

**Proposal**  
For A Degree Level  
**Tourism Bridging Program**  
That Bridges  
**Graduates of Related Business, Tourism & Hospitality**  
**Diploma Programs**  
Into  
**Humber's Baccalaureate in Tourism**

*April, 2006*

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## Abstract:

This proposal recommends the implementation of a one-semester, baccalaureate-level Bridging Program through which qualifying Business, Tourism and Hospitality Diploma graduates can enter the 3<sup>rd</sup> or 4<sup>th</sup> years of Humber's Tourism Management Baccalaureate. The Bridging program accepts qualifying graduates of 2-year Diploma Programs in 'Tourism & Hospitality Management', 'Business Management', 'Hotel & Restaurant Management', and 'Tourism & Travel' and the 3-year 'Business Administration' diploma program. Eligible graduates must have a 75% GPA in the final year of their diploma program, and have met the required Math and English prerequisites or acceptable equivalencies. The proposed Bridging curriculum covers the skill, knowledge and content shortfalls for professional and breadth studies identified through a formal 'program outcome gap analysis' process. This proposal represents an improvement over the "2 for 3" credit transfer ceiling contained in the Port Hope Accord.

The proposed curriculum includes up to 3 linked breadth half-courses in which students demonstrate baccalaureate level research, critical analysis, logical argument and writing skills. Business diploma graduates must successfully complete the degree level Introduction to Tourism and Hospitality Industries course to learn the missing corporate structure, product and market context of the tourism sector. Hospitality and tourism diploma graduates must successfully complete the intensive Business Theory and Case Tutorial which focuses on theory and applications gaps related to accounting, business law, business systems and organizational behaviour. The latter is proposed as a tutorial, reading, collaboration and case based course that provides the flexibility to accommodate qualified graduates of related diploma programs from other jurisdictions. Finally, Bridging students must complete a Major Research Paper which demonstrates that they have the research, analytical and writing skills appropriate for direct entry into the baccalaureate program. Samples of this student work will be held on file to provide evidence of transfer student capability.

The methodology for developing this program is explained in some detail.

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## 1. Introduction:

As stated in Humber's formal proposal for Institute of Technology and Advanced Learning (ITAL) status, this college is committed to providing students with greater flexibility to pursue a variety of lifelong educational pathways. A critical part of this commitment is barrier-free transferability between diploma and degree programs – an objective advocated by the Council of Ministers of Education -- Canada.

In the absence of common or equivalent curriculum, one rarely finds one-for-one equivalency between baccalaureate and diploma learning outcomes. Recognizing this, Ontario universities typically compromise by allowing some 'block credit' for a limited number of similar diploma courses – particularly those in the Humanities. This report identifies the actual program learning outcomes gap between an applicant's related diploma and degree studies. It recommends that diploma-to-degree transfer be facilitated through a combination of (a) block credit transfer for equivalent prior learning and (b) a Bridging Program to fill the 'learning outcomes gaps'. This allows qualifying transfer students graduating from 2-year related diploma programs to meet the baccalaureate standards in 5 additional academic semesters. Qualifying graduates from the 3-year Business Administration Diploma Program can meet the baccalaureate requirements in 3 additional academic semesters.

This proposal addresses three issues:

- First, it uses a program-level "learning outcomes gap analysis" to identify the skills and knowledge gap between each related diploma and Humber's Baccalaureate program in Tourism Management. In addition, it addresses the transfer of breadth credits from the perspective of PEQAB's content requirements.
- Second, it recommends an intensive, one-semester, baccalaureate-level program to bridge qualifying related diploma graduates into the Tourism Management Baccalaureate program with the maximum justifiable recognition of prior learning.
- Third, it states the policies which have been put in place to ensure the credibility of the Baccalaureate program.

This proposal conforms to the college's updated transfer policies, follows relevant PEQAB requirements and has been developed in consultation with the related diploma and baccalaureate faculty and the Chairs of the college's Academic Policy Committee and Degree Council.

## **2. The Process for Identifying the Difference Between the Related Diploma Programs and the Baccalaureate in Tourism Management:**

The Baccalaureate in Tourism Management takes a cross-disciplinary approach which complicates the traditional course-to-course comparison method of assessing academic credit equivalency. While course-to-course comparisons can provide evidence of rigour in the credit granting process, Prior Learning and Assessment (PLAR) literature recommends the comparison of program learning outcomes. The latter approach has the advantage of avoiding the inflexibility and potential unfairness of granting academic credit solely on a course-to-course basis.

The process adopted to assess the differences between the related Diplomas and the Degree program involved:

- a) Establishing that the Bridging Program admission requirement is a 75% GPA in the final year of the related diploma program. (See Appendix A for Humber's Transfer and Bridging Policy.)
- b) Comparing the baccalaureate program learning outcomes with those of each of the related diploma programs and identifying the 'learning outcomes gaps' in terms of skills and knowledge (Appendix D). The report also compares curriculum breadth from a content perspective (Appendix H).
- c) Developing a baccalaureate-level Bridging Program curriculum that will (i) bridge the learning outcomes gap up to the point of transfer, (ii) confirm each student's ability to handle the baccalaureate program at the level into which they will transfer and (iii) ensure that baccalaureate breadth requirements are met.

The gap analyses compare the updated program learning outcomes for each of the related diploma programs (Appendix B) with Humber's Baccalaureate in Tourism Management. (Appendix C). The provincial standard for generic skills requirements (listed in Appendix B) have been incorporated into the gap analysis (Appendix D).

Additionally, Humber has adopted a "course-by-course" and "content" methodology to grant baccalaureate credits for general education offered as part of diploma curricula. Each decision follows the process outlined in Appendix F. The breadth block transfer proposal is developed below in more detail and summarized in Appendix H.

## **3. The Differences in Learning Outcomes Between each of 5 Related Diploma Programs and the Humber Baccalaureate in Tourism Management:**

The learning outcomes for the following diploma programs are summarized in Appendix B:

- For the Tourism & Hospitality Management Diploma Program
- For the Hotel & Restaurant Management Diploma Program
- For the Tourism & Travel Diploma Program
- For the Business Management Diploma Program

- For the Business Administration Diploma Program

Each of these diploma outcomes have been compared to the learning outcomes for the Degree in Tourism (Appendix C) and the results of each gap analysis is summarized in chart form in Appendix D.

### **3.1 The Gap Between Each of the Learning Outcomes of the 2-Year Tourism and Hospitality Related Diploma Programs and the Baccalaureate in Tourism Management:**

The diploma-to-degree learning outcomes gaps were assessed separately for 'Tourism & Hospitality Management', 'Hotel and Restaurant Management' and 'Tourism and Travel'. These analyses (summarized in chart form in Appendix D) identified a number of gaps between the diploma graduate and a student completing the second year of the baccalaureate.

- Economics:
  - Diploma graduates have not taken *Microeconomics* or *Macroeconomics*. A firm grasp of economics principles is seen as a prerequisite for 3<sup>rd</sup> and 4<sup>th</sup> year baccalaureate study.
- Statistics:
  - Diploma graduates lack the research, statistical and analytical skills expected of 3<sup>rd</sup> and 4<sup>th</sup> year baccalaureate students.
- Accounting and Finance:
  - While diploma graduates understand the basic accounting cycle and documentation, gaps relate to the budgeting process, corporate ownership obligations and practices, capitalization, cash flow analysis and statements, and financial statement analysis.
- Canadian Business Law:
  - All transfer students from these programs need a greater understanding of the provisions and applications of the Travel Industry Act, the Innkeepers Act, and the Ontario Compensation Act. Additionally, they need to understand business law related to real estate acquisition, leasing and ownership and trade mark issues.
- Business Systems
  - Critical gaps relate to business-to-business and business-to-consumer business systems.
  - The application of telecommunications and networks to the provision of global tourism services is required

- Organizational Behaviour:
  - While graduates of these three programs have an operating understanding of human resource management, they lack the theoretical underpinning of organizational behaviour. The gap includes perception, personality, emotion and judgment in management, social identity theory, stereotyping and discrimination, organizational culture and values, effective leadership behaviours, organizational design and structures, managing organizational change, and motivation.
- Global Geography:
  - 'Tourism & Hospitality Management' and 'Hotel & Restaurant Administration' graduates lack an understanding of the global geographical context in which the tourism sector interacts and delivers its services. Global geography, however, is a major focus on the 2 year 'Tourism and Travel Diploma' program.
- Breadth:
  - Block transfer and bridging implications are discussed in section 4 below and summarized in Appendix M.

### **3.2 The Gap Between the Learning Outcomes of the 2-Year Business Management Diploma Program and the Baccalaureate in Tourism Management:**

The gap analysis summary (Appendix D) shows significant knowledge and skill gaps between diploma graduates and 2<sup>nd</sup> year baccalaureate program completers. These gaps occur in 4 critical areas:

- Global Geography:
  - Business Management graduates lack the geographical, economic, cultural, and social foundations of tourism and an understanding of the regional political, economic and environmental implications of tourism.
- An Overview of the Tourism Business Sector:
  - Business Management Diploma graduates lack an understanding of the scope, products, services, corporate structures, supply and service chains and markets of the Tourism Industry sector.
- Macroeconomics:
- Statistics:
  - Diploma graduates lack the research, statistical and critical analysis skills expected of 3<sup>rd</sup> and 4<sup>th</sup> year baccalaureate students.

- Breadth:
  - Breadth requirements and gaps are discussed in section 4 below and summarized in Appendix H

### **3.3 The Gap Between the Learning Outcomes of the 3-Year Business Administration Diploma Program and the Baccalaureate in Tourism Management:**

The comparative analysis of the learning outcomes mastered by a 75% GPA graduate of the 3 year Business Administration Diploma Program and a successful end-of-third-year Tourism Baccalaureate student shows some significant gaps. These gaps fall into 4 areas summarized as follows:

- Global Geography:
  - Business Administration graduates lack the geographical, economic, cultural, and social foundations of tourism and an understanding of the regional political, economic and environmental implications of tourism.
- An Overview of the Tourism Business Sector:
  - Business Administration graduates lack an understanding of the scope, products, services, corporate structures, supply and service chains and markets of the Tourism Industry sector.
- Research Methods:
  - 3-year Business Administration diploma graduates have a good understanding of statistical methods and have some market research experience but they lack the scope of research methodology and the depth of critical analysis expected of a 4<sup>th</sup> year baccalaureate student.
- Breadth:
  - Breadth requirements and gaps are discussed in section 4 below and summarized in Appendix H

The above summarizes the gaps for a typical Humber B+ GPA Diploma graduate. Transfer from similar programs in other institutions would require verification that the learning outcomes and breadth gaps were similar. Additional study would be required of otherwise qualified applicants who must bridge a larger breadth content or skill and knowledge gap than summarized above.

#### 4. Meeting the Baccalaureate Breadth Requirements -- a Question of Content:

Humber is committed to Humanities education, to its traditional certificate and diploma education mandate and to offering high quality baccalaureate education to 4000 full-time baccalaureate students in partnership with University of New Brunswick and University of Guelph. Additionally, Humber has approval to offer 9 of its own degree programs. In this environment, the transferability of breadth credits to and among the 3 degree granting partners on campus requires close attention to mutually acceptable standards.

Humber has adopted a rigorous transfer policy (Appendix A) that recognizes certain diploma courses completed with a B+ grade as qualifying for breadth credit transfer. Diploma students who are planning to transfer are actively encouraged to select qualifying courses to support their application and to proactively maximize their block of transferable credits. Humber's breadth course standards and assessment practice are outlined in Appendix F. These reflect the breadth credit transfer standards that have been used by York University and Ryerson in accepting Humber course credits for almost 2 decades. Typically, diploma breadth courses completed at the required grade level reflect baccalaureate-level workload, complexity, research, content and written expression. Samples of the breadth course outlines that are approved and refused for baccalaureate transfer are held on file and will be available for subsequent external review.

##### 4.1 Meeting Baccalaureate Breadth Requirements -- 2-Year Diploma Transfer Students:

In this proposal, graduates from the related 2-year diploma programs can meet the baccalaureate's 11 half course breadth requirement through:

a) Humber's "block breadth credit transfer" for 3 half-courses for qualifying diploma study earned at the 75% level:

1. the "Humanities" unlinked breadth half-course; and
2. the 2 general elective half-courses which meet the baccalaureate-level breadth requirements summarized in Appendix F and which are typically accepted for baccalaureate transfer credits by degree granting institutions such as York and Ryerson.

**Plus**

b) 3 breadth half-course equivalents offered as part of the Bridging Program:

1. "Statistics" (a degree level breadth half-course described in Appendix E); and
2. "Macroeconomics" (a linked baccalaureate-level half course described in Appendix E);
3. "Major Research Paper" (a baccalaureate-level breadth half-course-equivalent described in detail in Appendix E)

**Plus**

c) 5 breadth half-courses completed during the final 4 semesters of the Baccalaureate:

1. "Research Methods" (a degree-level unlinked breadth half-course in the 3<sup>rd</sup> year of the Baccalaureate curriculum and described in Appendix E);
2. "Principles of Leadership" (a baccalaureate breadth half-course offered in the 3<sup>rd</sup> year of the degree program);

3. 3 elective breadth courses included in the 3<sup>rd</sup> and 4<sup>th</sup> year of the baccalaureate curriculum.

This analysis (summarized in Appendix H) demonstrates how transfer students from related 2-year diploma programs can meet the 11 half-course Baccalaureate breadth requirements through a) qualifying block diploma credit transfer; b) the Bridging Program; and c) the breadth course requirements in the 3<sup>rd</sup> and 4<sup>th</sup> years of the Baccalaureate program.

#### **4.2 Meeting Baccalaureate Breadth Requirements -- 3-Year Diploma Transfer Students:**

The college's analysis has demonstrated that graduates of the 3-year Business Administration program can enter the 4<sup>th</sup> year of the degree program and meet the Baccalaureate breadth requirements through:

a) Humber's "block breadth credit transfer" for 6 half-courses for qualifying diploma study earned at the 75% level:

1. "Humanities" (an unrelated breadth half-course);
2. "Quantitative Methods" (a linked breadth half-course);
3. "Macroeconomics" (a linked breadth half-course);
4. the 3 general elective half-courses which meet baccalaureate breadth requirements summarized in Appendix F and which are typically accepted for baccalaureate transfer credits by degree granting institutions such as York and Ryerson.

**Plus**

b) 3 courses to be offered as part of the baccalaureate-level Bridging Program:

1. "Research Methods" (a degree level, unlinked breadth half-course summarized in Appendix E); and
2. the Major Research Paper (described in Appendix E)
3. one Breadth Elective (The approved degree course "Principles of Leadership" is recommended).

**Plus**

c) 2 half-courses completed during the final year of the Baccalaureate:

1. 2 Breadth Electives included in the 4<sup>th</sup> year Baccalaureate curriculum.

#### **5. Bridging the Learning Outcomes and Content Gap Between the Related Diploma and the Tourism Baccalaureate Program:**

This section outlines 3 profiles of this demanding one-semester baccalaureate-level Bridging Program proposed by the college.

The first observation is that diploma graduates approved for transfer must have met the baccalaureate English and Math admission requirements. Those diploma graduates who lack these requirements must successfully complete a grade 12U Math and English course or an equivalent that is given prior approval by the college.

The Bridging Program is designed to accept a) 2-year Tourism-Related Program Diploma graduates, b) 2-year Business Management Diploma graduates and c) 3-year Business Administration graduates. Qualifying graduates of the related Diploma Programs can earn their baccalaureate by combining a block transfer of credits for qualifying diploma study, then successfully completing the proposed Bridging Program, and, finally, completing the remaining field placement and academic semester requirements of the Baccalaureate. The three Bridging Program streams are summarized in chart form and explained below.

It is important to note the flexibility that this model offers. First, those students who lack the grade 12 university level Math and English admission requirement can obtain these through any high school or through any pre-authorized equivalent course offered elsewhere. Humber offers these equivalent courses, through day or evening studies, in every semester. Also available throughout the year are the majority of the required baccalaureate-level courses in the Bridging Program: Microeconomics, Statistics, Research Methods and a range of breadth electives. Specialty professional bridging courses are only available in one semester unless more frequent offerings are justified by higher-than-anticipated enrolment.

### **5.1 Bridging Profile for Graduates of 2-year Tourism Diploma Programs Entering the 3<sup>rd</sup> Year of the Baccalaureate in Tourism:**

Illustration #1 (page 16) graphs a Bridging Program profile which brings qualifying 2-year Tourism Diploma graduates to a skill, knowledge and content level equivalent to Tourism Baccalaureate students entering their 3<sup>rd</sup> year of study. Specifically, this program ‘fills’ the professional and generic skills and knowledge gaps described in pages 9 and 10 above and summarized in Appendix D. Additionally, it provides a combination of strategies to meet the Baccalaureate breadth requirements discussed in pages 12 and 13 above and summarized in Appendix H.

The development team and the baccalaureate faculty concluded that a successful Bridging Program graduate should integrate well (and without professional or generic skill or knowledge handicaps) into the 3<sup>rd</sup> year of the baccalaureate. Additionally, it was concluded that the collaborative projects, the problem centered curriculum and the workplace focus of the final baccalaureate semesters will be enriched by adding new students with different perspectives and a somewhat more practical background.

The significant professional skills and knowledge gaps are addressed through three Bridging Program courses.

The *Global Geography* course (the course outline is included as Appendix E) covers the broad geographical dimensions of international tourism and the cultural and political diversity of various destinations. For graduates of “Tourism and Hospitality Management” and “Hotel and Restaurant Management”, this course is required. “Tourism and Travel Diploma” graduates have a very strong grounding in international geography and the cultural dimensions of tourist destinations and are exempt from this course.

A significant gap in knowledge of the economic context of business is addressed in the baccalaureate level introductory *Microeconomics* and *Macroeconomics* courses (Course Outline: Appendix E).

While 2-year Tourism Diploma graduates have studied a number of business operations, they lack depth in aspects of finance, advanced accounting, Canadian business law, business systems, and organizational behaviour. The needed theory and applications have been incorporated into a comprehensive, reading, seminar and case based tutorial course: *Business Theory and Case Tutorial*. (Course Outline: Appendix E) Samples of student research papers and assignments will be held on file to demonstrate the level of students transferring into the baccalaureate program.

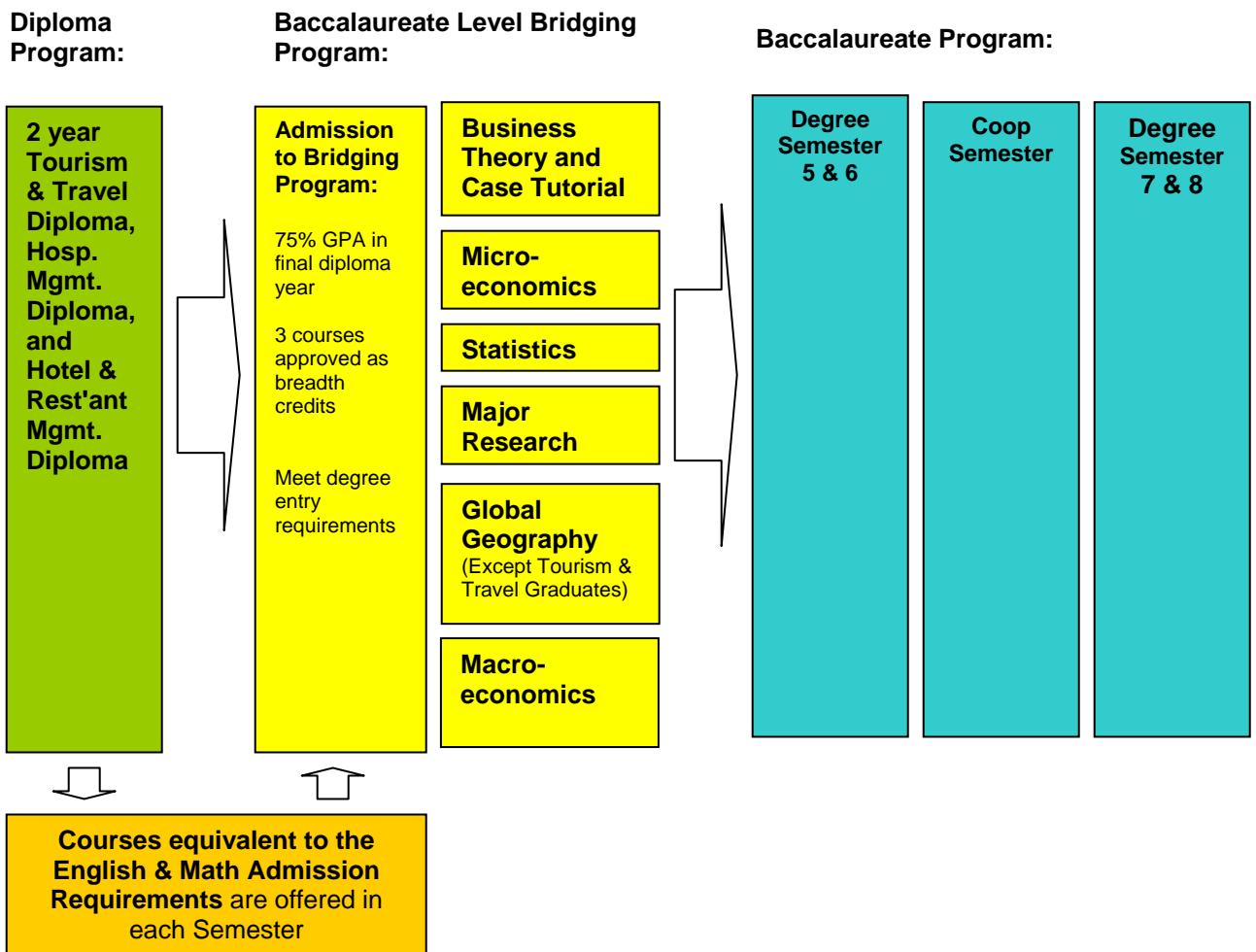
Additionally, 2-year Tourism Diploma graduates were found to have weak research, statistical and analytical skills. To prepare for entry into the 3<sup>rd</sup> year of the baccalaureate program, the Bridging Program includes a baccalaureate-level introductory course in *Statistics*. This courses, which is treated as an unlinked breadth course, is described in detail in Appendix E.

The 11 course baccalaureate breadth requirement is summarized in Appendix H and explained in pages 12 and 13 above. The Bridging Program adds 3 breadth half-courses: *Statistics* (Course Outline: Appendix E), *Macroeconomics* (Course Outline: Appendix E) and the *Major Research Paper* (Outline: Appendix E).

The organization of the Bridging Program is reflected in Illustration #1.

*Illustration #1*

**2-Year Tourism/Hospitality Diplomas-to-Baccalaureate Bridging Profile**



## 5.2 Bridging Profile for Graduates of the 2-year Business Management Diploma Program Entering the 3<sup>rd</sup> Year of the Baccalaureate in Tourism:

Illustration #2 (page 18) charts the Bridging Program profile which brings qualifying 2-year Business Management Diploma graduates to a skill, knowledge and content level equivalent to Tourism Management Baccalaureate students entering their 3<sup>rd</sup> year of study. This program 'fills' the professional and generic skills and knowledge gaps described in pages 10 and 11 above and summarized in Appendix D. Additionally, it provides a combination of strategies to meet the Baccalaureate breadth requirements discussed in pages 12 and 13 above and summarized in Appendix H.

To pass this program and gain admission to the Baccalaureate, bridging students must demonstrate a professional and generic skill set and related knowledge equal to that of the baccalaureate class they will enter.

The significant professional skills and knowledge gaps are addressed through 2 courses.

The *Global Geography* course (the course outline is included as Appendix E) covers the broad geographical dimensions of international tourism and the cultural and political diversity of various destinations.

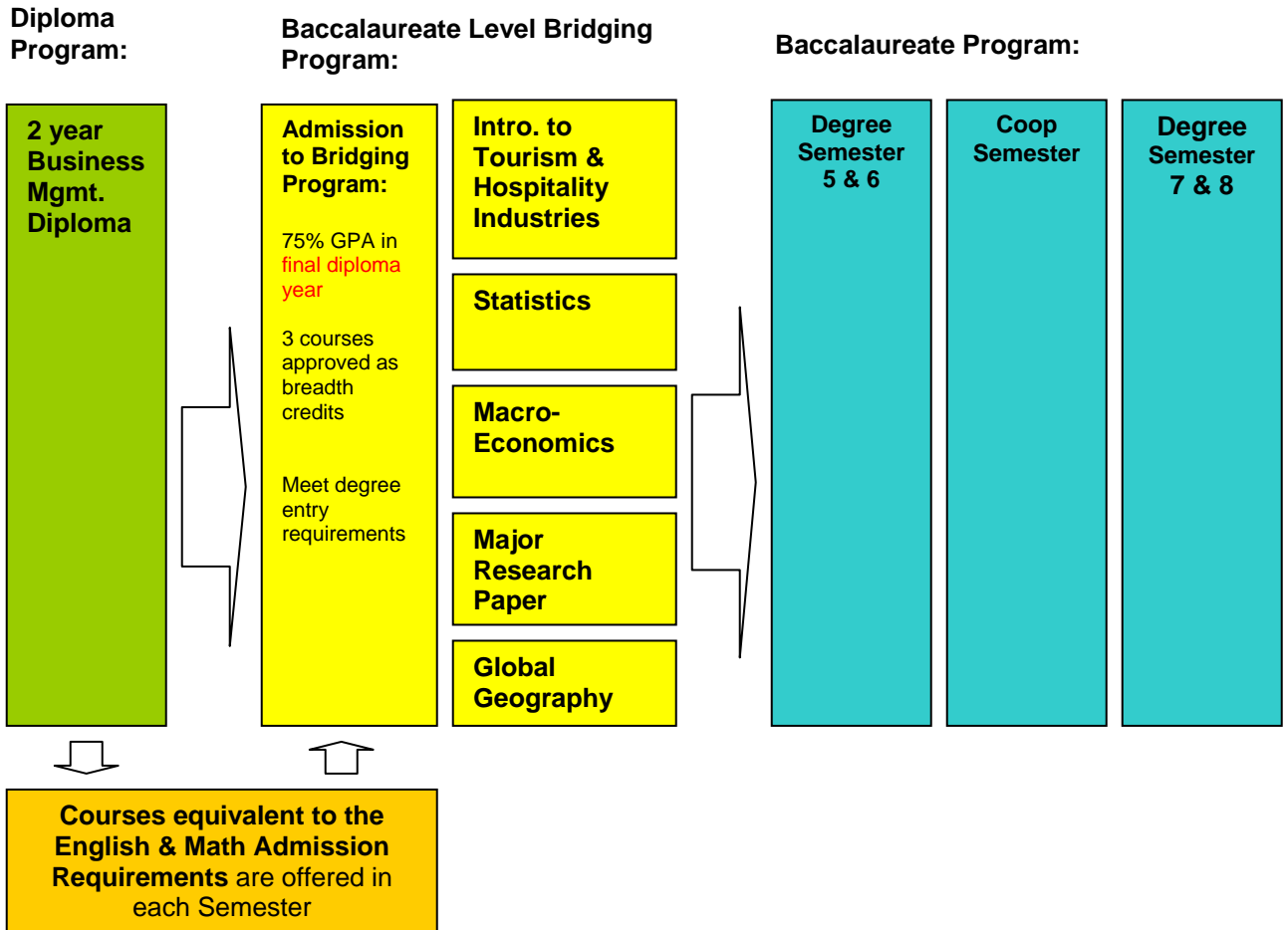
The "*Introduction to Tourism and Hospitality Industries*" (course description included in Appendix E) provides Business Management graduates with an overall understanding of the scope, products, services, corporate structures, supply and services chains and markets of the international Tourism sector.

While having been exposed to market research and related methods, 2-year Business Management Diploma graduates were found to lack theoretical background in research and statistics. Additionally, they typically demonstrate a weakness in analytical skills. To prepare for entry into the 3<sup>rd</sup> year of the baccalaureate program, the Bridging Program includes a baccalaureate-level introductory course in *Statistics*. This course, which is treated as an unlinked breadth course, is described in detail in Appendix E.

The 11 course baccalaureate breadth requirement is summarized in Appendix H and explained in pages 10 and 11 above. The Bridging Program adds 3 breadth half-courses: *Statistics* (Appendix E), *Macroeconomics* (Appendix E) and the *Major Research Paper* (Appendix E). The *Major Research Paper* is evaluated independently by two experts and samples are held on file as samples of standards at the D, C, B and A grade levels.

Illustration #2

**2 Year Business Management Diploma-to-Tourism-Baccalaureate Bridging Profile**



### 5.3 Bridging Profile for Graduates of the 3- year Business Administration Diploma Program Entering the 4<sup>th</sup> Year of the Baccalaureate in Tourism:

Illustration #3 (page 20) outlines the Bridging Program profile which brings qualifying 3-year Business Administration Diploma graduates to a skill, knowledge and content level equivalent to Tourism Management Baccalaureate students entering their 4<sup>th</sup> year of study

The significant professional skills and knowledge gaps are addressed through 2 courses.

The *Global Geography* course (the course outline is included as Appendix E) covers the broad geographical dimensions of international tourism and the cultural and political diversity of major destinations.

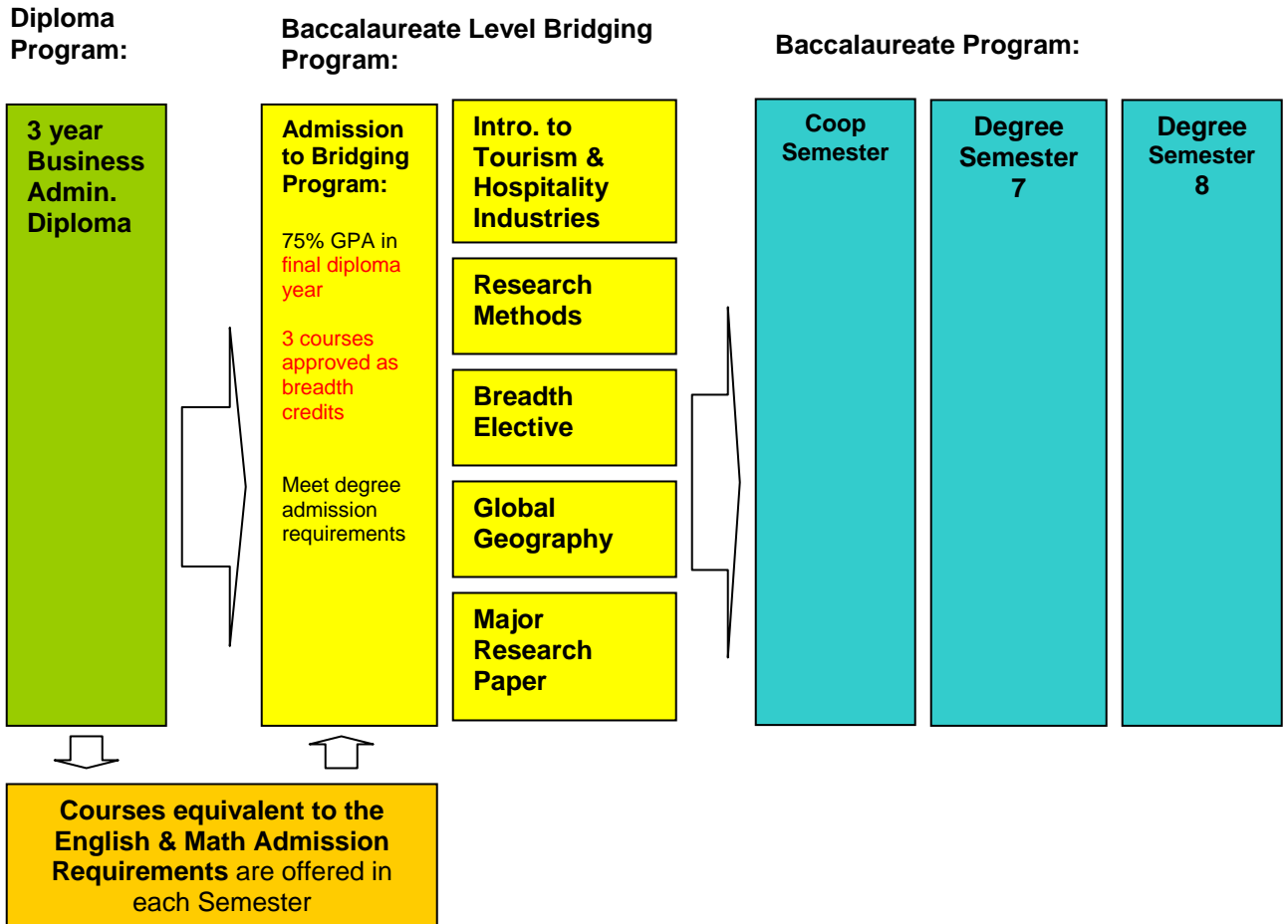
The “*Introduction to Tourism and Hospitality Industries*” (course description: Appendix E) provides Business Administration Diploma graduates with an overall understanding of the scope, products, services, corporate structures, supply and services chains and markets of the international Tourism sector.

While having been exposed to market research methods and a strong “*Quantitative Methods*” course, these 3-year Diploma graduates were found to lack an appropriate range of research methods and analytical skills. To prepare for entry into the 4<sup>th</sup> year of the Baccalaureate, the Bridging Program includes a baccalaureate *Research Methods* course. This course, which is treated as unlinked breadth, is described in detail in Appendix E.

The 11 course baccalaureate breadth requirement is summarized in Appendix H and explained in pages 12 and 13 above. The Bridging Program adds 3 breadth half-courses: *Research Methods* (Appendix E), the *Major Research Paper* (Appendix E) and a degree level *Breadth Elective*.

*Illustration #3*

**3 Year Business Administration Diploma-to-Tourism-Baccalaureate Bridging Profile**



## 6. Structural and Operational Guidelines for the Tourism Baccalaureate Bridging Program:

### 6.1 Admissions to the Bridging Program:

- Completion of one of the following Diploma programs with a final year GPA of 75%:
  - 2-year Tourism and Travel Diploma
  - 2-year Tourism and Hospitality Management Diploma
  - 2-year Hotel and Restaurant Management Diploma
  - 2-year Business Management Diploma
  - 3-year Business Administration Diploma
- A Grade 12 university admissions Math, an OAC level Math or DMAT100 or equivalent
- A Grade 12 university admissions English, an OAC level English or equivalent
- Admission to the Bridging Program also offers 'conditional admission' (conditional on meeting all requirements) to the Baccalaureate in Tourism

### 6.2 Grading:

- Grading of Bridging Program courses will reflect 3<sup>rd</sup> year baccalaureate-level intellectual ability, knowledge, communications skills and professional applications.
- A pass grade in Breadth Courses will reflect an understanding of baccalaureate-level subject matter and an ability to apply that discipline's analytical frameworks, paradigms and intellectual models in critical thinking. Cogent and critical argument, both written and spoken, is required.
- Each student's readiness for transfer will be verified. A Major Research Paper, which demonstrates 3<sup>rd</sup> year baccalaureate level research, critical analysis, logical argument and writing, will be independently evaluated by an alternate marker with relevant qualifications.
- Entry into the Baccalaureate requires a Bridging Program GPA of 65%, a 65% in either Introduction to Tourism and Hospitality Industries OR Business Theory and Case Tutorial and a pass in all courses in the Bridging Program. This grade should reflect the minimum level of skill and knowledge of a successful baccalaureate student at the point of degree program entry.

### 6.3 Faculty:

- Faculty will have taught courses at the degree level and have met the college's requirements for baccalaureate teaching.

6.4 Curriculum:

- All course outlines are included as Appendix E.

6.5 Credit Transfer:

- A block transfer of credits towards the baccalaureate program will be assigned upon successful completion of the Bridging Program.

**7. Recommendation and Summary:**

This paper recommends approval of a one-semester, baccalaureate-level Bridging Program through which qualifying Tourism and Business Diploma graduates can supplement their skills and knowledge and add the breadth content required to confidently enter either the 3<sup>rd</sup> or 4<sup>th</sup> years of Humber's Tourism Management Baccalaureate. This permits the granting of up to 2 years of baccalaureate credit for 2 ½ years of prior academic study OR 3 years of baccalaureate credit for 3 ½ years of prior academic study. It requires that graduates of the Bridging Program demonstrate the mastery of learning equivalent to a successful baccalaureate student at the point of degree program entry. The quality is assured by a third party evaluation of a Major Paper, copies of which will be held on file to verify academic and professional standards.

A review of current PEQAB guidelines, related college policies and benchmark PLAR practices, leads the development team to the conclusion that the proposal meets requirements and represents sound academic practice.