

# Instructionally Related Activities Funds Request Spring 2020

## ▼ Submitter

### Submitter Name

Donald Rodriguez

### Submitter Email

Donald.Rodriguez@csuci.edu

## ▼ 1. Basic Details

### Activity Title

The Natural and Cultural History of Costa Rica

### Activity/Event Date

5/27/20 - 6/6/20

### Date Funding Needed By

January 2020

### Previously Funded?

- ☐ No  
☒ Yes

## ▼ Previously Funded Proposal

### Semester/Year

Spring 2019

### Proposal # (if known)

1135

### Report submitted for previously Funded Activity?

- ☐ No  
☒ Yes

### Please upload a copy of the report

[IRA Report Spring 2019 Trip to Costa Rica\\_combined.pdf](#)

### Additional Report #1

[Roster for the Spring 2019 Costa Rica Trip.docx](#)

### Additional Report #2

[Photos for the Spring 2019 Costa Rica Trip.docx](#)

### Additional Report #3

## Additional Proposers

Dr. Allison Alvarado, Asst. Professor Biology

## Academic Program/Center/Organization Name

**Estimated total Course Fee revenue**

\$20, 374.00

**Amount Requested from IRA**

\$40, 626.00

## Estimated Number of Students Participating

20

### ▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

#### Brief Activity Description

Based at field research stations in Las Baulas National Marine Reserve, Monteverde Cloud Forest Reserve, La Selva Biological Reserve, and Cahuita National Park, participants will learn about and participate in a variety of coastal and interior conservation studies, featuring aquatic and terrestrial research. Students will also study the scholarship and the work of local authors to appreciate historical and cultural contexts of the conservation work. Students will also participate in a community-based restoration programs and consider the opportunities and dilemmas of ecotourism. This course will allow students to experience relationships between core facets of CSUCI's mission: interdisciplinarity, international and multicultural experience, and service learning. Moreover, students will participate in a learning community in which their own perspectives are both valued and challenged by others and by real-life situations. Writing will play a significant role in demonstrating learning outcomes both on campus prior to the trip and at various field sites during the trip.

Students will also have first hand experience with indigenous culture of Costa Rica while staying at a Bribri Village. Here students will learn about indigenous lifestyle and social structure, medicinal plant usage, traditional hunting techniques, and cacao production. This community is completely "off the grid" in a remote area of the country so the life experience is completely unique.

Please provide a list of administrative support work needed to fulfill the goals of the proposal. Indicate the estimated time of year and amount of time needed for each work item to the best of your ability:

#### Administrative Time

This course is totally supported by the CIA administrative staff. No IRA staff time is required. CIA staff support time is estimated at 40 hours.

### ▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

#### Learning Outcomes and Relation of IRA to Course Offerings

1. Demonstrate a knowledge of natural history and life history of Costa Rican flora and fauna as well as the biogeography/climate responsible for species distributions (ecological relationships, life zones).
2. Gain practical skills with field methodology and research techniques.
3. Understanding, interpreting and communicating science.
4. Articulating the subtle but important distinction between natural history and environmental science/human species interactions and how they impact one another (i.e. interdisciplinarity).
5. Understand the elements of international conservation (including habitat loss, endangered species protection, developmental pressure and tourism impacts, intersection of humans and wildlife).
6. Thought to action to reflection (experience the step-wise progression from concepts and theories to practical application) (i.e. experiential learning).

7. Demonstrate (develop) an understanding of the relationship between conservation initiatives and the local community (Bribri, park service, univ students).
8. Demonstrate a knowledge of cultural history and the role of indigenous people in contemporary society.
9. Develop an understanding and appreciation of how to be a responsible scientist and global citizen (etiquette).
10. Developing an active role in improving conservation in the country (service to promote active conservation and protection within the country).

The following is a list of course activities at each site visited during the trip with corresponding student learning objectives covered during each activity:

#### Site #1 Playa Grande and Las Baulas National Marine Park:

Students will be trained to actively monitor mangrove forest and wildlife in Las Baulas National Marine Park, which is on the Pacific coast. Monitoring modules include: mangrove condition and health, bird census (mist netting and point surveys), tourist surveys regarding crocodile safety, microplastic monitoring (fish and sand crabs), vegetative curtain monitoring for sea turtle conservation. All students will rotate through each monitoring module throughout the time in the reserve. Students will learn practical skills for conducting biological and environmental research as they participate in each project. Students will interact with park staff as they learn the research needs and priorities of the government agency. In a collaborative setting, CI students will also work closely with biology faculty and students from a Costa Rican university, who travel from the city to Las Baulas National Park specifically to collect data on these joint projects and to interface with our students. While providing a productive scientific atmosphere, this interaction also generates an enriching cultural exchange regarding social and environmental issues.

Student Learning Objectives addressed are: SLO#'s - 1, 2, 3, 4, 5, 6, 7, 9, and 10

#### Site #2 Monteverde (MV) Cloud Forest Reserve:

Students will experience the cloud forest reserve in Monteverde. This is a biological hotspot and world birding destination. Traveling up the mountain from the lowland dry forest of Playa Grande to high elevation, we pass through several of Costa Rica's life zones and habitat transformations. At the reserve, students will observe the unique flora and fauna of high elevation cloud forest; this extremely moist, lush setting is extremely welcoming after several days in Playa Grande's hot, dry environment. At the reserve, students will work with park staff at the reserve to engage in a service activity designed to help the short-staffed reserve. CI students will also gain first-hand exposure to the benefits ecotourism can bring to an entire community, since Monteverde has served for decades as a model for environmental engagement and consciousness by local farmers and ranchers. The local park staff will discuss the scientific research occurring within the park as well as the history and motivation behind establishing extensive reserve system which protects this rare habitat.

Student Learning Objectives addressed are: SLO#'s – 1, 3, 5, 7, 9, and 10

#### Site #3 La Selva Biological Reserve:

Students will get their first exposure to pristine tropical rainforest at the Costa Rica's eminent biological research station where distinguished academic scientists from around the globe mingle with post-docs, graduate students and undergraduates. This is not an ecotourism destination, and students are able to focus on the rainforest's incredible biological diversity from the lens of a scientist and naturalist. CI students will be exposed to long-term and short-term biological research projects across a range of subdisciplines (e.g. from mammals to insects to fungus). Although our time here is short, this location makes a lasting impression on CI students, especially those inspired to attend graduate school.

Student Learning Objectives addressed are: SLO#'s – 1, 3, 5, 7, 9, 10

#### Site #4 Yorkin Village/Bribri Community:

Students will gain an appreciation of indigenous (Bribri) people in Costa Rica. By living off the electrical grid within the village students will experience a deep immersion into the lives of these people. Bribri people have established a self-supportive community that grows their own food and markets cacao as a cash crop. Students will be exposed to the unique roles within this community including the role of the chief, the shaman (and the cultivation of medicinal plants), daily tasks such as hunting and gathering, fashioning palm fronds into roofing materials, and the role of women in the ecotourism enterprise. The relatively new role of ecotourism has evolved over the last 5 years and students will learn about this important new element that subsidizes the Bribri economy.

Student Learning Objectives addressed are: SLO#'s – 4, 5, 7, 8, and 9

#### Site #5 Cahuita and Limon Biological Reserve:

Students will be engaged in actively monitoring critical sea turtle nesting habitat in the Caribbean Ocean. The unique character of the Caribbean marine environment will provide a direct comparison to the management challenges faced on the Pacific side of the country (Las Baulas National Marine Park). Overall, this opportunity to participate in sea turtle conservation efforts on both coasts will help students see the differences and similarities between conservation strategies associated with protecting critically endangered species (e.g. Leatherback and Green Sea Turtles) across the

country.

Student Learning Objectives addressed are: SLO#'s – 1, 2, 4, 5, 6, 7, 9, and 10

Site #6 Pacuare River and Poas Volcano:

The role of ecotourism operators in promoting conservation and increasing ecological literacy with Costa Rican tourists will be a focal point of class discussions with the Explorador Tour Company along the Pacuare River. In this area of the country, the rafting guides have limited opportunities for employment and they share their perspective on the alternatives to working within the ecotourism industry (i.e. working in plantations of monoculture crops with heavy pesticide and fungicide usage). At our next stop, en route to Alajuela, the unique geology of Costa Rica will be the focus of the Poas Volcano tour. Costa Rica has several active volcanoes; these and other volcanoes create the backbone of the country and separate the Caribbean and Pacific slopes. These volcanoes serve to shape the surrounding landscape. The elevation diversity that volcanos provide plays a pivotal role in shaping biological diversity in Costa Rica as we observed different life zones. During the volcano tour, students will also gain first-hand exposure to successional stages associated with environmental disturbance, which is a fundamental theme in ecology with volcanoes serving as a classic example.

Student Learning Objectives addressed are: SLO#'s – 4, 7, and 10

Site #7 Braulio Carrillo National Park/Urban Protected Area (PA) tour:

Students will gain an appreciation for the challenge of managing protected areas that are proximate to urban environments. Similar to the Santa Monica Mountains here in Ventura County, Braulio Carrillo National Park is located near the capital city San José. Due to the urban setting, park personnel must manage a number of nonconforming uses that strain park resources. The important role these areas play in advancing conservation strategies and ecological literacy among urban residents are critical to insuring the protection of important natural resources. Students will also complete a service learning activity in the park related to trail maintenance.

Student Learning Objectives addressed are: SLO#'s – 1, 3, 4, 5, 7, 9, and 10.

#### ▼ 4. Activity Assessment

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.

**Please note that a report will be due at the end of the semester.**

##### **Description of Assessment Process**

There are numerous assessment elements integrated into the course. To be consistent with the writing intensive nature of these courses, students maintain a field journal with reflections on each course element. Students also write a reflective paper and a poem that captures their emotional responses to the trip. The culminating assessment of the course will be a poster session open to the university community in which students work in teams to represent the research they've participated in as well as their learning in other aspects of the course. Students will also be evaluated as to the quality and consistency of their participation in all aspects of the course (consistent with student learning outcomes). Examples of past posters and student reflection papers can be made available upon request (they actually accompanied the CIA application).

#### ▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you MUST use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

##### **Activity Budget**

Budget rev1\_2020.xlsx

#### ▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

### **Center for International Affairs Budget**

Budget rev1\_2020.xlsx

### **Copy of Center for International Affairs Proposal**

CIA proposal 2020.pdf

### **Course Syllabus**

392 Syllabus Costa Rica\_2020\_final.pdf

### **Certification**

☒ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

## **▼ 7. Sources of Activity Support**

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

### **Other Sources of Funding**

Students in the course will be charged a course fee that covers airfare and additional course costs (approx. \$1018/student=\$20, 374.00).

No formal support, but it's worth saying that our partner organization, The Great Basin Institute, contributes a great deal of staff time and expertise that is not reimbursed by the level of our funding. They view this as an outreach opportunity to expand their knowledge and connections internationally and to make a contribution to communities and ecosystems in Costa Rica. In addition, the faculty staff and students from Universidad Nacional in Costa Rica are not compensated for their time and effort through the grant.

## **▼ 8. Promoting Participation**

### **What is your intended audience and how do you intend to market this to your students?**

When this course has been offered in the past we used global emails, posted flyers, and color posters to solicit student involvement. It should be noted that this course has always had twice as many applicants as we have room to accommodate. Students were selected based on faculty referrals, personal statement of interest, and representativeness of a diversity of majors. In past offerings students were from Business, Psychology, English, Spanish, Liberal Studies, Communication, Biology, and ESRM disciplines.

### **If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?**

Since travel is occurring during Summer 2020, a campus wide poster session and student led symposium is being planned for Fall 2020. Students will show videos, and explain their research to the broader campus community and to the general public.

Students will advertise this session broadly on campus through posters, and flyers displayed across campus. This session facilitates recruiting the next cadre of students for the course in subsequent years. International Week and other campus events will also be targeted for poster/video display during the fall semester.

## ▼ 9. Approval and Acknowledgement

### Program Chair/Director

Patsch, Kiersten

### Dean

Wyels, Cynthia (Arts & Sciences)

**Program Chairs and Deans may inform proposer of any staffing capacity needs or limitations (optional comments below):**

### Conditions and Considerations

- ☐ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☐ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☐ **Field Trip:** Sponsor must comply with all policies found at:  
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☐ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☐ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☒ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☐ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☐ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

### Acknowledgement

- ☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate. Please note that late applications will not be reviewed by the committee.

## ▼ Chair Review

### Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

## Comments

 Kiersten Patsch

Oct 25 2019

## ▼ Dean Review

### Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

## Comments

Fantastic learning opportunity for the students who participate!

 Cynthia Wyels

Nov 22 2019