The Department of Administrative Sciences responds to the educational needs of students by providing practically focused, scholarly challenging, academic paths for students in industry specific and interdisciplinary programs. We design these programs to incorporate the technologies necessary so they can be delivered at times, places and in formats to meet a wide array of needs. Our teaching mission is to produce a student who is a critical thinker, broad in perspective, international in attitude, competent in communications, and skilled in the tools necessary to compete in his/her selected specialization.

Course Title: Economic Sustainability, Development and Competitiveness of a Tourist Destination

Semester: Summer I, 2013

Course Number: MET AD 657SA1

Blackboard ID: To access the course home page go to: http://blackboard.bu.edu/, Course: 11sum1metad657_a113sum1metad657sa1.

Professor: Dr. Robert Billington

Contact: Email: BVRI@aol.com
Office: 401 724 2200
Cell: 401 569 3244


Overview: This graduate course will enable the student to understand and learn how to develop and manage tourism destinations that have
the capability to perform effectively in an increasingly competitive international marketplace in ways that are environmentally, socially, and culturally sustainable.

Topics will include: the evolving nature of competition and sustainability; dimensions of competitive and sustainable destinations; positioning, branding & marketing the destination; developing destination products; quality of the visitor experience; destination E-business and information management; organizing for destination management; certification of tourism destinations; developing & implementing a model for economic sustainability; development and competitiveness of a tourism destination.

Objectives: After completing the course, students will have an understanding of how to discover the difficulties and opportunities of development and management of tourism destinations.

This course prepares graduate students for managerial positions with tourism companies and organizations at the national, regional, state, and local levels. It introduces an integrated approach for designing, developing and implementing a model for destination competitiveness, based on the highest international standards, criteria, and best practices for sustainable and competitive destination management.

Student’s basic understanding of the principles of corporate management will be segmented by additional exposure to the problems managers face in the process of clustering with local competitors and partners, where the creation of long-term prosperity of the destination is the foundation for the company’s advantage against the world’s best competitors. Special attention will be given to the process of developing and implementing of destination competitiveness models.

The enormity of the tourism system and the capability it has to strengthen or weaken a community’s economic, social, cultural, historic, educational, environmental, commercial and civic resources are discussed.

Credits: Four

Class Dates: May 21 through June 27, 2013

Class Day: Tuesday and Thursday 6 to 9 PM

Classroom: Boston University College of Arts and Sciences, 725 Commonwealth Ave - CAS B-14

Pedagogy: The pedagogical approach will be lectures and discussions, active participation, research papers, class presentations and field study if appropriate.
Boston University has a commitment to maintain high standards for oral and written communications. The Boston University degree is recognized worldwide to signify a high-level of academic achievement.

Papers and oral presentations must reflect a professional level of quality and pride in your work.

The appropriate writing format for this course is the American Psychological Association format. This is discussed on www.apa.org and in their APA Style Publication.

To learn more about APA format visit: http://owl.english.purdue.edu/handouts/research/r_aps.html.

Grading percentages:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>15%</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>1st Paper and Presentation</td>
<td>35%</td>
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<tr>
<td>2nd Paper and Presentation</td>
<td>35%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Class Attendance: Students are required to attend all classes. Class participation is assessed over the course of the semester. High-quality participation includes substantial contribution to course-related discussions, insights, presentations, questions regarding relevant topics, and critical interactions with other students.

Course Schedule:

May 21 Tuesday
Course Overview
Lecture and Discussion - Chapter 1 – Introduction to Destination Management – Guide to Destination Management

May 23 Thursday
Lecture and Discussion - Chapter 2 – The Strategic Foundations; Assessing the Situation and Setting a Vision, Goals and Objectives – Guide to Destination Management

May 28 Tuesday
Lecture and Discussion – Part 1 – Introduction - Indicators Guidebook
Student presentation – Part 2 - Indicators Development Process Steps 1-3 - Indicators Guidebook

May 30 Thursday
Lecture and Discussion - Chapter 3 – Positioning and Branding the Destination - Guide to Destination Management
Student presentation – Part 2 - Indicators Development Process Steps 4-6 - Indicators Guidebook
June 4 Tuesday
Lecture and Discussion - Chapter 4 – Marketing the Destination – *Guide to Destination Management*

Student presentation – Part 2 - Indicators Development Process
Steps 7-9 – *Indicators Guidebook*

June 6 Thursday
1st Student Presentations and Paper Submission

June 11 Tuesday
Lecture and Discussion Chapter 5 – Developing the Destination Products – *Guide to Destination Management*

Student presentation – Part 2 - Indicators Development Process
Steps 10-12 – *Indicators Guidebook*

June 13 Thursday
Lecture and Discussion - Chapter 6 – Insuring the Quality of the Visitor Experience – *Guide to Destination Management*

June 18 Tuesday
Lecture and Discussion - Chapter 7 – Destination E-Business and Information Management – *Guide to Destination Management*

June 20 Thursday
Lecture and Discussion - Chapter 8 – Organizing for Destination Management – *Guide to Destination Management*

June 25 Tuesday
Lecture and Discussion – Part 7 – Conclusions – *Indicators Guidebook*

June 27 Thursday
2nd Student Presentations and Paper Submission

**Part 2 Presentations:** Students will form teams of two to divide the 12 steps in the Indicators of development process (Part 2 of the Guidebook). Teams will present to the class an explanation of the steps.

**1st and 2nd Papers:** To familiarize students with the process of development and management of a sustainable and competitive tourism destination of a city, state, region or a country.

To provide students with the opportunity to understand a preliminary destination management plan;

To understand the environment as an essential step preceding the preparation of a destination management plan;
To effectively reinforce key concepts covered in this and other courses;

To stimulate students to expand their learning horizons through the identification of information documents required for completing the 1st and 2nd papers.

For the 1st and 2nd papers (7 to 9 pages), the student selects and rates a set of appropriate indicators as part of a general survey and competitive analysis of the tourism-related conditions in a selected destination using the text: *Indicators of Sustainable Development for Tourism Destinations, A Guidebook*, Part 6, Annex C1-C3).

Class presentations on both papers must be offered in class. Each presentation should consist of an 6 to 8 minute power point presentation and a 5 minute discussion.

Grading Rubric

Class Participation

Grade 90-100  
Takes initiative in raising issues and questions  
Often contributes to discussions  
Respects diverse opinions and incorporates them in judgments  
Displays insight and critical analysis skills  
Takes constructive criticism well

Grade 80-89  
Addresses issues and questions when called upon  
Sometimes contributes to discussions  
Respects diverse opinions, but seldom incorporates them into judgments  
Sometimes displays insight and critical analysis skills  
Takes constructive criticism with difficulty

Grade 70-79  
Seldom addresses issues and questions  
Seldom contributes to discussions  
Shows disrespect for diverse opinions  
Seldom displays insight and critical analysis skills  
Often defensive in response to constructive criticism

Grade 60-69  
Does not participate in class

Papers and Presentations

Grade 91-100  
Concepts are clearly described  
Presentation is logical and clear  
Use of media/graphics/illustrations/examples contributes substantially to the report  
The report has few or no errors in grammar, spelling and punctuation
The report addresses the subject or concept based on theory, research, and current practices

Grade 80-90  
Concepts are clearly described  
Presentation is incomplete but actionable  
Use of media/graphics/illustrations/examples contributes to the report  
The report has few errors in grammar, spelling and punctuation

Grade 70-79  
Concepts are unrealistic, trivial, and lack sufficient substance.  
Presentation is not logical and poorly presented  
Use of media/graphics/illustrations/examples does not contribute to the report  
The report has several errors in grammar, spelling and punctuation

Grade 60-69  
Late or no project or presentation handed in

Grade Conversion:  
98-100 points = A+
94-97  points = A
90-93  points = A-
87-89  points = B+
83-86  points = B
80-82  points = B-
77-79  points = C+
73-76  points = C
70-72  points = C-
69 and below = F

Additional Notes:  
Students are expected to read all assigned materials in advance of class for which the chapter is scheduled and be prepared to discuss the chapter.

It is expected that students will enrich our discussions by contributing from their own personal experiences and materials from sources other than those used in class.

Please inform me of any special needs or accommodations you may require to make your learning experience more valuable.

Students are encouraged to seek assistance from the professor when they are having difficulty with any aspect of the course.

This syllabus is a plan for conducting this course. Based on the needs of the class, the syllabus can change.

Presentations should use the technology available at BU and must also be submitted on paper.

Please inform me if you are not attending a class or will be late.
Student Academic Conduct Code:

All students entering Boston University are expected to maintain high standards of academic honesty and integrity. At Metropolitan College, the Student Academic Conduct Review Board, composed of students, faculty, and administrators, investigates all charges of academic misconduct brought against students.

In all charges of academic misconduct against a student, the student is entitled to full procedural fairness in any disciplinary proceedings. The Student Academic Conduct Code details the guidelines governing disciplinary proceedings. It also articulates the College’s philosophy of discipline, defines violations of the code, and enumerates penalties applicable under the code. It is your responsibility, as a student, to be aware of the code’s contents.

Please direct any questions about the Code to the Office of Undergraduate Student Services at metuss@bu.edu.

The Student Academic Conduct Code should be read in its entirety on the metropolitan College website at: http://www.bu.edu/met/for-students/met-policies-proceedures-resources/academic-conduct-code/

May 20, 2013