I. Course Description:

This course offers a complete approach to the operation of resort properties. Beginning with the resort concept and the historical development of resorts, including cruise lines, ski resorts, theme parks, waterparks, and vacation ownership with domestic and international focuses, the course continues with the planning, development, management, marketing, and financial aspects of the resort business. The course also examines the future outlook for resorts and the impact of the condominium concept, timesharing, technological change, “green” initiatives, and eco-tourism.

Prerequisite: N/A.

TRVM 4317 will meet for 150 minutes per week for 15 weeks of the semester, plus a 2 hour final exam, fulfilling 15 contact hours required for a 3 credit hour lecture class. Students will also spend 90 total hours outside of class to prepare for exams, reading chapters, and assignments as described in the syllabus.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

PCOE Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

PCOE Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

Core Values

In the Perkins College of Education, we value and are committed to:

- academic excellence through critical, reflective and creative thinking
- life-long learning
- collaboration and shared decision-making
- openness to new ideas and innovation and change
- integrity, responsibility, diligence and ethical behavior
- and service that enriches the community.
Program Learning Outcomes:

PLO 1 – Resource Development: The Students will identify appropriate technology use and sustainability practices in the hospitality industry.

PLO 2 – Career Readiness: The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences and Hospitality.

PLO 3 – Financial Metrics: The student will calculate, interpret and understand key ratios, financial statements and budgets, related to the hospitality industry.

PLO 4 – Service Aptitude: The student will demonstrate positive service aptitude through transformational experiences.

Student Learning Outcomes:

The course objectives provide an opportunity for the student to:

• Identify the different types of resorts and trends that affect the operation and management processes.
• Develop or implement specific policies, procedures, or standards aimed at attracting specific target markets for each resort type.
• Coordinate training, supervising or directing customer service operations to maximize the guest experience.
• Identify contributors to effective site location and design elements that maximize resource utilization.
• Develop or implement activity programs based on location and season.
• Understand the correct procedures for purchasing, receiving, and storage of food and non-food items.
• Identify the correct procedures for cleaning, sanitizing, and maintaining equipment used in a hospitality establishment.
• Develop or implement sustainability plans to effectively manage and preserve the environment for a hospitality establishment.
• Identify finance and revenue management objectives for successful operations.
• Identify the responsibilities of management maintaining a safe work environment.

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/oie.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

EXAMS - 5 exams will be given covering material from the textbook, D2L Modules, and online experience. Each exam will be worth 100 points. Make-up exams will only be given for an excused absence. Scheduling is at the discretion of the instructor. Exams will be available on the assigned dates between 8:00am-11:00pm CST.

ASSIGNMENTS – You will have chapter assignments throughout the course covering social media customer reviews as they pertain to each resort category covered. You will then offer managerial recommendations on how to remedy the customer service/property complaint.

You will also have a major PowerPoint presentation on Unique Resorts from around the world.

INSTRUCTIONAL STRATEGIES – This class uses didactic (lecture) format with class discussions, group assignments, facility tours, hands-on experience, and web-based research.

TECHNOLOGY – Desire 2 Learn (D2L) will be used to post announcements, course grades, online assignments, and support information.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A</td>
<td>645-720</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B</td>
<td>573-644</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C</td>
<td>501-572</td>
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<tr>
<td>Exam 4</td>
<td>100</td>
<td>D</td>
<td>429-500</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>F</td>
<td>0-428</td>
</tr>
<tr>
<td>PowerPoint Project</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>120</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Modules</th>
<th>Assignments/Exams</th>
</tr>
</thead>
</table>
| 1     | July 8 – July 14 | Module 1| Chapter 1 Resorts: An Introduction  
|       |                  |         | **Student Introduction Assignment**  
|       | July 10          | Module 2| Chapter 2 Mountain-Based Resorts: Impact of Development  
|       | July 10          | Module 2| Chapter 3 Mountain-based Resorts: Managing the Operation  
|       | July 14          | Module 2| **Module 2 Discussion Assignment**  
|       | July 14          |         | **Exam 1 Ch 1-3 (8:00am-11:00pm CST)**  
|       |                  |         | **Week 2**  
|       | July 15 – July 21| Module 3| Chapter 4 Beach Resorts and Marinas: Impact of Development  
|       |                  | Module 4| Chapter 5 Beach Resorts and Marinas: Managing the Operation  
|       | July 17          | Module 4| **Module 3 Discussion Assignment**  
|       | July 17          | Module 4| Chapter 6 Golf/Tennis-based Resorts: Impact of Development  
|       | July 21          | Module 4| Chapter 7 Golf-based Resorts: Managing the Operation  
|       | July 21          | Module 4| **Module 4 Discussion Assignment**  
|       |                  |         | **Exam 2 Ch 4-7 (8:00am-11:00pm CST)**  
| 2     | July 22 – July 28| Module 5| Chapter 8 Resort Operations: Recreational Amenities  
|       |                  | Module 5| Chapter 10 Resort Operations: Guest Activities  
|       |                  | Module 5| Chapter 11 Resort Operations: Retail  
|       | July 24          | Module 5| **Module 5 Discussion Assignment**  
|       | July 24          | Module 5| **Exam 3 Ch 8, 10-11 (8:00am-11:00pm CST)**  
|       |                  |         | **Week 3**  
|       | July 29 – Aug 4  | Module 6| Chapter 9 Uniqueness of Timeshare Operations  
|       |                  | Module 6| **Module 6 Discussion Assignment**  
|       | July 31          | Module 6| Chapter 12 Spas, Pools, and Indoor Waterparks  
|       |                  | Module 6| Chapter 13 Specialty Resorts  
|       | Aug 4            | Module 6| **Module 7 Discussion Assignment**  
|       |                  |         | **Specialty Resort PowerPoint Presentation**  
|       |                  |         | **Exam 4 Ch 9, 12-13 (8:00am-11:00pm CST)**  
| 4     | Aug 5 – Aug 8    | Module 8| Chapter 14 Cruise Ships: Floating Resorts  
|       |                  | Module 8| Chapter 15 Casinos  
|       | Aug 7            | Module 8| **Module 8 Discussion Assignment**  
|       | Aug 8            | Module 8| **Final Exam (8:00am-11:00pm CST)**  

**FINAL EXAM – August 8, 2024 Online (8:00am-11:00pm CST)**

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Textbook**

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;  
2. Instruction evaluation purposes; and  
3. Making decisions on faculty tenure, promotion, pay, and retention.  
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance:** Attendance for an online class means consistent and meaningful participation in submitting required assignments and coursework. You must login and “Introduce” yourself in the Discussion tab to be counted for official attendance (if not, you may be dropped from the class).

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

• Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

• Other important course-related policies:
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

• On-campus Resources:
  o The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  o SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  o The Health and Wellness Hub “The Hub”
    Location: corner of E. College and Raguet St.
    • To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      ❖ Health Services
      ❖ Counseling Services
Student Outreach and Support
❖ Food Pantry
❖ Wellness Coaching
❖ Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
❖ Burke 24-hour crisis line 1(800) 392-8343
❖ National Suicide Crisis Prevention: 9-8-8
❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
❖ Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation:

• Code of Ethics for the Texas Educator:
  o The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
  o Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

• To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
  o Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
  o A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
    ▪ You enrolled or planning to enroll in an educator preparation program or,
    ▪ You are planning to take a certification exam for initial educator certification, and
    ▪ You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
  o You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
  o In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
  o Provide one of the following primary ID documents:
    ▪ Passport
    ▪ driver’s license, state or providence ID cards
    ▪ a national ID card, or military ID card to take the TExES exams
    ▪ YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If
you do not have legal documentation, you may want to reconsider your major while at SFASU.

- Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.
- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. Other Relevant Course Information:

UNIFORM/SUPPLIES: You must have reliable internet to complete the required coursework in a timely manner. Applicable work must be submitted in either Word or PDF format.

PROFESSIONAL STANDARDS

1. Students should prepare themselves adequately for each semester. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
3. Faculty are committed to provide information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and work with field supervisors.
4. If student dissatisfaction arises, the student’s request for a private conference/phone call with the professor serves is the first step toward resolution.