

A Comprehensive Educational Plan for Human Resource Development: Tourism¹

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Abstract

There is a difference in the educational approaches between professional organizations and educational institutions, even though two entities, in most cases, are correlated each other. This article explores the differences between these two philosophies and proposes that there needs to be integration through an interdisciplinary approach. This proposed approach suggests that there needs to be continuity in development of skill sets from high school through graduate programs in some professions. However, most current curriculum in college education only represents a small number of professional organizations. Thus, a new educational approach is needed to comprehensively address all professional organizational skill sets. Furthermore, the other missing aspect in existing education system that will be discussed here is the development of process related proficiencies to improve one's overall competences in selected profession.

Introduction

There are two approaches to the professionalizing of human resources within the community to serve the tourism populations: One is through professional organizations and the other is educational institutions (Chris and Shepard, 1997; Ring et al., 2009).

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Ideally, they are not diametrically opposed but should be developed as a complement to one another. In many communities, they are, however, opposed to one another and are even competitive. Rhodri (2007) points out that professional associations in travel and tourism, even the largest and most established one like the Institute of Travel and Tourism (ITT) has relatively loose membership criteria, under-developed connections with universities, no requirement for members to engage in continuous or life-long professional development, and no agreed and required body of knowledge that a 'professional' would be expected to acquire. The loose link between professional organizations and educational institutions has made travel and tourism professionalism not as effective as some other occupations (Rhodri, 2007). It is advisable that partnership should be established to develop a comprehensive approach to the professionalism in the field of travel and tourism (Rhodri, 2007).

Educational programs in travel and tourism exist with a diverse focus ranging from hospitality, business, hotel administration, arts and sciences, food sciences, and even education (Scotland, 2006). Most of the educational programs in travel and tourism offered by educational institutions have a strong emphasis on hospitality. Educational programs usually take on the character of the discipline in which they are located. There needs to be an approach in all the programs that recognizes the uniqueness of travel and tourism and its position as a science (Leiper, 1981).

There are two main educational curricula in travel and tourism: One is content (pragmatic) and the other is process (conceptual). (Dale and Robinson, 2001; Jafari and Richie, 1981). While the content programs are based upon topics such as hotels, food, attractions, etc., the process approach views travel, and tourism from a liberal arts perspective in which there are processes common to the delivery of services. (O'Dell and Billing, 2005). The content approach accepts the premise that content is standard across all disciplines whereas the process approach recognizes differences by content and geographic location. The content approach develops information from the top but the process develops information from the bottom. An interdisciplinary approach that combines content and process hold a promising approach to help more comprehensively develop tourism educational programs (Fidgeon, 2010; Martin and McEvoy, 2003).

Since travel and tourism are closely allied to leisure and events, topics of leisure and events should be incorporated in the educational curriculum in travel and tourism (Maumbe, 2014). The leisure process approach was initially developed by Max Kaplan in the 1960's and developed by Phil Bosserman, a contemporary of Kaplan (Kaplan and Bosserman, 1971) The State University of New York at Brockport's Recreation and Leisure program in the late 1970's had a pure leisure process program with courses such as anthropology of leisure, psychology of leisure, history of leisure, etc.

When using this leisure approach, it is important to segment the industry into two components: travel and tourism and leisure industry (Higgins-Desbiollos, 2006; Nash, 2007). Travel and tourism, in this context, refers to inbound travelers from over a specified mileage and consuming tourism resources and then leaving the destination. The leisure industry refers to residents within a specified mileage consuming tourism resources and living and having responsibility for the resources within the community (Ashley et al., 1995).

This article primarily focuses upon educational programs in travel and tourism from high school level to higher education level in the United States. However, it must be recognized that the same issues that are facing in the educational programs in travel and tourism in the United States are also being studied at the international level. Some of the certification programs are international but it is even more difficult at the international level because there is a difference in educational philosophies within each of the international communities. The purpose of this article is the development of a philosophy that recognizes a comprehensive approach from high school through master's program and the consistent development of skills at each level to improve the quality of service in the tourism industry.

Interdisciplinary Approach

The basis of the travel and tourism program with an interdisciplinary approach allows for development of core skills and the option to develop minors to cultivate specialties to better prepare the student for specific jobs, such as finance, planning, marketing, international business, performing arts, etc. There are within the tourism, leisure industry, and event planning numerous professional organizations that have different job requirements (Appendix A). Most approaches are based upon infrastructural organizations of hotels, food, and attractions. Therefore, educational programs usually take on the character of the discipline in which they are located.

However, in order to better prepare students with skills needed in this fast-changing world, a holistic approach is needed to develop the concept that represents all of the organizations (Baum, 2006; Chris and Shepard, 1997; Liang et al., 2015). One of the efforts in this area is the development of the certified professional event planner by the Convent Industry Council (Appendix B). The organizations have come together to develop a common program (Cooper, 2002; Martin and McEvoy, 2003) which establishes the common standard criteria representing all of the organization but still ensures the validity of the certification of the organization. It is an exemplary program that represents a holistic approach. This type of a common program has proven to serve students well and enhance their specialties needed by different professional organizations.

One of the attractiveness of this type of program is that it does not have a focus upon one discipline, but has a multi-disciplinary approach that allows for the more effective education of the student. The interdisciplinary nature of the program has allowed great flexibility which is one of the characteristics that is demanded by a progress program to develop different types of skills to meet future skill demands, whether it be language, political science, business, etc. (Ayikoru et al., 2009). A multidisciplinary approach also holds greater potential because it allows for the development of specialties such as leadership that are needed, especially in entrepreneurial areas (Wnag, 2016; Zehreret al., 2007). This type of broad understanding is what gives rise to the generation of new approaches and can be the motivational as well as an instrument for the development of new business approaches related to economic growth since this interdisciplinary approach recognizes the importance of not only tourism to economic development but the impact of the leisure and event industry to economic development as well.

Professional Associations

There are numerous professional organizations that are directly or indirectly related to tourism services. Those that are directly related interface with the travel and tourism client and those that are indirectly related provide auxiliary or support to professionals who interface directly with the clients. It must also be noted that these professional organizations are layered from entry-level positions to top management ones. These professional organizations are the first line of educating individuals interested in the tourism industry (Billington, 2005; Chris and Shepard, 1997). Most of the organizations provide a certification program that has educational and experience components. They also offer continued involvement so that professionals can learn from one another successful approaches to the delivery of services. The educational programs in educational institutions, therefore, should seek the advice from these professional organizations and incorporate the competencies and skills that are necessary for the future. As for the professional organizations, they also should partner with educational institutions to establish education programs to help students in the field better prepared for what is needed to thrive in the tourism sector. It is, therefore, advisable that there be a strong collaboration between educational institutions and professional organizations. This type of approach will allow for the development of a comprehensive skill set for students (Tribe, 2002).

Education/High School

The educational programs in travel and tourism at high school level are quite diverse and commonly exist in three main forms, namely vocational, college preparatory and travelling and leisure lifestyles in general. The first type of the educational programs in the field is vocational designed to provide students with practical skills and experience for service entry-level positions (Bilgihanet al., 2014). The occupational preparation is for specialized skills in which the primary skills are those in food and hotels. Many programs of this type are controlled by the states in which they exist and teachers in these programs have to meet rigorous requirements to practice their teaching. Since most programs are controlled by the states in which they exist, the curriculum is often developed according to the state standards and influenced by the industry within a state.

There is extensive involvement of professional associations in the development of the curriculum of this type of education program. For example, the American Hotel and Lodging Association are an integral part of these programs. Many other professional organizations are involved at the state level in development of these curricula such as the National Restaurant Association, the American Culinary Federation, etc. When the student completes the curriculum, they often receive a certification from the professional organization. Students involved in this type of vocational program also have the opportunity to receive some hands-on experience of working in the field. For example, there is an international competition held in Orlando Florida in which students compete and display their efficiency in hotel operations through a hospitality project and the knowledge bowl.

Programs of this type differ by geographic region and skills needed to serve the tourism industry in these regions. An example of how a vocational program in this type varies by region and by state can be found in the Career Tech program of Ohio Department of Education at <http://education.ohio.gov/Topics/Career-Tech/Hospitality-and-Tourism>. This program well reflects how a vocational tech for high school students prepare them with skills needed to serve in the tourism industry in the state by combining extensive industrial involvement in its vocational tech program. Ohio has a good leisure industry and an active tourism industry. It is a bridge state and many destinations try to develop tourist-based attractions to pull the transient visitor off of the highways.

The second type of educational program in travel and tourism for high school students is college preparatory. This kind of program is designed to provide students with a solid background on contents of tourism. The natures of the courses are general and provide a perspective about the tourism industry. The courses in the program are foundational and conceptually base courses with a view to providing students with perspectives to being successful in the travel program within the college (Busby and Daniela, 2001).

Furthermore, the second type has proven its success in motivating students to enter college as well as preparing them to be qualified for college admission. For example, the Academy of Hospitality and Tourism has developed a national program based upon career readiness. This program was started in 1987 and supported by the Marriott international and the American Express foundation. Initial programs were in New York City and Miami. Quality is an essential part of these programs. The programs are divided into theme, model, and distinguished. There are rigorous criteria for the placement of their programs in each of these categories. In fact, the distinguished category has very few programs. The location of the largest concentration of programs programs are: 39% Florida, 9% California, 9% New York, 9% Texas, and 7% North Carolina. There are 10,615 students in the program in which 91% planning on attending college with 47% four-year College, 40% two-year college, and 4% technical degree programs. The NAF track certification validates successful completion and readiness for post-secondary enrollment. Many of the programs contain state level certifications. There is a cross pollination also in some of the state programs with CTE plans. The AHDT curriculum also is recognized by the global travel and tourism partnership. An important part of both the CET program and the Academy of Hospitality and Tourism's academic preparation is practical experience to internships.

The third type of educational program is for the general high school student, designed to teach them about travel and leisure lifestyles and prepare them for travel experiences and how to travel (Murphy, 1981). Travelling skill is something that is not often learned but is essential to having an enriching experience through the travel process. An extension of these programs often is an exchange with other countries to learn about different cultures and lifestyles.

Education/Higher Education

At higher education, similar to high school level, educational programs in travel and tourism vary distinctly and mainly found in two types: community college program and four-year college program. The community college programs in travel and tourism are designed to prepare students for entry-level service, but in a higher level than the career and tech at high school level, in management positions. Some programs are content oriented for terminal skill development and others are to provide basic courses that afford perspective and an overview of the tourism industry from a management perspective (Busby, 2001; Skiert and Buchta, 2013). Students who enroll in this program may be from the vocational technical programs or the college preparation programs from the local high school. It must be remembered that the high school, as well as these community college programs, focus specifically on the type of tourism within the community. As aforementioned, there is an indigenous difference between tourism, in different geographic locations, and the skills that are taught are often related to a specific type of tourism in a region (Simm, et al., 2012). An essential part of this community college program focuses upon skill development in relation to the ethical application of tourism principles. A general travel and leisure course, similar to the one in high school, needs to be offered to help people understand their travel and tourism experiences. It is also essential that this course have a cultural perspective in helping the student to understand the value of travel and tourism as an experience and the educational process involved. The exchange programs are also a critical part of this process.

The four-year college program provides occupational skills for entry and intermediate level management positions. Where the previous programs, until now, have been related to a specific geographic location, the focus of these educational experiences is broader and includes all different geographic locations.

The focus is less on content and more upon the process of principles (Cooper, 2006; Koh, 1995). Another basic difference is not only focusing on delivery of current services, but on how to evaluate and continue to develop the destination to keep pace with current trends. These skills are developmental and dependent upon evaluation and the ability to change the nature of a destination or to develop a destination to contribute to the economic impact of tourism. Another perspective is the sustainability of the economy, culture, and the social way of life within an indigenous area (Davis, 2009; Melphon and Akama, 2007). Still another aspect of this is the development of experiences that have a great degree of authenticity. There is also a viewpoint that entrepreneurship will help local communities develop sound sustainable business principles. There needs to be also a general course on travel, tourism and leisure that helps the general student know how to travel and interpret their experiences. Some of the most valuable experiences are travel that has a cultural base. It must be recognized that travel, tourism, and leisure is a general educational process and has many of the dimensions of popular culture to help the individual broaden the educational understanding of their life and societies in which they encounter.

Similar to certification programs at high school levels, at higher education level, there are certification programs such as the National Recreation and Park Association (NRPA), Commission for Programs in Hospitality Administration (ACPHA), the Association to Advance Collegiate Schools of Business (AACSB International), and United Nations World Tourism Organization (UNWTO) (Accreditation, 2008; Fayos, 1997; Scott et al., 2008). The purpose of these certification programs is the standardization of the baccalaureate programs. Accreditation has helped but again it does not represent the total skill set represented by all the tourism professional organizations. These certification programs developed extensive competencies and skills and try to ensure curriculum development.

According to the following source, the top 20 hospitality bachelor's degree programs in the US are as follows (the rankings are based upon academic quality, awards, reputation, rankings, facilities, and internship opportunities):

National Programs

#1 Cornell University, School of Hotel Administration

Content based program (Basic hospitality curriculum) based upon 800 hours of practical experience.

#2 Michigan State University, School of Hospitality Business

Content-based program (Basic hospitality curriculum) based upon 800 hours of practical experience. There is also a specialty in business real estate and development.

#3 University of Nevada at Las Vegas, William F. Harrah College of Hotel Administration

Broad educational base related to specific careers such as gaming, meetings and conventions, golf management, or restaurant management

#4 Farleigh Dickinson University, International School of Hospitality and Tourism Management

Content based program (Basic hospitality curriculum) based upon 800 hours of practical experience. Additional hours of practice experience required. It has an extensive International program. It also has opportunity for some individualization.

#5 Virginia Techs, Pamplin College of Business, Dept. of Hospitality, and Tourism Management.

Curriculum is business related and based upon 400 hours of practical experience. Students take a comprehensive set of core business courses

#6 University of Massachusetts Amherst, Isenberg School of Management, Dept. of Hospitality and Tourism Management

Content based program (Basic hospitality curriculum) allows for concentration in casino management, club management, food-and-beverage management, lodging management, or tourism-convention-and-event management. Program offered on-campus and as online degree programs.

#7 Pennsylvania State University, School of Hospitality Management

Content-based program (Basic hospitality curriculum) based upon 1,000 hours of practical experience. Offers a hotel-restaurant-and-institutional-management and a management-dietetics option.

#8 Washington State University, School of Hospitality Business Management

Curriculum is business based offering specialized instruction in the major managerial, organizational, service, financial, and technical issues relative to operations in the hospitality industry.

#9 University of Central Florida, Rosen College of Hospitality Management

Content based program (Basic hospitality curriculum) based upon practical experience. Provides specializations in subjects such as theme-park-and-attraction management and golf-and-club management. Extensive tourism industry support.

#10 Iowa State University, College of Human Sciences, Dept. of Apparel, Events, and Hospitality Management (AESHM)

Content based program (Basic hospitality curriculum) based upon 800 hours of practical experience.

#11 Purdue University, College of Health and Human Sciences, Hospitality & Tourism Management Unit

Content based program (Basic hospitality curriculum) based upon 400 hours of practical experience. Strong core of management classes and two instructional labs, which reinforce what the students learn in class.

#12 Northern Arizona University, W.A. Franke College of Business, School of Hotel & Restaurant Management

Curriculum is business based and offers specializations in restaurant-management and international-hospitality-management. Twelve hundred hours of practical experience required.

#13 Kansas State University, College of Human Ecology, Dept. of Hospitality Management and Dietetics

Content-based program (Basic hospitality curriculum) based upon 1,000 hours of practical experience. Offers specialties in hotel and restaurant management.

#14 University of Houston, Conrad N. Hilton College

Content-based program (Basic hospitality curriculum) based upon 1,000 hours of practical experience. Offers specialty in hotel and restaurant management. Known for its experimental learning programs. Also known for its leadership training.

#15 Oklahoma State University, School of Hotel & Restaurant Administration

Content-based program (Basic hospitality curriculum) based upon 800 hours of practical experience. Offers specialty in hotel and restaurant management. Offers international learning experience.

#16 Georgia State University, J. Mack Robinson College of Business, Cecil B. Day School of Hospitality

Content-based program (Basic hospitality curriculum). Known for mentoring program.

#17 Drexel University, Center for Hospitality & Sport Management

Content-based program (Basic hospitality curriculum). Offers specialty in gaming and resort management, food and beverage management, travel and tourism, and hotel administration. Business minor in business administration, entrepreneurship, or marketing.

#18 University of Denver, Daniels College of Business, Fritz Knoebel School of Hospitality Management

Content-based program (Basic hospitality curriculum). Offers specialty in hospitality management. Concentrations are available in hospitality sales & marketing, lodging/resort operations, and restaurant/F&B management. A language and study abroad are requirements.

#19 California State Polytechnic University at Pomona, Collins College of Hospitality Management

Content-based program (Basic hospitality curriculum) based upon 800 hours of practical experience. Offers emphasis in hotel/resort management, restaurant management, and/or club management.

#20 Johnson & Wales University, Hospitality College

Collection of bachelor's-degree programs, including a travel-tourism-and-hospitality-management program.

Education/Masters

The master's degree level is to develop occupational skills to provide extensive community leadership. Students in these programs are individuals who are trained for top management and for active involvement in the tourism industry (Buhalis, 1999; Tribe, 2005). The focus at this level, different from high school level which prepares students for low service entry-level position and from higher education level which aims to prepare students with knowledge and skills for management levels, is more on process.

This does not suggest the content is not the vehicle for achieving change (Airey, 2008). These individuals are change agents and have the ultimate responsibility of change within communities to develop new tourism ventures that will keep the community updated and current. These change agents not only manage tourism services for transformation but can also develop innovative approaches for communities to promote tourism destinations. Individuals also have the responsibility for integrating the educational systems into a unified workforce that can serve the travel, tourism, and leisure needs. It must also be noted, at this point, that the focus here is also on development of a prosperous community.

Competencies

Most of the competencies reviewed are based upon lodging, food services, attractions, travel agencies, etc. These are the core of most programs and what is forgotten is the other professional organizations and their skill sets as they relate to competencies of the students. As stated previously, most of the professional organizations have certification programs and have identified skill sets necessary to be successful in their aspect of the profession. Many of these organizations do not directly interface with the client but are supportive. Their skill sets are just as important as those that directly interface with the client. This does not suggest that not all the organizations interface with the client but they are often forgotten. The other aspect is that there are public and quasi-public institutions that are an important part of this holistic concept of travel and tourism. Many nonprofit organizations have fundraisers do special events and even sponsor specialized trips. Many quasi-public and institutions like Convention and Visitors Bureaus are the prime driving force behind development of tourism in the community. Many of these Convention and Visitors Bureaus are under the auspices of the Chamber of Commerce. These are only two examples of the ancillary institutions that must be incorporated into this holistic concept. Two skill sets that are often forgotten are those related to technology and jobs (Echtner and Jamal, 1997; Lee et al., 2016) The technology is changing significantly for the travel and tourism industry and becomes one of the most important elements to the success of any operation. This goes far beyond social media. Technologies, such as dashboards, event apps, financial applications such as stripe, etc., are important to client interfaces as well as backside operations. The other competency is often forgotten our job opportunity. The primary question here is can the students perform and compete well enough to find the jobs for which they were trained. This is the ultimate test of any educational program. It is not only the finding of jobs but also the being able to develop a career plan that satisfies their professional goals. In this context, it is the important dimension to have the student to professionalize himself or herself to the point that they will develop skills that will help their organization for which they are employed to develop a sustainable future for travel and tourism entities. Incorporated into this job skill set is the social responsibility related to the client as well as the community.

A framework for the skill development is: practical skills that are common to all travel and tourism, practical skills that are related specifically to a particular profession and or a particular geographic region, general concepts that give the broader perspective of the profession, especially as it relates to being able to relate to the client in society, and concepts that are related to a specific profession and or geographic area. This is an interdisciplinary approach that is essential for the development of comprehensive skills and set in a holistic approach to the delivery of travel and tourism services. The other aspect of this set of competencies is the development of an approach to help the individual achieve success in their career through accomplishment. Where the competencies outlined above are primarily focused upon the organization, there must also be an aggressive program to help the individual understand their strengths and develop a program to strengthen their weaknesses. It is essential that the individual have motivation to participate in the travel and tourism industry and have a strong focus on social responsibility.

Conclusion

A comprehensive development plan for human resources in the travel and tourism industry to a community depends upon the coordination of professional organizations and educational experiences. Therefore, there must be an organization within the community that provides leadership in the development of an educational approach. Such an approach can help a destination to improve its services significantly, and therefore, improve the number of tourists and economic impact upon an area. It will also help develop a sustainable approach that will allow these businesses to flourish and develop a consistent theme and keep themes through the changing periods of tourism. This approach has to incorporate the ability of the community to sustain itself during difficult economic times.

If this is approached in a very progressive manner that keeps the quality of the experiences high, this will help develop unique experiences that will sustain it during these difficult times. It is the integration of professional organizational education and programs that provide the necessary leadership within a travel and tourism community to develop unique approaches that serve the community, as well as the tourists.

In order to promote students' motivation to choose travel and tourism as their career, a critical element to the development of an effective educational program is scholarships that provide incentive for students to help defray the cost of their education. Many of the scholarships are provided by professional organizations and indeed, provide an incentive for better students to enter the profession. It also provides a connection to the professional associations and industry so that students will recognize the importance of these organizations (Appendix C). This approach is also very compatible with the great diversity of professional organizations. These organizations are the key to the program, as well as job opportunities for graduates. Professional associations must be directly involved with students through internships and practicum's and a constant visibility to make them aware of opportunities that exist within the profession.

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Appendix A

Organization Examples

Adventure Travel Trade Association
Aerobics and Fitness Association of America
African Travel and Tourism Association
Air Transport Association of America, Inc.
Airlines Reporting Corporation
Airports Council International North America
American Alliance for Health, Physical Education, Recreation, and Dance
American Association for Physical Activity and Recreation
American Bus Association
American Camping Association
American College of Sports Medicine
American Council on Exercise
American Culinary Federation, Inc.
American Dietetic Association
American Hotel and Lodging Association
American Hotel and Motel Association
American Indian Alaska Native Tourism Association
American Institute of Wine and Food
American Resort Development Association
American School Food Service Association
American Society of Association Executives
American Society of Travel Agents
Arab Air Carriers Organization
Asian American Hotel Owners Association
Association for Convention Operations Management
Association for Tourism and Leisure Education
Association of Bridal Consultants
Association of Corporate Travel Executives
Association of Funding Raising Professionals
Association of Hospitality Financial Management Educators
Association of Information Technology Professionals
Association of Pool & Spa Professionals
Association of Starwood Franchisees & Owners - North America
Association of Travel Marketing Executives
Caribbean Hotel and Tourism Association)
Caribbean Tourism Organization
Central European Countries Travel Association
Christian Camps and Conference Centers Association
Club Managers Association of America
Commercial Food Equipment Service Association
Convention Industry Council
Council on Hotel, Restaurant, and Institutional Education(Cruise Lines International Association
Destination Marketing Association International
Dietary Managers Association
Dude Ranchers' Association
Educational Institute of the AHMA
European Regions Airline Association
Event Planners Association
FDA Center for Food Safety & Applied Nutrition

Food Marketing Institute
Food Service Consultants Society International
Global Business Travel Association
Global Portal for Hospitality Professionals
Guam Hotel and Restaurant Association
Hispanic Hotel Owners Association
Hospitality Financial and Technology Professionals)
Hospitality Net
Hospitality Sales and Marketing Association International
Hotel and Catering International Management Association
Hotel Association of Canada
Hotel Electronic Distribution Network Association
Hotel Motel Engineers Association
Indiana School Nutrition Association
Institute of Food Science & Technology
Institute of Food Technologists
International Air Transport Association
International Association for Medical Assistance to Travelers
International Association of Amusement Parks and Attractions
International Association of Conference Centers
International Association of Exhibitions and Events
International Association of Fairs and Expositions
International Association of Tour Managers Ltd.
International Association of Venue Managers
International Executive Housekeepers Association
International Federation for Information Technology and Tourism
International Food Service Executives Association
International Health, Racquet, & Sports Club Association
International Hotel Association
International Hotel and Restaurant Association
International Society of Hospitality Consultants
International Society of Hospitality Purchasers
International Society of Hotel Association Executives
International Society of Travel and Tourism Educators
International SPA Association
International Special Event Society
International Wine Tourism Conference
Latin American Travel Association
Latino Hotel Association
Medical Tourism Association
Meeting Planners International
Meeting Professionals International
National Aerobics and Fitness Trainers Association
National Association of Black Hotel Owners, Operators & Developers
National Association of Catering Executives
National Association of College and University Foodservices
National Association of North American Performing Arts Managers and Agents
National Business Travel Association
National Club Association
National Coalition of Black Meeting Planners
National Food Processors Association
National Institute for Fitness and Sport
National Intramural – Recreational Sport Association

National Recreation and Park Association
National Restaurant Association
National Strength and Conditioning Association
National Tour Association
Open Travel Alliance
Outside Sales Support Network
Pacific Asia Travel Association
Passenger Vessel Association
Professional Association of Innkeepers International
Professional Convention Management Association
Public Relations Society of America
Regional Airline Association
Resort Hotel Association
School Nutrition Association
SITE/Society for Incentive Travel Excellence
Society for Accessible Travel & Hospitality (SATH)
Society for Food Service Management
Society for Incentive and Travel Executives
Special Event Association of Northwest Ohio
Student and Youth Travel Association
The American Diabetic Association
The American Dietetic Association
The American Heart Association
The American Society for Clinical Nutrition
The American Society for Nutritional Sciences
The Association of Car Rental Industry Systems Standards
The Center for Science in the Public Interest
The International Ecotourism Society
The Wine Tourism Conference
Travel and Tourism Research Association
Travel Media Association of Canada
Travel Technology Initiative
United Nations World Tourism Organization
United States Tour Operators Association
Wedding and Special Events Association
Wellness Council of America
World Association for Hospitality and Tourism Education and Training
World Travel and Tourism Council

Appendix B

Convention Industry Council Organizations

- AMC Institute
- American Hotel and Lodging Association (AH&LA)
- ASAE & The Center for Association Leadership (ASAE & The Center)
- Association of Collegiate Conference and Events Directors-International (ACCED-I)
- Association of Destination Management Executives International (ADME International)
- Convention Sales Professionals International (CSPI)
- Corporate Event Marketing Association (CEMA)
- Destination Marketing Association International (DMAI)
- Event Service Professionals Association (ESPA)
- Exhibition Services & Contractors Association (ESCA)
- Financial & Insurance Conference Planners (FICP)
- Green Meeting Industry Council (GMIC)
- Healthcare Convention and Exhibitors Association (HCEA)
- Hospitality Sales and Marketing Association International (HSMIAI)
- International Association of Conference Centres (IACC)
- International Association of Exhibitions & Events (IAEE)
- International Association of Professional Congress Organisers (IAPCO)
- International Association of Speakers Bureaus (IASB)
- International Association of Venue Managers (IAVM)
- International Congress and Convention Association (ICCA)
- International Live Events Association (ILEA)
- Meeting Professionals International (MPI)
- National Association for Catering and Events (NACE)
- National Coalition of Black Meeting Planners (NCBMP)
- National Speakers Association (NSA)
- Professional Convention Management Association (PCMA)
- Protocol & Diplomacy International - Protocol Officers Association (PDI-POA)
- Religious Conference Management Association (RCMA)
- Society of Government Meeting Professionals (SGMP)
- Society for Incentive Travel Excellence (SITE)
- Southern African Association of the Conference Industry (SAACI)
- U.S. Travel Association (U.S. Travel)

Appendix C

Scholarship Web Sites/Examples

<http://www.usnews.com/education/blogs/the-scholarship-coach/2014/03/20/check-into-these-hospitality-management-scholarships>

<https://colleges.niche.com/scholarships/major/hospitality-administration-management-general/>

<https://www.scholarships.com/financial-aid/college-scholarships/scholarships-by-major/hospitality-scholarships/>

<http://www.tourismcares.org/academic-scholarships/>

<http://www.collegescholarships.com/major-degree/hospitality-management-scholarships>

<http://www.schoolsoup.com/scholarship-directory/academic-major/hospitality/>