparation stage are pending and are formalized in the following months: association agreement signed by both parties, University of Cagliari (UNICA) and the National University (UNA).

During the months following this stage, work was done to contextualize the national and regional situation in the tourist, environmental, legal and procedural fields of establishing a master's degree at UNA. These resources are the fundamental base on which the master's program is designed with a completely updated vision, with first-hand information and in accordance with the new socio-economic and environmental requirements.

### **Development stage**

The stage begins after the workshop in Montpellier considering the work scheme and modifications resolved during the activity and the third meeting of the steering committee.

This stage includes the definition and planning contact of a mapping of actors in the tourism sector at national and international level, which would allow us to consult with these actors in relation to the design of the master's degree. It includes workshops and in-depth interviews with invited specialists in the form of intern teachers, video conferences and contacts through a structured questionnaire.

Instruments for consultation and collection of information were designed and validated, which were applied to three types of actors (tourist entrepreneurs, state and academics and graduates of the tourism wagon), then the analysis of the collected information was performed.

The instruments were applied to gain an in-depth understanding of the opinion of key actors on:

- a) current trends in tourist activity in Costa Rica.
- b) the state of the tourism situation in the national, regional and local context.
- c) social and economic demands in relation to tourism.
- d) the main challenges of tourism in Costa Rica for the next 20 years.



- e) the most important achievements that a master's degree program in tourism must achieve,
- f) the characteristics that a professional of this master's degree must have.

Table 1 shows the actors consulted.

**Table 1: Number of actors that responded to the consultation instrument according to the sector to which it belongs.**

| Sector                  | Number of Replies |
|-------------------------|-------------------|
| Government and Academia | 24                |
| Enterprises             | 10                |
| Graduates               | 6                 |
| Total                   | 40                |

Source: self made.

The products produced are detailed below:

- 1) Justification for the design of the master's program, which includes analysis of current trends in sustainable tourism.
- 2) The analysis of the state of the situation in the national and regional context of the discipline, and the professional demand at the social level.
- 3) Methodological approaches are developed for the implementation of the master's program.
- 4) The occupational and professional profile of the graduate was designed.

Different activities allow to socialize validate the reports and research results at the level of workshops and meetings of the project participants, which are described below: European official meeting with representative of the ERASMUS + CBHE program, in order to present the status of the project and raise perspectives and problems presented in the execution of the STOREM project in Costa Rica (San José, Dec 3, 2019).

Meeting and presentation of all the groups of projects belonging to the ERASMUS + CBHE program present in Costa Rica (San José, Dec 4, 2019), the national team makes a presentation of STOREM.

Presentation of advances in the "Workshop on training and validation in Sustainable Tourism" held in Santa Marta, Colombia, between December 5 and 10, 2019.





In the design of the master's degree in tourism, it was strengthened with the incorporation of the Dr. Alexandre Panosso Netto as visiting professor of the master's degree, achieving the following results:

- ✓ Analysis of the internal and external dimension regarding tourism
- ✓ The object of study, disciplinary areas, curricular axes, pedagogical, methodological and evaluative approach are defined.
- ✓ The profile of the graduate is defined
- ✓ Objectives of the study plan
- ✓ Curricular structure
- ✓ Descriptors of the courses that make up the master's degree
- ✓ The regulation for the master's degree is developed

## Results

The academic master's degree in sustainable tourism would be the first academic master's degree in tourism in Costa Rica. It would also be the first with an international character and that incorporates the Bologna process, a process of convergence of European countries, which aims to facilitate the exchange of graduates and adapt the content of university studies to social demands, improving its quality and competitiveness in the country, given the nature of the project from which it arises.

There is a great emphasis in the country, which can be inferred from the analyzed programs, in teaching tourism as a service that requires quite specific training, by students, for certain functions within the tourism system. This training includes basic interpretation, mainly of natural heritage, training in the provision of basic hotel and travel agency services, and the managerial and administrative part. However, there is a lack in the deepening of the study at the conceptual level of the tourism question and research.

The curricular structure of the master's degree comprises a theoretical module that includes a wide variety of epistemological and multidimensional aspects related to tourism, seen as a system and a social phenomenon. On the other hand, it also includes a module of courses in which this theoretical knowledge can be applied to the study of different aspects related to tourist activity through research that, eventually, contributes to the completion of the project or final thesis, a partial requirement for graduate.

The design of the program and its multidisciplinary nature also seeks the inclusion of students whose basic higher education is not only tourism. Students from areas related to natural resource management, biology, geography, philosophy, sociology, history and even all applied social sciences, human sciences and communication sciences would also be accommodated.



This combination of knowledge regarding the tourist question will allow promoting more systematic and far-reaching scientific research on tourism than that which has existed so far in the country, and which is carried out, for the most part, outside of schools. of tourism.

It also seeks that students and graduates can contribute, through extension and cooperation projects in the area of tourism and natural resource management, to better articulate the different connections and areas that make up a tourism system, including local actors and resources natural in a rational and sustainable way. In this way, it is possible to provide a more coherent basis for recommendations and guidelines for a substantial improvement in public policies related to tourism.

The target audience of the program are professionals with a university degree in the most diverse professional areas, interested in the sustainable development of tourism. It is appropriate for technical professionals and managers in the public and private fields of tourism, hospitality, entertainment, hospitality and related areas; for teachers of basic and higher institutions; for graduates with university baccalaureate; for professionals who are already working in the field of tourism and who wish to deepen their specific knowledge on tourism and sustainability. In addition, for all those interested in understanding, planning, conservation, management and innovation in the management of natural resources.

To cover the needs of the target population, the academic offer promotes conceptual, procedural and attitudinal knowledge that will allow the professional graduate to respond to specific institutional and social needs and demands.

The first master's program for UNA's Chorotega Regional Headquarters is of great pride, but it also represents a lot of responsibility. Based mainly on the priority objectives of the international STOREM project and taking into account the national tourism context and the Mesoamerican and Caribbean region, we have worked with a national and international interdisciplinary group to respond to the needs raised.

It is clear that tourism is the most important economic activity for the countries of the Caribbean region, providing direct and indirect employment to a large number of people. Provoking competition in the area to grow and diversify.

The challenge for this region is to reconcile growth demands with the need to protect and manage their habitats and resources to achieve sustainable development, while facing global environmental threats.

The master's program will offer the student a critical and reflective perspective on the reality of tourism on a global scale, with a main focus in Latin America and specifically in the regions of Mesoamerica and the Caribbean. The proposal aims for the student to develop a scientific research competence in the field of sustainable tourism, as well as to have been trained to act as an academic in higher education





institutions. In addition, the program aims to offer leadership, creativity, ethics, communication and management skills and competencies so that the professional is prepared to make decisions with full commitment in the tourism sector in any country in which they wish to act, always knowing the laws of the respective country.

## **Objectives of the Study Plan**

General: Train professionals with a critical and reflective perspective on the reality of tourism and sustainable development in the global space, with a focus on Latin America, mainly Mesoamerica and the Caribbean.

Specific:

To develop a critical and reflective perspective on the reality of tourism on a global scale.

Develop scientific research skills in the field of sustainable tourism, to act as an academic in higher education institutions.

Strengthen leadership, creativity, ethics and innovation skills and competencies for sustainable tourism management.

## **Disciplinary Areas**

The Master in Tourism and Sustainable Development will have one common area and two disciplinary areas, which are defined as follows:

- Common area - Foundations of science and sustainable tourism

The focus of this area is the study of the foundations of scientific knowledge and theories of tourism and sustainability. There are 4 compulsory courses that aim to introduce students to the themes of theories and epistemology of tourism and sustainability, the scientific method and the construction process of their final thesis. As there is the possibility of receiving students from different fields of knowledge, this area offers general knowledge leveling courses for all students, whether they come from the field of tourism and sustainability or from other areas of knowledge.

To follow each course the area with its general objective:

- Theory and epistemology of tourism - Provide the student with a broad and critical view of the theoretical studies carried out on the tourist phenomenon.



- Theories of sustainable development - Offer the student a broad understanding of sustainable development approaches, their backgrounds, applications and limits.
- Scientific methodology applied to tourism - Offer knowledge and methodological tools so that students can carry out their research, either qualitative or quantitative.
- Thesis seminar - Offer theoretical tools for the elaboration or revision of the research project to be developed by the student.

#### Area 1 - Theories and trends of tourism and sustainability

This area will address tourism and its relationships based on multidisciplinary and transdisciplinary theories already created in the field. Ethics must be the science that underlies the development of tourism studies, combined with good sustainability practices. Hospitality is a transversal axis of this knowledge. This line will approach the theory of the landscape from the point of view of geography, which perceives the tourist space as an element to be consumed by the tourist. Environmental legal science will help in this regard. Indigenous and traditional societies must be understood from an anthropological perspective and from their self-definition. The impacts of global changes on tourism will also be analyzed, not only from an environmental perspective, but also from a social, economic and cultural perspective. Finally, this area will have the priority function of offering a broad theoretical review on the different aspects of tourism development and practice in the Mesoamerican and Caribbean region, expanding the possible existing trends for the sector.

To follow each course in the area with its general objective:

- Tourism and Hospitality Ethics - To offer the student an understanding of the phenomenon of hospitality ethics over time until it culminates in the discussion of tourism ethics.
- Sustainability methodologies and trends - Analyze sustainability methodologies and trends to generate ecological, economic and social innovation actions, capable of mitigating the socio-environmental crisis and recognizing sources of well-being.
- Theory of the landscape and the tourist space - Analyze the landscape and the tourist space as potentials of knowledge, power, hegemony and, at the same time, response, openness and divergence in tourism.
- Indigenous and traditional societies and anthropological knowledge - Offer students subsidies for the anthropological study of indigenous and traditional societies and their relationship with the practice of tourism.



- International environmental legal framework - Study and debate development, perspectives, uses, norms and the principles of the international environmental legal framework in a broad way.
- Methods and techniques of environmental resource management - Analyze the methods and techniques of environmental resource management for the development of sustainable tourism.
- Impact of global changes on tourism - Analyze the impacts of global changes on tourism with the perspective that world crises and changes occur very frequently and influence all aspects of human life.

## Area 2 - Planning, management and innovation in sustainable tourism

This line will address tourism and its practices from the point of view of planning, management and innovation. It refers to studies that evaluate the possibility of preventing and reducing the impacts of tourism, whether negative or positive. By studying multiple cases of intelligently created tourism companies, it will be possible to understand their methodologies and advance in a proposal for action for the Mesoamerican and Caribbean region. Research projects linked to the line must be guided by respect for the communities involved in tourism, whether indigenous or traditional. Biodiversity must be valued and preserved as a source of life, but ways must be proposed for its rational and sustainable use for tourism purposes. In this way, it is possible to achieve one of the main focuses of this line, which is the planning and development of new tourist products, always with innovation, sustainability and ethics as pillars of action.

Following each course gives area with its general objective:

- Models and cases of management and innovation in tourism - Analyze the models and cases of management and innovation in tourism applicable to sustainable tourism as the axis of economic, environmental and socio-cultural development.
- Development, innovation and new products in sustainable tourism - Promote innovation programs that contribute to the continuous improvement of quality and competitiveness, the generation of local capacities and sustainable tourism development.
- Biodiversity management - Teach the theoretical and methodological tools for biodiversity management.
- Prevention and mitigation of impacts on tourism - Conduct analysis of existing theoretical and practical knowledge for the prevention and mitigation of negative impacts of tourism.



- Architecture and management of tourist facilities - Analyze in a panoramic way the various relationships and connections between architecture, leisure, tourism and territory.
- Design of tourism development plans and projects - Offer theoretical and practical knowledge for the design of plans and projects that enhance the development of sustainable tourism.
- Territorial recognition and management in indigenous areas and traditional communities - Present to the student the legal and technical foundations and elements for territorial recognition and management in indigenous areas and traditional communities.

## Curricular Axes

The curricular axes for the master's degree are the following:

**Tourism and critical studies** - critical analysis of humanistic studies in tourism; search for an ethical perspective in tourism; inclusion of minority groups in tourism; epistemological studies about tourism; science and its relationship with tourism; tourism and forms of power; tourism and imperialism; tourism and dependency theory; tourism and local empowerment; tourism education; among others.

**Sustainable tourism development** - sustainable tourism practices; tourist planning from the point of view of all the interested actors and not only of a public organ from top to bottom; innovation in tourism; development of new tourism products; tourism management; management of biodiversity areas that are used by tourism; among others.

## Pedagogical Approach, Methodological Approach and Evaluative Approach

The **pedagogical approach** of the master's degree will be based on the principles of the pedagogical model of the National University. It is based on the participatory construction of knowledge, and involves both teachers and students, and the community in general. The teaching and learning strategies will be derived from the same approach, obviously respecting the diversity in pedagogical practices and the objects of study of the master's degree.

Among the pedagogical principles of the model that are extremely important for the master's degree are the training of caring professionals committed to social welfare and the construction of fairer and more equitable societies, through research in sustainability, tourism, natural resource management and management. of projects; the visualization and conceptualization of learning as a sociocultural, historical, dynamic and transformable process, and that is possible and can be constructed in



many ways; the encouragement of an investigative spirit in future graduates of the master's degree; and the visualization of evaluation as a comprehensive, concerted, permanent, contextualized and purposeful process.

Each teacher will act as a guide and facilitator of learning. The student will play a preponderant role in their learning process, since they will actively participate by contributing previous knowledge and experiences, and incorporating new concepts and instruments into that knowledge. This will result in the integration of new inputs into your future professional experience, focused, as mentioned above, on collaboration for the construction of fairer and more equitable societies.

The learning process will also be oriented towards the application of tools to solve real problems. In general, learning will be promoted from the analysis of situations posed from the environment. This didactic strategy is participatory and the use of instruments and theoretical models that facilitate the analysis of the topics will be privileged.

From the **methodological approach**, the student must complete a total of 13 courses, distributed as follows:

- They must take 4 compulsory community courses (in person)
- At least 3 optional virtual courses on one of the lines (chosen by the student and in accordance with your thesis director, depending on your specialty preference)
- At least 3 optional virtual courses of any line (line 1 or line 2) offered by UNA or another similar program from any other recognized university.
- You must take 3 compulsory thesis guide courses in person or online, in accordance with the relationship established between the tutor and the student.

Each mandatory in-person course will have 12 sessions of 4 hours each. Being 3 hours of theory, one hour of research and 7 hours of reading. For a total of 132 hours of activities.

Each virtual elective course will have 12 sessions of 4 hours each. Being 3 hours of theory, one hour of research and 7 hours of reading. For a total of 132 hours of activities.

Each compulsory thesis guide course will have 10 credits. The hourly load of activities is freely prepared according to the relationship established between the tutor and the student.

One credit equals 45 hours of activity. At the discretion of the master's degree coordinator, optional 2-credit courses (90 hours of activities) can be created.



A pedagogical practice model can be implemented, in which the master's student assists a teacher in his classes during an academic period.

Between the 15th and 18th months, after the student's enrollment, the student must present a progress report and submit a written report of the thesis to an examining committee (the rules must be in a separate regulation). This will be a draft of the student's master thesis. This draft should have at least one chapter of the thesis ready - preferably the theoretical discussion chapter - and the others at least with the topics to be developed and the literature that will be used.

The student should ideally take courses in the first year. In the second year, the final thesis must be presented.

The maximum term to present the master's thesis is 24 months, extendable for another 6 months based on a reasoned request from the student and with the consent of the thesis coordinator.

Each student will have the right and must have a thesis coordinator (in accordance with Article 52, UNA-SCU-ACUE-2273-2016 of December 8, 2016 - REGULATION OF THE POSTGRADUATE STUDY SYSTEM OF THE NATIONAL UNIVERSITY).

The student can take courses in other graduate programs and validate their credits in the UNA program.

The study plan will be attached to the Chorotega regional headquarters. The academic, curricular and financial administration of the study plan will be in charge of the Mesoamerican Center for Sustainable Development of the Dry Tropic.

From the evaluation perspective, processes of monitoring their academic development will be continuously carried out in order to observe the construction of knowledge, both in individually as well as collectively. All the activities established in the study plan will be evaluated through evaluation rubrics designed and presented from the first day of class, in order to provide feedback to the student in the aspects that can be improved in the learning process.

The evaluation is process, which means that it must be formative and not just summative, making diagnoses to know its academic maturity and the degree of progress it is achieving in the specific field of each course.

The students will be continuously evaluated in each of the theoretical or practical activities (tours, laboratories, internships, workshops, congresses, film forums, extra - classroom activities) that are stipulated in the courses. In the evaluation process, various evaluation instruments will be used such as: reports, double-entry journal, logs, portfolios, formulation and resolution of cases, role play, investigations, analysis of bibliographic material, short tests, exams, practical in situ and ex situ,





discussions on specific topics through round tables, forums, simulation of scenarios, generation of reports for intervention and transformation in problem situations, among others.

This evaluative approach seeks to value the assimilation of content and the construction of knowledge by students, it will be based on the principle of problem solving or carrying out activities, in such a way that each student comprehensively develops skills, abilities, capacities, values and attitudes, through dynamic training processes that will be permanently accompanied by professionals in the competent areas.

The minimum passing grade is seven (7.00) in accordance with the standards established in the General Regulations on the Teaching and Learning Processes of the National University (UNA-GAC 08-2016) and its procedures. However, for the permanence and continuation in the postgraduate the student must have a minimum weighted average of 8.00 in each academic year.

The results of this coordination process must be disclosed, at least, to the Academic Council of the academic unit, at the end of each cycle and each level.

### **Transversal axes of the study plan**

This study plan assumes the transversal axes of the National University (UNA), proposed in Guidelines for curricular flexibility at UNA, which are those that identify the academic and professional work of this university. The weight that each one of these axes has in the program's courses is related to the themes to be developed, but the purpose of each participating unit is to sensitize the student population to the importance of these in the daily academic, professional and personal work.

Each of them is approached in various ways in the development of the curriculum proposal. For example:

- a) Sustainable Human Development: Its incorporation in the curriculum refers to a new vision of development, considering the person as the central element. Consequently, the society that is built will be fairer and more equitable, since sustainable development is assumed from four dimensions: social equity, respect for the ecological integrity of ecosystems, an alternative economic model that internalizes environmental costs, social costs and participatory democracy. The articulation of these dimensions is a continuous and comprehensive process, in which the generation of capacities and opportunities of, by and for societies and human beings is essential.





- b) Gender: Promotes analysis between men and women about their roles, responsibilities, knowledge, access, use and control over resources, problems and needs, priorities and opportunities, in order to plan development with efficiency and equity. It implies the humanization of the development perspective, by accepting that the social and cultural roles assigned to men and women are not natural. It assumes, then, the training of professionals with a new gender vision.
- c) Equity: In accordance with institutional principles and the academic model, the criterion of equity governs cultural, economic, social, gender, pedagogical, among others. It allows academic action to generate viable opportunities for all people, that is, it offers alternatives, creates differentiated and compensatory conditions and treatment, so that personal or collective particularities do not impede the achievement of social and personal objectives.
- d) Environmental Culture: Culture is determined by the beliefs, knowledge, and values that predominate in social groups and that are manifested in the activities they carry out. The aim is to put into practice the environmental guarantees and the actions in favor of a healthy environment, both in the institution and in the communities where the training of the students and the research processes take place.
- e) Cultural Diversity: Cultural diversity implies recognizing, respecting and accepting cultural differences, to enable the participation and effective contributions of all people in those activities that affect or interest them directly or indirectly. It also includes the generation of space for them to meet. This situation occurs regardless of ethnic group, religious convictions, social class, gender, political ideology, abilities and cognitive capacity, among others.

### **Professional Profile of the Graduate Person**

The professional profile is understood as the set of capacities, skills and attitudes performed by a professional, in accordance with the fields of action demanded by society.

Having the description of the professional profile is relevant in terms of promoting and recruiting students. It provides the student with an approximate image of reality, regarding professional actions in the labor market.



The professional profile is made up of the following knowledge:

### **A. Conceptual Knowledge**

At the conclusion of the study plan, each student will:

- Master the theoretical and conceptual aspects under a functional epistemological perspective guided by ideas of selectivity, benefit, fight against poverty, development and cultural respect. In addition, knowledge of local culture, natural resources and biodiversity must be available.
- He will master the theoretical and conceptual aspects of the various techniques associated with the dynamics of articulation of local processes with public and private sectors, linked to existing tourism development models in order to use knowledge to analyze problems through field research. in the social, environmental, economic, and cultural area of the region.
- You will understand the theoretical foundations of tourism, considering that the potential of the region has been conditioned by the idea of growth and not by a critical-reflective and emancipatory commitment to development, both economically, as well as socio-culturally and ecologically-environmentally. On the other hand, endogenous planning criteria and forms of management in strategic knowledge must be included, as well as the application of policies oriented towards planned development, with the intention of minimizing conflicts in the territory due to the lack of environmental and economic sustainability.
- It will formulate and carry out research oriented towards resilient action in the face of climate change, new trends in the use of renewable energy, and considerations towards the conservation of biodiversity and mitigation of environmental impact, among others.
- He will know the main trends and evolution of tourism development models in the region as a socioeconomic activity, for its approach, from a multidisciplinary and interdisciplinary perspective in order to achieve the sustainable development of the activity.
- It will determine the main aspects of the problem of interaction between the public sector, local organizations and non-governmental organizations around development experiences in the area of study at the local, national and international level. It
- will know the identification, knowledge and evaluation of resources. tourism in a given area, to know the tourism potential and contribute to its planning and sustainable development.
- It will identify the theoretical methodological instruments of different approaches for the formulation and participatory management of projects focused on the development of sustainable tourism. It



- will know different theoretical and methodological perspectives to develop processes of interaction, negotiation and agreement of strategies, resources and wills between institutional and local actors, to the identification, formulation and participatory execution of development initiatives in sustainable tourism.
- It will determine strategies to create conditions for local participation based on the circumstances in which the communities conceptualize, organize and express their reality around the development and management of activities related to tourism.
- It will identify new approaches to the world economy, marketing, finance, international investment and their application in the field of sustainable tourism.
- You will learn concepts, theoretical and conceptual aspects of tourist carrying capacity, governance of the territory, business management, public policy, global geolocation, legal regulations in tourism.
- You will learn about cultural, historical and natural diversity at the regional level.

## **B. Procedural Knowledge**

At the end of the study plan, each student will:

- Apply instrumental analysis of public policies, legal regulations, environmental approaches, national and international strategies,
- Demonstrate the development of skills for group management, recovery of natural spaces and analysis of environmental impact and climate.
- It will apply the statistical tools for the analysis, interpretation and presentation of data.
- It will formulate judgments based on information that, being incomplete or limited, includes opinions on the social and ethical responsibilities linked to the application of its knowledge and judgments.
- It will explain and defend its ideas, conclusions and results in a clear, coherent and unambiguous way before the competent authorities.
- It will apply techniques for the design and development of environmental policies, territory planning, mitigation measures, environmental adaptability, social participation, decision making for local and national companies.
- You will appropriately obtain the necessary data to carry out investigations of the local, national and international reality in the field of sustainable tourism.
- It will plan, implement and evaluate studies for the accreditation or certification of tourism processes at national and international level.



- It will apply techniques that allow it to approach the community to participate and prepare environmental studies, biodiversity, governance, entrepreneurship, others in the region.
- It will identify, relate and integrate conceptualizations and methods of the various disciplines for the development of business projects.
- It will develop training and promotion processes regarding the management of development actions and management of tourist activities at the local and national level.

### **C. Attitudinal knowledge**

This study plan promotes a rational attitude and expressive behavior in problem solving, which will allow the graduate to be rigorous, ethical, objective, responsible, honest and systematic when making judgments about a certain situation.

At the end of the study plan, each student will:

- Have a critical and reflective attitude regarding the current situation of tourist activity, both locally, nationally and internationally.
- You will develop your ability to work in multidisciplinary teams, local, national or international, in aspects related to biodiversity, climate change, landscaping, land planning, accommodation, participatory management, conflict resolution and innovation.
- It will establish adequate human relations, promoting the participation of local actors, governance, strategic alliances, decision making.
- It will promote a sustainable social conscience with its environment and its work environment, with ethics to be firm with respect to environmental sustainability, compliance with environmental regulations, mitigation with respect to climate change.
- It will display an ethic focused on human, environmental, labor and nature conservation development.
- You will be a leader in your work group and will maintain a vigilant attitude so that the principles of equity, justice, environmental and cultural sustainability are applied in your workplace.
- It will assume as an integral part of its work, the ethical aspects, both personally and professionally.
- It will respect the people of the community, the community work and its promotion.
- It will be permanently updated in the study area and related areas.
- You will be available to solve problems with the resources available to you.



## Conclusions

Tourism has been seen many times as a social phenomenon that is presented more than anything as an opportunity for economic development. It is the use of a situation given by geography, biodiversity or by a particular human activity. Tourism is somewhat more complex and its approach has evolved over time, how it is perceived and how we adapt to its changes and trends.

The STOREM project results in response to previous studies where a great tourist potential is observed in the Greater Caribbean area, already in use, but little studied or regulated, depending on the country or region.

Tourism ventures in this region are highly linked to nature, coasts and rural areas with little socioeconomic development, therefore, these regions are exposed to global environmental impacts such as climate change, or hemispheric effects such as seasonal storms. of the Atlantic, of course, without neglecting the pressure exerted by tourism itself on an area not intended for such activity (carrying capacity). Some more than others, these effects have become riskier for tourism developers, who do not know or do not know how to prevent possible changes in their environment.

The gestation of an academic master's degree in tourism and sustainable development within a region of high tourist interest in Costa Rica such as Guanacaste. Where it is possible to find many types of tourist development that have been implemented over time according to the interests or ideas of each era. This allows us to explore new opportunities, have access to very diverse case studies, both successful and erroneous that would enrich the experience in a study program.

Now, the historical situation that we are experiencing with the COVID-19 pandemic is undoubtedly a moment that we did not expect to have much less of an immediate impact. The impact on all areas of human activity and in particular for tourism has been significantly large. This leaves us with the need to innovate and reformulate the sector after a recovery in activity, most likely with many changes in the way of doing things.

The impact of this pandemic on meeting the Sustainable Development Goals, set with a goal for 2030, has suffered a major slowdown. Within these objectives, priority is given to activities that allow the well-being of the human being but also allow the recovery of the natural environment used.

Without trying to make this academic master's degree a panacea for these ills, she tends to train new professionals with investigative skills who seek to solve existing problems and take a prophylactic attitude in the face of very close risk situations



(climate change, pandemics, changes in the behavior of visiting people) and guests, market changes, etc).

It is important to emphasize that this master's degree gives a strong boost to the understanding, management and use of natural sciences within the context of tourism and sustainable development. The research carried out by the different higher education institutions that participate in the STOREM project have given a historical, environmental and risk context in the sector that has allowed establishing priorities for the design of the master's program for updated training for future professionals.

For this, the program has a theoretical framework for the conceptualization of tourism, sustainable development and scientific research. But project planning and management courses are also offered, as well as courses that focus on creativity and innovation.

Changes are being accelerated from different angles and the response must be equally fast and with a significant dose of creativity. Decisions must be based on truthful, reliable and updated information that we do not have. Thus, future masters in tourism and sustainable development would be essential to respond to new needs.



## **Appendix 2: Scholarships for Vulnerable Populations in Colombia**

### ***Objective to support vulnerable populations in Colombia***

The STOREM project has among its objectives the promotion of higher education, job opportunities and the development of local capacities for vulnerable populations in Colombia, including internally displaced populations, victims of violence, victims of armed conflict, refugees, students with disabilities and marginalized ethnic minority populations such as Afro-Colombians and Colombian Indigenous people.

### ***Strategy to identify opportunities***

To facilitate the enrollment of students from vulnerable populations in new STOREM programs and courses, the project aims to identify funding opportunities for scholarships and professional internships. In addition, the project aims to establish cooperation with external organizations from the government, private and NGO sectors, and disseminate the opportunities identified through the project channels, institutions and the local press.

### ***About the available scholarships***

The information presented below is about identified scholarships in which students from vulnerable populations in Colombia are eligible for funding. Through annual calls, these funding opportunities can support the enrollment of these students in a Higher Education Institution recognized by the Colombian Ministry of National Education, including public universities such as the University of Magdalena ([link](#)) and private universities such as EAFIT University ([link](#)), where STOREM's new master's degree programs and courses will soon be offered.



### **ICETEX – Administration Funds**

Offered by: ICETEX

Scholarships for:

- Undergraduate Programs (Professional, Technological or University)
- Postgraduate Programs (Specialization, Master, Doctorate or Post-doctorate)

Profiles of eligible students:

- Victims of armed conflict in Colombia





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Erasmus+ Programme  
of the European Union



Indigenous communities  
Afro-Colombian communities  
Members of the Rrom population  
Students with disabilities

More information:

<https://portal.icetex.gov.co/Portal/Home/HomeEstudiante/fondos-en-administracion>

### **Foreign Scholarships Colombia**

Offered by: ICETEX

Scholarships for:

- Postgraduate Programs (Specialization, Master, Doctorate or Post-doctorate)

Profiles of eligible students:

- Foreign students with academic excellence

More information:

<https://portal.icetex.gov.co/Portal/Home/HomeEstudiante/becas/programa-de-reciprocidad-para-extranjeros-en-colombia/beca-colombia-extranjeros>



### **University Scholarship Plan**

Offered by: PRODECO Group

Scholarships for:

- Undergraduate Programs

Profiles of eligible students:



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- Students from the Departments of Cesar and Magdalena

More information:

<http://www.grupoprodeco.com.co/es/sala-de-prensa/noticias-corporativas/plan-becas-universitarias/>



### **“Sierra Nevada” Scholarship**

Offered by: University of Magdalena

Scholarships for:

- Postgraduate Programs (Master or Doctorate)

Profiles of eligible students:

- Ethnicities and populations of Kogui, Arhuacos, Wiwa, Wayúu, Kankuamos, Chimilas, Zenú, Yukpas, among other indigenous ethnicities of the Colombian Caribbean

More information:

<http://extension.unimagdalena.edu.co/secretaria/Lists/Acuerdos/Attachments/1813/Acuerdo%20Superior%20N%C2%B0%2001%20de%202020.pdf>

### **Exemptions for Special Placements**

Offered by: University of Magdalena

Scholarships for:

- Undergraduate Programs
- Profiles of eligible students:
- Young people with limited economic resources



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- Students with academic excellence
- Indigenous communities
- Afro-Colombian communities

More information:

<http://admisiones.unimagdalena.edu.co/estudiantes/exoneraciones.jsp>



### **EAFIT Scholarships**

Offered by: EAFIT University & Partners

Scholarships for:

- Undergraduate & Postgraduate Programs

Profiles of eligible students:

- Young people with limited economic resources
- Students with academic excellence

More information:

<http://www.eafit.edu.co/becasyfinanciacion>



### **Biodiversity Colombia Scholarships**

Offered by: Fund for Biodiversity Colombia research together with the Alejandro Ángel Escobar Foundation

Scholarships for:

- Research costs for thesis projects (Undergraduate or Master)

Profiles of eligible students:



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of the European Union



- Colombian students in biological or social sciences, or related disciplines relevant to biodiversity in Colombia

More information:

<https://www.faae.org.co/colombiabiodiversa/>



### **National L'Oreal - UNESCO Program for Women in Science**

Offered by: L'OREAL & UNESCO together with MinCiencias & ICETEX

Scholarships for:

- Postgraduate Programs (Doctorate or Post-doctorate)

Profiles of eligible students:

- Women researchers in Colombia in the following fields:
  - Life sciences
  - Agricultural sciences
  - Technological sciences
  - Chemistry
  - Physics
  - Medical sciences
  - Mathematics

More information:

<https://www.forwomeninscience.com/es/fellowships/563719012>



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**OAS** | More rights  
for more people

### **OAS Academic Scholarships Program**

Offered by: Organization of American States (OAS)

Scholarships for:

- International Postgraduate Programs

Profiles of eligible students:

- Students from any of the 35 member states of the OAS, including Colombia

More information:

[http://www.oas.org/en/scholarships/Academic\\_Program\\_OAS\\_2020.asp](http://www.oas.org/en/scholarships/Academic_Program_OAS_2020.asp)



### **Appendix 3: Didactic structure of the new and revised graduate courses**

The outlines of the courses being developed under the STOREM Project are presented here. Note, each Partner utilised the course specification template required by their University; and as such the format and content will vary by Partner.

#### **3.1.1 UNIMAGDALENA**

##### **Study Plan**

Firstly, to build the General Study Plan of the Master in Sustainable Tourism Management program, the team prepared a review of study plans of programs of the same level of training and with a similar name, which are offered by universities in the world and Colombia. Among the programs compared at the international level is the Master in Tourism and Environmental Resource Management (Sapienza 1 University - Italy), Master in Sustainable Tourism (University of Salamanca, Spain), Master in Sustainable Tourism (University of the Environment, Mexico), Master in Management of Tourist Destinations (University Anáhuac México Norte, Mexico), Master in Strategic Management and Ecotourism (University of Costa Rica, Costa Rica) and the Master in Sustainable Tourism (University of Salta, Argentina).

Likewise, from the national sphere, the curricula of the Master in Tourism Planning and Management (University Externado de Colombia), Master in Management and Sustainable Tourism Development (University of La Guajira), Master in Sustainable Development and Environment (University of Manizales) and the Master in Sustainable Territorial Development (University of Magdalena).

In this review, different aspects related to the curricular content of each of the considered study plans were compared, such as: main thematic areas addressed, subjects and academic credits. In this way, it was established that the contents of the analyzed study plans are grouped into four major areas, which were named:

1. Tourism
2. Sustainable Development and Environment
3. Socioeconomic or Administrative
4. Competitiveness for Sustainable Tourism Development.

Regarding academic credits, the total number of credits in the six international master's programs analyzed was 58.5 on average, distributed by thematic areas as follows: Tourism (21.4%), Sustainable Development and Environment (30.2%), Socioeconomic or Administrative (32.3%) and Competitiveness for Sustainable



Tourism Development (16.1%). On the other hand, in the case of the programs offered by the four Colombian institutions included in the study, it was identified that the total academic credits amounted to 51.5, distributed as follows: Tourism (23.4%), Sustainable Development and Environment (46.9%), Socioeconomic or Administrative (24.6%) and Competitiveness for Sustainable Tourism Development (5.1%).

This comparative study allowed, in turn, to identify those subjects that are most repeated in the different curricula analyzed, as well as those that are offered by the Master in Sustainable Territorial Development of the University of Magdalena and that could be taken together by the students of both programs, given the flexibility and transdisciplinary strategies of postgraduate studies at the Institution.

Taking into account the above, and based on the institutional policies of the Universidad del Magdalena, the Master's program in Sustainable Tourism Management, will comprise 60 academic credits that would be taken in four (4) academic periods of 16 weeks each. The curriculum will be structured around four training components that, in turn, are structured by modules and their corresponding academic credits. The training components are:

1. Vocational Training Component
2. Specific Training Component
3. Research Training Component
4. Elective Training Component

**Vocational Training Component:** in this component it is intended to provide the student with the theoretical bases on Tourism and Sustainability, as well as facilitating the use of techniques and instruments for tourism management and planning from a sustainable, responsible and regenerative approach. It comprises 24 academic credits and these represent 40% of the total credits of the study plan.

**Specific Training Component:** this component aims to comprehensively address the management of tourist destinations and resources, as well as the knowledge of the regulatory framework and basic principles for the formulation of public policies in tourism, which are considered fundamental aspects for sustainable development of the zones or areas with tourist potential. 24 academic credits are allocated to this component, constituting 40% of the total credits of the study plan.

**Research Training Component:** the purpose of this component is to contribute to developing research skills that empower students to analyze, understand and propose novel solutions to the problems of sustainable tourism from an applied perspective. It comprises 6 academic credits and participates with 10% of the total credits of the study plan.





Likewise, to apply for the Master's degree in Sustainable Tourism Management, students must prepare and pass a Graduation Project, either a case study, application work, bibliographic review, scientific article or an intervention project that contributes to the improvement of an entity, community, destination or area of tourist use. In any case, the regulation of this project in its different modalities will be the responsibility of the Master's Program Council or the Faculty Council, and other project options may be incorporated that are considered relevant to the objectives of a master's program.

**Elective Training Component:** this component is made up of two elective subjects that contain 6 academic credits in total, representing 10% of the total curriculum. The electives, as indicated in their name, will be selected by the students according to the preference of the majority, choosing from the following proposed options:

#### Elective I:

Option 1: Management of international cooperation resources

Option 2: Evaluation of environmental impacts generated by tourism projects

#### Elective II

Option 1: Execution of international cooperation resources

Option 2: Mitigation of environmental impacts generated by tourism projects

Below is the general study plan of the Master in Sustainable Tourism Management (see Table 1)



**Table 1.** General Study Plan of the Master in Sustainable Tourism Management

| Master in Sustainable Tourism Management                     |           |          |                  |                        |                           |                     |                       |          |          |          |  |
|--|-----------|----------|------------------|------------------------|---------------------------|---------------------|-----------------------|----------|----------|----------|--|
| Course – Module - Subject                                    | Mandatory | Elective | Academic Credits | Academic hours of work |                           |                     | Curriculum components |          |          |          | Maximum Number of Enrolled or Projected Students |
|  |           |          |                  | Direct hours of work   | Independent hours of work | Total hours of work | Vocational            | Specific | Research | Elective |  |
| Semester I   |           |          |                  |                        |                           |                     |                       |          |          |          |  |
| Foundations of sustainable development                       | 3         |          | 3                | 36                     | 108                       | 144                 | X                     |          |          |          | 30   |
| Conceptualization and characterization of the tourist system | 3         |          | 3                | 36                     | 108                       | 144                 | X                     |          |          |          | 30   |
| Biodiversity and Environmental Conflicts                     | 3         |          | 3                | 36                     | 108                       | 144                 |                       | X        |          |          | 30   |
| International regulatory framework for sustainable tourism   | 3         |          | 3                | 36                     | 108                       | 144                 |                       | X        |          |          | 30   |
| Business models in sustainable tourism                       | 3         |          | 3                | 36                     | 108                       | 144                 |                       | X        |          |          | 30   |
| Total  | 15        |          | 15               | 180                    | 540                       | 720                 |                       |          |          |          |  |
| Semester II  |           |          |                  |                        |                           |                     |                       |          |          |          |  |
| Sustainable development from the regional perspective        | 3         |          | 3                | 36                     | 108                       | 144                 |                       | X        |          |          | 30   |
| Responsible and regenerative tourism product design          | 3         |          | 3                | 36                     | 108                       | 144                 | X                     |          |          |          | 30   |
| Planning of the territory                                    | 3         |          | 3                | 36                     | 108                       | 144                 | X                     |          |          |          | 30   |
| Formulation of public policies in sustainable tourism        | 3         |          | 3                | 36                     | 108                       | 144                 |                       | X        |          |          | 30   |
| ICT and innovation strategies applied to tourism companies   | 3         |          | 3                | 36                     | 108                       | 144                 | X                     |          |          |          | 30   |
| Total  | 15        |          | 15               | 180                    | 540                       | 720                 |                       |          |          |          |  |
| Semester III   |           |          |                  |                        |                           |                     |                       |          |          |          |  |
| Sustainability indicators for tourism projects               | 3         |          | 3                | 36                     | 108                       | 144                 |                       | X        |          |          | 30   |
| Formulation and evaluation of sustainable tourism projects   | 3         |          | 3                | 36                     | 108                       | 144                 | X                     |          |          |          | 30   |



| Master in Sustainable Tourism Management                    |           |           |                  |                        |                           |                     |                       |          |          |          |
|---|-----------|-----------|------------------|------------------------|---------------------------|---------------------|-----------------------|----------|----------|----------|
| Course – Module - Subject                                   | Mandatory | Elective  | Academic Credits | Academic hours of work |                           |                     | Curriculum components |          |          |          |
|   |           |           |                  | Direct hours of work   | Independent hours of work | Total hours of work | Vocational            | Specific | Research | Elective |
| Integrated management of tourist resources and destinations | 3         |           | 3                | 36                     | 108                       | 144                 |                       | X        |          |          |
| Qualitative and quantitative methods of tourism research    | 3         |           | 3                | 36                     | 108                       | 144                 |                       |          | X        |          |
| Elective I  |           | 3         | 3                | 36                     | 108                       | 144                 |                       |          |          | X        |
| <b>Total</b>  | <b>12</b> | <b>3</b>  | <b>15</b>        | <b>180</b>             | <b>540</b>                | <b>720</b>          |                       |          |          |          |
| <b>Semester IV</b>  |           |           |                  |                        |                           |                     |                       |          |          |          |
| Quality and sustainability management in tourism companies  | 3         |           | 3                | 36                     | 108                       | 144                 |                       | X        |          |          |
| Sustainable management of cultural heritage                 | 3         |           | 3                | 36                     | 108                       | 144                 | X                     |          |          |          |
| Inclusive community tourism management                      | 3         |           | 3                | 36                     | 108                       | 144                 | X                     |          |          |          |
| Research seminar  | 3         |           | 3                | 36                     | 108                       | 144                 |                       |          | X        |          |
| Elective II   |           | 3         | 3                | 36                     | 108                       | 144                 |                       |          |          | X        |
| <b>Total</b>  | <b>12</b> | <b>3</b>  | <b>15</b>        | <b>180</b>             | <b>540</b>                | <b>720</b>          |                       |          |          |          |
| <b>TOTAL NUMBER OF HOURS</b>                                |           |           |                  | <b>720</b>             | <b>2160</b>               | <b>2880</b>         |                       |          |          |          |
| <b>TOTAL % OF HOURS</b>                                     |           |           |                  | <b>25</b>              | <b>75</b>                 | <b>100</b>          |                       |          |          |          |
| <b>TOTAL NUMBER OF CREDITS</b>                              | <b>54</b> | <b>6</b>  | <b>60</b>        |                        |                           |                     |                       |          |          |          |
| <b>TOTAL % OF CREDITS</b>                                   | <b>90</b> | <b>10</b> | <b>100</b>       |                        |                           |                     |                       |          |          |          |

Table 2 specifies the curricular structure, the courses and the academic credits of the program's study plan, classifying the subjects according to the component of which they are part; and mentioning in turn the prerequisites and corequisites, where



applicable.

**Table 2.** General Study Plan of the Master in Sustainable Tourism Management (Requisites y Corequisites).

| STUDY PLAN   |         |           |  |  |
|--|---------|-----------|--|--|
| Diagram of Requisites and Corequisites                       |         |           |  |  |
| VOCATIONAL TRAINING COMPONENT                                |         |           |  |  |
| Courses  | Credits | Mandatory | Prerequisite   | Corequisite                                    |
| Foundations of sustainable development                       | 3       | YES       | N/A  | N/A  |
| Conceptualization and characterization of the tourist system | 3       | YES       | N/A  | N/A  |
| Responsible and regenerative tourism product design          | 3       | YES       | Conceptualization and characterization of the tourist system | N/A  |
| Planning of the territory                                    | 3       | YES       | Biodiversity and Environmental Conflicts                     | N/A  |
| ICT and innovation strategies applied to tourism companies   | 3       | YES       | Business models in sustainable tourism                       | N/A  |
| Formulation and evaluation of sustainable tourism projects   | 3       | YES       | Responsible and regenerative tourism product design          | Sustainability indicators for tourism projects |
| Sustainable management of cultural heritage                  | 3       | YES       | N/A  | N/A  |
| Inclusive community tourism management                       | 3       | YES       | N/A  | N/A  |
| Mandatory Credits  | 24      |           |  |  |
| SPECIFIC TRAINING COMPONENT                                  |         |           |  |  |
| Courses  | Credits | Mandatory | Prerequisite   | Corequisite                                    |
| Biodiversity and Environmental Conflicts                     | 3       | YES       | N/A  | N/A  |
| International regulatory framework for sustainable tourism   | 3       | YES       | N/A  | N/A  |
| Business models in sustainable tourism                       | 3       | YES       | N/A  | N/A  |



|   |                |                  |  |  |
|---|----------------|------------------|--|--|
| Sustainable development from the regional perspective       | 3              | YES              | Foundations of sustainable development                     | N/A  |
| Formulation of public policies in sustainable tourism       | 3              | YES              | International regulatory framework for sustainable tourism | N/A  |
| Sustainability indicators for tourism projects              | 3              | YES              | Sustainable development from the regional perspective      | Formulation and evaluation of sustainable tourism projects |
| Integrated management of tourist resources and destinations | 3              | YES              | Planning of the territory                                  | N/A  |
| Quality and sustainability management in tourism companies  | 3              | YES              | N/A  | N/A  |
| <b>Mandatory Credits</b>                                    | <b>24</b>      |                  |  |  |
| <b>RESEARCH TRAINING COMPONENT</b>                          |                |                  |  |  |
| <b>Courses</b>  | <b>Credits</b> | <b>Mandatory</b> | <b>Prerequisite</b>  | <b>Corequisite</b>   |
| Qualitative and quantitative methods of tourism research    | 3              | YES              | N/A  | N/A  |
| Research Seminar  | 3              | YES              | Qualitative and quantitative methods of tourism research   | N/A  |
| <b>Mandatory Credits</b>                                    | <b>6</b>       |                  |  |  |
| <b>ELECTIVE TRAINING COMPONENT</b>                          |                |                  |  |  |
| <b>Courses</b>  | <b>Credits</b> | <b>Mandatory</b> | <b>Prerequisite</b>  | <b>Corequisite</b>   |
| Elective I  | 3              | YES              | N/A  | N/A  |
| Elective II   | 3              | YES              | N/A  | N/A  |
| <b>Mandatory Credits</b>                                    | <b>6</b>       |                  |  |  |



### 3.1.2 UNA

They are 18 courses. The proposed study plans include a Mandatory common axis for all students and two options of lines of work.

## STRUCTURE AND PROCEDURES OF THE MASTER'S PROGRAM

The student must complete a total of 10 courses, distributed as follows:

- 4 compulsory community courses (in person)
- At least 3 elective virtual courses of one of the lines (chosen by the student based on their specialty preference)
- At least 3 elective virtual courses of any line (line 1 or line 2) offered by UNA or another similar program from any other recognized university.

| <b>Mandatory common courses</b><br><br><b>Fundamentals of sustainable tourism.</b>  | <b>Line 1</b><br><br><b>Theories and trends of tourism and sustainability.</b>   | <b>Line 2</b><br><br><b>Planning, management and innovation in sustainable tourism.</b>  |
|---|--|--|
| -Theory and epistemology of tourism.<br><br>-Theories of sustainable development.<br><br>-Scientific methodology applied to tourism.<br><br>-Thesis seminar | -Tourist and hotel ethics<br><br>-International environmental legal framework<br><br>-Methodologies and sustainability trends.<br><br>-Theory of the landscape and the tourist space.<br><br>-Indigenous and traditional societies and anthropological knowledge.<br><br>-Methods and techniques of natural resource management. | -Design of tourism development plans and projects.<br><br>-Architecture and management of tourist equipment.<br><br>-Recognition and territorial management in indigenous areas and traditional communities.<br><br>-Development, innovation and new products in sustainable tourism.<br><br>-Management of biodiversity |



|  |  |  |
|--|--|--|
|  | -Impacts of global changes in tourism. | -Prevention and mitigation of impacts on tourism.<br><br>-Models and cases of tourism management and innovation. |
|--|--|--|

**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                                 |   |
|---------------------------------|---|
| <b>ACADEMIC UNIT:</b>           | SEDE REGIONAL CHOROTEGA                 |
| <b>COURSE NAME:</b>             | THEORY AND EPISTEMOLOGY OF TOURISM      |
| <b>TYPE OF COURSE:</b>          | REQUIRED                                |
| <b>COURSE CODE:</b>             |   |
| <b>LEVEL:</b>                   |   |
| <b>SCHOOL PERIOD:</b>           |   |
| <b>MODALITY:</b>                | 12 WEEKS                                |
| <b>NATURE:</b>                  | THEORETICAL                             |
| <b>LABORATORY TYPE:</b>         | DOES NOT HAVE                           |
| <b>CREDITS:</b>                 | 3                                       |
| <b>WEEKLY HOURS:</b>            | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>        | 4                                       |
| <b>LABORATORY HOURS</b>         | DOES NOT HAVE                           |
| <b>INDEPENDENT STUDY HOURS:</b> | 5                                       |





|                        |                    |
|------------------------|--------------------|
| <b>TEACHING HOURS:</b> | Contact hours only |
| <b>REQUIREMENTS:</b>   | DOES NOT HAVE      |
| <b>CORREQUISITE:</b>   | DOES NOT HAVE      |
| <b>TEACHER:</b>        |                    |

## **I. Description of the course:**

The objective of the course is to present the master's student with a broad and broad vision of the theories and theoretical analyses that have been developed on tourism. It is a critical epistemological review of the knowledge produced from the beginning of the 20th century to the present. The course will cover the history of tourism thinking; tourism as an object of science study in a multi and interdisciplinary perspective; The theoretical schools of tourism, such as positivism, systematism, phenomenology and Marxism, as well as the analysis of new points of view, such as the hermeneutic perspective, critical theory, the paradigm of sustainability and that of mobility. The main contemporary authors of tourism will be studied; the limits of tourism knowledge and the trends and perspectives of tourism studies. Finally, it is a discipline of levelling knowledge.

## **II. Goals**

### *General purpose*

- Provide the student with a broad and critical view of the theoretical studies carried out on the tourist phenomenon.

### *Specific objectives*

- Present the history of tourism thinking.
- Critically analyse the positivist, systemic, Marxist and phenomenological opinions of tourism.



- Study the impact that the theoretical opinions of tourism have on the development of the activity and what is the force that schools of thought have on tourism.
- Analyse the role of science in tourism studies and show that doing science is not neutral.
- Know the main authors of current tourism, the limits of tourism knowledge and trends in tourism studies.

### **III. Comprehensive learning**

#### *Contents*

- History of tourism and tourism thinking.
- Introduction to key themes of epistemology.
- The relationship between tourism and science and multidisciplinary, inter and transdisciplinary studies in tourism.
- Classical theoretical schools of tourism: positivism, systematism, Marxism and phenomenology.
- New theoretical tourism schools: hermeneutics, critical theory, paradigm of sustainability; mobility paradigm.
- Main thinkers of tourism in the 20th and 21st centuries.
- Limits and trends in tourism knowledge.

#### *Skills and abilities*

- It will critically analyze the state of the art of the construction of theories about the tourist phenomenon.



- You will understand the main theories and theoretical studies on tourism.
- Understand multi, inter and transdisciplinarity in the field of tourism as a social, cultural, psychological, economic and environmental phenomenon.
- You will be critical when you read the various reviews on tourism.

### *Attitudes and Values*

- Distinguish and know how to separate scientific knowledge from tourism and understand its practical application.
- They will understand the complexity of the tourist episteme and its relationship with the different fields of science.
- Critical thinking in relation to the various analyzes of public, private and mixed agencies on the tourist phenomenon.
- Discursive and argumentative skills in relation to tourism issues.

## **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%



Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

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Videos de turismo:

<https://www.youtube.com/watch?v=gtv4BHqEpN8&feature=youtu.be>

The value of travel | Rick Steves | - <https://www.youtube.com/watch?v=kYXiegTXsEs>

How to fix travel | Doug Lansky | - <https://www.youtube.com/watch?v=sBaiRpIpPKQ>

The science of vacation: Ian Cole at TEDxOrlando - [https://www.youtube.com/watch?v=5S\\_P0-VEFzM](https://www.youtube.com/watch?v=5S_P0-VEFzM)

Donde están los Mayas? <https://www.youtube.com/watch?v=vyEme9Ui-ZA>



Bye bye Barcelona: <https://www.youtube.com/watch?v=kdXcFChRpml>

**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                                |   |
|--------------------------------|---|
| <b>ACADEMIC UNIT:</b>          | SEDE REGIONAL CHOROTEGA                 |
| <b>COURSE NAME:</b>            | TEORÍAS DEL DESARROLLO SOSTENIBLE       |
| <b>TYPE OF COURSE:</b>         | OPTIONAL                                |
| <b>COURSE CODE:</b>            |   |
| <b>LEVEL:</b>                  |   |
| <b>SCHOOL PERIOD:</b>          |   |
| <b>MODALITY:</b>               | 12 WEEKS                                |
| <b>NATURE:</b>                 | THEORETICAL                             |
| <b>LABORATORY TYPE:</b>        | DOES NOT HAVE                           |
| <b>CREDITS:</b>                | 3                                       |
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>       | 4                                       |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                           |
| <b>NDEPENDENT STUDY HOURS:</b> | 5                                       |
| <b>TEACHING HOURS:</b>         | Contact hours only                      |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                           |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                           |
| <b>TEACHER:</b>                |   |



## **I. Description of the course:**

The course will address the fundamentals of theories of sustainable development. It will be a course that will link the theories of development with sustainability. It will address its history, development, application, issues and limitations. It should be a course that will critically analyze approaches, visions and applications, to the point of questioning whether there really is sustainability in sustainable development. You will understand sustainable development in all its dimensions (social, cultural, political, economic and environmental). It will address the global north-south relationship in the context of globalization. It will analyze cases of sustainable tourism development, especially in Latin America. It must be a leveling course for students.

## **II. Goals**

### *General purpose*

- Offer the student a broad understanding of sustainable development approaches, their backgrounds, applications and limits.

### *Specific objectives*

- Present the foundations of development theories.
- Present the foundations of sustainability theories.
- Discuss the development, application, problems and limitations of sustainable development.
- Critical approach to the global north-south relationship in the context of globalization.
- Analyze cases of sustainable tourism development, especially in Latin America

## **III. Comprehensive learning**



## *Contents*

- What development? Theory and development. Focus on Latin America (CEPAL). Dependency theory and Marxist approach. Neoliberalism and globalization. Theory of Human Development and the United Nations Development Program (UNDP)
- What sustainability? Historic context. Environmental movement. Comprehensive vision: social, environmental, political, cultural and economic.
- History of sustainable development: development, application, problems and limitations. North-south relations in the context of globalization.
- Sustainable development as a discursive field and as a practical field.
- Limits of sustainable development.
- Successful cases of sustainable development in tourism. The best examples

## *Skills and abilities*

- You will understand that development can represent different elements depending on the reality that applies.
- You will know that the concept of sustainability suggests numerous contradictory forces in the context of development.
- You will understand that sustainable development emerges as a possible complement to development theories, but that it has limits in its application.
- They will know how to propose sustainable development actions and programs applied to tourist destinations and / or attractions.

## *Attitudes and Values*

- It will be essential to analyze the foundations and ideology of theories of development and sustainability.



- You will be able to distinguish between a tourism project that is sustainable and one that is not.
- Support sustainable development practices in all areas (social, economic, political, cultural and environmental).

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

#### **V. Bibliography**

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                        |   |
|------------------------|---|
| <b>ACADEMIC UNIT:</b>  | SEDE REGIONAL CHOROTEGA                   |
| <b>COURSE NAME:</b>    | SCIENTIFIC METHODOLOGY APPLIED TO TOURISM |
| <b>TYPE OF COURSE:</b> | REQUIRED                                  |
| <b>COURSE CODE:</b>    |   |
| <b>LEVEL:</b>          |   |



|                                |   |
|--------------------------------|---|
| <b>SCHOOL PERIOD:</b>          |   |
| <b>MODALITY:</b>               | 12 WEEKS                                |
| <b>NATURE:</b>                 | THEORETICAL                             |
| <b>LABORATORY TYPE:</b>        | DOES NOT HAVE                           |
| <b>CREDITS:</b>                | 3                                       |
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>       | 4                                       |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                           |
| <b>NDEPENDENT STUDY HOURS:</b> | 5                                       |
| <b>TEACHING HOURS:</b>         | Contact hours only                      |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                           |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                           |
| <b>TEACHER:</b>                |   |

### **I. Description of the course:**

The student will get in contact with the qualitative and quantitative methods applied to tourism. You will have been introduced to the basics of scientific research in tourism and will learn about different research techniques. You will learn in qualitative methodology: interview, ethnography, participant observation, focus group, Delphi methodology, content analysis, discourse analysis, image analysis, semiotics, grounded theory, among others. As a quantitative methodology, you will learn: preparation and use of questionnaires, direct observation, experimentation



and statistical techniques, such as sample collection, descriptive statistics, univariate analysis, multivariate analysis and its variations. In this course, students will learn the best technique / method that will apply to their work.

## **II. Goals**

### *General objective*

- Offer knowledge and methodological tools so that students can carry out their research, either qualitative or quantitative.

### *Specific objectives*

- Offer methodological tools for students to choose the one that best applies to solving their proposed research problem.
- Teach qualitative and quantitative research methodologies for the development of the research project.
- Provide the student with knowledge of the diverse and multiple methodological possibilities for tourism research.

## **III. Comprehensive learning**

### *Contents*

- Characterization of the qualitative and quantitative methodology.
- Qualitative methodology: interview, ethnography, participant observation, focus group, Delphi methodology, content analysis, discourse analysis, image analysis, semiotics, grounded theory, among others.
- Quantitative methodology: preparation and use of questionnaires, direct observation, experimentation and statistical techniques, such as sample collection, descriptive statistics, univariate analysis, multivariate analysis and its variations.



### *Skills and abilities*

- Be able to decide the ideal research methodology to respond to your proposed research project.
- Know the various methods and techniques of qualitative research that can be used in tourism.
- Know the different methods and techniques of quantitative research that can be used in tourism.

### *Attitudes and Values*

- Knowledge of the various methodologies and research techniques available for use in tourism.
- Have a broad and critical view of the scientific method and the various techniques available for use in tourism.
- Have autonomy to decide on methodologies and techniques that will be applied to the research and tourism problems that arise.

## **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications



of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven). Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## **V. Bibliography**

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                         |                         |
|-------------------------|-------------------------|
| <b>ACADEMIC UNIT:</b>   | SEDE REGIONAL CHOROTEGA |
| <b>COURSE NAME:</b>     | THESIS SEMINAR          |
| <b>TYPE OF COURSE:</b>  | REQUIRED                |
| <b>COURSE CODE:</b>     |                         |
| <b>LEVEL:</b>           |                         |
| <b>SCHOOL PERIOD:</b>   |                         |
| <b>MODALITY:</b>        | 12 WEEKS                |
| <b>NATURE:</b>          | THEORETICAL             |
| <b>LABORATORY TYPE:</b> | DOES NOT HAVE           |
| <b>CREDITS:</b>         | 3                       |



|                                |   |
|--------------------------------|---|
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>       | 4                                       |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                           |
| <b>NDEPENDENT STUDY HOURS:</b> | 5                                       |
| <b>TEACHING HOURS:</b>         | Contact hours only                      |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                           |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                           |
| <b>TEACHER:</b>                |   |

### **I. Description of the course:**

The student must prepare his research project that will be developed and presented at the end of the course. The rules of the university and the Master will be presented, as well as the rights and duties of students and teachers. The topics of scientific research ethics should be known to all students, such as research with humans, other living beings, legal protocols, plagiarism, copyright. Students will receive instructions on how to prepare their research projects and / or expand and correct existing ones using scientific methods and logic. At the end of the course, each project will be presented for discussion with all the students.

### **II. Goals**

#### *General purpose*

- Offer theoretical tools for preparing or reviewing the research project to be developed by the student.



### *Specific objectives*

- Offer theoretical tools for the development of the research project and all the elements it must contain (problematization, theoretical foundations, general objective, specific objectives, hypotheses, materials and methods, budget, calendar, hypothesis testing, presentation of results and conclusions)
- Teach methodologies for the elaboration and design of research projects.
- Introduce the student to the various scientific research protocols.
- Teach students the different stages of the scientific method

## **III. Comprehensive learning**

### *Contents*

- Introduction to the scientific method.
- Elements and preparation of scientific research projects in tourism and final areas.
- Ethics in scientific research: research with humans, other living beings, legal protocols, plagiarism, copyright, etc.
- University and Master's Standards: Student Rights and Duties.
- Fundraising for research.

### *Skills and abilities*

- Be able to develop a viable tourism research project that is developed with the available human, financial and time resources.
- Ability to identify objects and problems of scientific research in tourism from a critical look at the reality experienced.



- Ability to correctly size the problem and the research objectives, establishing logical relationships between them.
- Ability to present your project and defend your ideas, justifying its development.

#### Attitudes and Values

- Ability to argue critically defending their ideas presented in the project.
- Critical sense to discover possible objects and research problems in tourism from the observed reality.
- Understand that the ethical values of scientific knowledge are fundamental for the good development of science.
- Have a broad and critical view of the scientific method and know that science is not neutral and can be used by interest groups (governments, private initiative, universities, political parties, researchers, etc.).
- To be able to seek financing from national and international agencies to develop your project.

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled.

At the end of the course, the student must present his research project to everyone in the class so that it can be analyzed, praised and criticized, and thus it can be improved for future development.



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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                        |                                   |
|------------------------|-----------------------------------|
| <b>ACADEMIC UNIT:</b>  | SEDE REGIONAL CHOROTEGA           |
| <b>COURSE NAME:</b>    | ETHICS OF TOURISM AND HOSPITALITY |
| <b>TYPE OF COURSE:</b> | OPTIONAL                          |
| <b>COURSE CODE:</b>    |                                   |
| <b>LEVEL:</b>          |                                   |
| <b>SCHOOL PERIOD:</b>  |                                   |



|                                |   |
|--------------------------------|---|
| <b>MODALITY:</b>               | 17 WEEKS                                |
| <b>NATURE:</b>                 | THEORETICAL                             |
| <b>LABORATORY TYPE:</b>        | DOES NOT HAVE                           |
| <b>CREDITS:</b>                | 3                                       |
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>       | 4                                       |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                           |
| <b>NDEPENDENT STUDY HOURS:</b> | 5                                       |
| <b>TEACHING HOURS:</b>         | Contact hours only                      |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                           |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                           |
| <b>TEACHER:</b>                |   |

### **I. Description of the course:**

The course will present the phenomenon of hospitality from the theoretical framework of the human community as an important ethical action for the establishment of ancient and current societies and for the survival of external people supported by the gift of the host. The various hospitality environments will be analyzed, being the domestic, the commercial and the public in their various actions, from reception, accommodation, food and entertainment. This concept will be closely related to discussions on tourism ethics. The motivations and other aspects of the behavior of tourism professionals, local residents, government agencies and others in relation to outsiders should be analyzed. Hospitality must be conceptualized as an ethical issue, since all ethics is a matter of hospitality.



## **II. Goals**

### *Overall objective*

- Offer the student an understanding of the phenomenon of hospitality ethics over time until it culminates in the discussion of tourism ethics.

### *Specific objectives*

- Present the historical foundations of hospitality.
- Analyze ethics as science and as human action.
- Study the spaces in which hospitality occurs (domestic, commercial and public), as well as its basic actions (reception, reception, food and entertainment).
- Discuss the ethics of hospitality with the main world problems (poverty, migration, refugees, minority groups, among others).
- Introduce the main authors of the ethics of hospitality.

## **III. Comprehensive learning**

### *Content*

- Historical summary of hospitality.
- Introduction to the fundamental themes of hospitality ethics: the relationship between the host and the guest.
- The laws of hospitality.
- Ethics as science; concept, scope and history;
- Global Code of Ethics for Tourism.



- Hospitality and its relationship with contemporary tourism.
- Classical theoretical schools of hospitality: French, English, North American.
- Ethics of hospitality: Immanuel Kant, Marcel Mauss, Emmanuel Levinás, Jacques Derrida, Alain Montandon and other theorists.
- Hospitality, ethics and tourism in globalization and facing new global problems (poverty, migration, refugees, minority groups, among others).

### *Skills*

- You will understand that hospitality is involved in all tourist activities.
- You will understand the act of hospitality as a fundamental element in the foundation of human communities.
- You will have a critical capacity to differentiate hospitable and inhospitable actions and will be able to identify and mediate conflicts that may arise from inhospitable actions.
- They will know how to propose actions to better receive the tourist guest, whether in domestic, public or private spaces.

### *Attitudes and Values*

- You will value hospitality as a fundamental ethical experience that shapes human behavior and allows you to contextualize yourself in the world.
- Understand the close link between ethics, hospitality and tourism and its importance for the development of human communities.
- Understand hospitality as a source of principle for human communities.
- Cultivate and spread the ethical actions of hospitality in your field.





- You will be able to develop projects that involve tourism respecting the precepts of the ethics of hospitality.

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be met. It will try to guide students on the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications of landscape representations and space design in tourism development, and the basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%.

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

#### **V. Bibliography**

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                                |   |
|--------------------------------|---|
| <b>ACADEMIC UNIT:</b>          | SEDE REGIONAL CHOROTEGA                     |
| <b>COURSE NAME:</b>            | INTERNATIONAL ENVIRONMENTAL LEGAL FRAMEWORK |
| <b>TYPE OF COURSE:</b>         | OPTIONAL                                    |
| <b>COURSE CODE:</b>            |   |
| <b>LEVEL:</b>                  |   |
| <b>SCHOOL PERIOD:</b>          |   |
| <b>MODALITY:</b>               | 12 WEEKS                                    |
| <b>NATURE:</b>                 | THEORETICAL                                 |
| <b>LABORATORY TYPE:</b>        | DOES NOT HAVE                               |
| <b>CREDITS:</b>                | 3   |
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY     |
| <b>PRESENTIAL HOURS:</b>       | 4   |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                               |
| <b>NDEPENDENT STUDY HOURS:</b> | 5   |
| <b>TEACHING HOURS:</b>         | Contact hours only                          |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                               |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                               |
| <b>TEACHER:</b>                |   |



## **I. Description of the course:**

The course aims to present and give a broad discussion on the genesis, development and perspective of the international environmental legal framework. They must analyze their sources, rules and principles and understand the international organizations that operate and have management and decision-making power in this field. The main legal frameworks related to the protection of international waters, the marine environment and the coast, biodiversity (fauna and flora), the atmosphere and the territories of nature reserves should be studied. Global case studies should also be developed.

## **II. Goals**

### *General purpose*

- Study and debate the development, perspectives, uses, norms and principles of the international environmental legal framework in a comprehensive way.

### *Specific objective*

- Expand the student's knowledge of the regulations and the various assets protected by international environmental law.
- Study and analyze the sources, standards, principles of international environmental law and understand which are the international organizations that operate and have management and decision-making powers in this field.
- Analyze and contextualize the role played by international environmental law in favor of sustainable development today.
- Discuss and understand the existing conflicts in the international legal framework based on case studies (nuclear tests, Trail Smelter case, Gabčíkovo case - Nagymaros Dams, etc.).





- Discuss and understand the existing conflicts in the international legal framework of tourism cases (sea cruises and commercial civil aviation)

### **III. Comprehensive learning**

#### *Contents*

- Historical formation, genesis and structure of the international environmental legal framework (Antecedents and Stockholm 1972).
- Advances and setbacks of Eco Rio 1992 and Rio + 20.
- Sources, standards, principles and international organizations related to international environmental law.
- Jurisprudence and legislation on the protection of international waters, the marine and coastal environment, the biodiversity (fauna and flora) of the atmosphere and the territories of nature reserves.
- The relationship between the norms of international environmental law and the needs of sustainable development.
- Case studies of conflicts mediated by the international legal framework (nuclear tests, Trail Smelter case, Gabčíkovo - Nagymaros Dams case, etc.).
- Discuss and understand the existing conflicts in the international legal framework of tourism cases (sea cruises and commercial civil aviation)
- The desired future and its relations with the international environmental legal framework: limits, obstacles, progress and challenges.

#### *Skills and abilities*



- Comprehensively understand the genesis and development of the international environmental legal framework.
- You will be able to understand and analyze the sources, norms and principles of international environmental law and identify its main organs with management and decision-making power.
- You will understand the importance of applying international environmental legal principles to international waters, marine and coastal environments, biodiversity, the atmosphere and the territories of nature reserves.
- They will know how to propose actions in their place of operation to imply compliance with international environmental law.

#### *Attitudes and Values*

- Value the international environmental legal framework as an important tool that helps safeguard the environment.
- Understand the clear relationship, and its conflicts, between the international environmental legal framework and sustainable development.
- You will be able to identify conflicts that can be resolved by applying the norms and laws established in international environmental law.

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal



critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## **V. Bibliography**

Holder, Jane; Lee, Maria. Environmental Protection, Law and Policy. Cambridge, Cambridge University Press, 2007.

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Maria Luiza Machado Granziera, Fernando Rei (Organizadores).-- São Paulo (SP): Editora Universitária Leopoldianum, 2016.

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KUOKKANEN, Tuomas. *International Law And The Environment: Variations on a Theme*. The Hague: Kluwer Law International, 2002.

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                            |  |
|----------------------------|--|
| <b>ACADEMIC UNIT:</b>      | Regional Headquarters CHOROTEGA            |
| <b>NAME OF THE COURSE:</b> | Methodologies and trends of sustainability |
| <b>COURSE TYPE:</b>        | REGULAR                                    |
| <b>CODE COURSE:</b>        |  |
| <b>LEVEL:</b>              | I  |
| <b>PERIOD LECTIVO:</b>     | II   |
| <b>METHOD:</b>             | 12 weeks                                   |
| <b>NATURE:</b>             | VIRTUAL                                    |



|                                    |  |
|------------------------------------|--|
| <b>LABORATORY:</b>                 | DOES NOT HAVE  |
| <b>CREDITS:</b>                    | 3  |
| <b>WEEKLY HOURS</b>                | 4 hrs face + 5 hrs study independent   |
| <b>HOURS:</b>                      | 4 total hrs (hrs theory, practice hrs)   |
| <b>laboratory hours</b>            | Indicate the number of hours and the type of laboratory (if applicable)                    |
| <b>HOURS OF INDEPENDENT STUDY:</b> | 5  |
| <b>HOURS TEACHER:</b>              | 4 Hours  |
| <b>REQUIREMENTS:</b>               | DOES NOT HAVE  |
| <b>CORREQUISITE:</b>               | DOES NOT HAVE  |
| <b>TEACHER:</b>                    | Dr. Juan Carlos Picón Cruz (UNA-Costa Rica)<br>Dr. Andrés Yurjevic Marshal (CLADES- Chile) |

## I. Description of the course:

The course provides a space to discuss how development and sustainability has been studied and explained. It tries to delve into the baselines and foundations that have exacerbated a planetary crisis, questioning liberal capitalist modernity, from the predatory supply of production systems, the role of the State, markets and consumer demand, which generates the ecological footprint and the systemic planetary crisis.

It demands a planetary look towards sustainability that inspires the development of societies aware of ecological interconnections, the frugality of life and sources of well-being. Questioning what kind of development is needed? From a critical position and perspective that questions the ways of production and the addiction to consumption promoted by the hegemonic discourse, in addition to discussing the collateral social issues of the great transformations of the economic, political and socio-environmental geography structure.

The course introduces a discussion of the important to the urgent in terms of the global challenges that put life on the planet at risk, accompanied by international, national (institutional-market-business), local and family commitments, leading to a transition cultural towards sustainability.



## **II. Objectives, purposes or generating questions**

### ***General Objective***

Analyze sustainability methodologies and trends to generate ecological, economic and social innovation actions, capable of mitigating the socio-environmental crisis and recognizing sources of well-being.

### ***Specific objectives***

1. Study the trends of sustainable development from the ecological, political, cultural and economic foundations.
2. Strengthen the comprehensive vision of territorial sustainability from ecological innovation and new lifestyles.
3. To advance towards equality from active governance for gender, ethnic, and social equity.
4. Present to the student global and regional trends to generate and defend ecological added value.
5. Promote models of education based on community values capable of contributing to democracy by reducing corruption and violence.

## **III. Comprehensive learning**

Ecological footprint and systemic climate crisis

Political ecology

Trends in sustainable development

Study methodologies and evaluation of environmental impact

Models of production and consumption

Education for solidarity and sustainability

Ecological citizenship and ethical consumption

Ecological economy and circulareconomy

economy Social and solidarity

Company, production and business ethics





New rurality and tourism

Territorial development and tourism

#### **IV. Methodology**

The course is developed from a base of theoretical deepening that generates breadth of analysis to recognize the successes and failures of the main development models and the foundations of sustainability. Suggested reading of specialized bibliography is a requirement, with the idea that each student write an essay from critical discourse analysis.

The second part of the course develops the propositional part that generates proposals for innovation from the social, cultural and economic business construction, with ecological added value.

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

#### **V. Bibliography**

Bauman, Z. (2012). *Consumption life*. Mexico: FCE.



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- Yurjevic, A. (2016) *Latin American views, voices and images*. UNIVA, Mexico.
- Zizumbo, L. and Monterroso, N. (2015). *The capitalist configuration of tourist landscapes*. Mexico, Eón-UAEM Editions.

**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                       |   |
|-----------------------|---|
| <b>ACADEMIC UNIT:</b> | SEDE REGIONAL CHOROTEGA                 |
| <b>COURSE NAME:</b>   | THEORIES OF LANDSCAPE AND TOURIST SPACE |
| <b>COURSE TYPE:</b>   | PANORAMIC-OPTATIVE                      |



|                                 |  |
|---------------------------------|--|
| <b>COURSE CODE:</b>             |  |
| <b>LEVEL:</b>                   |  |
| <b>TERM:</b>                    |  |
| <b>MODE:</b>                    | 12 WEEKS                                     |
| <b>TYPE:</b>                    | PANORAMIC                                    |
| <b>TIPO DE LABORATORIO:</b>     | N/A  |
| <b>CREDITS:</b>                 | 3  |
| <b>WEEKLY HOURS:</b>            | 4 CLASSROOM HOURS, 5 INDEPENDENT STUDY HOURS |
| <b>CLASSROOM HOURS:</b>         | 4  |
| <b>LAB HOURS</b>                | NONE   |
| <b>INDEPENDENT STUDY HOURS:</b> | 5  |
| <b>TEACHING HOURS:</b>          | 4  |
| <b>REQUIREMENTS</b>             |  |
| <b>CO-REQUIEREMENTS:</b>        | NONE   |
| <b>PROFESSOR:</b>               |  |

## I. Course Description

This course considers space, seen as a social construction in which the political use of knowledge intervenes from different social relations, and the landscape, qualified as a way of seeing in which the subjectivity of the observer is a constitutive element of the same, in addition to a physical reality linked to the development of societies, as two categories of fundamental analysis when it comes to imagining, representing and building a tourist destination. Approached in these ways, these two elements become key when analyzing the operation of a specific tourism system. Through the analysis of landscape representations in a certain tourism system, and through an examination of political, economic and cultural elements that intervene in the construction of spaces for tourism, it is possible to trace hegemonic elements that can be critically answered, and, at the same time, open the possibility to the existence of other modes of representation and construction of tourist spaces that integrate elements related to inclusion, equity and sustainability.

## II. Objectives



## General objective

- Analyze landscape and tourist space as potentials of knowledge, power, hegemony and, at the same time, questioning, openness and divergence in tourism.

## Specific objectives

- Study landscape as a way of seeing, and as a social hieroglyph that denotes social relations, aesthetic conventions and hegemony.
- Analyze space as a social construction, and not as an absolute category, in which the political use of knowledge intervenes.
- Question the relationships between representation, semantics and knowledge.
- Analyze exercises of power through ideas, institutions, culture, knowledge, public policies, intellectuals and experts, in the construction of tourist spaces.
- Dimension the space and the landscape as products of diverse social relations.
- Present theoretical arguments from visual material.

## III. Comprehensive learning

### Contents

- Landscape as a way of seeing.
- Space as a social construction.
- The poetics of space and its application in tourism.
- The concept of geographies of the imagination in tourism.
- The concept of social imaginaries and tourism imaginaries.

### Skills and abilities

- Be able to critically analyze visual representations associated with tourist landscapes and spaces, in which both denoted and connoted elements can be part of the analysis.
- Be able to critically question, with solid arguments provided by the critical theory seen in the course, the ways in which political, economic, and intellectual knowledge build tourist spaces.



- To be able to propose mechanisms through which concepts such as sustainability, equity, inclusion and environmental protection are intrinsically linked with visual representations and ways of building tourist spaces.

#### Attitudes and Values

- Critical thinking regarding the representation of landscapes in different tourism systems, whether they appear in marketing, are disseminated by official organizations, developers, and other interested parties.
- Ability to argue critically, with theoretical and epistemological foundations, through the analysis of different visual materials that circulate in tourism systems.
- Ability to apply ideological analysis methodologies to visual texts related to tourism, in different ways and from different sources.
- Critical visual competence oriented to the ideological and anthropological evaluation of visual representations of different tourist contexts.

### **I. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%



Practices: 10%

Written works: 30%

## V. Bibliography

Auge, M. (2000). *Los no lugares: espacios de anonimato. Una antropología de la sobremodernidad*. Barcelona: Gedisa.

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Brégent-Heald, D. (2007). "Primitive Encounters: Film and Tourism in the North American West." *Western Historical Quarterly*. 38(1), 47-67.

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Carey, M. (2011). Inventing Caribbean Climates: How Science, Medicine, and Tourism Changed Tropical Weather from Deadly to Healthy. *Osiris*. 26(1), 129-141.

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de Holanda, F. (1995). Arquitectura como estruturação social. En R. Farret et al.(Eds.) *O Espaço da Cidade: contribuição a analise urbana*. Sao Paulo: Projeto.

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- Said, E. (1978). *Orientalism*. Nueva York: Vintage.
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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                         |  |
|-------------------------|--|
| <b>ACADEMIC UNIT:</b>   | SEDE REGIONAL CHOROTEGA  |
| <b>COURSE NAME:</b>     | INDIGENOUS AND TRADITIONAL SOCIETIES AND ANTHROPOLOGICAL KNOWLEDGE |
| <b>TYPE OF COURSE:</b>  | OPTIONAL   |
| <b>COURSE CODE:</b>     |  |
| <b>LEVEL:</b>           |  |
| <b>SCHOOL PERIOD:</b>   |  |
| <b>MODALITY:</b>        | 12 WEEKS   |
| <b>NATURE:</b>          | THEORETICAL  |
| <b>LABORATORY TYPE:</b> | DOES NOT HAVE  |
| <b>CREDITS:</b>         | 3  |





|                                |   |
|--------------------------------|---|
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>       | 4                                       |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                           |
| <b>NDEPENDENT STUDY HOURS:</b> | 5                                       |
| <b>TEACHING HOURS:</b>         | Contact hours only                      |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                           |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                           |
| <b>TEACHER:</b>                |   |

## **I. Description of the course:**

The course will work on basic anthropology concepts and will focus on anthropological studies of indigenous and traditional communities in Latin America. It is a course for the recognition of indigenous societies in their concepts, foundations, ethnic groups. It will seek to characterize what traditional communities are, generally groups that live in isolated villages or on the banks of rivers, seas, lakes, and that have their own culture and *modus vivendi*. It should be a course that addresses the values of each group with respect. It would be important for tourism case studies in such communities to be analyzed to gain a broader understanding of such reality and the impacts that tourism brings to such places.

## **II. Goals**

*General purpose*



- Offer students subsidies for the anthropological study of indigenous and traditional societies and their relationship with the practice of tourism

#### *Specific objectives*

- Discuss the fundamental concepts of anthropological science.
- Provide theoretical tools for students to identify and recognize the cultural values of indigenous and traditional societies.
- Offer methodological resources for the anthropological study of such societies and communities.
- Analyze the main impacts of tourism activity in such societies and communities.

### **III. Comprehensive learning**

#### *Contents*

- Fundamental concepts of anthropology and its theoretical schools.
- Identification and characterization of indigenous societies (ethnic groups, linguistic groups, cosmology, ancestral knowledge, concept of society in anthropology).
- Identification and characterization of traditional communities (culturally different and recognized as such, forms of social organization, concentration in a specific territory, original modus vivendi).
- Ethnic development and its occurrence in Latin America with a focus on Mesoamerica and the Caribbean.
- International legal scope (laws, treaties, agreements, rights, freedoms, responsibilities) to support indigenous societies and traditional communities.
- Studies on culture and intellectual and biological property of said groups.
- Discussion about cosmology and indigenous / traditional knowledge.



- Case studies on tourism practices in indigenous societies and traditional communities.
- Limits and impacts of tourism activity in such societies and communities and analysis of how the tourism sector has used the territories of these societies and communities over time.

### *Skills and abilities*

- Understand the fundamental concepts of anthropological knowledge and its application in the societies and communities to be studied.
- You will be able to identify what indigenous societies and traditional communities are.
- You will have a critical capacity to understand the limits and impacts of tourism activity in such societies and communities.
- They will know how to propose actions to mitigate the impacts of tourism activity in such societies and communities.

### *Attitudes and Values*

- It will value and respect the modus vivendi of indigenous societies and traditional communities as an intangible heritage of universal value.
- You will be able to propose projects that involve tourism respecting the values, traditions, wishes and way of life of indigenous and traditional groups.

## **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation



assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## **V. Bibliography**

Butler, Richard; HINCH, Tom. Tourism and indigenous peoples: issues and implications. 1. ed. Oxford / Burlington: Elsevier, 2007.

Walter Leal Filho; Victor T. King; Ismar Borges de Lima. (Org.). Indigenous Amazonia, Regional Development and Territorial Dynamics: Contentious Issues. 1ed. New York: Springer, 2019.

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DEERY, Margaret; JAGO, Leo; FREDLINE, Liz. Rethinking social impacts of tourism research: A new research agenda. Tourism Management, [s. l.], 2012.

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PEREIRO, Xerardo; FERNANDES, Filipa. *Antropologia e Turismo: teorias , métodos e praxis*. [s. l.], n. June 2018, 2018.

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PORTO, Nailza Pereira; PROENÇA, Ana Rosa Guimarães Bastos. Análise socioeconômica do turismo comunitário na Comunidade Indígena Nova Esperança, RDS Puranga Conquista ( AM). *Revista Brasileira de Ecoturismo*, v. 12, n. 4, ago/out, p. 522–546, 2019.

PROENÇA, Ana Rosa Guimarães Bastos. *Turismo em territórios indígenas: desenvolvimento e impacto sociocultural na Comunidade Indígena Nova Esperança "Pisasú Sarusawa" (Amazonas - Brasil)*. 2020. Dissertação (Mestrado em Desenvolvimento do Turismo) - Escola de Artes, Ciências e Humanidades, Universidade de São Paulo, São Paulo, 2019.

PROENCA, Ana Rosa Guimarães Bastos; PANOSSO NETTO, Alexandre. The process of tourism transition and the tourism social contract in indigenous territory: The case of the Nova Esperança Indigenous Community (Rio Cuieiras, Brasil). In: Walter Leal Filho; Victor T. King; Ismar Borges de Lima. (Org.). *Indigenous Amazonia, Regional Development and Territorial Dynamics: Contentious Issues*. 1ed. New York: Springer, 2019, v. 1, p. 248-279.

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Tomillo Noguero, Félix. La hospitalidad como condición necesaria para el desarrollo local. Revista Hospitalidade. São Paulo, v. X, n. 2, p. 161 - 212, dez. 2013.

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                       |   |
|-----------------------|---|
| <b>ACADEMIC UNIT:</b> | CHOROTEGA REGIONAL HEADQUARTERS                       |
| <b>COURSE NAME:</b>   | Models and cases of tourism management and innovation |





|                                 |  |
|---------------------------------|--|
| <b>COURSE TYPE:</b>             | REGULAR OR OPTIONAL  |
| <b>COURSE CODE:</b>             |  |
| <b>LEVEL:</b>                   | I  |
| <b>LESSON PERIOD:</b>           | II   |
| <b>MODE:</b>                    | 12 WEEKS   |
| <b>NATURE:</b>                  | VIRTUAL  |
| <b>TYPE OF LABORATORY</b>       | DOES NOT HAVE  |
| <b>CREDITS:</b>                 | 3  |
| <b>WEEKLY HOURS:</b>            | 3 hours in person + 5 hrs of independent study                       |
| <b>PRESENTIAL HOURS:</b>        | 3 hours total (theory hours, practical hours)                        |
| <b>LABORATORY HOURS</b>         | Indicate the number of hours and the laboratory type (if applicable) |
| <b>INDEPENDENT STUDY HOURS:</b> | 5  |
| <b>HOURS TEACHER:</b>           | 3 Hours  |
| <b>REQUIREMENTS:</b>            | DOES NOT HAVE  |
| <b>CORREQUISITE:</b>            | DOES NOT HAVE  |
| <b>TEACHER:</b>                 | Dr. Juan Carlos Picón Cruz (UNA-Costa Rica)                          |

### **I. Description of the course:**

The course covers different development models proposed for Latin America and other regions of the world, in order to recognize the scope and limitations to generate innovation capacity in the territorial management of tourism. It implies recognizing the macro, and microeconomic levels, with the complement of cases of international experience for environments related to Latin America and the Caribbean.

The articulated management of actors is weighted: governments, companies, institutions, NGOs and civil society at different scales and functions (production, consumption, work, free time), capable of generating and promoting incentives and initiatives for investment, development and sustainable social innovation. for the productive economic reactivation.



## **II. Objectives, purposes or generating questions**

### ***General Objective***

Analyze models and cases of management and innovation in tourism applicable to sustainable tourism as the axis of economic, environmental and socio-cultural development.

### ***Specific objectives***

1. Study models of tourism development management and sustainable tourism cases, based on environmental and social sustainability.
2. Advance to efficient and distributive social organization systems of tourism benefits.
3. Promote sustainable development in different geographical areas based on the potential and limitations of the territory.
4. Identify public policies that enhance management and innovation models in sustainable tourism.
5. Know cases of sustainable tourism innovation capable of contributing to the achievement of the objectives of sustainable development (SDG).

## **III. Integral learning**

Models of Organization and Territorial Development of Sustainable Tourism

Model of Economic Competitiveness and Regional Development (ILPES-CEPAL)

Models of local sustainable economic development: municipal management for development, tourist municipality.

Enclave models and business conglomerates: economy of competitiveness; ecological economy.

Models from the social and solidarity economy: Community tourism, productive chains and support networks.

Sustainable tourism model: trends from the SDGs and cases from the new rurality

Organizational models for the development of sustainable tourism

Case of tourist innovation for coastal territories: reconversion of mature tourist destinations; blue economy.



Innovation case in rural territories: Program of Magical Towns in Mexico; Tourist Villages Program in Argentina.

Innovation case in protected wild areas: Wetland tourism, ecotourism, others.

Disruptive tourism: Slow tourism, design of cultural experiences.

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be met. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written assignments: 30%

#### **V. Bibliography**

ECLAC(2001). Local economic development and decentralization in Latin America: comparative analysis. Santiago, Chile. CEPAL

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                       |  |
|-----------------------|--|
| <b>ACADEMIC UNIT:</b> | CHOROTEGA REGIONAL HEADQUARTERS                              |
| <b>COURSE NAME:</b>   | Methods and techniques for environmental resource management |
| <b>COURSE TYPE:</b>   | COURSE OPTIONAL  |
| <b>CODE:</b>          |  |
| <b>LEVEL:</b>         | II   |



|  |   |
|--|---|
| <b>LESSON</b>                          | 12 WEEKS  |
| <b>PERIOD:MODALITY</b>                 |   |
| <b>NATURE:</b>                         | VIRTUAL   |
| <b>LABORATORY</b>                      |   |
| <b>CREDITS:</b>                        | 3   |
| <b>WEEKLY HOURS:</b>                   | 4 face hrs + 5 hrs study independent                                |
| <b>HOURS:</b>                          | total 4Hrs (hrs theory, practice hrs)                               |
| <b>laboratory hours</b>                | 1 hour and the laboratory type (if applicable) SIG,                 |
| <b>HOURS OF<br/>INDEPENDENT STUDY:</b> | 5   |
| <b>HOURS TEACHER:</b>                  | 4 Hours   |
| <b>REQUIREMENTS:</b>                   | DOES NOT HAVE   |
| <b>CORREQUISITE:</b>                   | DOES NOT HAVE   |
| <b>TEACHER:</b>                        | Dr. Carlos Morera Beita<br>Dr. Pablo Miranda<br>Dr. Lilliana Piedra |

### **I. Course Description:**

The course addresses the management of natural resources from the methodologies and techniques that allow the student to generate research and develop environmental studies and evaluations to develop proposals for the protection, restoration, mitigation and sustainable use of I environmental resources.

The course is pertinent to professionals from public or private organizations in the environmental field, and incorporates environmental management from Geographic Information Systems (GIS), Environmental Impact Assessment and Study (EIA) methodologies and environmental certification.

### **II. Objectives, purposes or generating questions**

#### ***General Objective***

Analyze the methods and techniques of environmental resource management for the development of sustainable tourism.



### ***Specific objectives***

Recognize the importance of the management of natural heritage from public, private and local-based management in sustainable tourism development.

Promote methods and techniques of environmental management from local participation and articulated with the public and private entities involved.

Develop capacities for evaluation and certification of environmental quality.

Propose production models and use of environmental resources with globally recognized ecological techniques.

### **III. Comprehensive learning**

Natural heritage management and sustainable tourism

Public management of environmental resources

Private management of environmental resources

Participatory management

Methodologies for local, regional and international management of natural resources

Environmental assessment and certification methods

Environmental impact studies and monitoring

Assessment ecological multi-criteria

Agroecology and agroforestry

Biocultural management and socio-ecological resilience

Case studies: model forests, biological corridors, payments for environmental services, watershed management, restoration of coastal and mangrove forests, organic markets and production and consumption chains.

### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be



met. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Assessments (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Homework: 10%

Practices: 10%

Written assignments: 30%

## V. Bibliography

González de Molina, M .; Toledo, V. (2011). *Metabolisms, nature and history. Towards a theory of socio-ecological transformations*. Spain. Icaria Editorial.

Hernández, A., & Picón, J. (2015). Protected Wild Areas and Eco-tourism in Costa Rica. In A. Panosso, & L. Trigo, *Tourism in Latin America* (pp. 127-142). Switzerland: Springer International.

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                                 |   |
|---------------------------------|---|
| <b>ACADEMIC UNIT:</b>           | Regional Headquarters CHOROTEGA           |
| <b>NAME OF THE COURSE:</b>      | IMPACTS OF CHANGES GLOBAL IN TOURISM      |
| <b>Course type:</b>             | Elective                                  |
| <b>Course Code:</b>             |   |
| <b>Level:</b>                   |   |
| <b>Teaching period:</b>         |   |
| <b>METHOD:</b>                  | 12 weeks                                  |
| <b>NATURE:</b>                  | THEORETICAL                               |
| <b>TYPE LABORATORY</b>          | NO  |
| <b>CREDITS:</b>                 | 3   |
| <b>WEEKLY HOURS:</b>            | 4 PRESENCIALES, 5 HOURS INDEPENDENT STUDY |
| <b>hours:</b>                   | 4   |
| <b>HOURS LABORATORY</b>         | NO  |
| <b>HOURS INDEPENDENT STUDY:</b> | 5   |





|                        |               |
|------------------------|---------------|
| <b>HOURS TEACHING:</b> | hours only    |
| <b>REQUIREMENTS:</b>   | DOES NOT HAVE |
| <b>COREQUISITE:</b>    | DOES NOT HAVE |
| <b>DOCENTE:</b>        |               |

## **I. Course Description:**

The course will develop an analysis of the impacts of global changes on tourism. Global crises and changes will be presented and analyzed, such as political unrest, humanitarian crises and pandemics, terrorist actions, natural movements such as hurricanes, seismic and tsunamis, climate changes, economic crises, robotization, bigdata and advances in genetics, etc. The perspective is that the student understands that world crises and changes occur very frequently and that they influence all aspects of human life, being they cultural, social, political, biological, environmental and economic.

## **1. II. Objectives**

### *General Objective*

To analyze the impacts of global changes in tourism with the perspective that world crises and changes occur very frequently and that they influence all aspects of human life.

### *Specific objectives To*

- analyze and characterize the main recent global changes.
- Analyze how global changes are transformed into crises for societies.
- Discuss the social, cultural, economic, political, environmental, and biological impacts of recent global changes.
- Analyze the impacts of recent global changes in the tourism sector.
- Discuss success case studies and your crisis management proposals.



### III. Comprehensive learning

#### *Contents*

- Characterization of recent global changes (what is change; what is global).
- Political unrest and the impacts on world tourism (The Arab Spring-2010-2012, the Persian Gulf War-1991; Bosnia and Kosovo Wars 1992-1996; instability in democracies, etc.).
- Humanitarian crises and pandemics (mass migration, extreme poverty, SARS-2003, H1N1-2009, COVID-19)
- Terrorist actions (September 11th, Metro de Madrid-2004).
- Nature movements: hurricanes, seismic and tsunamis (hurricanes Wilma 2005 and Katrina, 2005; earthquake Haiti 2010; tsunamis Indonésia 2004 and Japan 2011, others)
- Climate changes (desertification, death of marine corals, storms)
- Economic crises (oil crisis 1973; Iraq-Iran dispute 1980; Mexican Peso crisis, 1994; Global Economic Crisis, 2009)
- New technologies (robotization, bigdata, advances in genetics, etc.).
- Impacts of recent global changes in the tourism sector.
- Success case studies and their crisis management proposals.

#### *Skills and abilities*

- *You Will* understand that global changes affect everyone in the world, not just one economic or social sector.
- You will be able to understand that there are crises that are generated by man and others by the actions of nature.
- You will understand that world crises and changes occur very frequently and that they influence all aspects of human life, being they cultural, social, political, biological, environmental and economic.



- Know how to propose actions to mitigate the impacts on the tourism sector.

#### *Attitudes and values*

- You will have a proactive attitude towards the crises generated by global changes.
- You will understand the obvious relationship between global changes and crises in world tourism.
- You will recognize that global crises and changes affect everyone.

#### **IV. Methodology**

The development of the course consists of face-to-face sessions through master classes, in addition to workshops, seminars, round tables, preparation of independent documents on a certain topic, for which reason emphasis will be given to the preparation of research on critical issues related to the Thematic of the course, especially taking into account the biophysical conditions of a certain geographic space.

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be met. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):



Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## **V. Bibliography**

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                         |  |
|-------------------------|--|
| <b>ACADEMIC UNIT:</b>   | SEDE REGIONAL CHOROTEGA                          |
| <b>COURSE NAME:</b>     | Design of tourism development plans and projects |
| <b>TYPE OF COURSE:</b>  | REGULAR  |
| <b>COURSE CODE:</b>     |  |
| <b>LEVEL:</b>           |  |
| <b>SCHOOL PERIOD:</b>   |  |
| <b>MODALITY:</b>        | 12 WEEKS   |
| <b>NATURE:</b>          | THEORETICAL / PRACTICAL                          |
| <b>LABORATORY TYPE:</b> | DOES NOT HAVE                                    |





|                                |   |
|--------------------------------|---|
| <b>CREDITS:</b>                | 3                                       |
| <b>WEEKLY HOURS:</b>           | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY |
| <b>PRESENTIAL HOURS:</b>       | 4 total (3 theory, 1 practice)          |
| <b>LABORATORY HOURS</b>        | DOES NOT HAVE                           |
| <b>NDEPENDENT STUDY HOURS:</b> | 5                                       |
| <b>TEACHING HOURS:</b>         | 4 contact hours only                    |
| <b>REQUIREMENTS:</b>           | DOES NOT HAVE                           |
| <b>CORREQUISITE:</b>           | DOES NOT HAVE                           |
| <b>TEACHER:</b>                |   |

### **I. Description of the course:**

It considers planning as an effective means of using scarce resources and promoting development processes, through predefined activities to achieve certain ends, where the expected results are the common reason for the provisions of a plan or project.

The design of tourism development plans and projects allows the analysis of a reality, the selection of alternatives, the coherent definition of objectives, the identification of resources with a logical and rational sense, in addition to the definition of goals in a predefined time and space.

The plans are the set of actions for the achievement of a certain objective, the project is the concretion of the actions in a specific way, with defined objectives, goals, resources and deadlines. Through the understanding of key concepts and through the analysis of tourism as a social system and phenomenon, the construction and execution of projects that facilitate the development of sustainable tourism are intervened, which must be developed in balance with the available natural resources, linking the private, public, third sector initiatives in accordance with the interests of the receiving community and tourists.

In this course, students will learn to relate sector programs to projects aimed at promoting tourism development by making sustainable use of natural resources.



## **II. Goals, purposes or generating questions**

### *General purpose*

Offer theoretical and practical knowledge for the design of plans and projects that enhance the development of sustainable tourism.

### *Specific objectives*

- Define the basic planning concepts, explain their principles, establish differences between planning systems and describe with a critical look the historical development of tourism planning in Latin America.
- Study and analyze the main methodologies and techniques used in the process of creating tourism development plans and projects.
- Teach students to relate sector programs to projects aimed at promoting tourism development by making sustainable use of natural resources.
- Analyze the stages of formulating project plans for tourism development
- Explain and analyze the nature and elements of the execution phase of tourism development plans and projects.
- Explain and analyze the elements of follow-up, evaluation and monitoring for tourism development plans and projects.

## **III. Comprehensive learning**

### *Contents*

- Historical and critical contextualization of the development of tourism planning in Latin America.
- Fundamental concepts of tourism planning and development.
- Nature and types of systems that are applied in tourism planning and development.
- Stages in the formulation of tourism development plans and projects.
- Discussion process for approval of tourism development plans and projects
- Essential elements in the execution of tourism development projects
- Follow-up, monitoring and evaluation of tourism development projects.



- Case studies of tourism projects, for example Costa Brava, Dominican Republic, Papagayo, Wine Regions, Los Cabos, others.

### *Skills and abilities*

- Be able to master theoretical and conceptual aspects associated with planning processes, plans and projects to be developed in the tourist reality.
- Being able to master the theoretical and conceptual aspects associated with the dynamics of articulation of local processes with public and private sectors, linked to existing tourism development models in order to use knowledge for the analysis of reality through research on field in the social, environmental, economic, cultural area of the region.
- Be able to formulate plans and projects to enhance the development of tourism in the region, considering biodiversity, scarce resources and conservation.
- To be able to propose strategies for the execution, follow-up, monitoring and evaluation of plans and projects aimed at tourism development in the region.

### *Attitudes and Values*

- You will have a critical and reflective attitude around planning, plans and projects related to tourism, both locally, nationally and internationally.
- It will develop its capacity to work in multidisciplinary teams, in aspects related to projects, biodiversity, landscaping, land planning, accommodation, participatory management.
- It will have the attitude to establish human relations, promoting the participation of local actors, governance, strategic alliances, decision making.
- Promote social awareness with their environment and their work environment, with ethics to be firm with respect to environmental sustainability, compliance with environmental regulations.
- Will have the disposition to solve problems associated with the design and execution of plans and projects with the available resources at their disposal.

## **IV. Methodology**



The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## **V. Bibliography**

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                       |  |
|-----------------------|--|
| <b>ACADEMIC UNIT:</b> | SEDE REGIONAL CHOROTEGA                          |
| <b>COURSE NAME:</b>   | ARCHITECTURE AND TOURISM EQUIPMENT<br>MANAGEMENT |
| <b>COURSE TYPE:</b>   | PANORAMIC-OPTATIVE                               |
| <b>COURSE CODE:</b>   |  |





|                                 |  |
|---------------------------------|--|
| <b>LEVEL:</b>                   |  |
| <b>TERM:</b>                    |  |
| <b>MODE:</b>                    | 12 WEEKS                                     |
| <b>TYPE:</b>                    | PANORAMIC                                    |
| <b>TIPO DE LABORATORIO:</b>     | N/A  |
| <b>CREDITS:</b>                 | 3  |
| <b>WEEKLY HOURS:</b>            | 4 CLASSROOM HOURS, 5 INDEPENDENT STUDY HOURS |
| <b>CLASSROOM HOURS:</b>         | 4  |
| <b>LAB HOURS</b>                | NONE   |
| <b>INDEPENDENT STUDY HOURS:</b> | 5  |
| <b>TEACHING HOURS:</b>          | 4  |
| <b>REQUIREMENTS</b>             | DOES NOT HAVE                                |
| <b>CO-REQUIEREMENTS:</b>        | DOES NOT HAVE                                |
| <b>PROFESSOR:</b>               |  |

## II. Course Description

This course covers the panoramic study of the relationships between architecture, leisure, tourism and territory, and how these connections systematically affect the structuring of spaces, the social relationships that occur in them, and the environmental, aesthetic, economic and functional implications derived from their conformation and operation in a certain tourism system. It also offers a panoramic view of the different types of tourist facilities in coastal, rural and urban contexts. From this panorama, the analysis of architecture and tourism infrastructure in these areas is emphasized. Likewise, the course proposes strategies, both theoretical and methodological, that promote, in the types of tourist areas mentioned above, a more inclusive and equitable coexistence among different stakeholders, such as local



entrepreneurs, local organizations, tourists, local inhabitants, and local authorities, among other.

### **III. Objectives**

#### General objective

- Analyze in a panoramic way the various relationships and connections between architecture, leisure, tourism and territory.

#### Specific objectives

- Classify different types of tourist equipment according to their location, their context, their function and their effects and interactions with the contexts in which they are found.
- Assess the ways in which architecture, both from its aesthetic and structural dimensions, influences the actual functioning of a given tourism system.
- Evaluate, through informed value judgments based on prior information, the impact of the tourist infrastructure on a specific tourism system, whether in a coastal, rural, or urban territory.
- Develop methodological strategies, based on sound theoretical statements, that can promote more inclusive tourist spaces in which different stakeholders, including local actors, are represented.

### **IV. Comprehensive learning Contents**

- Relations between architecture and different forms of power
- Tourist equipment and its context
- Architecture as structuring and social control



- The concept of sustainability in the tourist infrastructure
- Environmental impacts of tourist infrastructure in coastal, rural and urban areas
- Tourist infrastructure, inclusion and sustainability

#### Skills and abilities

- Be able to critically analyze, from solid theoretical information and case studies, the different ways in which architecture influences the constitution and operation of a given tourist destination, and how from the design and planning of infrastructure, within a tourism system, social dynamics and different forms of power are established, with consequences for all stakeholders in the system.
- Be able to classify different types of tourist equipment according to their context and function.
- Be able to critically question, with solid arguments provided by critical theory and case studies seen in the course, the ways in which political, economic, and intellectual power influence the ways of designing and constructing tourist spaces.
- Ability to promote mechanisms through which concepts such as sustainability, equity, inclusion and environmental protection are intrinsically linked to the tourist architecture of a given space.

#### Attitudes and Values

- Critical and panoramic analytical attitude of the ways in which the different types of architectural development systematically affect the operation of a tourist system, at environmental, social and political levels, among others.
- Ability to critically answer various mechanisms of exclusion and inequity caused by certain types of tourism development, from the perspective of analyzing the tourism infrastructure and the resources involved.



- Ability to evaluate and propose inclusive and sustainable alternatives for tourist equipment in coastal, rural and urban contexts.

## V. Methodology

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## V. Bibliografía

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                                 |  |
|---------------------------------|--|
| <b>ACADEMIC UNIT:</b>           | SEDE REGIONAL CHOROTEGA  |
| <b>COURSE NAME:</b>             | Territorial recognition and management in indigenous areas and traditional communities |
| <b>TYPE OF COURSE:</b>          | OPTIONAL   |
| <b>COURSE CODE:</b>             |  |
| <b>LEVEL:</b>                   |  |
| <b>SCHOOL PERIOD:</b>           |  |
| <b>MODALITY:</b>                | 12 WEEKS   |
| <b>NATURE:</b>                  | THEORETICAL  |
| <b>LABORATORY TYPE:</b>         | DOES NOT HAVE  |
| <b>CREDITS:</b>                 | 3  |
| <b>WEEKLY HOURS:</b>            | 4 PRESENTIAL HOURS, 5 INDEPENDENT STUDY  |
| <b>PRESENTIAL HOURS:</b>        | 4  |
| <b>LABORATORY HOURS</b>         | DOES NOT HAVE  |
| <b>INDEPENDENT STUDY HOURS:</b> | 5  |
| <b>TEACHING HOURS:</b>          | Contact hours only   |
| <b>REQUIREMENTS:</b>            | DOES NOT HAVE  |
| <b>CORREQUISITE:</b>            | DOES NOT HAVE  |
| <b>TEACHER:</b>                 |  |



## **I. Description of the course:**

The course will address the importance of recognizing indigenous territories and traditional communities. It must be understood that the safeguarding of the territories is necessary for the preservation of human groups and their cultures. These territories are backed by specific legislation and therefore must be respected. The steps to recognize such territories can be fast or slow, depending on the legislation of the country in which they are located. Therefore, recognizing these differences is important to analyze the best technical mechanisms and tools to manage such locations. It must also be recognized that in these established territories the forms of management will depend on the ethnic and cultural groups that live there. Furthermore, such communities must be respected in their territories and are those that have the power to accept or not the development of economic activities within their limits, whether they are livestock, pastoral, agricultural, industrial or tourist.

## **II. Goals**

### *General purpose*

- Present to the student the foundations and legal and technical elements for territorial recognition and management in indigenous areas and traditional communities.

### *Specific objectives*

- Analyze the foundations and legal elements available on the establishment and configuration of indigenous territories and traditional communities.
- Analyze the foundations and technical elements of the management of indigenous territories and traditional communities.
- Study conflicts and resolve conflicts over land ownership.
- Know and analyze, at the Latin American and Caribbean level, public projects and



programs for the recognition and management of indigenous territories and traditional communities.

- Study successful cases of management of indigenous territories and traditional communities in Latin America and the Caribbean.
- Analyze how tourism activity impacts the recognition and management of indigenous territories and traditional communities.

### III. **Comprehensive learning**

#### *Contents*

- Characterization of indigenous territories and traditional communities.
- Jurisprudence and rights that support societies and their territories, especially in Latin America and the Caribbean.
- Conflicting issues in land tenure, specific rights, productive activities (livestock, grazing, agriculture, industry or tourism).
- Public programs and projects for the recognition and management of indigenous territories and traditional communities in Latin American and Caribbean countries.
- Steps to recognize indigenous territories and traditional communities in Latin American and Caribbean countries (for example, Brazil: demarcation of indigenous lands: <http://www.funai.gov.br/index.php/indios-no> - Brazil / indigenous lands).
- Public and / or private institutions that regulate and help in territorial management.
- Successful case studies in Latin America and the Caribbean.
- Case studies of tourism activity and its impacts on the recognition and management of indigenous territories and traditional communities.

#### *Skills and abilities*





- They will know how to consult and analyze specific legislation and jurisprudence related to indigenous societies and traditional communities under study.
- You can identify existing conflicts over land ownership and you can propose conflict mediation.
- For specific cases, you will learn about programs and projects for the recognition and management of indigenous territories and traditional communities, especially in Latin American and Caribbean countries.
- Learn about successful cases of recognition and management of territories in indigenous areas and traditional communities in Latin America and the Caribbean.

#### *Attitudes and Values*

- It will improve the recognition of the territories that belong to traditional peoples.
- You will understand that indigenous territories and traditional communities must be protected, since the maintenance and culture of such peoples depend on them.
- It will recognize that indigenous peoples and traditional communities must have the supremacy and decision-making power over the economic exploitation actions that are intended to be carried out in their territories.
- It will be able to propose solutions to mitigate conflicts that involve the dispute over indigenous territories and traditional communities.

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. The aim will be to provide orientation to the students regarding the possible



use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research is encouraged within the course, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Evaluations (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Tasks: 10%

Practices: 10%

Written works: 30%

## **V. Bibliography**

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**UNIVERSIDAD NACIONAL  
SEDE REGIONAL CHOROTEGA  
ACADEMIC MASTER'S DEGREE IN SUSTAINABLE TOURISM**

|                             |   |
|-----------------------------|---|
| <b>ACADEMIC UNIT:</b>       |   |
| <b>COURSE NAME:</b>         | Development, innovation and new products in sustainable tourism |
| <b>COURSE TYPE:COURSE</b>   | OPTIONAL  |
| <b>CODE:</b>                |   |
| <b>LEVEL:</b>               | II  |
| <b>LESSON PERIOD:</b>       | I   |
| <b>MODALITY:</b>            | 12 WEEKS  |
| <b>NATURE:</b>              | VIRTUAL   |
| <b>TYPE OF LABORATORY</b>   |   |
| <b>CREDITS:</b>             |   |
| <b>WEEKLY HOURS:</b>        | 9 hours in person + hrs of independent study                    |
| <b>PRESENTIAL HOURS:</b>    | 4 hours total (theory hours, practical hours)                   |
| <b>LABORATORY HOURS</b>     | 1 hour laboratory   |
| <b>INDEPENDENT STUDY:</b>   | 5   |
| <b>HOURSTEACHING HOURS:</b> | 4 hours only  |
| <b>REQUIREMENTS:</b>        | DOES NOT HAVE   |





|                     |   |
|---------------------|---|
| <b>COREQUISITE:</b> | DOES NOT HAVE                                   |
| <b>TEACHER:</b>     | Merlyn Gutierrez Cruz<br>Juan Carlos Picon Cruz |

### **I. Description of the course:**

the course of the principle of constant evolution of the tourist market and global and regional trends that demand creativity and constant innovation from the environmental point of view, social, economic and cultural.

It incorporates the public-private vision, recognizing that innovation starts from cultural and social models and foundations that are reinforced by models of education and public management and business models that promote continuous improvement and investment in the design and innovation of new sustainable tourism products.

It incorporates a laboratory of creativity, development and innovation from augmented reality technologies, artificial intelligence, emotional technologies, autonomous mobility, virtual reality, robotics, among others.

### **II. Objectives, purposes or generating questions**

#### *General Objective*

Promote innovation programs that contribute to the continuous improvement of quality and competitiveness, the generation of local capacities and sustainable tourism development.

#### *Specific objectives*

*To know the foundations* and principles of the development and innovation of tourist products To

develop a methodology of disruptive thinking, creativity and product design.

Design tourism products from the perspective of tourism experiences

Incorporate the use of technologies for innovation in the tourism sector and market intelligence



### **III. Comprehensive learning**

Fundamentals and principles of the development and innovation of tourist products

Methodology of disruptive thinking, creativity and product design

Design and innovation from the perspective of tourist experiences

Technologies for innovation in the tourism sector and market intelligence

Tourist trends of personalization of products and services .

Platforms of tourist services

Types and factors of innovation

Management and innovation of sustainable tourism destinations

Life cycle of a tourism product

Creativity and innovation laboratories applied to tourism

Sustainability certifications in tourism products (designation of origin, country brand

Case studies: intelligence augmented, big data, artificial intelligence, emotional technologies, machine and deep learning, blockchain, autonomous mobility, virtual reality, robotics

### **IV Methodology**

The course development combines seminars, round tables, formal presentations and master classes, among other strategies, Through which the contents will be presented and elucidated and the objectives of the course will be fulfilled. It will try to provide guidance to students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. via the elaboration of formal critical research within the course, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Assessments (100%):

Class participation: 15%

Oral presentations: 15%



Written exams: 20%

Assignments: 10%

Practices: 10%

Written assignments: 30%

## V. Bibliography

World Tourism Organization, (2020). Tourism in Latin America: creating opportunities for everyone. OMT, Madrid.

World Tourism Organization, (2017). *Innovation in tourism - Approach between theory and practice*. OMT, Madrid.

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## UNIVERSITY NATIONAL HEADQUARTERS REGIONAL CHOROTEGA MASTERS ACADEMIC IN SUSTAINABLE TOURISM

|                            |                                 |
|----------------------------|---------------------------------|
| <b>ACADEMIC UNIT:</b>      | Regional Headquarters CHOROTEGA |
| <b>NAME OF THE COURSE:</b> | MANAGEMENT OF BIODIVERSITY      |
| <b>TYPE OF COURSE:</b>     | REGULAR                         |
| <b>Course Code:</b>        |                                 |
| <b>LEVEL</b>               |                                 |
| <b>PERIOD LECTIVO:</b>     |                                 |
| <b>TYPE:</b>               | 17 weeks                        |



|                                 |                             |
|---------------------------------|-----------------------------|
| <b>NATURE:</b>                  | THEORETICAL PRACTICAL       |
| <b>TYPE OF LABORATORY:</b>      | NO                          |
| <b>CREDITS:</b>                 | 3                           |
| <b>WEEKLY HOURS</b>             | 4 HOURS 5 INDEPENDENT STUDY |
| <b>HOURS</b>                    | 4                           |
| <b>HOURS LABORATORY</b>         | DOES NOT HAVE               |
| <b>HOURS INDEPENDENT STUDY:</b> | 5                           |
| <b>HOURS TEACHING:</b>          |                             |
| <b>REQUIREMENTS:</b>            | DOES NOT HAVE               |
| <b>COREQUISITE:</b>             | DOES NOT HAVE               |
| <b>DOCENTE:</b>                 |                             |

## I. Description

The course proposes that the student knows the theoretical and methodological tools for the management of biodiversity. The concepts and characteristics of biodiversity as well as the use of ecosystem services will be discussed and analyzed. The student must understand that each ecosystem has a different way of management, which allows preservation, use and management.

The course will analyze the different programs, policies and strategies in force in the region, which must be analyzed and will have tools for their construction and implementation. Case studies from Latin America and the Caribbean are analyzed in order to learn about experiences on this topic.

## II. Objectives

General Objective To

- teach the theoretical and methodological tools for the management of biodiversity.

Specific objectives



- To discuss and analyze the concepts and characteristics of biodiversity and the use of ecosystem services.
- Study the biophysical variables, characteristic of certain geographic spaces where tourist activities are developed.
- Review and analyze the management, preservation, use and management techniques of the ecosystems where tourist activities take place.
- Analyze the different current biodiversity programs, policies and strategies in tourist regions.
- Analyze case studies from Latin America and the Caribbean in order to learn about the experiences of managing biodiversity in tourist areas.

### **III. Comprehensive learning**

#### *Contents*

- The origin of the term biodiversity, concept and importance.
- Characteristics of biodiversity and the use of ecosystem services.
- Biophysical variables of the geographical spaces where tourist activities are carried out.
- Studies of the techniques and tools for the management of biodiversity in relation to its preservation, use and management.
- Programs, policies and strategies for biodiversity management.
- Case studies in Latin America and the Caribbean.

#### **Skills and abilities You**

- will have an understanding of the historical and social origin of the concepts of biodiversity.



- You will learn about the characteristics of biodiversity and the use of ecosystem services.
- You will learn the techniques and tools for managing biodiversity in relation to its preservation, use and management.
- Construction of programs, policies and strategies for biodiversity management.

### **Attitudes and Values**

- Understanding the importance of the use of ecosystem services
- Awareness of the importance of biodiversity management for the preservation, use and management
- Awareness that the development of tourist activity in areas of high biodiversity can contribute to conservation.
- Tourist awareness of the importance of maintaining biodiversity areas for conservation.

### **IV. Methodology**

The development of the course consists of face-to-face sessions through master classes, in addition to workshops, seminars, round tables, preparation of independent documents on a certain topic, so emphasis will be given to the preparation of research on critical issues related to the theme of the course, especially taking into account the biophysical conditions of a given geographical space.

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and meeting the course objectives. The



aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Assessments (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Assignments: 10%

Practices: 10%

Written assignments: 30%

## **V. Bibliography**

BRANDON, Katrina; REDFORD, Kent H.; SANDERSON, Steven E. Parks in Peril: People, Politics, and Protected Areas. Washington – D.C./Covelo, California: Island Press/The Nature Conservancy, 1998.

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**UNIVERSITY NATIONAL  
HEADQUARTERS REGIONAL CHOROTEGA  
MASTERS ACADEMIC IN SUSTAINABLE TOURISM**

|                                 |   |
|---------------------------------|---|
| <b>ACADEMIC UNIT</b>            | HEADQUARTERS REGIONAL CHOROTEGA                 |
| <b>NAME OF THE COURSE</b>       | PREVENTION AND MITIGATION OF IMPACTS ON TOURISM |
| <b>TYPE OF COURSE:</b>          |   |
| <b>COURSE CODE:</b>             |   |
| <b>LEVEL:</b>                   |   |
| <b>TEACHING PERIOD:</b>         |   |
| <b>TYPE:</b>                    | 12 WEEKS  |
| <b>NATURE:</b>                  | THEORETICAL / PRACTICAL                         |
| <b>LABORATORY TYPE:</b>         | NONE  |
| <b>CREDITS:</b>                 | 3   |
| <b>WEEKLY HOURS:</b>            | 4 FACE HRS + 5 HRS STUDY INDEPENDENT            |
| <b>HOURS:</b>                   | 4 TOTAL HRS (3 THEORY, ONE PRACTICE)            |
| <b>LABORATORY HOURS</b>         | NO  |
| <b>HOURS INDEPENDENT STUDY:</b> | 5 HOURS OF STUDY INDEPENDENT                    |
| <b>HOURS DOCENTE:</b>           | 4 HOURS ONLY                                    |
| <b>REQUIREMENTS:</b>            | DOES NOT HAVE                                   |
| <b>COREQUISITE :</b>            | DOES NOT HAVE                                   |
| <b>TEACHER:</b>                 |   |

**I. Description of the course:**



The course seeks to discuss theoretical and practical knowledge for the prevention and mitigation of the negative impacts of tourism. It is intended to offer students the understanding that the impacts of tourism activity are broad and can be of an economic, political, social, cultural, environmental and psychological nature. He considers that the first step in tourism planning is prevention and then mitigation once the negative impacts are manifested. The negative impacts of tourism will be characterized according to their category and the forms they present. The impacts will be studied not only in the destination regions and in the tourist receiving communities, but also in the regions of origin, of transit for tourists and workers in the sector. Proven methodological tools for prevention and mitigation of negative impacts of tourism should be offered through global case studies, especially in Latin America and the Caribbean.

## **II. Objectives, purposes or generating questions**

### *General Objective*

- To carry out an analysis of the existing theoretical and practical knowledge for the prevention and mitigation of the negative impacts of tourism.

### **Specific objectives To**

1. understand and analyze what are the negative impacts of tourism.
2. Analyze and understand that the impacts of tourism activity are broad and can be of an economic, political, social, cultural, environmental and psychological nature.
3. Integrate knowledge considering that the first step in tourism planning is prevention and then mitigation once negative impacts are manifested.
4. Have a broad vision on the scope of tourism impacts for the regions of origin, transit and destination and for the receiving communities, workers and tourists themselves.



5. Discuss and analyze case studies that offer proven methodological tools for preventing and mitigating the negative impacts of tourism.

### **III. Comprehensive learning**

#### **Contents**

- Characterization of tourism impacts (economic, political, social, cultural, environmental and psychological, economic, political, social, cultural, environmental and psychological)
- Negative impacts of tourism - examples and studies tourism.
- Analysis of methodological tools for preventing the impacts of tourism
- Methodological tools already tested for prevention and mitigation of negative impacts of tourism
- Global case studies, especially in Latin America and the Caribbean on prevention and mitigation of negative impacts of tourism

#### ***Skills and abilities You***

- will be able to identify models of prevention and mitigation and support the decisions of the bodies responsible for regulating tourism.
- know how choose methodological tools to prevent and mitigate effects of the activity.
- Ability to develop critical mechanisms on the negative and positive effects resulting from the touristic activity.
- Knowing the methodological tools of prevention and mitigation of the negative impacts of tourism.

#### **Attitudes and values**

- Awareness of the negative impacts of tourism on communities, destinations.



- Proactive regarding negative impacts of tourism and ability to propose solutions.
- Understanding that an impact of tourism is not resolved in isolation, must be related to other areas that complement the solution.

#### **IV. Methodology**

The development of the course combines seminars, round tables, formal presentations and master classes, among other strategies, through which the contents will be presented and elucidated and the objectives of the course will be met. The aim will be to provide orientation to the students regarding the possible use and application of the course content to their different final graduation assignments, depending on the objectives of each one. The development of formal critical research within the course is encouraged, on topics related to the implications of landscape representations and the conception of space in tourism development, and in which basic elements of advanced formal academic research are applied.

The minimum passing grade for the courses is 7 (seven).

Assessments (100%):

Class participation: 15%

Oral presentations: 15%

Written exams: 20%

Assignments: 10%

Practices: 10%

Written assignments: 30%

#### **V. Bibliography**

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### 3.1.3 EAFIT

#### COURSE INFORMATION:

|                              |   |
|------------------------------|---|
| <b>SCHOOL NAME:</b>          | <b>SCHOOL OF SCIENCES</b>                               |
| <b>DEPARTMENT:</b>           | <b>EARTH SCIENCES</b>                                   |
| <b>ACADEMIC PROGRAM:</b>     | <b>MASTERS IN EARTH SCIENCES</b>                        |
| <b>COURSE NAME:</b>          | <b>COASTAL MANAGEMENT FOR SUSTAINABLE BEACH TOURISM</b> |
| <b>CODE:</b>                 | <b>CT0900</b>   |
| <b>SEMESTER:</b>             | <b>I-II</b>   |
| <b>TOTAL HOURS/WEEK:</b>     | <b>3 HOURS</b>  |
| <b>TOTAL HOURS/SEMESTER:</b> | <b>30 HOURS</b>   |
| <b>CREDITS:</b>              | <b>3</b>  |
| <b>CHARACTERISTICS:</b>      | <b>N/A</b>  |
| <b>PRERREQUISITES:</b>       | <b>N/A</b>  |
| <b>CO-REQUISITES:</b>        | <b>N/A</b>  |

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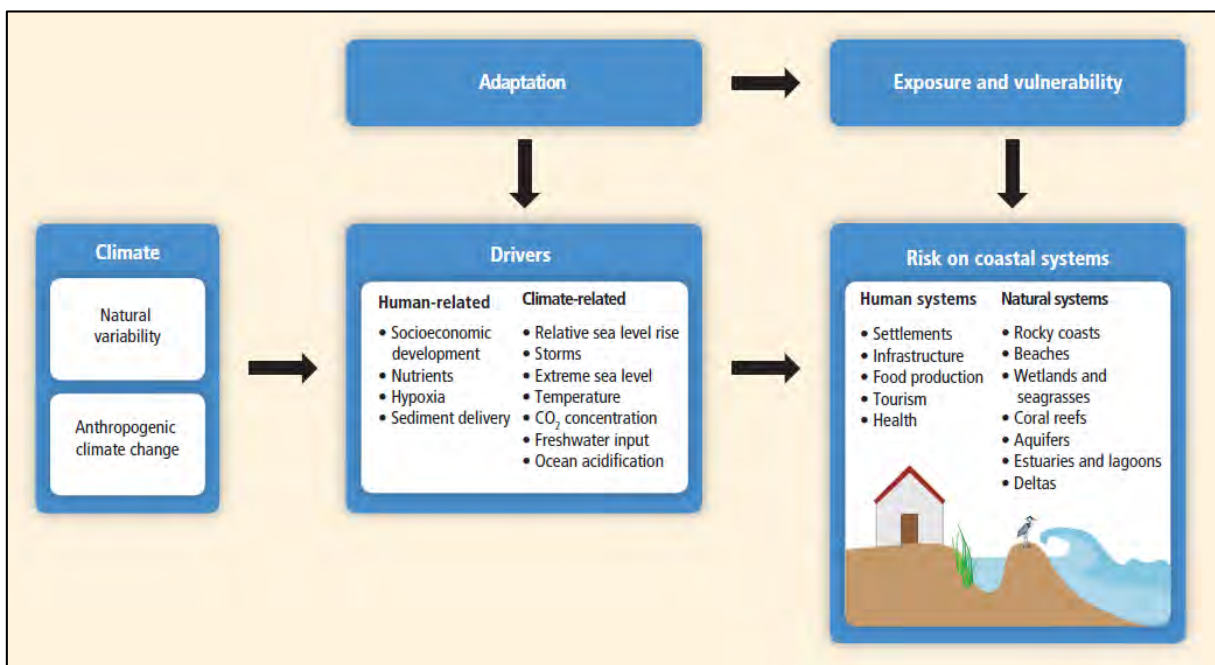
#### COURSE JUSTIFICATION

The sustainable development of tourism activities relies on the proper implementation of coastal zone management practices. Sustainable management of touristic beaches remains challenging, given the highly dynamic character of the coastal zone and the influence of natural and human processes (Defeo et al., 2009). Nature, by itself, provides a myriad of ecosystems that give beaches touristic appeal, though these ecosystems are currently affected by the increasing pressure of anthropogenic activities (Wong et al., 2014; see Figure 1 below). In this context, this course aims to build competencies for the implementation of sustainable practices in coastal management concerning beach tourism activities. The course focusses on beach management as it pertains to the geomorphological processes of sand and aspects of beach water quality. This course will regionally focus on the Caribbean region of Colombia but could be applied to similar beaches across the Wider Caribbean Region.

Beach morphodynamics relates to changes in beach morphology and the physical processes related to those changes. We can consider beaches as one of the most dynamic environments on Earth since changes occur from seconds to millennia in stretches of centimeters to thousands of kilometers (Masselink et al., 2014). In the Caribbean region, human activities provide additional constraints to the natural variability of beaches. Humans can dominate beach evolution by modifying sand budgets, adding to natural hazards such as tropical cyclones and sea-level rise (Silva et al., 2014). In the case of beach erosion, social responses include

engineering solutions that imply substantial modifications of physical processes and have a direct effect on touristic activities (Dean & Dalrymple, 2004).

Among the concepts related to beach morphological evolution, of particular interest are the geomorphological characteristics that differentiate beaches, such as their morphology and sand type. The natural processes and human activities that affect beaches are examined, such as nearshore currents, tides, sea-level, and human-made constructions on the coastline that modify these natural processes. Only with an understanding of these processes can a beach's sand budget be evaluated. The sand budget consists of quantification of sources and sinks of sand on a beach. Comprehension of the sand budget is fundamental knowledge needed to manage a beach's sand and the coastline, which are essential to the sustainability of beach tourism. Finally, coastal engineering strategies will be discussed and compared concerning their ability to mitigate the impacts of coastal degradation in support of sustainable development (Nordstrom, 2014).



**Figure 1.** Climate, just as anthropogenic or natural variability, affects both climate and human related drivers. Risk on coastal systems is the outcome of integrating drivers and associated hazards, exposure, and vulnerability. Adaptation options can be implemented either to modify the hazards or exposure and vulnerability, or both. From Wong et al. (2014).

Concepts of water quality are also imperative to beach management, as water quality pertains to the protection to two essential parts of touristic activities on beaches: sanitary conditions for swimmers and marine ecosystem health for



snorkeling and scuba diving. There are many impacts of human activities on coastal water quality (e.g. Tosic et al., 2019) as the flow of freshwater runoff and wastewater discharge into the coastal zone will affect the biogeochemical properties of marine waters. Due to the touristic appeal of clear coastal waters, whether for swimming or just as aesthetic scenery, marine water quality is one of the principal aspects of a touristic beach's environment quality (Botero et al., 2015). Specific parameters of interest to the management of a beach's water quality include microbiological parameters such as *E. Coli* (WHO, 2003) which indicate the adequacy of the water's sanitary conditions for swimming, or physical water properties such as oxygen and turbidity which indicate the water's adequacy for marine ecosystem functions and aesthetic value (Tosic et al., 2013). By understanding these direct impacts on beach water quality, coastal managers can focus their efforts on identifying the sources of pollution that have the potential for these environmental impacts, and proceed to evaluate the most appropriate mitigation strategies.

The general aspects of water quality will be studied in this course, including different biological and chemical indicators, measurement methods, and data analysis. To manage beach water quality, an in-depth understanding of coastal water pollution is needed, including the characteristics of human activities such as urban development, industries, and agriculture, and how these inputs of water from the land affect the biological and chemical properties of coastal waters. Monitoring programs to identify pollution sources and impacts will be evaluated, and mitigation strategies for pollution control will be discussed. Finally, the Blue Flags beach certification program, which has recently been implemented in Colombia (Botero, 2017), will be studied as a management action that can be applied to support sustainable beach tourism.

By combining knowledge on two of the most important aspects of beach environments (sand and water quality), this course intends to build the capacity of current and future coastal managers. The course will be taught with a conceptually basic approach so that no prerequisites are required, making it accessible to a wide range of students, including coastal zone stakeholders in the governmental and private sectors, such as hotel managers, as well as university students who aim to work in these sectors in the future. Practical applications of each of the main concepts (geomorphology and water quality) will also be taught using geographic information system (GIS) software through computer labs at EAFIT. Furthermore, while examples from the Caribbean coast of Colombia will be focused on, the general nature of the course content will make it applicable to interested students from across the Wider Caribbean Region.



## **MAIN OBJECTIVE**

To train graduates with up-to-date knowledge on aspects of coastal management with attention to linkages between coastal morphodynamics, water quality and human interventions, applied research skills, and strategies that contribute solutions to issues of coastal degradation for sustainable beach tourism.

## **SPECIFIC COMPETENCES**

Throughout course units and activities students will be able to increase the following competences:

- Understanding of the scientific structure applied in the formulation and execution of basic or applied research projects.
- Current knowledge in the fundamental areas of Coastal Management.
- Scientific skills to assess coastal evolution and coastal water quality at several temporal and spatial scales and settings, and with attention to human interventions.
- Ability to work in interdisciplinary groups, mainly those related to sustainable development, e.g. social and economic sciences.
- Understanding the interactions between physical processes and human development in the framework of a beach's morphodynamics and water quality, as related to the current state of coastal zones in Colombia.
- Knowledge on the implications of climate change and human development in Colombian coastal zones and their repercussions on society and the environment.
- Capacity for analyses and assessments of human impacts on coastal zones.
- Solid structure on formulating applied projects for stakeholders, specially to encourage public and private sectors in coastal zones to rely on science for decision making.

## **LEARNING OUTCOMES**

Based on the developed competences, students will be able to:

- Obtain a high level of knowledge on the fundamentals of coastal management and protection, with attention to coastal morphodynamics, water quality and human interventions.
- Generate consciousness of sustainable development priorities in Colombian coastal zones at national and regional levels.
- Develop projects that directly respond to the related needs of the public and private sectors.
- Build capacities in basic and applied science towards the resolution of issues in the sustainability of coastal resources involved in beach tourism.





## **COURSE CONTENT**

### **Unit-Module 1. Coastal Zone Management in the Caribbean Region**

#### **Objective**

To explore the concept of integrated coastal management, with attention to characteristics of the Caribbean region, including aspects of geological setting and beach characteristics, nearshore oceanography, engineering practices and sustainable development.

#### **Contents**

1. Integrated Zone Coastal Management.
2. Physical Geography of the Caribbean Coast.
3. Issues of Environment and Development in the Caribbean

### **Unit-Module 2. Beach Processes and Geomorphology**

#### **Objective**

To study beach processes and morphology related to sand availability, including engineering practices and strategies, towards a sustainable management of touristic beaches.

#### **Contents**

1. Beach characteristics: morphology and sediments.
2. Currents and sea level changes in the Caribbean: tides, waves, hurricanes and storms, climate change, decadal variability -ENSO-.
3. Sand Budget: sources & sinks: the concept of littoral cell, beach morphodynamics.
4. Coastal engineering strategies in the Caribbean.

The main questions that students should be able to respond at the end of this unit are:

- What are the geomorphological attributes that influence sand availability on beaches?
- Why does sand move on a beach? On which spatio-temporal scales does sand move?
- Which geomorphological considerations should be accounted for to quantify the sand budget on a beach?
- How can the quantity of sand on a beach be maintained?





### **Unit-Module 3. Beach Water Quality**

#### **Objective**

To study concepts of coastal water quality as it pertains to touristic beach activities such as swimming waters and marine ecosystems.

#### **Contents**

1. Coastal water quality: indicators, measurement, thresholds and data analysis.
2. Marine pollution: sources, human-activities and impacts on beach water quality.
3. Monitoring and mitigation of pollution impacts on beach waters.
4. Beach certification programs and management

The main questions that students should be able to respond at the end of this unit are:

- How is water quality assessed in beach waters with respect to swimmers and ecosystem health?
- How can the potential sources and impacts of pollution be identified in a given coastal area?
- How can beach water quality be controlled?
- What are the steps and benefits to tourism of a beach certification program?

### **Unit-Module 4. Applications using Geographic Information Systems (GIS)**

#### **Objective**

To learn practical GIS applications in a computer lab for relevant studies of coastline mapping, imagery analysis, land cover mapping, design of monitoring programs, data visualization, and database management.

#### **Contents**

1. Practical GIS applications related to the management of beach geomorphology.
2. Practical GIS applications related to the management of beach water quality.

## **TEACHING-LEARNING STRATEGIES AND CONDITIONS**

### **Course Management**

Course materials and grades will be posted on the academic-teaching software on the EAFIT web, including *Sirena* and *EAFIT Interactiva*. Students are required to consult this website frequently. Selected materials from different textbooks will be disseminated.



## **Policies**

### **a) Attendance**

This course is intensive. This is due, primarily, to the amount of topics and material to be covered during the semester. You are recommended to attend all classes and arrive on time. It is, therefore, our philosophy that your success in this course will surely vary directly with your class attendance. Be aware of the fact that attendance will be taken on a weekly basis and this information can be used in the computation of your final class grade (see Grading policy below).

### **b) Academic Integrity**

The core values of The Universidad EAFIT are learning, discovery, freedom, leadership, individual opportunity, and responsibility.

Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. In this class, there is zero tolerance for students who violate university rules on scholastic dishonesty with all suspected cases turned over to the Academic Board of EAFIT. Penalties for scholastic include possibility of failure of course and dismissal from the University. Since dishonesty harms the individual, fellow students and the integrity of the University, policies on scholastic dishonesty will be **STRICTLY ENFORCED** in this class. Any work submitted by a student in this course for academic credit will be the student's own work. Using other person's work without appropriate citation is plagiarism.

### **c) Grading Policy**

Grade will consist of solving a set of exercises and presenting results of a study case that can be related to the Thesis in any Caribbean country by the students (50% each).

### **Examination Absence Policy**

If you miss an activity related to grading, and you have a valid written excuse, you will be given an opportunity to make up a similar exam but with different questions or approach that previously applied. In order to be allowed to makeup the exam you will need to present to the course professor a copy of a valid written excuse. If you miss to attend your duties due to valid written excuses, you may be asked to take an incomplete and to complete the course requirements the following semester.

## **Schedule**

The course contents are grouped in four modules, which are distributed throughout the semester as follows:

1. Unit-Module 1. Coastal Zone Management in the Caribbean Region: 2 hours



2. Unit-Module 2. Physical Aspects of Beach Management: 12 hours
3. Unit-Module 3. Beach Water Quality: 12 hours
4. Unit-Module 4. Applications using Geographic Information Systems: 4 hours.

## RESOURCES

### Campus Teaching Locations

1. Classrooms for formal lectures.
2. Computer labs.

### Software and Web Data Sources

1. ArcGIS (ESRI), geographic information system software accessible for all students with EAFIT licenses.
2. QGIS, free and open-source geographic information system software that students can use at home.
3. MATLAB® and Microsoft Excel software accessible for all students with EAFIT licenses.
4. Mendeley (<https://www.mendeley.com/>) for scientific references access and management.
5. Climate Change in the Caribbean (<https://eos.org/opinions/climate-changepulse-is-in-central-america-and-the-caribbean>)
6. Global wave and tide data on Google Earth Engine (<https://jhnienhuis.users.earthengine.app/view/changing-shores>)
7. Global database of beaches with the Blue Flag certification (<https://www.blueflag.global/all-bf-sites>)

### Texts

Course readings will include the text, as well as readings and journal papers. It is our philosophy that an experienced professor with a strong background on research does not necessarily follows and uses a textbook but contributes to student education transmitting his own experience to the students and discussing a variety of sources from the specialized literature. It is essential that you read prior to coming to class so that you may contribute to class discussions.

## ACADEMIC EVALUATION

The course will be evaluated through two main modules:



1. Module 1 (50%): Readings reports, lab reports on analyzing concepts on beach management.
2. Module 2 (50%): Oral presentation of a case study of any Caribbean beach, analyzing data of coastal geomorphology and/or water quality.

## **BIBLIOGRAPHY**

### **Textbooks**

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Frid, C. L. J., & Caswell, B. A. (2017) Marine Pollution. Oxford University Press, Oxford, UK. 268 pp. ISBN 9780198726289

Masselink, G., Hughes, M., & Knight, J. (2014). Introduction to coastal processes and geomorphology. Routledge.

### **Journal Papers – Scientific Publications**

Botero, C., (2017). El Programa Bandera Azul en Colombia. Ministerio de Comercio, Industria y Turismo; Fondo Nacional de Turismo. Bogotá, 71 pp. ISBN: 978-958-48-2202-4.

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Wong, P.P., I.J. Losada, J.-P. Gattuso, J. Hinkel, A. Khattabi, K.L. McInnes, Y. Saito, and A. Sallenger, 2014: Coastal systems and low-lying areas. In: *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Field, C.B., V.R. Barros, D.J. Dokken, K.J. Mach, M.D. Mastrandrea, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 361-409.

## **COURSE AUTHOR AND COORDINATOR**

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Juan Felipe Paniagua Arroyave

**Course Coordinator:** Marko Tosic

Juan Felipe Paniagua Arroyave

## **REQUISITES FOR QUALITY ASSURANCE**

**Version number:** 1.0

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**Professor in Charge:** Juan Felipe Paniagua Arroyave



**Approval:**

María Isabel Marín Cerón (Coordinator of the Master Program in Earth Sciences)

Óscar Geovany Bedoya Sanmiguel (Head, Department of Earth Sciences)

**COURSE STRUCTURE**

**SCHOOL NAME:**

**SCHOOL OF SCIENCES**

**ACADEMIC DEPARTMENT:**

**EARTH SCIENCES**

**ACEDMIC PROGRAM:**

**MASTER PROGRAM IN EARTH SCIENCES**

**COURSE NAME:**

**WATERSHED MANAGEMENT FOR ENVIRONMENTAL PROTECTIONM**

**CODE:**

**CT0900**

**SEMESTER:**

**I-II**

**TOTAL HOURS / WEEK:**

**3 HOURS**

**TOTAL HOURS / SEMESTER:**

**30 HOURS**

**CREDITS:**

**3**

**CARACTERÍSTICAS:**

**NA**

**MATERIA PRERREQUISITO:**

**NA**

**MATERIA COREQUISITO:**

**NA**

**COURSE JUSTIFICATION**

The coastal zone encompasses river catchments, estuaries, and coastal seas, and extends to the continental shelf. This zone, at the land-sea interface, serves as a significant sink for sediments and is an essential site of nutrient-sediment biogeochemical processes. Scientists, coastal zone managers, and policymakers, with plans for integrated coastal zone management, have recognized that water quality in river systems plays a crucial role in the sustainability of coastal aquatic habitats. Thus, coastal change issues need to be addressed from a system perspective involving the whole catchment scale and coupling the human and natural systems.

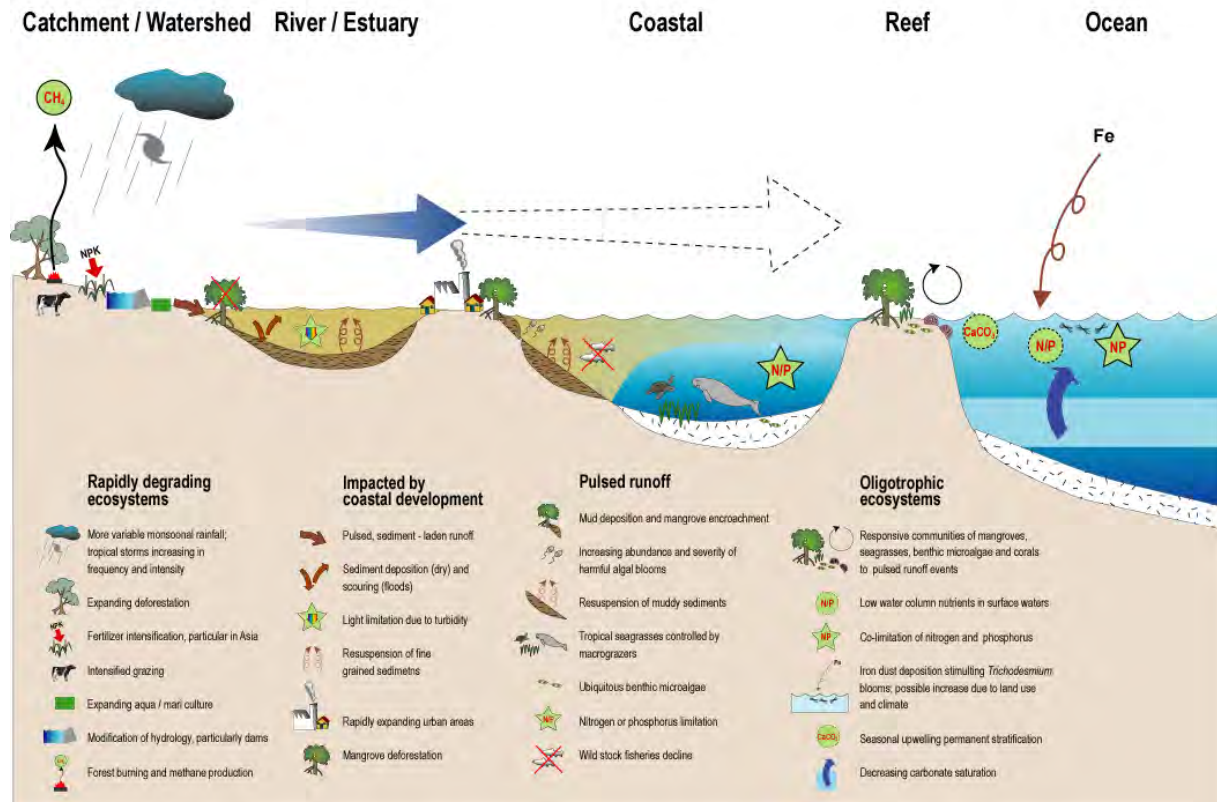
According to Land-Ocean Interactions in the Coastal Zone Science Plan and Implementation Strategy (LOICZ, 2005), the challenge is to bring together the combined expertise of natural and social sciences to study the river basin and coastal zone as one system. This combination allows for addressing global perspectives of water and sediment loads into the coastal region and the impact of human activities on natural systems. Thus, one of the principal rationales of LOICZ





is that river basin/coast interactions reflect a coupled human and natural system. Therefore, activities should focus on understanding the magnitude and variations in and-derived material loads to the coastal seas and atmosphere, and the implications of these fluxes and changes on human uses and coastal functioning (Fig. 1).

### TROPICAL



**Figure 1.** Scheme of the hydrological continuum between watershed and coastal zone, the called Land Ocean Interaction in the Coastal Zone-LOICZ. Note how natural and human induced impacts from drainage basins are transferred linearly to the coastal-marine domain. This is the central concept that supports the whole course structure.

Land use and climate change in South America during the past century have altered basin hydrology and sediment load, which, in turn, have produced ecological responses in the upstream and coastal areas of societal significance. Ongoing trends in the Caribbean watersheds, including escalating population densities, accelerating upland erosion rates due to poor agricultural practices, widespread deforestation, and mining, have produced distortion of natural hydrographs. This distortion has led to the loss of critical habitats and biodiversity, and altering fluxes of water, pollutants, and sediment to the coastal zone. Although these facts have been widely recognized, there are until now, to the best of our knowledge, **no**



## university courses focusing on watershed impacts into the Caribbean coastal ecosystems.

In the tropics, integrated coastal zone management has identified sediment and nutrient inputs as one of the major drivers of coastal ecosystems degradation. In Colombia, many difficulties have been found to manage the impact of fluvial fluxes on bays, estuaries and marine ecosystems. It has been shown here that the continental runoff from the Magdalena River has negative effects on coral reefs. Park authorities, local community, and the Ministries of the Environment and Transportation are aware of this situation. Nevertheless, **different institutional interests and lack of environmental education** limit strategic alliances. Communication between scientists, communities, managers, politicians, and industry is hardly met.

Considering that in other Caribbean regions the same natural and anthropogenic threats mentioned before are found, the regional integrated management plan for coastal ecosystems must meet the following goals:

- Generate scientific knowledge about the ecosystem.
- Improve management and sustainable uses of the ecosystem through actions within a negotiated framework.
- Promote initiatives for **public awareness and education** toward the importance of the ecosystem and all its resources and services.
- **Understand that the coastal zone is part of the watershed**; it is the final receiving box of all-natural and human induced fluxes generated in the upstream drainage basin.
- Articulate the different national actors around the importance of each one role and make strategic alliances that multiply the efficiency and effectiveness of actions that have to be taken.
- Develop different actions to obtain major strategic inversion and focus this inversion in areas of national priorities; and
- **Teach and communicate science in an adequate framework with simple language for decision makers and community in general.**

The mentioned goals for integrated coastal zone management include **education as one of the central objectives in the environmental agenda**. For instance, in the Caribbean region, policy makers and stakeholders still consider the coastal zone as a separate item from the hydrological continuum (Fig. 1). Also, coastal users in the Caribbean (mainly tourism) depending on ecosystems services such as coral reefs, mangroves, fisheries, beaches, and seagrasses, among others, do not acknowledge how these services are in peril due to the impacts generated further





upstream. Therefore, this course is presented as a mechanism to promote awareness of the land-coast hydrological continuum and to teach the main natural and human induced processes in watersheds that need to be considered to maintain sustainable coastal ecosystems. The future of ecosystem services and associated economies in the Caribbean need to acknowledge watersheds as part of their coastal parcels and businesses.

Overall, this course on **Watershed Management for Environmental Protection of the Caribbean Coastal Zone** contributes to: (1) understanding human impacts on continental and coastal water systems; (2) developing regional and/or local scale studies for assessing coastal ecosystem degradation, and predicting the impact of future human activity; (3) encouraging managers and stakeholders for land use and marine resources to manage drainage basins and coastal ecosystems as an integrated system; (4) conducting more detailed studies of basin erosion, climatic and anthropogenic influences, and possible ways to separate or determine the effects of the correlated variables; and (5) updating the Caribbean data for fluvial fluxes and regional budgets in the Caribbean Sea.

### MAIN OBJECTIVE

To train graduates with up-to-date knowledge on aspects of **watershed management, the water continuum approach** (Fig. 1), applied research skills, and strategies that contribute solutions to issues of environmental protection and sustainable tourism development in the Caribbean. In addition, the course will improve the understanding of the natural and anthropogenic causes affecting fluvial fluxes to the coastal zone and their variability.

### SPECIFIC COMPETENCES

Throughout course units and activities students will be able to increase their generic competences of:

- Understanding how natural and human induced factors affects the magnitude and variability of material loads to the coastal zone.
- Knowing the implications of these fluxes and changes on human uses and coastal functioning.
- Carrying out the basic analyses that are used to identify the main natural processes and anthropogenic variables controlling water discharge, sediment transport, and dissolved-nutrient load to the coast.
- Knowing the methods used to quantify temporal trends in water discharge and sediment load, identifying the possible signals due to climate change or human activities.



- Understanding the universal principles underlying fluvial fluxes and their impact to the coastal systems and communities, thereby facilitating future interactions with other scientists and stakeholders in the Caribbean.

## **LEARNING OUTCOMES**

Based on the developed competences, students will be able to:

- Obtain a high level of knowledge on the fundamentals of watershed management and protection, including the water continuum scheme of the interaction between land and coastal zone.
- Generate consciousness of related sustainable development priorities and the national and regional level.  
Develop projects that directly respond to the related needs of the public and private sectors.
- Build capacities in basic and applied science towards the resolution of significant issues in watershed resource sustainability.

## **COURSE CONTENT**

### **Unit 1. The Caribbean watersheds**

#### **Objective**

Explore the main geographic characteristics of the Caribbean region, including geology, surrounding drainage basins, climate, oceanography, coastal ecosystems and human population growth and economy.

#### **Content**

1. Geographic setting of the Caribbean region.
2. Main Geologic features of the Caribbean.
3. Climate: Atmospheric pressure systems, wind forcing, the Intertropical Convergence Zone, The El Niño climatic anomaly.
4. Oceanography: Currents, tides, sea level, storm surges, hurricanes.
5. Socioeconomic features of the Caribbean: Population, GDP, main incomes, ecosystem services and tourism.

### **Unit 2. The Water Continuum**

#### **Objective**



Understanding the interactions between physical processes and human development in the water continuum as related to the current state of the Caribbean watersheds.

### **Content**

1. Main concepts of drainage basins: Catchment divide and area, catchment network composition, drainage basin geomorphic zones, types of river channels.

2. Hydrology of river catchments: The hydrological cycle, fresh water systems, the climate system, precipitation in catchments, catchment water balance, residence time, stream flow generation, water discharge estimation.

3. Erosion and sediment transport in catchments: Erosion process, thresholds of river erosion, fluvial sediment transport, estimation of sediment load in rivers, catchment denudation and dissolved load flux.

4. Estimation of fluvial flux budgets into the coastal zone: Sediment yield estimation, total sediment load into the coastal zone, total budget of dissolved load into the coast.

The main questions that students should be able to respond at the end of this unit are:

- In my coastal zone, why should I care about the fluxes from drainage basins?
- Which are the main natural and human induced factors controlling these watershed fluxes to my coastal zone?
- How can conditions of erosion and deforestation in watersheds alter the waters of my coastal zone?
- How can conditions of erosion and deforestation in watersheds alter the waters of my coastal zone?
- How can conditions of deforestation in watersheds alter the water supply to coastal systems?

## **Unit 3. Tools and analysis**

### **Objective**

Introduce the main data analysis and applied tools to recognize and mitigate human induced impacts on the land-ocean interaction in the coastal zone.

### **Content**



1. Land use change in watersheds: Main tools and satellite data to analyze land transformation in drainage basins, estimation of deforestation rates, analysis of land erosion.

2. Main data sources to estimate land cover change: Land Cover Facility of University of Maryland, FAO database of deforestation, LUC program of Future Earth.

3. Time series analysis of fluvial fluxes into the coastal zone: Basic concepts of time series, time series of water and sediment fluxes, main statistical analysis for recognizing trends in fluvial fluxes.

The main structural questions in this unit that students should be able to respond at the end of this unit are:

- What are the main data sources to analyze land transformation in any specific watershed?
- How land transformation in watersheds and river fluxes into the coastal zone are related?
- Which are the main tools for recognizing if watershed fluxes to the coastal zone are increasing?

#### **Unit 4. Applied projects towards science for decision making**

##### **Objective**

**The main goals to be achieved in this unit include:**

- Capacity for analyses and assessments of human impacts on watersheds.
- Solid structure on formulating applied projects for stakeholders specially to encourage the public and private sectors in watersheds to rely on science for decision-making.

##### **Content**

1. The Science Assessment Framework of United Nations.
2. The interdisciplinary approach for assessing watershed – coastal zone water continuum.
3. Building interdisciplinary projects of catchment-coast interaction: LOICZ-Future Earth, Magdalena River Approach-Colombia, BASIC Project-Colombia.



4. At the end of this unit, students should be able to address this question: What kind of applied science do I need to assess the main fluxes and associated impacts affecting my coastal zone?

## **TEACHING-LEARNING STRATEGIES AND CONDITIONS**

### **Course management**

Course materials and grades will be posted on the academic-teaching software on the EAFIT web, including *Sirena* and *Eafit Interactiva*. Students are required to consult this website frequently. Selected materials from different textbooks will be disseminated.

### **Policies**

#### **a) Attendance**

This course is intensive. This is due, primarily, to the number of topics and material to be covered during the semester. You are recommended to attend all classes and arrive on time. It is, therefore, our philosophy that your success in this course will surely vary directly with your class attendance. Know attendance will be taken on a weekly basis and this information can be used in the computation of your final class grade (see Grading policy below).

#### **b) Academic Integrity**

The core values of The Universidad EAFIT are learning, discovery, freedom, leadership, individual opportunity, and responsibility.

Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. In this class, there is zero tolerance for students who violate university rules on scholastic dishonesty with all suspected cases turned over to the Academic Board of EAFIT. Penalties for scholastic include possibility of failure of course and dismissal from the University. Since dishonesty harms the individual, fellow students and the integrity of the University, policies on scholastic dishonesty will be STRICTLY ENFORCED in this class. Any work submitted by a student in this course for academic credit will be the student's own work. Using other person's work without appropriate citation is plagiarism.

#### **c) Grading Policy**

Grade will consist of solving a set of exercises and presenting results of a study case that can be related to the Thesis in any Caribbean country by the students (50% each).



#### **d) Examination Absence Policy**

If you miss an activity related to grading, and you have a valid written excuse, you will be given an opportunity to make up a similar exam but with different questions or approach that previously applied. In order to be allowed to makeup the exam you will need to present to the course professor a copy of a valid written excuse. If you miss to attend your duties due to valid written excuses, you may be asked to take an incomplete and to complete the course requirements the following semester.

#### **Schedule**

The course contents are grouped in four modules, which are distributed throughout the semester as follow:

1. Unit-Module 1. The Caribbean watersheds: 4 hours
2. Unit-Module 2. The Water Continuum: 10 hours
3. Unit-Module 3. Tools and analysis: 12 hours (including computer lab sessions)
4. Unit-Module 4. Applied projects towards science for decision-making: 4 hours.

#### **RESOURCES**

##### **Campus teaching locations:**

1. Classrooms for formal lectures.
2. Computer labs.

##### **Software and web data sources:**

3. MATLAB and Excel software accessible for all students with EAFIT licenses.
4. Mendeley (<https://www.mendeley.com/>), for scientific references access and references management.
5. Environmental System of Colombia (<http://www.siac.gov.co/>).
6. Biodiversity Information System of Colombia (<https://www.sibcolombia.net/>).
7. Common Sense Climate Index NASA <https://data.giss.nasa.gov/csci/>
8. Climate Change in the Caribbean <https://eos.org/opinions/climate-changes-pulse-is-in-central-america-and-the-caribbean>
9. Precipitation Measurement Mission <https://eos.org/opinions/climate-changes-pulse-is-in-central-america-and-the-caribbean>
10. Sea Level Trends in the Caribbean <https://eos.org/opinions/climate-changes-pulse-is-in-central-america-and-the-caribbean>
11. Satellite water discharge of Caribbean rivers <http://floodobservatory.colorado.edu/DischargeAccess.html>
12. Tracking the pulse of the Earth's fresh waters <https://www.nature.com/articles/s41893-018-0047-7>



13. Global Forest Watch <https://www.globalforestwatch.org/>
14. Global Land Cover facility  
<https://www.sciencebase.gov/catalog/item/4f4e4ae0e4b07f02db687f5d>
15. Environmental Performance Index <https://epi.envirocenter.yale.edu/>
16. Global Runoff Data Centre <https://www.eea.europa.eu/data-and-maps/data-providers-and-partners/global-runoff-data-centre-grdc>

### **Texts**

Course readings will include the text, as well as readings and journal papers. It is our philosophy that an experienced professor with a strong background on research does not necessarily follow and uses a textbook but contributes to student education transmitting his own experience to the students and discussing a variety of sources from the specialized literature. It is essential that you read prior to coming to class so that you may contribute to class discussions.

### **ACADEMIC EVALUATION**

The course will be evaluated through two main modules:

1. Module 1 (50%): Readings reports, lab reports on analyzing river and catchment data.
2. Module 2 (50%): Oral Presentation of a Case Study of any Caribbean Basin, analyzing data of climate, land use change, river fluxes, and hydrological connectivity catchment-coastal zone.

### **BIBLIOGRAPHY**

#### **Textbooks**

Borradaile, G., 2003. Statistics of Earth Science Data. Springer (ISBN 3-540-43603-0) Berlin, Heidelberg, New York, 351 p.

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### **COURSE AUTHOR AND COORDINATOR - PROFESSOR NAME**

**Course author:** Juan D. Restrepo

**Coordinator:** Juan D. Restrepo

### **REQUIREMENTS FOR THE QUALITY OF EDUCATION**

**Version number:** 1.0

**Date of elaboration:** March 2020

**Updating:** March 2020

**Professor in charge:** Juan D. Restrepo

**Approval:** Maria Isabel Marin (Coordinator of the Master Program in Earth Sciences, EAFIT University)

Geovany Bedoya (Director of the Department in Earth Sciences)



### 3.1.4 UCI

As part of the deliverables within the STOREM project, the University for International Cooperation has carried out this process of updating two courses of its master's degree on Sustainable Tourism.

The two topics that were defined as keys to update are the regenerative tourism approach and the visitor management approach within the framework of the fourth industrial revolution. During the construction of courses, the topic of fourth industrial revolution, was changed into "tourism management in the current scenario of generational change

This structure is presented in Spanish because is the language require for the National Council of Higher Education (CONESUP) in Costa Rica. The template used is also the one approved by CONESUP.

The two courses are:

#### ENGLISH DESCRIPTION

***Course Name: Regenerative development as agent for change and for tourist innovation.***

Human development with a reductionist approach, as well as the prevailing economic model in which the most of our activities have been carried out, including tourism, has generated negative environmental, social, cultural and spiritual degradation.

Regenerative development is proposed as a basis for the construction of this course because it is considered that sustainable development has not achieved the much-desired balance that is expected in between the social, environmental and economic dimensions, in addition to lacking other dimensions necessary for development such as culture, spirituality and politics. With this approach, we hope to promote the continuity of any activity whose focus is the generation of positive contributions to these dimensions, not just a balance.

In this course we pretend to development capacities for conduct regenerative activities in a collaborative and creative way, taking into account a systemic vision that starts from the identification of the root or causes of degradation problems, the dynamic interrelation of elements, understanding their potential impacts and promoting the generation of benefits.



***Course Name: Construction of experiential-based tourism products and services***

The current tourist proposals are not very creative due, among other elements, to regulatory and public policy restrictions as well as to a low proactivity of the offeror, in addition, these activities are lacking in authenticity, they are not oriented to the creation of experiences that allow the reconnection of the visitor with himself, with the visited destination and with its people. On the other hand, the conditions of the current context do not consider the motivations of the new generations whose satisfaction for having more personalized, experiential and authentic experiences, taking advantage of the new TIC within the framework of a humanizing ethic.

The generational change (Millennial and Centennial mainly) are influencing the way in which tourist activities are developed and it is essential to understand this dynamic to attend to it. Part of the changes are regarding the expectations that they have, their motivations and on the other hand the need to move towards products and services that allow a less passive attitude of the visitors.

In this course we pretend to systemically design and implement holistic tourism experiences that connect the motivations of current and replacement generations, with the interests of local actors, as well as with nature.

## **DESCRIPCIÓN EN ESPAÑOL**

***NOMBRE DEL CURSO: DESARROLLO REGENERATIVO COMO AGENTE DE CAMBIO E INNOVACIÓN EN EL DESARROLLO TURÍSTICO***

El desarrollo regenerativo se propone como base para la construcción de un curso porque se considera que el desarrollo sostenible no ha logrado el tan anhelado balance que se espera en el balance entre las dimensiones social, ambiental y económica, además que carece de otras dimensiones necesarias para el desarrollo como lo son la cultura, la espiritualidad y la política. Con este enfoque esperamos promover la continuidad de cualquier actividad que tenga como centro de atención la generación de aportes positivos a dichas dimensiones, no solamente un balance.



**Tabla 1: Resumen del curso 1**

|   |  |
|---|--|
| <b>Nombre del curso</b>   | <b>Desarrollo regenerativo como agente de cambio e innovación turística</b>                    |
| <b>Créditos</b>   | <b>4 créditos</b>  |
| <b>Horas totales por semana</b>                                 | <b>36 horas semanales</b>  |
| <b>Horas presenciales en plataforma web / horas de contacto</b> | <b>7 horas de trabajos en la plataforma web</b>  |
| <b>Horas de estudio independiente</b>                           | <b>29 horas de trabajo independiente</b>   |
| <b>Modalidad</b>  | <b>Virtual</b>   |
| <b>Naturaleza</b>   | <b>Teórico-práctico</b>  |
| <b>Requisitos</b>   | <b>Los que se establecen para ingresar al Programa</b>   |
| <b>Periodo</b>  | <b>Ciclo I</b>   |
| <b>Duración</b>   | <b>5 semanas</b>   |
| <b>Profesor</b>   | <b>Por definir</b>   |
| <b>Instrucciones administrativas</b>                            | <b>El curso requiere de conexión del estudiante a la plataforma virtual de la universidad.</b> |

### **Descripción del curso**

El desarrollo humano con un enfoque reduccionista, así como el enfoque económico imperante en el que han venido realizando todas nuestras actividades, incluyendo las turísticas, ha generado una degradación ambiental, social, cultural y espiritual negativa, y sin entender de manera amplia, los cambios que se están generando en el medio o bien con bajas regulaciones o poco control para impedir que se presenten daños irreversibles que afecte el desarrollo de esta y otras prácticas que el desarrollo sostenible no ha podido garantizar.

### **Objetivos del curso**

#### **Objetivo general:**

Desarrollar actividades regenerativas de manera colaborativa y creativa, teniendo en cuenta una visión sistémica que parte de la identificación de la raíz o causas de



problemas de degradación, la interrelación dinámica de elementos, entendiendo sus potenciales impactos y promoviendo la generación de beneficios

### Objetivos específicos:

Comprender las relaciones ecológicas sociales, culturales, económicas, legales, espirituales y políticas que existen en el espacio territorial turístico, como instrumento para la toma de decisiones de gestión a nivel de destino.

Gestionar los destinos turísticos teniendo en cuenta la complejidad de la actividad y del territorio como un sistema en el que se desarrolla.

Aplicar medidas de desarrollo regenerativo en el territorio para recuperación la funcionalidad de los sistemas vivos.

Identificar patrones, escenarios de cambio y nuevas condiciones que se presentan en el desarrollo turístico como mecanismo de toma de decisiones de manera proactiva para mantener actualizadas las experiencias que se construyen.

**Tabla 2: Contenidos pragmáticos**

| Objetivos Generales   | Objetivos Específicos:   | Contenido programático (temas que se revisan en cada unidad)  |
|---|--|---|
| Desarrollar actividades regenerativas de manera colaborativa y creativa, teniendo en cuenta una visión sistémica que parte de la identificación de la raíz o causas de problemas de | Comprender las relaciones ecológicas sociales, culturales, económicas, legales, espirituales y políticas que existen en el espacio territorial turístico, como instrumento para la toma de decisiones de gestión a nivel de destino. | <ul style="list-style-type: none"> <li>• Ecosistemas, biodiversidad y paisajes funcionales.</li> <li>• Soluciones basadas en la naturaleza.</li> <li>• Degradación ambiental y social como detonante de conflictos.</li> <li>• Bienestar y desarrollo humano</li> <li>• Enfoques económicos alternativos.</li> <li>• Política que influyen en la degradación ambiental.</li> <li>• Impacto ambiental nulo.</li> </ul> |



| Objetivos Generales   | Objetivos Específicos:  | Contenido programático (temas que se revisan en cada unidad)   |
|---|---|--|
| degradación, la interrelación dinámica de elementos, entendiendo sus potenciales impactos y la generación de beneficios |   | <ul style="list-style-type: none"> <li>• Técnicas para la restauración y regeneración</li> </ul>   |
|   | Gestionar los destinos turísticos teniendo en cuenta la complejidad de la actividad y del territorio como un sistema en el que se desarrolla.   | <ul style="list-style-type: none"> <li>• Límites planetarios, construcción colectiva, biomimetismo.</li> <li>• Desarrollo regenerativo, enfoque, principios, aplicación.</li> <li>• Principio de escasez y abundancia, crecimiento, felicidad, satisfacción y prosperidad.</li> <li>• Comunidades regenerativas.</li> <li>• Enfoque de relaciones.</li> </ul>                  |
|   | Identificar patrones, escenarios de cambio y nuevas condiciones que se presentan en el desarrollo turístico como mecanismo de toma de decisiones de manera proactiva para mantener actualizadas las experiencias que se construyen. | <ul style="list-style-type: none"> <li>• Escenarios de cambio.</li> <li>• Visiones de largo plazo.</li> <li>• Herramientas que generen cambios positivos en la dinámica social (para cambiar actitudes o acciones).</li> <li>• El cambio y la aparición de nuevas condiciones por ejemplo enfermedades emergentes.</li> <li>• La colaboración y el liderazgo ético.</li> </ul> |
|   | Aplicar medidas de desarrollo regenerativo en el territorio para recuperación la funcionalidad de los sistemas vivos.   | <ul style="list-style-type: none"> <li>• Problemas versus sintomatología.</li> <li>• Principios de Permacultura.</li> <li>• Prácticas turísticas regenerativas.</li> <li>• Enfoque del World Mandala.</li> <li>• Analizar sistemáticamente.</li> <li>• Planificación sistemáticamente.</li> </ul>  |





| Objetivos Generales | Objetivos Específicos: | Contenido programático (temas que se revisan en cada unidad)  |
|---------------------|------------------------|---|
|                     |                        | <ul style="list-style-type: none"> <li>• Diseño estrategias de adaptación.</li> <li>• Impactos del cambio sobre los destinos.</li> <li>• Tecnologías verdes en todos los campos.</li> <li>• Dinámica social de la globalización y el sector turismo.</li> </ul> |

### Metodología de enseñanza

El procedimiento para la ejecución académica del curso es virtual, a través de la plataforma de la UCI basada en el software Moodle. La interacción entre el estudiante y el profesor se realizará por diversos medios y mecanismos, entre ellos, mediante la síntesis y el análisis de conceptos teóricos de forma crítica y práctica, haciendo un uso intensivo de los recursos de comunicación que provee la Plataforma Virtual UCI.

La UCI promueve el espacio de aprendizaje mediante el Campus Virtual con prácticamente todos los servicios de un campus universitario presencial: Biblioteca virtual, links a otras bibliotecas virtuales, salas de discusión virtuales, espacios de interacción y retroalimentación estudiante / profesor-tutor y servicios de comunicación vía correo electrónico o Chat. De esta forma, el campus virtual permite un mayor alcance y muestra mayores potencialidades que un campus real, ya que no tiene las limitaciones de tiempo y espacio del campus presencial.

Los estudiantes recibirán al comenzar el curso una guía académica especificando los objetivos de aprendizaje, las lecturas recomendadas para cada objetivo, el contenido de las lecturas, actividades y la propuesta de evaluación de los aprendizajes para cada tema del curso; así como las lecturas que estarán disponibles en la biblioteca virtual y los recursos asequibles vía web. Asimismo, una guía orientadora para cada sesión les permitirá ser más efectivo en la revisión de la bibliografía disponible y en las consultas al tutor del curso.

El o la Asistente del curso estará permanentemente atendiendo el aula virtual para facilitar el proceso de interacción entre el tutor y los estudiantes, así como evacuar dudas procedimentales o prácticas durante el mismo.





Para cada Unidad se cuenta con la información y guía requerida para la obtención de los productos y objetivos planteados de parte del profesor y de la asistencia académica en la parte administrativa y de manejo de la plataforma virtual.

Se plantea una mediación sincrónica y asincrónica en el que el docente procure a través de videoconferencias, foros, presentaciones, lecturas y videos acercar el contenido al discente de manera dinámica, utilizando Tecnologías de Información y Comunicación.

### **Estrategias de aprendizaje**

Con el propósito de que los mismos estudiantes puedan autorregular su proceso de aprendizaje con la guía del profesor, el curso plantea las siguientes estrategias y sus medios de aprendizaje (incluye actividades, sus porcentajes y rúbricas de evaluación):

#### **Mapa mental la complejidad del territorio y la actividad turística.**

Utilizando un software colaborativo de construcción de mapas mentales (7 vortex) los estudiantes deberán construir los componentes y relaciones que se presentan en un espacio territorial delimitado, con el cuál mantengan un vínculo. Se espera comprender las relaciones ecológicas sociales, culturales, económicas, legales, espirituales y políticas que existen en el espacio territorial turístico, como instrumento para la toma de decisiones de gestión a nivel de destino y con base en esas realidades, proponer medidas de intervención y recuperación en cada una de las dimensiones del desarrollo regenerativo.

Se sugiere como elementos dentro de la construcción los ecosistemas existentes, sus servicios ecosistémicos, las presiones y conflictos, la relación con bienestar y desarrollo, aspectos de índole económico, marco normativo, oportunidades de regeneración entre otros.

#### **imaginar futuros.**

A través de una actividad lúdica se espera generar una capacidad de construir escenarios de cambio que sirva para orientar la toma de decisiones territorial tomando como base este enfoque.

En el mismo territorio en el que deben trabajar el mapa deberán enfocar este ejercicio que consiste en plantear 4 potenciales escenarios tomando como base variaciones positivas o negativas de los principales servicios ecosistémicos presentes, así como cambios en el marco normativo y político o bien la presencia de condiciones no previstas como el tema de enfermedades emergentes.



Se espera que cada uno de esos 4 escenarios se analice con actores de la región y que se escoja dos de ellos para plantear su evolución en 10, 30 y 50 años. Tomando esos escenarios probables deberá plantearse el escenario ideal que se espera alcanzar en ambos casos y con base en esto se realizará un plan con acciones de regeneración que incidan en la construcción de este.

### **Aplicación del World Mandala.**

Con la aplicación del World Mandala se busca poder apoyar la gestión de destinos turísticos resilientes, aplicando el desarrollo regenerativo.

Siguiendo el plan propuesto en a la construcción de escenarios se buscará orientar la aplicación de medidas para recuperar la funcionalidad de los sistemas vivos.

Estas medidas deben contemplar la definición de una serie de medidas que impacten varias de las dimensiones analizadas en 7 vortex y sus interrelaciones, tomando como base los límites planetarios, el biomimetismo, principios del desarrollo regenerativo, entre otros.

Se espera que las medidas profundicen en la problemática compleja y no en la sintomatología.

### **Foro de discusión sobre desarrollo regenerativo:**

Este espacio se extenderá por las cinco semanas, enfocado en la construcción conjunta de conocimiento tomando en cuenta los objetivos de cada una de las semanas.

Se espera aportes regulares de cada estudiante, a partir de la experiencia persona, el material compartido e interactuando con el resto del grupo.

**Tabla 3: Rubros de calificación y puntaje**

| Rubros de calificación (actividades evaluables)                     | Valor en porcentaje |
|---|---------------------|
| Mapa mental la complejidad del territorio y la actividad turística. | 15%                 |
| Juego imaginar futuros.   | 24%                 |
| Aplicación World Mandala.   | 40%                 |
| Foro de desarrollo regenerativo.                                    | 21%                 |



**Tabla 4: Criterios de evaluación Mapa Mental**

| Criterio   | Puntaje         |
|--|-----------------|
| Mapa mental contempla un análisis exhaustivo en el que se vinculan aspectos de las 6 dimensiones del desarrollo regenerativo, la lógica de relación muestra escenarios complejos y está vinculada con la realidad territorial. | 12 a 15 puntos. |
| Mapa mental contempla una construcción que refleja análisis de varias de las dimensiones del desarrollo regenerativo y se notan relaciones que muestran cierta complejidad.  | 8 a 11 puntos   |
| Mapa mental es poco claro y muestra algunas relaciones, aunque no responden a una lógica de complejidad.   | 4 a 7 puntos    |
| Mapa mental muy general y no aporta muchos elementos para caracterizar la situación de acuerdo a las indicaciones brindadas.   | 1 a 3 puntos    |
| No entregó mapa mental   | 0 puntos        |

**Tabla 5: Criterios de evaluación "Imaginar futuros"**

| Criterio  | Puntaje         |
|---|-----------------|
| El trabajo presenta una serie de acciones articuladas de carácter regenerativo relacionadas con turismo y que toman en cuenta un proceso ordenado que partió de 4 escenarios y 3 periodos claramente definidos, tomando en cuenta al menos un par de variables. | 19 a 24 puntos. |
| El trabajo integra algunas áreas de acción de carácter regenerativo, que no están bien articuladas y que siguieron la mayoría de indicaciones que se brindaron para su construcción.  | 13 a 18 puntos  |
| El trabajo integra pocas áreas de acción, no necesariamente relacionadas con iniciativas regenerativas además los escenarios no son lo suficientemente claros.  | 7 a 12 puntos.  |
| El trabajo realizado presenta algunos escenarios poco claros.   | 1 a 6 puntos.   |
| No se presentó el trabajo   | 0 puntos        |



**Tabla 6: Criterios de evaluación World Mandala**

| Criterio   | Puntaje         |
|--|-----------------|
| Existe un claro manejo de la herramienta, que refleja acciones coordinadas y que responden a las necesidades identificadas en los ejercicios previos.                                  | 31 a 40 puntos. |
| Se tiene un manejo regular de la herramienta, que muestra como resultado acciones que de cierta manera responden a las necesidades identificadas en algunos de los ejercicios previos. | 21 a 30 puntos  |
| Existen algunos aspectos que muestran una comprensión general de la herramienta sin embargo las medidas planteadas en respuesta a la situación de análisis son muy generales.          | 11 a 20 puntos. |
| El trabajo presentado no está bien coordinado y muestra poco manejo de   | 1 a 10 puntos.  |
|  | 0 puntos        |

Rúbrica para evaluación del trabajo colaborativo

**Tabla 7: Foro de discusión**

| Criterio   | Cumple<br>(3 puntos) | Parcial<br>(1 punto) | No cumple<br>(0 puntos) |
|--|----------------------|----------------------|-------------------------|
| Realiza al menos dos participaciones relacionadas con su experiencia personal                              |                      |                      |                         |
| Realiza al menos dos participaciones en las que integre elementos de los materiales brindados en el curso. |                      |                      |                         |
| Realiza al menos 2 aportes de fuentes externas del curso.  |                      |                      |                         |
| Realiza al menos 4 participaciones en diferentes días.   |                      |                      |                         |
| Tiene al menos 2 interacciones con participaciones aportadas por quien funge como docente.                 |                      |                      |                         |
| Tiene al menos 2 interacciones con participaciones de estudiantes.   |                      |                      |                         |
| Realiza al menos 1 participación por semana  |                      |                      |                         |



## Recursos educativos

Al ser un programa virtual, todos los cursos estarán configurados en la plataforma Moodle (<http://www.uciTFG.com>), la cual cuenta con diferentes herramientas tecnológicas (foros, correo interno, chats, entre otros) para coordinar y realizar las actividades que se les soliciten, además con la ventaja de que la plataforma está habilitada las 24 horas del día, los 7 días de la semana. De igual manera, si surgen consultas tienen habilitado un foro de consultas, mismo que revisan periódicamente el profesor y la asistente académica.

En cada unidad del curso tiene disponible la bibliografía obligatoria y complementaria que requieren para completar las actividades.

## Bibliografía del curso

- Reed, B. (2006) Shifting our Mental Model – Sustainability to Regeneration. Integrative Design Collaborative and Regenesi. Maryland, EE.UU.
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- Raworth, K. (2017) Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist. Chelsea Green Publishing. Londres. Inglaterra
- Sanford, C. (2017) The Regenerative Business. Nicholas Brealey Publishing. Boston, EE.UU.
- Wahl, D. (2016) Designing Regenerative Cultures. IFF - International Futures Forum. Triarchy Press Ltd. Charmouth. Inglaterra

## Cronograma



**Tabla 8: Cronograma**

| Unidad                  | Contenido programático  | Actividades de aprendizaje   |
|-------------------------|---|--|
| Unidad 1 de aprendizaje | <ul style="list-style-type: none"> <li>• Ecosistemas, biodiversidad y paisajes funcionales.</li> <li>• Soluciones basadas en la naturaleza.</li> <li>• Degradación ambiental y social como detonante de conflictos.</li> <li>• Bienestar y desarrollo humano</li> <li>• Enfoques económicos alternativos.</li> <li>• Política que influyen en la degradación ambiental.</li> <li>• Impacto ambiental nulo.</li> <li>• Técnicas para la restauración y regeneración</li> </ul> | <p>Semana 1.</p> <p>Durante esta semana se realizará el ejercicio de construcción del mapa mental que caracterice los diferentes elementos de la realidad compleja a la que se enfrenta el estudiante.</p> <p>En esta semana iniciará el foro de discusión sobre temas generales del curso que se extenderá hasta la última unidad</p> |
|                         | <ul style="list-style-type: none"> <li>• Límites planetarios, construcción colectiva, biomimetismo.</li> <li>• Desarrollo regenerativo, enfoque, principios, aplicación.</li> <li>• Principio de escasez y abundancia, crecimiento, felicidad, satisfacción y prosperidad.</li> <li>• Comunidades regenerativas.</li> </ul> <p>Enfoque de relaciones.</p>   |  |
| Unidad 2 de aprendizaje | <ul style="list-style-type: none"> <li>• Escenarios de cambio.</li> <li>• Visiones de largo plazo.</li> <li>• Herramientas que generen cambios positivos en la dinámica social (para cambiar actitudes o acciones).</li> <li>• El cambio y la aparición de nuevas condiciones por ejemplo enfermedades emergentes.</li> </ul> <p>La colaboración y el liderazgo ético.</p>  | <p>Semana 2 y 3.</p> <p>Durante estas semanas se realizará el ejercicio de construcción de escenarios que permita plantear posibles rutas para aplicar medidas de desarrollo regenerativo.</p>   |



| Unidad                        | Contenido programático   | Actividades de aprendizaje   |
|-------------------------------|--|--|
| Unidad 3<br>de<br>aprendizaje | <ul style="list-style-type: none"> <li>• Problemas versus sintomatología.</li> <li>• Principios de Permacultura.</li> <li>• Prácticas turísticas regenerativas.</li> <li>• Enfoque del World Mandala.</li> <li>• Analizar sistemáticamente.</li> <li>• Planificación sistemáticamente.</li> <li>• Diseño estrategias de adaptación.</li> <li>• Impactos del cambio sobre los destinos.</li> <li>• Tecnologías verdes en todos los campos.</li> </ul> <p>Dinámica social de la globalización y el sector turismo.</p> | <p>Semana 4 y 5</p> <p>Durante estas semanas el enfoque estará dirigido hacia la identificación de medidas para la promoción de actividades regenerativas en el turismo.</p> |

### ***NOMBRE DEL CURSO: CONSTRUCCIÓN DE PRODUCTOS Y SERVICIOS TURÍSTICAS DE CARÁCTER VIVENCIAL.***

La motivación para desarrollar este proyecto formativo se debe a que el cambio generacional (Millenial y Centenial principalmente) están incidiendo en la manera cómo se desarrollan las actividades turísticas y es fundamental comprender esa dinámica para atenderla. Parte de los cambios son con respecto a las expectativas que estos tienen, sus motivaciones y por otro lado la necesidad de avanzar hacia productos y servicios que permitan una actitud menos pasiva de los visitantes.

***Tabla 9: Resumen del curso 2***

|                                 |   |
|---------------------------------|---|
| <b>Nombre del curso</b>         | Construcción de productos y servicios turísticas de carácter vivencial. |
| <b>Créditos</b>                 | <b>4 créditos</b>   |
| <b>Horas totales por semana</b> | <b>36 horas semanales</b>   |



|   |  |
|---|--|
| <b>Horas presenciales en plataforma web / horas de contacto</b> | <b>7 horas de trabajos en la plataforma web</b>  |
| <b>Horas de estudio independiente</b>                           | <b>29 horas de trabajo independiente</b>   |
| <b>Modalidad</b>  | <b>Virtual</b>   |
| <b>Naturaleza</b>   | <b>Teórico-práctico</b>  |
| <b>Requisitos</b>   | <b>Los que se establecen para ingresar al Programa</b>   |
| <b>Periodo</b>  | <b>Ciclo III</b>   |
| <b>Duración</b>   | <b>5 semanas</b>   |
| <b>Profesor</b>   | <b>Por definir</b>   |
| <b>Instrucciones administrativas</b>                            | <b>El curso requiere de conexión del estudiante a la plataforma virtual de la universidad.</b> |

### Descripción del curso

Las propuestas turísticas actuales son poco creativas debido entre otros elementos a restricciones normativas y de política pública así como a una baja proactividad del oferente, además, estas actividades son carentes de autenticidad, no están orientadas a la creación de experiencias que permitan la reconexión del visitante consigo mismo, con el lugar que visita y con su gente, desde un punto de vista holístico para la realización de cambios significativos, incidiendo en la percepción de una cultura de la vida y con reciprocidad para el fortalecimiento de la identidad local. Por otro lado, las condiciones del contexto actual no consideran las motivaciones de las nuevas generaciones cuya satisfacción para por tener experiencias más personalizadas, vivenciales y auténticas, aprovechando las nuevas TIC en el marco de una ética humanizadora

### Objetivos del curso

#### Objetivo general:

Diseña sistémicamente y pone en marcha experiencias turísticas holísticas, que conecten las motivaciones de las generaciones actuales y de recambio, con los intereses de los actores locales, así como con la naturaleza y consigo mismo; utilizando metodologías, avances, instrumentos, estrategias y saberes diversos, con alta creatividad y adaptabilidad, para incidir en la promoción de un desarrollo





ecorregional con ética humanizadora, inclusión, sensibilidad, empatía, cultura de la vida y el respeto mutuo.

### Objetivos específicos:

- Interpretar desde un punto de vista complejo y crítico el territorio como medio para reconocer las diferentes dimensiones imbricadas del desarrollo (gente, cultura, ambiente, espiritualidad, política y economía) y su relación con las actividades turísticas.
- Fortalecer las capacidades de acción ante la ocurrencia de imprevistos y de aplicar medidas para adaptarse a condiciones y requerimientos cambiantes de la visitación turística.
- Reconocer los servicios ecosistémicos, aspectos culturales y espirituales de un territorio para su puesta en valor y como medio para conectar con ellos, y consigo mismo en el desarrollo de actividades turísticas.
- Desarrollar productos y experiencias turísticas respondiendo a una cultura de regeneración y a la demanda de un turismo que requiere una atención diversificada, integrando avances tecnológicos y haciéndole más participe de las mismas

### Contenido programático

**Tabla 10: Contenidos programáticos**

| Objetivos Generales  | Objetivos Específicos:  | Contenido programático (temas que se revisan en cada unidad)   |
|--|---|--|
| Diseñar sistémicamente y pone en marcha experiencias turísticas holísticas, que conecten las motivaciones de las generaciones actuales y de recambio, con los intereses de los | Interpretar desde un punto de vista complejo y crítico el territorio como medio para reconocer las diferentes dimensiones imbricadas del desarrollo (gente, cultura, ambiente, espiritualidad, política y economía) y su relación con las actividades turísticas. | <ul style="list-style-type: none"> <li>• Dimensiones social, ambiental y cultural del territorio.</li> <li>• Pensamiento sistémico en la actividad turística.</li> <li>• Enfoques holísticos de trabajo.</li> <li>• Desarrollo de las capacidades de asociatividad e incidencia política.</li> </ul> |



| Objetivos Generales  | Objetivos Específicos:   | Contenido programático<br>(temas que se revisan en<br>cada unidad)   |
|--|--|--|
| actores locales, así como con la naturaleza y consigo mismo; utilizando metodologías, avances, instrumentos, estrategias y saberes diversos, con alta creatividad y adaptabilidad, para incidir en la promoción de un desarrollo ecorregional con ética humanizadora, inclusión, sensibilidad, empatía, cultura de la vida y el respeto mutuo. |  | <ul style="list-style-type: none"> <li>• Diversificación de actividades productivas para el desarrollo local y cohesión en el territorio.</li> <li>• Capacidades de resiliencia y adaptación.</li> </ul>   |
|  | Fortalecer las capacidades de acción ante la ocurrencia de imprevistos y de aplicar medidas para adaptarse a condiciones y requerimientos cambiantes de la visitación turística.                                     | <ul style="list-style-type: none"> <li>• Reconocimiento de tendencias y patrones.</li> <li>• Construcción de escenarios y estrategias para adaptarse al cambio.</li> </ul>   |
|  | Reconocer los servicios ecosistémicos, aspectos culturales y espirituales de un territorio para su puesta en valor y como medio para conectar con ellos, y consigo mismo en el desarrollo de actividades turísticas. | <ul style="list-style-type: none"> <li>• Importancia, valores y estrategias para la puesta en valor de los servicios ecosistémicos, aspectos culturales, amalgama social y su interacción.</li> <li>• Técnicas para la conexión con la naturaleza y con uno mismo.</li> <li>• Ecoalfabetización.</li> <li>• Integración de la identidad ecosistémica y cultural en el desarrollo turístico.</li> </ul> |
|  | Desarrollar productos y experiencias turísticas respondiendo a una cultura de regeneración y a la demanda de un turismo que  | <ul style="list-style-type: none"> <li>• Caracterización de la demanda turística y sus motivaciones.</li> <li>• Características deseables en la</li> </ul>   |



| Objetivos Generales | Objetivos Específicos:   | Contenido programático<br>(temas que se revisan en<br>cada unidad)  |
|---------------------|--|---|
|                     | requiere una atención diversificada, integrando avances tecnológicos y haciéndole más participe de las mismas. | <p>interacción positiva en el momento de la visita.</p> <ul style="list-style-type: none"> <li>• Concepto de experiencias turísticas.</li> <li>• Storytelling en el desarrollo de experiencias turísticas.</li> <li>• Diseño y técnicas para el desarrollo de experiencias y productos innovadores.</li> <li>• Integración de TICs en la construcción de experiencias.</li> <li>• Nuevas prácticas y tendencias del mercadeo aplicado al turismo.</li> <li>•</li> </ul> |

### Metodología de enseñanza

El curso está concebido como una serie acumulativa de contenidos y actividades que pretenden cubrir básicamente un proceso que permita generar las competencias de construcción de productos, experiencias turísticas que generen experiencias vivenciales para quienes se benefician de actividades turísticas.

Estudiantes y profesor trabajan colaborativamente durante cinco semanas, de tal forma que procuran integrar todas las partes que constituyen este curso según el modelo de la UCI, que se fundamenta en la articulación de los enfoques tecnológico y socio – reconstruccionista. En este sentido se requiere generar un ambiente de trabajo participativo, colaborativo y analítico de parte de los estudiantes con el profesor.

Se trabaja en cinco Unidades de Aprendizaje que contienen una serie de actividades académicas cada una, de tal forma que generen la sinergia necesaria en el aula virtual.

Los estudiantes aprenden a aplicar los conocimientos generales y particulares propios de la gestión moderna de las áreas protegidas, formando una percepción



de la realidad de sus países de origen o residencia. Para ello se plantean foros de discusión, trabajos colaborativos y trabajos individuales.

Para cada unidad se cuenta con la información y guía requerida para la obtención de los productos y objetivos planteados de parte del profesor y de la asistencia académica en la parte administrativa y de manejo de la plataforma virtual.

### **Estrategias de aprendizaje**

Con el propósito de que los mismos estudiantes puedan autorregular su proceso de aprendizaje con la guía del profesor, el curso plantea las siguientes estrategias y sus medios de aprendizaje (incluye actividades, sus porcentajes y rúbricas de evaluación):

Siguiendo el enfoque de educación basada en problemas se plantea un proceso de construcción de entregables que respondan a la pregunta ¿cómo puedo generar nuevas experiencias a través de productos y servicios en un contexto cambiante, que permita la participación activa del visitante y la conexión con los valores sociales, ambientales y culturales?

#### **Primer entregable: Caracterización de la oferta actual de productos y servicios y el tipo de visitante.**

Durante este primer avance, se debe caracterizar los productos y servicios turísticos, así como el tipo de visitante que tiene el sitio actualmente.

Se espera establecer una relación entre estos, así como identificar el nuevo perfil de visitantes de las generaciones de recambio y relacionarlas con la oferta, a fin de valorar el grado de relacionamiento entre ambos.

No se debe perder de vista el relacionamiento entre las 6 dimensiones de desarrollo regenerativo.

#### **Segundo entregable: Aplicando escenarios a las actividades turísticas.**

Con base en el ejercicio desarrollado en el curso “Desarrollo regenerativo como agente de cambio e innovación turística”, los estudiantes deberán aplicar a su realidad turística los impactos de dichos escenarios, a fin de que logren reconocer los efectos de estos sobre la forma de ofrecer productos y servicios actualmente.

Se espera crear 4 escenarios hipotéticos sobre lo que podría pasar con la actividad tomando como base los imprevistos que limiten el desarrollo de la actividad a largo plazo, la regule por periodos fluctuantes, se modifique el comportamiento ampliando



la cantidad de días, se modifique ampliando la afluencia de visitantes o algún otro que determine el o la estudiante.

### **Tercer avance: Mapeo de servicios ecosistémicos.**

En este avance se deberá caracterizar y analizar el potencial que tienen los servicios ecosistémicos de vincularlos con la oferta.

Para esto se utilizará una guía de la UICN (Tools for measuring, modelling, and valuing ecosystem services) que orienta sobre el procedimiento de valoración o algún instrumento que los o las estudiantes definan.

Además, se deberá analizar valores de carácter social, espiritual, cultural que puedan integrarse en una oferta más integral.

### **Cuarto avance: Propuesta de nuevo producto o servicio de carácter vivencial**

Con base en los entregables anteriores se espera que el o la estudiante proponga al menos un nuevo producto o servicio contemplando los escenarios de cambio, los servicios ecosistémicos, la identidad cultural y la complejidad. Para esto se plantea usar la SCAMPER (Sustituir, Combinar, Adaptar, Modificar, proponer otro uso, eliminar, reordenar) a fin de encontrar esas nuevas oportunidades.

### **Foro de discusión: Sobre nuevos productos y servicios de carácter vivencial.**

Este espacio se extenderá por las cinco semanas, enfocado en la construcción conjunta de conocimiento tomando en cuenta los objetivos de cada una de las semanas.

Se espera aportes regulares de cada estudiante, a partir de la experiencia persona, el material compartido e interactuando con el resto del grupo.

**Tabla 11 Rubros de calificación y puntaje**

| Rubros de calificación (actividades evaluables)  | Valor en porcentaje |
|--|---------------------|
| <b>Primer entregable: Caracterización de la oferta actual de productos y servicios y el tipo de visitante.</b> | 10%                 |
| <b>Segundo entregable: Aplicando escenarios a las actividades turísticas.</b>                                  | 20%                 |
| <b>Tercer avance: Mapeo de servicios ecosistémicos.</b>  | 25%                 |



|   |      |
|---|------|
| <b>Cuarto avance: Propuesta de nuevo producto o servicio de carácter vivencial</b>  | 35%  |
| <b>Foro de discusión: Sobre nuevos productos y servicios de carácter vivencial.</b> | 10%  |
| <b>TOTAL</b>  | 100% |

**Tabla 12: Criterios de evaluación primer entregable**

| <b>Criterio</b>   | <b>Puntaje</b> |
|---|----------------|
| Se cuenta con una descripción amplia y detallada de los productos y servicios actuales, así como del tipo de visitante con un claro relacionamiento de la oferta. En el análisis se contemplan aspectos de las 6 dimensiones del desarrollo regenerativo. | 8 a 10 puntos  |
| Se cuenta con una descripción general de la oferta y del tipo de visitante, con algún detalle del relacionamiento entre ambos. Las dimensiones del desarrollo sostenible, no están claramente integradas en el análisis.                                  | 4 a 7 puntos   |
| Se cuenta con una descripción muy vaga que no permite tener entender el vínculo entre ellos o bien no se establece relación con las dimensiones del desarrollo regenerativo.  | 1 a 3 puntos   |
| No entregó trabajo.   | 0 puntos       |

**Tabla 13: Criterio de evaluación segundo entregable**

| <b>Criterio</b>  | <b>Puntaje</b> |
|--|----------------|
| Los impactos de los escenarios en su actividad turística están claramente definidos y se tiene claridad de sus efectos. Los 4 escenarios esperados han sido definidos y sus características permiten diferenciarlos adecuadamente. | 16% a 20%      |
| Los impactos de los escenarios de cambio no están definidos de manera específica en muchos casos, además no es tan sencillo diferenciar los 4 escenarios esperados entre ellos mismos.   | 8 a 15%        |
| Algunos pocos escenarios de cambio se definieron y los escenarios contruidos son un poco ambiguos.   | 1% a 7%        |
| No se presentó el trabajo  | 0%             |



**Tabla 14 Criterios de evaluación tercer entregable**

| Criterio   | Puntaje          |
|--|------------------|
| El análisis presentado evalúa al menos 4 servicios ecosistémicos, así como contempla aspectos de carácter social, espiritual y cultural que pueden vincularse con la oferta. | <b>17% a 25%</b> |
| El análisis presentado contempla al menos 3 servicios ecosistémicos y algunos aspectos vinculados con la dimensión social, espiritual y cultural.                            | <b>9% a 16%</b>  |
| El análisis presentado presenta algunos servicios ecosistémicos de manera muy general.   | <b>1% a 8%</b>   |
| No se presentó el trabajo  | <b>0%</b>        |

**Tabla 15 Criterios de evaluación cuarto entregable**

| Criterio   | Puntaje   |
|--|-----------|
| Se propone al menos un nuevo producto o servicio contemplando en una lógica de vinculación con los demás entregables del curso en el marco de la complejidad. La aplicación de la metodología SCAMPER ha permitido generar ese nuevo proyecto e identificar las oportunidades para el mismo. | 29% a 35% |
| Se propone al menos un nuevo producto o servicio, y este utilizó de manera adecuada la metodología SCAMPER, sin embargo, no está integrado de manera integral los avances anteriores.  | 19% a 28% |
| Se propone al menos un nuevo producto o servicio, pero, no está de todo articulado con los avances anteriores y la metodología SCAMPER no ha sido utilizada adecuadamente para apoyar este proceso.  | 10% a 18% |
| El producto o servicio nuevo no es muy innovador, además no guarda prácticamente ninguna relación con los avances anteriores.  | 1% a 9%   |
| No se presentó   | 0         |



**Tabla 16: Foro de discusión**

| Criterio   | Cumple (2 puntos) | No cumple (0 puntos) |
|--|-------------------|----------------------|
| Realiza al menos dos participaciones relacionadas con su experiencia personal                              |                   |                      |
| Realiza al menos dos participaciones en las que integre elementos de los materiales brindados en el curso. |                   |                      |
| Realiza al menos 2 aportes de fuentes externas del curso.  |                   |                      |
| Realiza al menos 4 participaciones en diferentes días.   |                   |                      |
| Tiene al menos 2 interacciones con participaciones aportadas por quien funge como docente.                 |                   |                      |
| Tiene al menos 2 interacciones con participaciones de estudiantes.   |                   |                      |
| Realiza al menos 1 participación por semana  |                   |                      |

### Recursos educativos

Al ser un programa virtual, todos los cursos estarán configurados en la plataforma Moodle (<http://www.uciTFG.com>), la cual cuenta con diferentes herramientas tecnológicas (foros, correo interno, chats, entre otros) para coordinar y realizar las actividades que se les soliciten, además con la ventaja de que la plataforma está habilitada las 24 horas del día, los 7 días de la semana. De igual manera, si surgen consultas tienen habilitado un foro de consultas, mismo que revisan periódicamente el profesor y la asistente académica.

En cada unidad del curso tiene disponible la bibliografía obligatoria y complementaria que requieren para completar las actividades.

### Bibliografía del curso

Neugarten, R.A., Langhammer, P.F., Osipova, E., Bagstad, K.J., Bhagabati, N., Butchart, S.H.M., Dudley, N., Elliott, V., Gerber, L.R., Gutierrez Arrellano, C., Ivanić, K.-Z., Kettunen, M., Mandle, L., Merriman, J.C., Mulligan, M., Peh, K.S.-H., Raudsepp-Hearne, C., Semmens, D.J., Stolton, S., Willcock, S. (2018). Tools for measuring, modelling, and valuing ecosystem services: Guidance for Key





Biodiversity Areas, natural World Heritage Sites, and protected areas. Gland, Switzerland: IUCN. x + 70pp.

## Cronograma

**Tabla 17: Cronograma**

| Unidad                  | Contenido programático   | Actividades de aprendizaje   |
|-------------------------|--|--|
| Unidad 1 de aprendizaje | <ul style="list-style-type: none"> <li>• Dimensiones social, ambiental y cultural del territorio.</li> <li>• Pensamiento sistémico en la actividad turística.</li> <li>• Enfoques holísticos de trabajo.</li> <li>• Desarrollo de las capacidades de asociatividad e incidencia política.</li> <li>• Diversificación de actividades productivas para el desarrollo local y cohesión en el territorio.</li> </ul> <p>Capacidades de resiliencia y adaptación.</p> | <p>Semana 1.</p> <p>Durante esta semana el trabajo se enfocará en caracterizar la oferta actual de productos y servicios y el tipo de visitante en el caso que el o la estudiante seleccione.</p> <p>Además, en esta semana se dará inicio al foro de discusión que semana a semana tendrá aportes de creación de capacidades relacionadas con la temática de cada unidad.</p> |
| Unidad 2 de aprendizaje | <ul style="list-style-type: none"> <li>• Reconocimiento de tendencias y patrones.</li> <li>• Construcción de escenarios y estrategias para adaptarse al cambio.</li> </ul>   | <p>Semana 2.</p> <p>El trabajo de esta unidad tomará como base el trabajo de construcción de escenarios del curso Desarrollo regenerativo como agente de cambio e innovación turística para adecuarlo a la realidad turística del caso que están trabajando.</p>   |
| Unidad 3 de aprendizaje | <ul style="list-style-type: none"> <li>• Importancia, valores y estrategias para la puesta en valor de los servicios ecosistémicos, aspectos culturales, amalgama social y su interacción.</li> <li>• Técnicas para la conexión con la naturaleza y con uno mismo.</li> <li>• Ecoalfabetización.</li> </ul>  | <p>Semana 3.</p> <p>Esta semana las actividades están relacionadas con realizar valoraciones de servicios ecosistémicos, así como otros elementos de carácter cultural, espiritual o social que puedan vincularse con la propuesta turística.</p>  |



| Unidad                  | Contenido programático  | Actividades de aprendizaje  |
|-------------------------|---|---|
|                         | <ul style="list-style-type: none"> <li>Integración de la identidad ecosistémica y cultural en el desarrollo turístico.</li> </ul>   |   |
| Unidad 4 de aprendizaje | <ul style="list-style-type: none"> <li>Caracterización de la demanda turística y sus motivaciones.</li> <li>Características deseables en la interacción positiva en el momento de la visita.</li> <li>Concepto de experiencias turísticas.</li> <li>Storytelling en el desarrollo de experiencias turísticas.</li> <li>Diseño y técnicas para el desarrollo de experiencias y productos innovadores.</li> <li>Integración de TICs en la construcción de experiencias.</li> <li>Nuevas prácticas y tendencias del mercadeo aplicado al turismo.</li> </ul> | <p>Semana 4 y 5.</p> <p>La última unidad tendrá una duración de dos semanas y se enfocará en integrar las diferentes contribuciones de los avances para definir un nuevo producto o servicio que articule la oferta con la demanda potencial desde un punto de vista de generación de experiencias vivenciales.</p> |



### 3.1.5 UWI



#### THE UNIVERSITY OF THE WEST INDIES GRADUATE COURSE PROPOSAL FORMAT

☐ NEW COURSE

☒ REVISED COURSE

| ITEM   | DESCRIPTION   |
|--|---|
| Campus   | CAVE HILL CAMPUS  |
| Course Title   | Sustainable Tourism in the Coastal Zone   |
| Course Code  | ENVT 6123   |
| Academic Unit (s) to offer Course                      | Centre for Resource Management and Environmental Studies (CERMES)   |
| Duration of course                                     | 1 semester course   |
| Contact Hours  | 35h instruction, 52h unsupervised   |
| Course Credit Load                                     | 4 credits   |
| Proposed Lecturer/Coordinator                          | Janice Cumberbatch Ph.D./ Neetha Selliah  |
| Course Prerequisite (s)                                | Not applicable  |
| Related Programme                                      | MSc in Natural Resource and Environmental Management  |
| How does this course change the programme regulations? | This is an approved course that will not impact the previously approved programme regulations or requirements.  |
| Course Rationale                                       | The Caribbean is the most tourism intensive region in the world. It is also one of the most vulnerable to natural hazards. As SIDS, the effects of climate change are expected to increase that vulnerability. With the majority of tourism activities and infrastructure located in the coastal zone, it is imperative that a cadre of professionals be trained to address the challenges of developing sustainable tourism in the coastal zone. |



|                            |  |
|----------------------------|--|
| Course Description         | <p>This course focuses on the challenges and opportunities presented by the diversity of tourism activities that occur in the coastal zone. It engages the student to explore the dimensions of sustainability to determine the diverse paths that can be taken by Caribbean SIDS to achieve sustainable tourism as part of their economic development.</p> <p>It is designed for individuals who have an interest in or work in the tourism sector, as well as for natural resource managers and coastal specialists.</p>   |
| General Goals/Aims         | <p>The goal of this course is to provide students with information and expose them to resources and experiences through which they will develop analytical and practical skills for the efficient management of coastal resources as part of the tourism product.</p>  |
| Specific Learning Outcomes | <p><b>On successful completion of the course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the evolution of tourism and tourism planning and the role tourism plays in national development of the Caribbean.</li> <li>2. Explain and interpret the emergence of sustainable tourism and its use as a strategy for both development and conservation.</li> <li>3. Critically assess the elements of the tourism industry and evaluate possible directions for the future of sustainable tourism in the Caribbean.</li> <li>4. Develop research skills and techniques.</li> </ol> |
| Course Content             | <p><b>The following topics/concepts/theories/issues will be addressed:</b></p> <ul style="list-style-type: none"> <li>– Introduction to tourism in the Caribbean</li> <li>– Overview of tourism sectors</li> </ul>   |



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|   | <ul style="list-style-type: none"> <li>– Mass tourism and its impacts</li> <li>– Sustainable tourism</li> <li>– Ecotourism – An approach to sustainability</li> <li>– Community-based and heritage tourism</li> <li>– Protected areas and tourism</li> <li>– Moving beyond sustainable tourism/Regenerative tourism</li> <li>– Climate change and tourism</li> <li>– Tourism and the Green Economy</li> <li>– Tourism and the Blue Economy</li> <li>– Environmental quality and sustainable tourism</li> <li>– Environmental Management Systems</li> <li>– The future of tourism</li> </ul>  |
| Mode of Delivery/<br>Teaching Methodologies | <p>The course will be delivered by means of one or two hour lectures, field trips and student presentations. Students will increase their learning by actively participating in discussions in the classroom and while participation is not assessed, it is expected of graduate students. Interventions should demonstrate critical analysis and insight based on reading and experience.</p> <p>Students will be expected to complete a fieldwork report that will be based on the field visit. This will be critical to the exploration of critical aspects of tourism in the coastal zone. In addition, each student will be given a topic for which they will be required to review literature and lead a classroom discussion on the chosen topic.</p> |
| Course Assessment Methods                   | <p>Course assessment will have three components:</p> <ul style="list-style-type: none"> <li>• Assignment One – The coastal fieldwork report 20%</li> <li>• Assignment Two – The climate change field work report 10%</li> <li>• The exam 60%</li> </ul>  |



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|  | Students are required to obtain 50% overall to obtain a passing grade.   |
| Teaching/Learning Resources                          | There is no set textbook for this course. Recommended reading (including textbooks, case studies, online resources and journal articles) will be made available during the course.   |
| Reading Material<br>(Required/ Recommended Readings) | <p>Required Reading:</p> <ol style="list-style-type: none"> <li>1. Fletcher, John, Alan Fyall, David Gilbert, Stephen Wanhill. 2018. Tourism Principles and Practice. Sixth Edition. Pearson Education Limited.</li> <li>2. Holder, Jean. 1988. A Brief History of Travel from Ancient to Modern Times and its Relationship to 20<sup>th</sup> Century Tourism. A paper presented for the CTRC Tourism Education Workshops for Caribbean Teachers. Caribbean Tourism Research and Development Centre. 27pp</li> <li>3. Holder, Jean. 2013. Caribbean Tourism. Canoe Press</li> <li>4. Roberts, Sherma. 2015. Contemporary Caribbean Tourism – Concepts and Cases. Ian Randle Publishers</li> <li>5. Patullo, Polly. 1996. Last Resorts: The Coast of Tourism in the Caribbean. Ian Randle Publishers.</li> <li>6. WTTC. Travel and Tourism Economic Impact Caribbean 2018</li> <li>7. UNWTO Publications. Tourism and the Sustainable Development Goals – Journey to 2030.</li> <li>8. WTTC. Caribbean Resilience and Recovery: Minimizing the Impact of the 2017 Hurricane Season on the Caribbean Tourism Sector</li> <li>9. Moore W., A. Cashman and J. Cumberbatch. 2012. The Effects of Climate Change on Tourism in Small States: Evidence from the Barbados case. Tourism Review 67: pp. 17 – 29</li> <li>10. Cumberbatch J., L. Nurse and K Francis. 2018. Policy, practice and</li> </ol> |



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|  | <p>science: perspectives on climate change and tourism in Barbados – conflict or congruence? In Global Climate Change and Coastal Tourism: Recognising Problems, Managing Solutions and Future Expectations. CAB International, ISBN: 9781780648439. A. Jones and M. Phillips (eds.) pp. 159-169</p> <p>11. Know How Guide: Sustainable Hotel Certification Schemes By the International Tourism Partnership, via Green Hotelier</p> <p>Recommended Reading:</p> <ol style="list-style-type: none"><li>1. Bhola-Paul. Helen M. Tourism Challenges and the Opportunities for Sustainability: A Case Study of Grenada, Barbados, and Tobago. Journal of Tourism and Hospitality Management, October 2015, Vol. 3, No. 9-10, 204-213 doi: 10.17265/2328-2169/2015.10.004</li><li>2. Caribbean Sustainable Tourism Tourism Policy Framework. Caribbean Tourism Organisation, European Commission, Caribbean Regional Sustainable Tourism Development Programme</li><li>3. Miller, Casey Catherine. 2017. Challenges and Potentials of Ecotourism as a form of Conservation and Sustainable Development on Zapatera Island, Nicaragua. Masters Thesis. Department of Urban and Rural Development European Master in Environmental Science (EnvEuro) Uppsala.</li><li>4. Destination wetlands: supporting sustainable tourism. 2012. Secretariat of the Ramsar Convention on Wetlands, Gland, Switzerland, &amp; World Tourism Organization (UNWTO), Madrid, Spain.</li><li>5. Development of a Strategic Business Management Model for the Sustainable Development of Heritage Tourism</li></ol> |
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|                                   | <p>Products in the Caribbean. Caribbean Tourism Organisation. Caribbean Regional Sustainable Tourism Development Programme. European Union.</p> <p>6. ITB Berlin. World Travel Trends 2020.</p> <p>7. Competing with the best: Good practices in community-based tourism in the Caribbean. Caribbean Tourism Organisation. nd. Caribbean Regional Sustainable Tourism Development Programme. European Union.</p> |
| Has CETL been consulted?          | Yes, this is an approved course  |
| Has the Librarian been consulted? | Yes, this is an approved course  |

*Course format approved by BGSR February 2014*



**THE UNIVERSITY OF THE WEST INDIES  
GRADUATE COURSE PROPOSAL FORMAT**

☒ **NEW COURSE**

☐ **REVISED COURSE**

| ITEM                              | DESCRIPTION  |
|-----------------------------------|--|
| Campus                            | CAVE HILL CAMPUS   |
| Course Title                      | Disaster Risk and Resilience in Caribbean Tourism  |
| Course Code                       | <i>This unique identifier will be provided by the Banner Unit on the Campus.</i><br>To be determined |
| Academic Unit (s) to offer Course | Centre for Resource Management and Environmental Studies (CERMES)                                    |
| Duration of course                | 1 semester course  |
| Contact Hours                     | Lectures/Online sessions: 18 hours<br>Practical work: 36 hours<br>Private study: 48 hours            |





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|  | <i>This breakdown is indicative only and may be subject to revision.</i>  |
| Course Credit Load                                     | 4   |
| Proposed Lecturer(s)/Coordinator                       | Janice Cumberbatch, Ph.D. and Catrina Hinds / Neetha Selliah  |
| Course Prerequisite(s)                                 | None  |
| Related Programme                                      | MSc in Natural Resource and Environmental Management  |
| How does this course change the programme regulations? | This is an elective course that will not impact the previously approved programme regulations or requirements.  |
| Course Rationale                                       | <p>Tourism is a major economic sector in the Caribbean, contributing about 15.2% of the region's GDP and 13.8% of employment (WTTC, 2018). However, this sector also happens to be highly susceptible to internal and external threats, including natural (physical and biological), manmade/technological and hybrid hazards. This was evident in September 2017, when Hurricanes Irma and Maria resulted in an estimated loss of 826,100 visitors to the Caribbean, which could have generated US\$741 million and supported 11,005 jobs (WTTC, 2018). Likewise, travel to the Wider Caribbean Region was impacted when the Zika Virus epidemic, at its height in 2016-2017, led to a number of travel advisories being issued for the region. Although it is too soon to determine the full impact of the COVID-19 pandemic on the Caribbean tourism and travel sector, at the global scale, preliminary estimates suggest that international tourist arrivals could decline by 20% to 30% in 2020, which would translate into a loss of US\$300 to 450 billion in international tourism receipts (exports) (UNWTO, 2020).</p> <p>Given the vulnerable nature of this sector which the region is heavily dependent upon, this course will provide students with an understanding of the dynamic relationship between tourism and hazards. It will explore the concept of disaster risk reduction for the tourism sector, paying attention to its complementarity to issues such as sustainable tourism and climate change adaptation. In addition, the course recognizes that the majority of persons employed in the tourism sector (both formal and informal) are women, and that women and men experience different levels of</p> |



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|                            | hazard exposure and risk – therefore the concept of gender mainstreaming will also be explored.   |
| Course Description         | <p>This course will enable learners to comprehend the various hazards facing the Caribbean tourism sector, and be able to apply disaster risk reduction principles and strategies to support the resilience of the sector.</p> <p>It is designed for individuals who have an interest in or work in the tourism sector, with a specific view of understanding and responding to hazards that impact tourism and travel.</p>   |
| General Goals/Aims         | The goal of this course is to provide students with the knowledge and skills to apply disaster risk reduction principles and strategies to enhance the resilience and sustainability of the Caribbean tourism sector.   |
| Specific Learning Outcomes | <p><b>On successful completion of the course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain key terminology related to disaster risk reduction and sustainable tourism.</li> <li>2. Analyse the features of the Caribbean tourism sector that contribute to its vulnerability to internal and external threats.</li> <li>3. Explain how gender inequalities intersect with risks and vulnerabilities associated with natural hazards.</li> <li>4. Integrate disaster risk reduction principles into sustainable tourism processes.</li> <li>5. Develop criteria to evaluate disaster risk reduction provisions in tourism legislative, regulatory and policy frameworks.</li> <li>6. Create conceptual diagrams that demonstrate the linkages between disaster risk reduction, sustainable tourism and related topics.</li> </ol> |
| Course Content             | <p><b>The following topics/concepts/theories/issues will be addressed:</b></p> <ul style="list-style-type: none"> <li>• Overview of the Caribbean tourism sector</li> <li>• SIDS vulnerability and exposure to disaster risks</li> <li>• Disaster risk management framework</li> <li>• Key terminology and principles of disaster risk reduction and sustainable tourism</li> <li>• Global and regional frameworks for disaster risk reduction</li> <li>• Global Code of Ethics for Tourism (GCET)</li> <li>• Influence of risk perception on travel decisions</li> <li>• Tourism and gender; Mainstreaming gender in disaster risk reduction</li> <li>• Linkages between disaster risk reduction, climate change adaptation and the sustainable development agenda</li> <li>• Common structural and non-structural mitigation measures</li> </ul>                      |



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|  | <ul style="list-style-type: none"> <li>• Impacts of invasive species (i.e. sargassum) on tourism operations</li> <li>• Tourism crisis and disaster management</li> <li>• Pre- and post-disaster interventions</li> <li>• Strategies for post-disaster destinations</li> </ul>   |
| Mode of Delivery/<br>Teaching<br>Methodologies             | The course will be delivered using a blended approach of face-to-face lectures and predominantly asynchronous and synchronous online learning activities. This learner-centred approach encourages participants to reflect on topics, critically evaluate the evidence, and engage in peer discussions. Course materials (e.g. lecture notes) will be supplemented by real-world case studies, articles, reports, websites and videos that will help explain theories and concepts.   |
| Course Assessment<br>Methods                               | <p>This course will use formative and summative assessment as follows:</p> <ol style="list-style-type: none"> <li>1. Concept Map – 20%</li> <li>2. Online Quiz – 15%</li> <li>3. Group Assignment – Based on regional and international best practices, development of criteria to assess DRR provisions in the legislative and policy frameworks of a Caribbean SIDS 20%</li> <li>4. Research Paper – Evaluation of the national, regional and international response to a disaster that impacted a Caribbean SIDS, including the identification of lessons learned 35%</li> <li>5. Class participation / Discussion Forums / Reflective exercises (responding to scenarios or cases) – 10%</li> </ol> <p><i>Note: Students must acquire a composite grade of 50% to pass this course.</i></p> |
| Teaching/Learning<br>Resources                             | There is no set textbook for this course. Recommended reading (including textbooks, case studies, online resources and journal articles) will be made available during the course.  |
| Reading Material<br>(Required/<br>Recommended<br>Readings) | <p><b>List of Recommended Reading:</b></p> <p>Burns, T. R., &amp; Machado Des Johansson, N. (2017). Disaster risk reduction and climate change adaptation: A sustainable development systems perspective. <i>Sustainability</i>, 9 (2), 293. Retrieved from <a href="http://www.mdpi.com/2071-1050/9/2/293/html">http://www.mdpi.com/2071-1050/9/2/293/html</a></p> <p>CDEMA. (2014). <i>Regional CDM Strategy &amp; Results Framework</i>. Bridgetown: Caribbean Disaster Emergency Management Agency.</p>   |



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|  | <p>Hugo, N., &amp; Miller, H. (2017) Conflict resolution and recovery in Jamaica: the impact of the zika virus on destination image. <i>Worldwide Hospitality and Tourism Themes</i>, 9(5), 516-524. doi: 10.1108/WHATT-07-2017-0030</p> <p>Rampengan, M.M.F., Boedhihartono, A.K., Law, L., Gaillard, J.C., &amp; Sayer, J. (2014). Capacities in facing natural hazards: A small island perspective. <i>International Journal of Disaster Risk Science</i>, 5, 247-264. doi:10.1007/s13753-014-0031-4</p> <p>Ritchie, B. W. (2004). Chaos, crises and disasters: A strategic approach to crisis management in the tourism industry. <i>Tourism Management</i>, 25, 669–683. doi:10.1016/j.tourman.2003.09.004</p> <p>Spalding, M. D., McIvor, A. L., Beck, M. W., Koch, E. W., Möller, I., Reed, D. J., Rubinoff, P., Spencer, T., Tolhurst, T. J., Wamsley, T. V., Wesenbeeck, B. K., Wolanski, E., &amp; Woodroffe, C. D. (2014). Coastal ecosystems: A critical element of risk reduction. <i>Conservation Letters</i>, 7, 293-301. doi:10.1111/conl.12074</p> <p>United Nations. (2015). <i>Sendai Framework for Disaster Risk Reduction 2015-2030</i>. UNISDR. Retrieved from <a href="https://www.unisdr.org/files/43291_sendaiframeworkfordrr.en.pdf">https://www.unisdr.org/files/43291_sendaiframeworkfordrr.en.pdf</a></p> <p>UNWTO. (1996). <i>Tourist Safety and Security: Practical Measures for Destinations</i>. Retrieved from <a href="https://www.e-unwto.org/doi/pdf/10.18111/9789284401529">https://www.e-unwto.org/doi/pdf/10.18111/9789284401529</a></p> <p>UNWTO. (1998). <i>Handbook on Natural Disaster Reduction in Tourist Areas</i>. Retrieved from <a href="https://www.e-unwto.org/doi/pdf/10.18111/9789284402397">https://www.e-unwto.org/doi/pdf/10.18111/9789284402397</a></p> <p>UNWTO. (2019). <i>Global Report on Women in Tourism – Second Edition</i>. Retrieved from <a href="https://www.e-unwto.org/doi/pdf/10.18111/9789284420384">https://www.e-unwto.org/doi/pdf/10.18111/9789284420384</a></p> <p>van Niekerk, D. (2011). <i>Introduction to disaster risk reduction</i>. United States Agency for International Development. Retrieved from <a href="https://www.preventionweb.net/files/26081_kp1concepdisasterrisk1.pdf">https://www.preventionweb.net/files/26081_kp1concepdisasterrisk1.pdf</a></p> <p>Wolff, K., Larsen, S., &amp; Øgaard, T. (2019). How to define and measure risk perceptions. <i>Annals of Tourism Research</i>, 79 (102759), 1-9. <a href="https://doi.org/10.1016/j.annals.2019.102759">https://doi.org/10.1016/j.annals.2019.102759</a></p> |
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| Has CETL been consulted?          | <i>Indicate whether the course has been approved by the Centre for Excellence in Teaching and Learning</i><br><b>No (to be scheduled)</b> |
| Has the Librarian been consulted? | <i>Indicate whether the Librarian's input has been sought.</i><br><b>No (to be scheduled)</b>   |

*Course format approved by BGSR February 2014*

*UNWTO. (2020, March 27). Impact assessment of the COVID-19 outbreak on international tourism. Retrieved from World Tourism Organization: <https://www.unwto.org/impact-assessment-of-the-covid-19-outbreak-on-international-tourism>*

*WTTC. (2018). The impact of the 2017 hurricane season on the Caribbean's tourism sector. World Travel & Tourism Council. Retrieved from <https://www.wttc.org/-/media/files/reports/2018/caribbean-recovery-report---executive-summary.pdf>*