

**CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES**

**Course Title:** COSTA RICA COLLOQUIUM: HISTORY AND CULTURE

**Course code:** HUM 3513

**Total contact hours & credits:** 48 HOURS; 3 CREDITS

**MODALITY:** Presential, if required hybrid sessions might be included; online version of this course is also available.

**I. COURSE DESCRIPTION:**

If we do not know where we come from, we cannot know where we are going. This course provides a new way of learning: looking back, each one in his “back”, which allows to have more perspective on our daily walks in today's world. Sustainability is actually "a legacy for the future." Such true sustainability not only requires being aware of our past –our culture and environment, but occupies, now more than ever, an introspective look in time and space. The history of many countries of the Abya Yala (an old name of the American continent) is a vision of the agro-environmental history and culture. The history in Costa Rica is linked to the ways in which its people use their natural gifts. Only by deeply understanding such complex relationships, can we opt for a harmonious future that preserves our well-being –that of people and the planet.

The agro-environmental, socio-economic, and political features that have shaped and defined the history and development path of Costa Rica will be explored. The major social issues that have emerged to the present day will be uncovered to provide the student with an understanding of how Costa Rica’s present-day culture has been shaped. A culture that tries to follow a sustainability path; where the simplest way to define sustainability is to see it as the options of having a harmonious future with total well-being.

This course will provide students with an introduction to Costa Rican history and culture. Students will have the opportunity to explore 3 main areas: (i) the historical dynamics that have influenced contemporary Costa Rica’s cultural profile, (ii) the global and regional dynamics that have influenced the history and cultural development of Costa Rica, and (iii) Costa Rican characteristics in its present-day society and culture.

Learning the history of a country serves to delve into our own history and supports the continuous reconstruction and development of our own identity and humanity; for hence this course seeks to clarify the following question:

***How can I use (as a foreign student) the connection with Costa Rica local history and culture to make an introspection towards my own history and culture?***

**In order to answer this question, the following topics will be studied:**

- Costa Rican history, government, and politics
- Costa Rican economy in comparison with international data
- Class and community, education, and religion in the country
- Environment, health, and social issues in the country
- Family and leisure; arts and culture

**The acquirement of the following skills will be promoted during this course:**

1. Ability to explore the socio-cultural dynamics that affect human interactions.
2. Ability to open creativity channels to think in alternative ways.
3. Ability to apply frames and models that help the development of communicative competencies improving personal relationships.

**Besides, the following values and attitudes will be promoted among students:**

- ✓ Concern for learning to learn
- ✓ Systemic thinking
- ✓ Respect for diverse thinking
- ✓ Listening and communicational intelligence

## II. COMPETENCIES, CRITERIA AND EVIDENCE:

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. The headings included below, are the performance criteria for general and disciplinary competencies.

**Table 1:** General and disciplinary competencies and performance`s criteria and evidence for the *Costa Rican Colloquium* course.

COMPETENCIES TYPE	KEY COMPETENCIES	PERFORMANCE EVIDENCE
<p><b>Disciplinary</b></p> <p>Integrates knowledge and practice to develop successful communication processes, focusing on the understanding of the local culture.</p>	<ul style="list-style-type: none"> <li>▪ Analyzes the actors and contexts immerse in specific cultural and historical processes.</li> <li>▪ Analyzes historical topics considering the differences with contemporary ones</li> <li>▪ Discusses the differences between students´ own culture and specific issues about the culture of Costa Rica.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussions in class</li> <li>▪ Class Projects</li> <li>▪ City visits for developing experience sessions within the Costa Rican culture</li> </ul>

GENERAL COMPETENCIES	PERFORMANCE CRITERIA	PERFORMANCE EVIDENCE
Integrate knowledge and attitudes needed for learning in a continuous way through life, considering the development of society	<ul style="list-style-type: none"> <li>▪ Learn to learn</li> <li>▪ Discuss the cultural elements</li> <li>▪ Review personal reactions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Journal</li> <li>▪ Class discussions</li> </ul>
Develops the knowledge, skills and attitudes needed to learn how to communicate in an oral and written form.	<ul style="list-style-type: none"> <li>▪ Communicate thoughts in oral and written form.</li> <li>▪ Communication intelligence and abilities</li> <li>▪ Promotes introspection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Journal</li> <li>▪ Project /report</li> <li>▪ Presentations</li> </ul>
Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques	<ul style="list-style-type: none"> <li>▪ Relate with others.</li> <li>▪ Listen deeply.</li> <li>▪ Communicate thoughts in oral and written form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project/report</li> </ul>

### III. CONTENTS:

#### Unit I: A primer in Costa Rican History

- Indigenous and Colonial times: Cultural and values changes.
- Cocoa, coffee, cattle and banana histories and cultures.
- The cultural characteristics of the coffee oligarchy.
- The crisis cultures: social movements, the women's movement, the labor movement and the role of communism.

#### Unit II: Costa Rica – The 2<sup>nd</sup> Republic (No Army Birth and more)

- Civil War and the emergence of a new middle/business class. Democracy versus dictatorships in the Central American Region.
- Costa Rica demilitarization:
  - *How was that possible? and*
  - *What does it mean living without an army?*
- The 1980s economic crisis and generalizations about its social, cultural and environmental impacts.
- From Cocoa to Pineapple and Tourism – *The land as a main foundation of the Costa Rican development.*
- Costa Rica towards 2050, *are we heading towards the 3<sup>rd</sup> Republic?*

#### Unit III: Costa Rican Culture and Politics & Cultural Survival Tools

- Contemporary Costa Rica and its main cultural & historical figures.
- Globalization and cultures in crisis: Neoliberal individualism or a Post-modern participatory citizenship?
- The Costa Rican mainstream culture and common stereotypes.

- A culture of conservation/development: Overview of Sustainable development goals and of Tourism based on nature.
- Shaping cultural forces: Gender/Machismo; Religion/church; Time perception.
- Costa Rican CULTURGRAM.
- “Soy Tico” (song).

#### IV. METHODOLOGY:

The methodology of presential and/or blended modality sessions tied with collaborative and participative online and presential exercises, together with readings, discussions, lectures, assignments, and online research, will provide a clearer approach for personal and professional development where classes tend to be of an interactive nature, stimulating the collective construction of knowledge. Therefore, the students can recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course. Activities are planned at a basic and intermediate level, and they promote teamwork exercises in class, studies analysis, argumentative essays, and research projects.

The methodology of theoretical and some practical exercises (close or around campus), together with readings, discussions, assignments, and visits will provide a clearer approach for personal and professional development. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active; the teaching-learning process is collective and socialized, as it fosters social integration and enhances learning and respect.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Finally, the course wills intent to integrate an open opportunity to expand more awareness into the connection with the local history and culture as a means to apply introspection towards his/her own culture, contributing to the following learning strategies.

**Learning strategies:** The following learning strategies will be used:

**SHARING-INFO PRESENTATIONS:** Topics will be distributed among the students for their research and presentations to the class, in order to generate class interaction, discussions and more well thought of different topics. ***Two semi-formal oral presentations*** will be followed by class discussions, for which the students should be prepared to participate and bring information to it. Students choose among a list of selected topics and, also, they decide how to do their

presentations, with computer aid, or with a theatre rehearsal, or just using in a very well orderly way the whiteboard, among others. Each student will present two topics:

1. HISTORICAL FIGURES (see list in different document)
2. CULTURAL FIGURES AND FEATURES (see list in different document)

In each one, a book chapter or reliable reading -newspaper or journal-paper- is highly recommended.

**CLASS PROJECT:** A documentary research project is an academic product of this class. The student chooses a topic for the reflection on the concepts presented and discussed in class to go in depth in a specific topic of interest. The **document paper** is 7 pages (maximum); there is also a class session devoted to share this information by means of a **formal oral presentation** (a PPT, video or very well written Blog is required). The list of commonly chosen projects include: (1) Living without/with an army, (2) living surrounded or close to nature vs. far from nature (parks, pets, etc.), (3) the challenge of speaking in Spanish, (4) safety issues in urban/countryside areas, (5) gender issues (women, LGTBQ, indigenous groups), (6) getting in touch with my own history, starting from learning the history of a foreign culture, (7) Costa Rica: The Pura Vida lifestyle, (8) immigration issues in Costa Rica.

**PERSONAL EXPERIENCES.** A learning Journal is developed by each student as a document that contains her/his experiences in the country and /or by means of this class. It is as a type of personal journal to be done during the length of the class, along the whole term. It is an instrument for the reflection of learned concepts and experiences of each student. It should show challenges and reactions to class activities and to the Costa Rican cultural journey, and their learnings on favorite places (visited in presence or online) or situations. In addition, at least, two outdoor activities or Costa Rica learned experiences' sessions will be included for students to reflect on their learnings about the Costa Rican culture. These are supported by an observation guide, where cross-cultures will be assessed by means of a Participation Report, where students will **fill in a template/questionnaire** and then **share their results** to the class. There is a class session devoted to share the personal experiences information by means of an **oral presentation** (PPT recommended for the personal journals).

☛ **More detailed information about all these class presentations is included in separate documents that you can access in Canvas.**

**Educational resources:** In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available:

- An updated bibliographic database
- Multimedia equipment that students can use for their individual presentations
- Whiteboards and other school equipment (both online and physically) for weekly sessions, and
- Readings provided by the educator or found by students in their own independent research guided by professor.

All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship.

Some classroom lessons may be complemented by city fieldtrips (Museums' visits for example, if possible, taking into account current health situation), which account as a practical class. For 60 hours classes, fieldtrip costs are included. For 48 hours classes, usually one till a maximum of three close-by, inside university (labs and others) or city locations are chosen; whenever necessary students will need to bring money for paying public transportation means, and entrance-fees if those are needed (some places can be visited for free). The Costa Rica Colloquium course is a 48 hours-class.

During independent work periods students will be able to attend the institution (physically if needed, online always). Students have access to the institution's library during opening hours, also they can access the online library and, besides, when needed they can access study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors and staff throughout the campus. The Wi-Fi connection gives students the possibility to work not only in the library or computer labs, but also around campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses and always ensure seamless and effective communications between the student and professor through an app center. The professor will make available to students, through the CANVAS platform, the presentations, videos, readings, and other material used during class. TEAMS platform is also at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses and always ensure seamless and effective communications between the student and professor through an appcenter, and other ICT and multimedia tools.

#### V. **LEARNING EVALUATION:**

Evaluation by competencies is the process by which evidence is collected and an opinion is given, having in consideration the pre-established criteria. There are rubrics that give a quantitative and qualitative description of the student development. In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

***General format for all written assignments:*** Even though a specific rubric is provided for each assignment, the general format for all written assignments includes:

- Header with name, class and date
- Letter size page
- Arial 11 and double spacing
- Margins 3x3 centimeters
- APA format for bibliography sources.

Also, the following items will be considered for all of the presentations:

- Preparation, and content
- Organization and style
- Student’s critical opinion and punctuality.

Whenever required, assignments should be submitted electronically through Canvas platform or can be sent directly to: [itorrealba@veritas.cr](mailto:itorrealba@veritas.cr).

**Table 2:** Evaluation of the “Costa Rican Colloquium” Course.

LEARNING EVALUATION ITEMS	PERCENTAGE VALUE
<p><b><i>Sharing information 40 (individual presentations – just pptx but well founded in bibliography):</i></b></p> <ul style="list-style-type: none"> <li>▪ Historical figures presentation</li> <li>▪ Cultural figures presentation (Connected with reliable sources of information: book chapter, journal paper, magazine article)</li> </ul>	<p>20%</p> <p>20%</p>
<p><b><i>Class project (30) (may be in small groups of 2-3 people):</i></b></p> <ul style="list-style-type: none"> <li>▪ Paper – An argumentative essay (doc)</li> <li>▪ Project Oral Presentation (ppt) (Connected with reliable sources of information: book chapter, journal paper, magazine article)</li> </ul>	<p>20%</p> <p>10%</p>
<p><b><i>Personal experiences (30):</i></b></p> <ul style="list-style-type: none"> <li>▪ Journal excerpts’ presentation tied with their favorite place/experiences while here</li> <li>▪ Participation Report of experience’s sessions</li> </ul>	<p>10%</p> <p>20%</p>
<b>TOTAL</b>	<b>100%</b>

## RUBRICS

### 1) Rubric to evaluate class-learning activities along unit 1 (40%)

#### Competences to be achieved along Unit 1:

- Student analyzes the actors and contexts immerse in specific cultural and historical processes.
- Student analyzes historical topics considering the differences with contemporary ones.

<b>RUBRIC FOR THE «SHARING-INFORMATION» PRESENTATIONS</b> (2 presentations; 20 points each one= 40)					
INDICATOR	EXC (10)	VG (9-8)	SUF (7)	INS (6 or less)	COMMENTS
Creativity: A well thought presentation is prepared including creative pictures or ideas.					
Communication/description: A good description of the issue is included					
Complete information + Sources of information: Complete information about the topic supported with the sources of information used is shown in the presentation					
Quality of the presentation: The presentation denotes very good quality regarding the topic shown.					
<b>TOTAL</b>	<b>20 points x 2 presentations: 40%</b>				

Along this unit couple of presentations should be done, one about a historical figure, and another one about a cultural figure and features. There is a list of each topic in Canvas, and also, there is a detailed document already uploaded in Canvas, a Presentation's Guideline, which also form part of this syllabus.



## 2) Rubric to evaluate class-learning activities along unit 2 (30%)

### Competences to be achieved along Unit 2:

- Student discusses the differences between students' own culture and specific issues about the culture of Costa Rica.
- Student integrates knowledge and practice to develop successful communication processes, focusing on the understanding of the local culture.

RUBRIC TO EVALUATE THE CLASS PROJECT ORAL PRESENTATION (Class Project presentation; 10 points)					
INDICATOR	EXC (10)	VG (9-8)	SUF (7)	INS (6 or less)	Comments
<b>Contents</b> <ul style="list-style-type: none"> <li>▪ A general introduction</li> <li>▪ An explanation of the topic and</li> <li>▪ Final considerations are included (1 point each; 3 points)</li> </ul>					
<b>Preparation</b> <ul style="list-style-type: none"> <li>▪ The quality and quantity of information provides evidence to support his/her arguments in his/her responses to class discussion.</li> <li>▪ Pictures are included ((figures, graphics or other for the class project). (1 point each; 2 points)</li> </ul>					
<b>Learning evidence</b> While the presentation has a creative and clear approach, the student articulately expresses the knowledge obtained during his/her work. <ul style="list-style-type: none"> <li>▪ This is shown by including 5 slides where the students develop his/her main topic addressed in the project. (1 point each; 5 points)</li> </ul>					
<b>Total</b>	<b>10%</b>				

RUBRIC TO EVALUATE THE ESSAY (20%) (Class Research Project)					
INDICATOR	Exc. (10)	V. G. (9-8)	Sufficient (7)	Insufficient (6 or less)	COMMENTS
Introduction with purpose, general presentation of the subject and clear objectives.					
The main idea names the topic of the essay and outlines the points to be discussed.					
At least one consistent, serious and convincing personal contribution.					
Arguments and secondary ideas are presented in a logical order that makes the author's ideas easy to follow.					
Word order or structure in sentences is logical.					
All ideas presented are related to the topic; and those are presented with clarity and objectivity (without repeating them and without gaps).					
Did not use copy and paste.					

Solid conclusion that leaves the reader with a clear idea of the author's position.					
Meets format requirements					
Information sources are varied and multiple. Sources are reliable and contribute to the development of the subject.					
<b>Total</b>	<b>20%</b>				

### 3) Rubric to evaluate class-learning activities along unit 3 (30%)

#### Competences to be achieved along Unit 3:

- Student analyzes himself or herself as an actor immersed in a specific cultural and historical context, perceiving deeply the differences between his/her own culture and the culture of Costa Rica, and understanding better the Tico-local culture.

<b>RUBRIC TO EVALUATE THE CLASS JOURNAL PRESENTATION</b> (Journal Oral Presentation; 10 points)					
INDICATOR	EXC (10)	VG (9-8)	SUF (7)	INS (6 or less)	Comments
<b>Contents</b> <ul style="list-style-type: none"> <li>▪ A general introduction</li> <li>▪ An explanation of the topic and</li> <li>▪ Final considerations are included (1 point each; 3 points)</li> </ul>					
<b>Preparation</b> <ul style="list-style-type: none"> <li>▪ The quality and quantity of information provides evidence to support his/her arguments in his/her responses to class discussion.</li> <li>▪ Pictures are included (favorite place for the journals, others). (1 point each; 2 points)</li> </ul>					
<b>Learning evidence</b> <ul style="list-style-type: none"> <li>▪ While the presentation has a creative and clear approach, the student articulately expresses the knowledge obtained during his/her work; this is shown by means of the presentation of 10 journal excerpts/concepts or ideas developed along student stay in Costa Rica.</li> <li>▪ 10 excerpts from students' journal or from student's project will express the learning experiences obtained throughout the whole term in the journal case (1/2 point each; 5 points)</li> </ul>					
<b>Total</b>					

RUBRICS TO EVALUATE THE STUDENTS 'CULTURE EXPERIENCES AND THE PARTICIPATION REPORT TEMPLATE (20%)					
INDICATOR	Excellent (4)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	COMMENTS
1. Development and instructions' follow (a template report is filled)					
2. Demonstrates understanding of the instructions given (a template report is filled)					
3. Practice requirements are included and solved (a template report is filled)					
4. While in classes student demonstrates interest and pays attention, the report presented shown that student applies the ideas studied in class.					
5. Along the whole class, student shows a good attitude while his/her attendance is excellent					
<b>TOTAL</b>	<b>20</b>				

#### VI. MAIN BIBLIOGRAPHY:

- Alfaro-Córdoba, A. (2018). *Contested identities in Costa Rica: Constructions of the Tico in literature and film*. Liverpool: Editorial Universidad de Liverpool, 2018. *Anuario de Estudios Centroamericanos, Universidad de Costa Rica, 44: 1-4*.
- ESTADO DE LA NACIÓN. (2020). *Informe Estado de la Nación en Desarrollo Humano Sostenible 2019*. San José: Programa Estado de la Nación.
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- INSTITUTO DE ESTADÍSTICA Y CENSO. (2018). *Costa Rica en Cifras 2018*. San José: Instituto Nacional de Estadística y Censo.
- Martínez-Gutiérrez, B. (2016). *Cronología de la educación costarricense*. San José: Imprenta Nacional de Costa Rica.
- MINISTERIO DE PLANIFICACIÓN NACIONAL Y POLÍTICA ECONÓMICA. (2018). *Costa Rica post 2030, principales retos al 2050*. San José: MIDEPLAN, Unidad de Análisis Prospectivo y Política Pública.
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- mejoramiento de la conciencia ambiental de Costa Rica**. San José: MINAE, SINAC, JICA, Hernán González, Darío Aramburo Rojas: Coordinador: Masaki Osawa.
- Torrealba, I. (2017). **Un legado escondido en las memorias del tiempo: Historia ambiental del Principado de San Miguelito de Barranca. Premio Jorge Volio en Ciencias Sociales 2016**. San José: Colegio de Licenciados y Profesores de Costa Rica, disponible en <https://www.researchgate.net/publication/317813667>.
- UNITED NATIONS DEVELOPMENT PROGRAM (2018). **Human Development Indices and Indicators, 2018 Statistical Update**. Washington, D.C.: Communications Development Incorporated.

**Complementary bibliography:**

- Alvarengo-Venutolo, P. (2000). **Trabajadores Inmigrantes en la Caficultura. Cuaderno de Ciencias Sociales; No. 116**. San José: FLACSO.
- Bethall, L. (ed.) (1990). **The Cambridge History of Latin America. Vol VII**. New York: Cambridge University Press.
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- Clark, M. A. (2001). **Gradual Economic Reform in Latin America: The Costa Rica Experience**. New York: State University of New York
- Chomsky, N. (1985). **Turning the Tide: US Intervention in Central America and the Struggle for Peace**. Boston: Pluto Press, South End Press, Boston.
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- Hiltunen-Biesanz, M., R. Biesanz & K. Zubris-Biesanz. (1999). **The Ticos: Culture and social change in Costa Rica**. Colorado: Lynne Rienner Publishers.
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- Wilgus, A & D'eca, R. (1966). **Latin American History: A Summary of Political, Economic, Social, and Cultural Events from 1492 to the Present**. New York: Barnes and Noble.
- Vega-Jiménez, P. (2006). **Con Sabor a Tertulia: Historia del Consumo del café en Costa Rica (1840-1940)**. San José: Editorial Universidad de Costa Rica.
- Zeledón-Cartín, E. (2013). **Biografías de costarricenses (1ª edición)**. San José: Editorial Universidad Nacional de Costa Rica.

VII. **CHRONOGRAM:**

- The time organization of the class will depend on if it is an intensive (summer term of five weeks) or a regular class (fall and spring term are of 12 weeks with a couple of sessions per week, each one of 2 hours).
- A detailed chronogram specifying all the lectures and students' activities and assignments is provided at the beginnings of each term.

<b>GENERAL DRAFT CHRONOGRAM</b>		
<b>SESSIONS</b>	<b>THEME</b>	<b>STRATEGIES</b>
<b>Week 1</b> Sessions 1-2	<i>C.R. intro</i>	Class Introduction Syllabus & discussion Unit 1 Lecture, activities, and class discussion
<b>Week 2</b> Sessions 3-4	<i>History: A Primer</i>	Unit 1 Lecture Activities & class discussion
<b>Week 3</b> Sessions 5-6	<i>History: A Primer</i>	Unit 1 Lecture Activities & class discussion
<b>STUDENT'S PRESENTATIONS ABOUT HISTORICAL &amp; CULTURAL FIGURES</b>		
<b>Week 5</b> Sess. 9-10	<i>20<sup>th</sup> &amp; 21<sup>st</sup> Centuries</i>	Unit 2 Lecture Activities & class discussion
<b>Week 6</b> Sess. 11-12	<i>20<sup>th</sup> &amp; 21<sup>st</sup> Centuries</i>	Unit 2 Lecture Activities & class discussion
<b>Week 7</b> Sess. 13-14	<i>20<sup>th</sup> &amp; 21<sup>st</sup> Centuries</i>	Unit 2 Lecture Activities & class discussion
<b>STUDENT'S PRESENTATIONS ABOUT CLASS PROJECT</b>		
<b>Week 9</b> Sess. 17-18	<i>Shaping Costa Rica</i> <i>Culture and Politics</i>	Unit 3 Lecture Activities & class discussion
<b>Week 10</b> Sess. 19-20	<i>Costa Rica Nowadays:</i> <i>Culturgram</i>	Unit 3 Lecture Activities & class discussion
<b>Week 11</b> Sess. 21-22	<i>Costa Rica Nowadays:</i> <i>Culturgram</i>	Unit 3 Lecture Activities & class discussion
<b>STUDENT'S PRESENTATIONS ABOUT THEIR JOURNALS &amp; SHARING THEIR PARTICIPATION REPORTS – INSTROSPECTION &amp; COURSE'S EVALUATION</b>		

### VIII. COLLEGE POLICIES AND GENERAL REMARKS (physically present)

ITEMS	OBSERVATIONS
General remarks	The student must comply with the provisions of the Student Regime Regulation (“REGLAMENTO DE RÉGIMEN ESTUDIANTIL”) of the Veritas University. The rulebook is available for downloading at <b><a href="http://autogestion.veritas.cr/">http://autogestion.veritas.cr/</a> and download it.</b>
Audience	This course is structured for International Students attending the Study Abroad program at Universidad VERITAS.
Attendance policy  <i>CHECK: RUBRIC</i>	Students are only allowed a total of 2 nonconsecutive (back to back) absences. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.
Professors can expel a student from classroom if:	He or she: 1) Is disruptive in the classroom. 2) Behave in a disrespectful way. 3) Is under the influence of alcohol or even smell like alcohol. 4) Is under the influence of any illegal drug. 5) Shows hygiene problems that may disturb other students.
Electronic devices use  <i>CHECK: RUBRIC</i>	The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

**IX. COLLEGE POLICIES AND GENERAL REMARKS (online class)**

<b>ITEMS</b>	<b>OBSERVATIONS</b>
General remarks	The student must comply with the provisions of the <b>NETIQUETTE RULES</b> (at CANVAS) and the <i>Student Regime Regulation</i> of the Veritas University. The rulebook is available for downloading at <b><a href="http://autogestion.veritas.cr/">http://autogestion.veritas.cr/</a> and download it.</b>
Audience	This course is structured for International Students enrolled at the Study Abroad program at Universidad VERITAS.
Attendance policy for synchronic online sessions	Students are only allowed a total of 2 nonconsecutive (back to back) absences. Late arrivals are treated as one absence unless they connect non-synchronously. If a student tends to be late for class, they will lose 25% of total grade. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in synchronic classes unless the student fills all the requirements when connected non-synchronously. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment.
Professors can expel a student from online classrooms if	He or she: 1) Is disruptive in the classroom. 2) Behave in a disrespectful way. 3) Is under the influence of alcohol. 4) Is under the influence of any illegal drug. 5) Shows problems that may disturb other students.
Electronic devices use	The use of cell phones, smart phones, or other mobile communication devices is allowed at online classes when professor requires to use it. Devices, other than computer and internet connection required, may be used <b>ONLY</b> when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the online class for the remainder of the class period.