RECEIVED

Course Information

FEB 10 2016

Date Submitted: 11/16/2015

OFFICE OF THE

Current Prefix and Number: HMT - Hospitality Management , HMT 560 ADV SEM IN LODGING AND TOURISM COUNCIL

Other Course:

Proposed Prefix and Number: HMT 560

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Retailing &Tourism Management

c. Is there a change in 'ownership' of the course?   No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Scarlett Wesley

Email: scarlett.wesley@uky.edu

Phone: 859-257-7778

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: ADVANCED SEMINAR IN LODGING AND TOURISM

Proposed Title: ADVANCED SEMINAR IN LODGING AND TOURISM

c. Current Transcript Title: ADV SEM IN LODGING AND TOURISM

Proposed Transcript Title: ADV SEM IN LODGING AND TOURISM

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

     SEMINAR: 3

   Proposed Meeting Patterns

     SEMINAR: 3

f. Current Grading System: ABC Letter Grade Scale

   Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

   Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry.

   Proposed Course Description for Bulletin: This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry.

2j. Current Prerequisites, if any: Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. Restricted to upper-division HMT undergraduates and RTM graduate students.

   Proposed Prerequisites, if any: Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. Restricted to upper-division HMT undergraduates, RTM graduate students or consent of instructor.

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500:   No

Distance Learning Form

Instructor Name: Ying (Tracy) Lu

Instructor Email: tracy.lu@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   This course syllabus does conform to the University Senate Syllabus Guidelines, specifically the Distance Learning Considerations. All materials for this course will be managed on the student Canvas system. Technology information is included on the syllabus. All Distance Learning considerations are specifically listed on syllabus. Students will interact with the instructor and their fellow students via Canvas and the course Canvas website.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Content for the Distance Learning student will be the same as for a classroom-based student. Students taking an online course will be offered the same services as students enrolled in face to face courses at the University of Kentucky in the Department of Retailing and Tourism Management. When two sections of the same course are offered, one being face to face and one being distance, students will be held to the same requirements for each, have the same content presented to them, and be assessed in the same ways for each.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Students will submit work in Canvas using the appropriate course website. Canvas is a password protected system. Students are given the University's policy regarding academic integrity on their syllabus. There will be no exams given for assessment in this course.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   no

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students in an online section of this course will be given access to the same materials and information as any face to face students taking this course. These materials and information will be delivered to students via Canvas and the course webpage located on Canvas. Online students will have access to all services at the University of Kentucky. The instructor for this course will also be available electronically to the students taking the online section via virtual office hours and the Canvas course webpage.

6.How do course requirements ensure that students make appropriate use of learning resources? Students in both the distance learning and classroom setting sections of this course will be given all course materials via Canvas.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All necessary access for students enrolled in an online section of this course is provided on the Canvas course webpage. This includes course materials, discussion boards, submission of assignments, syllabus, and readings. The instructor will also use Canvas to communicate with students and as a way to provide the most updated information about the course.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The following statement appears on the syllabus: Canvas Course website, syllabus, course materials, assignments, grades and external resources and important announcements will be posted on Canvas from time to time; therefore, it is crucial that you make it a habit to check the course website frequently. The Blackboard system utilizes your @uky e-mail address as the default. The instructor will use the Canvas "communications" tab to send important information and announcements during the semester. Therefore, you should make it a habit to check your UK email account regularly, or make arrangements to have your e-mail forwarded to the account you check most frequently. If you have technical problem to access the course materials please contact TASC (www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (www.uky.edu/UKIT/; 859- 257-1300).

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Course will be delivered using Canvas

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Ying (Tracy) Lu

SIGNATURE|VPWICK0|Vanessa P Jackson|HMT 560 CHANGE Dept Review|20150421

SIGNATURE|LGRABAU|Larry J Grabau|HMT 560 CHANGE College Review|20150925

SIGNATURE|JMETT2|Joanie Ett-Mims|HMT 560 CHANGE Undergrad Council Review|20151216

SIGNATURE|ZNNIKO0|Roshan N Nikou|HMT 560 CHANGE Graduate Council Review|20160210

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	5500	HMT 560 UGC Review Checklist.docx
Delete	5786	HMT 560 Advanced Seminar in Lodging and Tourism DI

[First] 1 [Last]

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	HMT - Hospitality Management ▼ HMT 560 ADV SEM IN LODGING AND TOURISM ▼		*Proposed Prefix & Number:* (example: PHY 401G) ☑ Check if **same** as current	HMT 560

* What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception (the same "hundred series" ☐ Minor - editorial change in course title or description which does not in in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in (content or emphasis, or which is made necessary by the elimination or si alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry – Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry – Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I ☐ Global Dynamics

1.	General Information		
a.	Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date: 11/16/2015
b.	Department/Division:	Retailing & Tourism Management	
c.*	Is there a change in "ownership" of the course?		
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select... ▼		
e.*	* Contact Person Name: Scarlett Wesley Email: scarlett.wesley@uky.edu Phone: 859-257-7778		
	* Responsible Faculty ID (if different from Contact) Email: Phone:		
f.*	Requested Effective Date: ☑ Semester Following Approval OR Specific Term:		
2.	Designation and Description of Proposed Course.		

a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.

b.	Full Title:	ADVANCED SEMINAR IN LODGING AND TOURISM	Proposed Title: *	ADVANCED SEMINAR IN LODGIN(TOURISM
c.	**Current Transcript Title** (if full title is more than 40 characters):		ADV SEM IN LODGING AND TOURISM	
c.	*Proposed Transcript Title (if full title is more than 40 characters):*		ADV SEM IN LODGING AND TOURISM	
d.	**Current Cross-listing:**	☑ N/A	OR Currently Cross-listed with (Prefix & Number):	none

Proposed – ADD³ Cross-listing (Prefix & Number):

Proposed – REMOVE ³·⁴ Cross-listing (Prefix & Number):

e. Courses must be described by __at least one__ of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.

Current:	Lecture	Laboratory⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other	Please explain:	

Proposed: *	Lecture	Laboratory⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other	Please explain:	

f. | Current Grading System: | ABC Letter Grade Scale |

| Proposed Grading System:* | ◉ Letter (A, B, C, etc.)
◯ Pass/Fail
◯ Medicine Numeric Grade (Non-medical students will receive a letter grade)
◯ Graduate School Grade Scale |

g. | Current number of credit hours: | 3 | Proposed number of credit hours:* 3 |

h.* Currently, is this course repeatable for additional credit?   ◯ Yes ◉ No

* Proposed to be repeatable for additional credit?   ◯ Yes ◉ No

| If YES: | Maximum number of credit hours: | |
| If YES: | Will this course allow multiple registrations during the same semester? | ◯ Yes ◯ No |

i. Current Course Description for Bulletin:

This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry.

* Proposed Course Description for Bulletin:

This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry.

j. Current Prerequisites, if any:

Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. Restricted to upper-division HMT undergraduates and RTM graduate students.

* Proposed Prerequisites, if any:

Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. Restricted to upper-division HMT undergraduates, RTM graduate students or consent of instructor.

k. | Current Supplementary Teaching Component, if any: | ◯ Community-Based Experience
◯ Service Learning
◯ Both |

	Proposed Supplementary Teaching Component:	
		○ Community-Based Experience
		○ Service Learning
		○ Both
		○ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address:	

4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ◉ No
	If YES, explain and offer brief rationale:	

5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	

b.*	Will modifying this course result in a new requirement[Z] for ANY program?	○ Yes ◉ No
	If YES[Z], list the program(s) here:	

6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for i fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruc in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technc

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	HMT 560	Date:	4/17/2015
Instructor Name:	Ying (Tracy) Lu	Instructor Email:	tracy.lu@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?

   This course syllabus does conform to the University Senate Syllabus Guidelines, specifically the Distance Learning Considerations. All materials for this course will be managed on the student Canvas system.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goa assessment of student learning outcomes, etc.

   Content for the Distance Learning student will be the same as for a classroom-based student. Students taking an online course will be offered the same services as students enrolled in face to face courses at the University of

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acac offense policy; etc.

Students will submit work in Canvas using the appropriate course website. Canvas is a password protected system. Students are given the University's policy regarding academic integrity on their syllabus. There will be no exams

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

no

Which percentage, and which program(s)?

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deliv six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

Students in an online section of this course will be given access to the same materials and information as any face to face students taking this course. These materials and information will be delivered to students via

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students in both the distance learning and classroom setting sections of this course will be given all course materials via Canvas.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

All necessary access for students enrolled in an online section of this course is provided on the Canvas course webpage. This includes course materials, discussion boards, submission of assignments, syllabus, and readings.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

The following statement appears on the syllabus: Canvas Course website, syllabus, course materials, assignments, grades and external resources and important announcements will be posted on Canvas from time to time; therefore,

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes

○ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Course will be delivered using Canvas

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Ying (Tracy) Lu

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n
form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me
meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

Course: HMT 560 University Senate Syllabi Guidelines Review Checklist

General Course Information

☒ Full and accurate title of the course ☒ Course prefix, number and section number

☐ Departmental and college prefix ☐ Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

☒ Instructor name ☒ Office address

☒ Contact information for teaching/graduate ☒ UK email address
assistant, etc. ☒ Times of regularly scheduled office hours and if

☐ Preferred method for reaching instructor prior appointment is required

☒ Office phone number

Course Description

☒ Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)

☒ Prerequisites, if any (should match on syllabus and eCATS form)

☒ Student learning outcomes

☐ Course goals/objectives

☒ Required materials (textbook, lab materials, etc.)

☐ Outline of the content, which must conform to the Bulletin description

☒ Summary description of the components that contribute to the determination of course grade

☒ Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)

☐ Final examination information: date, time, duration and location

☒ For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students

☒ For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)

☒ Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)

☒ Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus

☒ Policy on academic accommodations due to disability. Standard language is below:

> If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

┌───┐
UGE Review (   )

Revise Missed/Late Work to clarify that students with excused absences have one week following absence to contact instructor

Update Academic Integrity and Disability policies

Add Excused Absences policy
└───┘

Course Policies

- ☐ **Attendance**
- ☐ **Excused absences**
- ☒ **Make-up opportunities**
- ☐ Verification of absences
- ☐ Submission of assignments
- ☒ **Academic integrity, cheating & plagiarism**
- ☐ Classroom behavior, decorum and civility
- ☐ Professional preparations
- ☐ Group work & student collaboration

UK

UNIVERSITY OF KENTUCKY

HMT 560 – Advanced Seminar in Lodging and Tourism-Distance
Fall 2016

Professor

Dr. Ying (Tracy) LU, Ph.D.
Office: 121 Erikson Hall
Phone: (859) 257-4332
Email: tracy.lu@uky.edu
Preferred method to reach instructor: The preferred method for online students to reach instructor is email. The instructor will respond to email within 2 business days.
Virtual Office Hours: instructor will be available online Monday, Wednesday, & Friday 10:00 am – 12:00 pm EST

Teaching Assistant: TBA

Course Description

This course is a review and application of the principles of hospitality (specifically lodging) and tourism learned in pre-requisite courses. Theory and principles will be applied to decision-making in the hospitality and tourism industry while emphasizing features and characteristics of the industry. Current issues of relevance pertaining to the industry will be discussed to highlight their importance to the industry. Prereq: HMT 120, HMT 210, HMT 270, MKT 300, MGT 301. Restricted to upper-division HMT undergraduates and RTM graduate students.

This is a distance learning course. The course materials will be delivered via Canvas. If you have any problems accessing Canvas and have questions regarding this distance class please contact Distance Learning Program (DLP) (http://www.uky.edu/DistanceLearning/; 859-257-3377) and Information Technology Customer Service Center (www.uky.edu/UKIT/; 859-257-1300).

Contact information for Distance Learning Library Services
Phone: (859) 218-1240
Fax: (859) 257-0505
E-mail: dllservice@lsv.uky.edu
Librarian: Carla Cantagallo
2-2, north wing, William T. Young Library 0456
Website: http://libraries.uky.edu/dlls

Course Objectives:

- To provide knowledge about the development of lodging and tourism branding as a function of lodging and tourism guest satisfaction.
- To provide knowledge about the use of guest satisfaction as a measure of lodging operational success.
- To provide knowledge about the use of social media, service climate and customer loyalty as a function of lodging and tourism operational success.
- To review trends and issues in hospitality and tourism management.
- To enhance student writing and reporting skills as related to Lodging and tourism management.

Student Learning Outcomes:

By the end of this course, students will be able to:

- Explain the development of branding strategy and its impacts on guest expectation and satisfaction.
- Describe the influence of social media, customer satisfaction and loyalty on lodging and tourism operational success.
- Summarize the major trends and issues related to lodging and tourism operational success.
- Describe the growth in the internationalization of the hospitality industry.

Required Textbook:

No required textbook. Reading list provided on Canvas.

Online Class Requirements Undergraduate:

1. **Topic Leader:** Each week a different topic leader will deliver a lecture of an assigned topic to the class by posting the Power Points with notes under each slide to Canvas. The topic leader will also develop five questions relating to the topic for the class to discuss on Canvas. Topic leader assignments will be made during the first week of class.

2. **Discussion board participation:** There are five discussion boards to be completed by each student. Each discussion board is to be completed as shown on the "schedule of activity". Please read the discussion question, search the NET or library for support materials and then answer the question. Each answer should be no less than 300 words with 2 references. **References should be listed in APA format. You should also respond to another classmate's response to the question. Your response should be at least 100 words. Indicate whether you agree or disagree. Include a reference(s) with the response to your classmates answer,**

3. **Project:** You will survey two people around you (your parents, relatives, friends, or classmates, etc) on the topic of "impacts of social media on people's event/festival experience". The survey questions are provided by the instructor. You will write a 1 page paper summarizing your findings from your surveys and provide your own views

regarding the topic. Project details can be found in the individual project guideline on Canvas.

Online Class Requirements Graduate:

1. **Topic Leader:** Each week a different topic leader will deliver a lecture of an assigned topic to the class by posting the Power Points with notes under each slide to Canvas. The topic leader will also develop five questions relating to the topic for the class to discuss on Canvas. Topic leader assignments will be made during the first week of class.

2. **Article Summary:** You will need to select 2 articles from academic journals and write 2 article reviews during the semester. The template for writing the review and the rubrics are available on Canvas.

3. **Discussion board participation:** There are five discussion boards to be completed by each student. Each discussion board is to be completed as shown on the "schedule of activity". Please read the discussion question, search the NET or library for support materials and then answer the question. Each answer should be no less than 300 words with 2 references. **References should be listed in APA format. You should also respond to another classmate's response to the question. Your response should be at least 100 words. Indicate whether you agree or disagree. Include a reference(s) with the response to your classmates answer,**

4. **Project:** You will survey two people around you (your parents, relatives, friends, or classmates, etc) on the topic of "impacts of social media on people's event/festival experience". The survey questions are provided by the instructor. You will write a 1 page paper summarizing your findings from your surveys and provide your own views regarding the topic. Project details can be found in the individual project guideline on Canvas.

   KEEP IN MIND Language and Ethics: Your messages/words reflect YOU. Think about your audience and the relevance of your message before hitting the 'submit' button. Take time to make sure your message is correct in its form and content. You can do this by being concise and descriptive. Remember that the people in this class, including the professor, are someone like you, they deserve and appreciate respect.

Class Policies:
   Expectations:
   a. You will be responsible for checking Canvas, reading all articles and other class materials, contributing to class discussions, and completing assignments on time.

   b. You are expected to adhere to all relevant University rules and regulations and to follow the course syllabus and schedule.

Canvas Access Required:
a. All learning notes, announcements, assignments, etc. will be posted on Canvas. Be sure to check Canvas daily and if you do not, you may not receive important information that can affect your grade.

b. The course WEBSITE on UK's Canvas will provide:
   i. Syllabus, Readings, Supplemental materials
   ii. Grades
   iii. E-communications with instructors, teaching assistants, team members and fellow students

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity:
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on

which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability

services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Grading for Online Students:

This course is completely online and requires the completion of all assignments as listed. Your grade in this course will be based on the following components:

Undergraduate Grading

1.	Topic Leader	300 points	30%
2.	Discussions Board Participation	250 points	25%
3.	Project	350 points	35%
4.	Language and Ethics	100 points	10%
	Total	**1000 points**	**100%**

A = 900-1000; B = 800-899; C = 700-799; D = 600-699; E = below 600 points

Graduate Grading

1.	Topic Leader	300 points	30%
2.	Article Summary (2 summaries)	200 points	20%
3.	Discussions Board Participation	200 points	20%
4.	Project	200 points	20%
5.	Language and Ethics	100 points	10%
	Total	**1000 points**	**100%**

A = 900-1000; B = 800-899; C = 700-799; E = below 700 points

Mid-term Grade
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/content/academic-calendar).

Technology needed for this course:
The University of Kentucky strongly recommends that each student purchase a personal laptop computer or equivalent tablet device. A student's program requirements, budget, and preference should be the primary factors in choosing a laptop/tablet. Most laptops on the market will meet basic needs; however, UK offers a few guidelines. A student should also consider the major he or she will be pursuing, as some areas of study may have more stringent requirements than the recommendations listed below.

Minimum suggested laptop computer hardware:
- Processor: Dual Core 1.3 Ghz or higher
- RAM: 4 GB minimum (more preferred)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)

- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Mac 0S 10.7+ or Windows 7+)
- Up-to-date virus software, preferably installed before coming to campus
- Webcam (some laptops come with an integrated webcam and will not require an external device)
- Headphones or headset with microphone
- *Other helpful options:* DVD/CD drive/burner, external hard drive (for data backup/extra storage), wired usb mouse, and laptop security cable

Minimum suggested tablet computer hardware:
- Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
- Storage capacity: 32 GB or larger
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
- Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 7)
- *Other helpful options:* Adapters / Other Hardware.

Tips for Success:

a. Familiarize yourself with key deadlines, especially for the reading assignments, exams and the individual and team projects.

b. Keep in touch with instructor and your classmates by frequently checking your Canvas emails.

c. Ask for help if you need it. When you have a question, send an email to the Instructor or Teaching Assistant assigned to the course, and we will respond to you as soon as we can (usually within 24 hrs except weekends and holidays).

d. Work off-line and save your assignments on your computer before you submitting assignments.

Course Schedule*:

Week	Date	Topics and Assignments
1		Overview of the Course
2		Topic 1: Hotel Amenities
3		Topic 2: Destination Image and Branding Discussion Board 1
4		Topic 3: Service Climate
5		Topic 4: Customer Satisfaction Discussion Board 2
6		Topic 5: Customer Loyalty
7		Article Summary 1 – Graduate students only
8		Topic 6: Social Media Strategies
9		Topic 7: Internationalization of Hospitality Industry Discussion Board 3
10		Topic 8: The Influence of Culture on Customer Services
11		Topic 9: The Inbound Tourism in the United States Discussion Board 4
12		Topic 10: The Outbound Tourism of the United States Article Summary 2 – Graduate students only
13		Topic: The Development of Convention and Event Facilities
14		NO CLASS – Thanksgiving
15		Topic 11: Management of Mega Events: The Case of Olympics Individual Project is DUE.
16		Topic 12: Sustainability in the Hospitality and Tourism Industry
17		Discussion Board 5 Project Due

course schedule is subject to change at the discretion of the instructor and only if absolutely necessary

Article Review Worksheet with Example

Your Name:

Janel Simonsen

Article title and source (include all identifying information):

Summerville, J. & Johnson, C.S. (2006). Rural creativitiy: A study of district mandated
Online professional development. *Journal of Technology and Teacher Education,*
14(2). 347-361. Retrieved from Proquest February 14, 2007. (Proquest ID#
1017922101)

Background or introduction:

Summerville and Johnson discussed that in any school district there is a need for
professional development. In rural schools this is more difficult to provide for the teachers. The
idea of online professional development was mentioned at a professional development
committee meeting. "The committee believed that the online opportunity would allow teachers
to become more familiar with the technology they had available, help teachers better understand
the experience of students enrolled in online courses, and provide specialized training that would
not otherwise be available." (p.348). The teachers were provided with laptops, and they
possessed a wide range of experiences with technology.

Research question:

This article did not pose a research question. This study began as an idea for professional
development for teachers in a rural school. "In the spring of 2002, the professional development
committee and administrative team of a rural school district in the Midwest decided to
implement an online staff development learning opportunity. Each educator at the middle and
secondary education level would enroll in and complete one online course in his or her chosen
discipline." (p.347). A survey was conducted to examine the productivity of this endeavor and
plan future professional development plans.

Literature review:

The literature review followed the abstract at the beginning of the article. The authors
cited only a few references or prior studies at this point. One such citation from "Training"
magazine reported that "...money spent on employee training dropped approximately 6%" since
the 1990s and "web-based training increased from 48% of all computer-based training to 61% in
just one year (2002-2003)." (Gavin, 2003). According to Rodes, Knapczyk, Chapman, and
Haejin (2000) "...the population most in need of e-learning is 'continuing education students,

teachers in rural areas, and inservice personnel in need of professional development." These particular citations showed the importance that online learning is taking.

Method:

      The methodology of this study was divided into several categories within this article. The categories were as follows: subjects, technology training, online courses, instrumentation, and data collection. It was very well organized.

      The subjects were all teachers within the rural school district. They included 23 secondary teachers, two administrators, and one full-time tutor. "The school district would provide the technology, time, and money for the endeavor into online learning." They were all provided with a personal laptop and trained on how to use it. They were also trained in using e-mail and a local grading program. The participants were allowed to choose their own online courses to be completed by May. The only exceptions were those who took graduate level courses for credit. The instrument used was a 26 Likert-scale question survey with four short answer questions. A copy of the survey was provided in an Appendix. The survey was able to be completed by the teachers through e-mal or by hard copy. 88% of the participants completed the survey.

Findings:

      The authors of this article discussed their findings/results by giving attention to each specific question from the survey. They were very organized and detailed. I summary, they found that the first section titles "Course Effectiveness scored high marks. The participants felt that the syllabus accurately described the course and that the pace of the course was appropriate. They also felt that the assignments were reasonable. The two questions that received low scores related to student to students and instructor to student interaction. The second section titled "Instructor Effectiveness" received mostly positive comments. They felt that the class was well-prepared with a fair grading system; however they also felt that the instructors did not comment on their work in a constructive way or help them outside of class. The third section was titled "You as a Student". It was related to the effort that the teachers put forth in their courses. "Confidence in using the learned information was the highest rating in the section…" (p.353). Most of the participants agreed that they would consider taking another online course. The final section of the survey was "Support Services & Technology". "Respondents were able to use support services from the online provider, the professional development committee, and the technology support staff. Respondents also referred to other educators for assistance." (p.353).

      The successes of the online experience were discussed in four separate categories. The categories were as follows: flexibility of time, self-paced courses, viable content and information, and new ideas. Flexibility and working at their own pace were both mentioned as benefits of online learning. The concept of viable content and information scored high because the educators were allowed to choose their own course and provider. This allowed them to choose a topic related to their specific field or interest. Finally, the educators enjoyed that they could meet with colleagues to discuss and share new ideas.

Considerations for improvement were included in the authors' findings. The educators did not feel that they had enough information or knowledge to choose a provider of online courses. "A list of colleges with graduate level online courses would also be helpful as well as web addresses to online course offerings." (p.355). The hours that support staff was available was limited. The authors also felt that "An initial meeting with tech support could have provided an opportunity for educators to log in, try passwords, and choose the best browser for the online course." (p.356). Many of the educators worked on their coursework during their personal time. They would have liked to have more compensated time such as in-service days to complete research and assignments. They also would have liked more interaction from the instructors and fellow students.

Article conclusion:

"Overall, requiring educators to take an online course as part of staff development appears to have been a positive endeavor. In an environment where time is often an opponent and funding for staff development is scarce, it is important to find alternatives for providing training opportunities." (p.357). Future research should try to answer the following questions: "What types of information should be provided so that educators could make informed decisions about online courses?, "Should a 'starter' online course be provided before taking the required course?", and "How much time should be allotted for staff development?" (p.357). "It is the opinion of the authors of this article that online venues can provide ideal training alternatives for educators in rural or other districts who may not have access to the varied courses available in larger metropolitan areas." (p.358).

Good points of article:

I felt that this article was very precise and well organized. I also felt that the authors were very detailed in their background descriptions as well as their explanation of the methods, findings, and results of the study. I appreciated that they had a literature review to back up the importance of their study. The information in this article is very pertinent to today's learning environment and distance education.

Poor points of article:

There are only two issues that somewhat disappointed me. First, I felt that they should have stated a research question or a purpose for the study. I felt that it was put together last minute as a secondary item to the staff development. A study should begin with a question or problem rather than the method. Secondly, I would have liked the subjects to have been chosen randomly. The researchers cannot generalize their findings as well when all of the educators are from the same rural school district.

Rubric for Journal Article Review

	25	20	15	10	Your Score
Reference	- APA style is **Perfect** - Appropriate article selection	Minor edits needed – follow the details.	Major edits needed. Learn the details. -Sport vs. PE	- Does not follow APA style or -Inappropriate article selection	
Review of Article	Major points selected and discussed.	Same as 4, but selects couple minor issues or no supporting example explained	Does not focus on major issues	Missed the jest of the article.	
Writing	Clear articulate writing used. One or two minor edits needed to be a **perfect** paper! Keep up the great work!	Minor edits needed. Proof-reading will help you. Read aloud to yourself and or ask others to read it out loud to you.	Major edits needed. Get help so you learn the process. You will write a lot as a teacher - need to be a competent articulate professional.	Turns in something. Not college level work at all. Get help at the writing center.	
Organization of writing	Well organized. Parts listed on outline of article summary sheet are included. Discusses the major points in an order that makes sense, and closes with your thoughts.	Minor jumping around on points. Could be better with few minor moves.	Major jumping around on points made in review. Major organizational edits needed to articulate clearly.	No organizational thought demonstrated in writing of review, major points discussed in the article, or your thoughts and ideas.	
Your Thoughts	Articulates your thoughts on the article in clear manner. Discusses what you learned from reading the article or ideas you might use in the future.	Brief mention of thoughts, but did not elaborate. No mention of learning from reading the article.	Does not write any of your own thoughts or ideas about what is discussed in the article.		