



BC Provincial  
**Bachelor of  
Tourism Management  
Degree Program**

Resource Handbook  
Second Edition  
2007



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This review and revision project was built upon the initial industry-validated BC Bachelor of Tourism Management Provincial Core Curriculum Handbook (version 1 1999-2000).

**Ordering Information**

For additional copies of this handbook, a PDF version is available for downloading at no cost from the LinkBC network Tourism Online Resource Centre (TORC) at [www.bctorc.ca](http://www.bctorc.ca).

**The BC Tourism Learning System**

The BC Tourism Learning System refers to the range of ladder programs now available throughout the public post-secondary system in BC, all with industry-validated core content. These programs range from tourism career preparation programs in secondary schools, through post-secondary certificates and diplomas, to bachelor level degrees (the BTM), and graduate degrees in some areas of specialization. Some private institutions also offer programs that are accepted for transfer into public institutions.

**Other BC Tourism Learning System Publications**

- BC Provincial Tourism Management Diploma Program - Core Curriculum Handbook
- BC Provincial Hospitality Management Diploma Program - Core Curriculum Handbook
- BC Adventure Tourism Certificate - Core Curriculum Handbook

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# 1. Introduction

This handbook has been prepared for tourism and hospitality program administrators, instructors, current and prospective students and employers. It outlines the knowledge, skills and behaviours the BC Bachelor of Tourism Management curriculum develops in its graduates. It is the product of a collaborative effort among three of BC's premier post-secondary institutions, presented here for your information and reference.

As the tourism industry continues to grow and mature, the knowledge and skills required of those in management positions have become more sophisticated. The Bachelor of Tourism

Management (BTM) provides students with the knowledge and expertise to assume ever more responsible career positions in an evolving industry.

Learners taking the BTM degree cover seven themes (or content areas) that are common to all three institutions, as well as 'Special Interest' courses. These specialized courses vary among delivery institutions, with each school drawing on unique strengths to provide specific training in a range of dedicated areas.

## Goals ————— Bachelor of Tourism Management ————— Key Themes

- To improve the level of professionalism in the tourism industry by providing advanced management education.
- To provide an opportunity to learn and practice research, problem solving and critical thinking skills at the degree level.
- To provide the appropriate preparation for a Master's program.
- To provide consistent and high-quality program content at all BTM institutions.
- To ensure course content is relevant to industry needs.
- To provide an opportunity for those already in the industry to acquire advanced knowledge and skills relevant to positions of increasing administrative responsibility.

**Management & Leadership**

**Cultural Perspectives**

**Entrepreneurship**

**Environmental Perspectives**

**Marketing & Consumer Behaviour**

**Planning and Policy**

**Research Methods**



**This handbook is designed to provide the following outcomes:**

**For students:**

To show the similarities and common themes, as well as the unique elements, offered by the three BTM programs. This provides a firm basis to compare and contrast amongst the institutions, allowing current and prospective students to select a program based upon their specific interests and goals in the tourism industry.

**For program administrators and instructors:**

To function as a useful tool to compare the choices and options at BTM participating institutions, and also as an instructional resource that highlights proven delivery practices for this degree program.

**For employers:**

To provide useful information for employers while recruiting supervisory and management-trainee employees. The handbook provides a clear picture of the knowledge and skills acquired by BTM graduates.



## 2: BTM Alumni: Success in Action!

During this decade, graduates of the Bachelor of Tourism Management Degree program have charted an impressive range of successful career paths in the tourism sector. Here are just a few stories about successful BTM alumni from across the province:

### TOURISM RESEARCH ANALYST

**Alison Aspinall** graduated from Thompson Rivers University with a Bachelors of Tourism Management (BTM) degree in 2003 and subsequently went on to complete her Masters in Environmental Science at the University of Waterloo. She received several scholarship awards en route to her Masters degree. Upon graduation from Waterloo in 2006, Allison returned to BC. She now practices her research skills with Tourism British Columbia as a Research Analyst where she is responsible for a variety of projects including a Fort Steele Heritage Town Visitor Study as well as the on-going development of sector specific tracking programs.

### DEAN, STUDENT SERVICES

**Christina Moghrabi** graduated from Capilano College's BTM in 2005. After graduation, she received a scholarship to study in Europe as part of a joint University of Brighton and Normandy Business School tourism graduate studies program. As a result of her hard work, Christina received two Masters degrees related to tourism management. Her skill set was applicable to career opportunities in the tourism services sector and she is now Associate Dean of Student Affairs for a Vancouver post-secondary institution, offering a range of hospitality and culinary programs, amongst others.

"This program has definitely provided me with the tools that are essential for success in the tourism industry," says Christina. "When given the opportunity to apply the knowledge I gained in the program on an international stage, it became apparent that the level of instruction and course content at Capilano was unparalleled. I excelled in my graduate studies and am confident in the quality of education I received."

**"I highly recommend this program to anyone who enjoys the elements of business, entrepreneurship and most importantly, people!"**

- Jennifer Ford

### TOURISM PROFESSOR AND RESEARCHER

**Christine Buzinde** graduated from the Thompson Rivers University BTM program in 2000 and subsequently went on to complete a Masters Degree at the University of Waterloo, followed by a PhD at the University of Illinois, Champaign-Urbana. Christine was the first TRU tourism degree graduate to complete a doctoral degree, and now teaches at Pennsylvania State University, contributing to research related to the social aspects of tourism with a particular emphasis on the politics of tourism representation, and endogenous community tourism development.

### MANAGER, DEVELOPMENT SERVICES

**Cleopatra (Cleo) Corbett** enjoyed a "mix of academic and applied learning" experiences while completing her degree at Malaspina University-College, including working as a planning assistant in Ucluelet for two co-op work terms. Upon graduation, Cleo started a consultancy business, working on a range of planning contracts with organizations such as the Ucluelet Economic Development Corporation, the District of Tofino, and Weyerhaeuser. Two of the tourism-related projects Cleo managed have since won national and international awards. Now the manager of development services and community planner for the tourism-focused Town of Golden, Cleo is continuing her education working on an Urban Design Certificate at SFU.

"The Malaspina Recreation and Tourism Management Program absolutely prepared me for life in the 'real world'," explains Cleo. "Malaspina offered me an intimate, challenging and quality education with small class sizes and excellent professors. I honestly don't know what my future career goals are – as I am still amazed and grateful everyday that I have my dream job only 3 years after graduation!"

### PROJECT MANAGER, TOURISM INDUSTRY ASSOCIATION OF CANADA

**James Guptill** graduated from Thompson Rivers University with his BTM (major in adventure travel) in 2005 and headed east, where he was immediately "snapped up" by Canada's national tourism organization - the Tourism Industry Association of Canada (TIAC). As a project manager, James is responsible for a number of ongoing TIAC projects including the implementation of Canada's Code of Ethics and Guidelines for Sustainable Tourism; the expansion of the ".travel" domain name in Canada, and the development of an industry specific ID card program. James has commenced full-time studies in the MBA program at the University of Ottawa.

"Because of my previous training as an adventure guide," says James, "it was important to me that I be able to apply what I learned in the classroom in the field. The BTM program at TRU offered valuable opportunities to get hands-on experience within Canada and abroad. The practical skills I acquired from working with real people in real places, not to mention the inspiration and encouragement I received from my instructors, gave me a huge step forward in the workplace!"



## DESTINATION MARKETING COORDINATOR

**Jennifer Ford** currently works as the destination marketing coordinator for economic development with the City of Nanaimo – and states that her Bachelor of Tourism Management degree has been instrumental in her tourism career path.

That path began at Malaspina University-College with co-op positions at Tourism Nanaimo, the Whistler Chamber of Commerce, and Scouts Canada. After graduation in 2001, Jennifer worked with Mount Seymour Resorts in Vancouver, while also continuing her studies and teaching hospitality and tourism management at a private college. Upon her return to Vancouver Island, Jennifer worked as marketing manager with Tourism Vancouver Island where she was responsible for the marketing budget and strategy for the region. Her most recent career move to the City of Nanaimo has allowed Jennifer the opportunity to apply past skills and knowledge gained from the BTM and the tourism industry. She also owns and operates a vacation rental property on the outskirts of Nanaimo – and enjoys meeting visitors from around the world.

Looking back, Jennifer has “a great appreciation for the faculty of the BTM department at Mal-U. I am very proud to be a graduate, and I highly recommend this program to anyone who enjoys the elements of business, entrepreneurship and most importantly, people!”

## MANAGER, MARKETING AND OPERATIONS

**Jordan Kallman** graduated from Capilano College's Bachelor of Tourism Management Degree in 2007. During his four years at Capilano, he achieved the Dean's List multiple times, represented the institution in a provincial competition, worked in Vietnam, and was awarded the provincial Pat Corbett Tourism Leadership Scholarship in 2006. He is now the manager of marketing and operations at Bust Loose Holidays in Vancouver, where he has expanded the business and is creating innovative tourism products.

Jordan explains that "the Capilano College Tourism Management program changed my life in so many positive directions. It gave me the practical knowledge to pursue my passion, steeled my confidence to tackle the obstacles, connected me with lifelong friends, business partners, and faculty. It will inspire me to continually achieve throughout my career. The excellence of the program is truly second to none."

## DIRECTOR OF MARKETING

**Ron Ostrom** proudly states that “the BTM I received from Malaspina University-College played an invaluable role in my career successes achieved to date. As a result of my education I am able to think outside the box and look at long term success versus short term gains.” After graduating, Ron worked as general manager of the Perth County Visitors Association and served as marketing manager at the Thompson Okanagan Tourism Association (TOTA) where he managed a large marketing budget, enhanced his administrative skills, and coordinated large-scale projects.

Now, as Director of Marketing for Northwest Territories Tourism, Ron is responsible for writing and executing the organization's marketing plans, with a current annual budget of \$ 2.5 million. His role sees him traveling to various Trade and Media shows including KANATA (Japan), ITB (Berlin), Spotlight Canada (London), and Media Marketplace (NYC) as well as trips across Canada. For Ron, tourism is “a life-long career path – as the tourism industry continues to play a vital role in our economy there will be many more opportunities to achieve success.”

“The practical skills I acquired from working with real people in real places, not to mention the inspiration and encouragement I received from my instructors, gave me a huge step forward in the workplace!”

-James Guptill

## TOURISM CONSULTANT AND INSTRUCTOR

**Sydney Johnsen** graduated from Thompson Rivers University with the BTM in 2002 and subsequently went on to complete her Masters in Resource Management at Simon Fraser University. Sydney was the first Thompson Rivers BTM graduate to study at the well-known Simon Fraser University Resource and Environmental Management program. In 2005 she received the Council of Tourism Associations (COTA) Pat Corbett Tourism Leadership Scholarship en route to her degree. After spending some time as a tourism consultant with Grant Thornton management consultants in Vancouver, Sydney embarked on a consulting career of her own. Sydney was asked to participate in, and was an active participant on the COTA Foresight project task force – an ambitious project with the mandate of developing a provincial sustainable tourism strategy. She has recently taught tourism courses as a sessional instructor at TRU while maintaining her consulting practice.





## MANAGEMENT, SHANGRI-LA HOTELS

Joseph Cooke graduated from Capilano College's Tourism Degree in 2006 and promptly stepped on a plane bound for China and management training at the Beijing Shangri-La Hotel. Joseph plans to return to Vancouver in 2009 to participate in the start-up of a new North American flagship hotel for the organization. In addition to the essential skills and knowledge he gained through the degree program, his BTM credential also provided the opportunity for Joseph to be mentored by the Regional Vice President of Shangri-La Hotels and Resorts.

Joseph was able to bring together his own experiences, his BTM education, and good advice to achieve his career goals. "This program put me in a place where I feel a real click with what I'm supposed to be doing," said Joseph. "For the first time in my life, I feel grounded. I have certainty on the one hand, but I also have enough uncertainty to keep me excited about my future career opportunities."

## PROFESSIONAL TOURISM RESEARCHER

Sarah Marsh graduated from Thompson Rivers University with the BTM in 2003 and was immediately hired for her research skills by the Government of the Northwest Territories. In her final year at TRU, Sarah became the first graduate to win the Travel and Tourism Research Association (TTRA) Gordon Taylor Undergraduate Research Award. Sarah is a regular contributor at TTRA-Canada's annual conference, and recently authored a book chapter related to island tourism in Canada's far north. "I really enjoyed the BTM program" said Sarah. "Aside from the academic learning, I was also able to learn about and participate in practical applications of tourism research. These experiences opened the door to different tourism research opportunities that I have since been able to take advantage of in my career."

"For the first time in my life, I feel grounded. I have certainty on the one hand, but I also have enough uncertainty to keep me excited about my future career opportunities."

Joseph Cooke



## 3: Evolution of the BTM

### a) Background

The provincial tourism degree development process commenced in the mid-1990's, as BC's post-secondary institutions observed a need for advanced level education to serve an increasingly sophisticated tourism sector. The (then) Ministry of Advanced Education, Training and Technology and the former Pacific Rim Institute of Tourism (PRIT) facilitated a joint project to:

- *Involve all interested BC post secondary institutions.*
- *Learn from overseas best practices.*
- *Increase acceptance of grads in BC.*
- *Facilitate BC tourism degree development as a collaborative effort.*
- *Involve industry influencers from the beginning of the process to ensure content relevance.*

A number of industry organizations were actively involved in the development of the original core curriculum, along with tourism program deans and program coordinators. They were asked to identify the core skills, knowledge and attitudes necessary for tourism graduates entering the industry with a management-trainee, supervisory or entrepreneurship position in mind. Groups involved included:

- *Alliance of Canadian Travel Agents*
- *BC Fishing Resorts & Outfitters Association*
- *BC Motels, Campgrounds & Resorts Association (now BC Lodging and Campgrounds Association)*
- *BC Parks*
- *BC & Yukon Hotels Association*
- *Canadian Institute of Travel Counsellors*
- *Canadian Food Services Executives Association — Vancouver (now Canadian Association of Foodservice Professionals)*
- *Canadian Hotel Marketing & Sales Executives Association*
- *Canadian Professional Golf Association -- BC*
- *Canadian Tour Guides Association*
- *Canadian Tour Guides Association — BC*
- *Canada West Ski Areas Association*
- *Club Managers Association of America — Dogwood Chapter*
- *International Special Events Society ---Pacific Northwest Chapter*
- *Meeting Planners International — BC Chapter*
- *Neighbourhood Pub Owners Association of BC (now Alliance of Beverage Licensees of BC)*
- *Pacific Asia Travel Association — Western Canada*
- *Restaurant & Foodservices Association of BC and the Yukon*
- *Vancouver Food and Beverage Directors Association*
- *Vancouver Hotel Association*



Based on these discussions, a set of core courses with corresponding learning outcomes were formed. These industry-supported learning outcomes have evolved into the BTM program themes outlined in this document, and continue to provide a well-grounded, industry-focused foundation used by all delivery partners in the current applied degree.

### Two Delivery Approaches

The provincial Bachelor of Tourism Management is offered through two approaches:

- 1) *As a degree completion program for graduates of two-year diploma programs in tourism management, hospitality management, outdoor recreation/adventure tourism, and those with related programs and backgrounds.*
- 2) *As a stand-alone four-year degree program.*

### Links to Diploma Programs

Two-year tourism and hospitality diploma programs within the BC Tourism Learning System vary in their composition but the core curriculum offered in these programs, and provincial articulation agreements, usually allow graduates of these programs to transfer their academic credits into the BTM degree. Students may be required to take bridging courses in their third or fourth year.

### Professional Development Option

Some of the BTM delivery institutions offer the opportunity for those working in the industry to enrol in upper-level degree courses for professional development purposes. These learners must meet course prerequisites and be given permission to attend by a course instructor. They are not considered to be enrolled in the degree program. Acceptance into an advanced course does not necessarily imply that regular degree admission requirements have been met.

### Specialty Courses

In addition to the courses offered to address the common BTM themes outlined in this resource handbook, a wide range of upper-level specialty courses are also available at participating institutions (see examples in section 4-c).

*At most institutions, additional marketing courses can be used for specialty course credits.*



## b) BTM Delivery Institutions

As the Bachelor of Tourism Management degree has evolved since the late 1990's, each institution has built upon the original core content in a way that supports student interests, faculty research, employer requests and regional needs. As a result, each degree program has maintained all of the common themes now outlined in section 4-b, while developing its own particular learning emphasis and "flavour".

In their own words, here is how each post-secondary institution offering the BTM promotes their current BTM degree:

### The BTM at Capilano College, North Vancouver [www.capcollege.bc.ca/programs/bachelor-tourism](http://www.capcollege.bc.ca/programs/bachelor-tourism)

The Bachelor of Tourism Management (BTM) is a key program for our institution and it is the central program area of the Tourism and Outdoor Recreation (TREC) department. All credit programs within the department ladder into the BTM.



These include four two-year management diplomas in outdoor recreation, tourism, international tourism, and resort management and a range of special interest certificate programs (each shorter in duration) such as events management, mountain biking, diving, wilderness leadership, and aboriginal tourism. Each of the diplomas meet admission requirements to the third and fourth year courses of the BTM and the certificates require

additional bridging courses to be taken by students seeking to continue into the degree.

Within the BTM students are provided the opportunity to pursue core themes of interest while gaining comprehensive knowledge of tourism management issues. These themes include outdoor recreation and experiential learning, business development and management, marketing and tourist behaviour, and community and environmental stewardship. Building on our applied learning model of the diplomas and certificates, the BTM raises the standards of academic content and continues to engage students in industry issues through a range of applied activities. These include conducting research with various industry organizations, developing business and marketing plans with industry, and participating directly in community tourism development plans and projects.

### The BTM at Malaspina University College, Nanaimo

[www.mala.ca/calendar/Business/bachelortourismmanagement.asp](http://www.mala.ca/calendar/Business/bachelortourismmanagement.asp)

According to our graduates, The Malaspina University College Bachelor of Tourism Management degree prepares students to be successful in the real world. The four year degree program

provides applied knowledge, skills and concepts related to the provision of leisure services management in the fields of recreation and tourism. The degree program builds on existing diploma programs at Malaspina and throughout British Columbia and Canada. Students apply to the third year of the degree program after completing a diploma in Recreation, Tourism, or Hospitality Management.

The Malaspina Recreation and Tourism faculty group's mission is to foster a learning community for students to acquire the necessary knowledge, skills and attitudes to plan, deliver and manage a broad array of leisure experiences, which enrich society.



By involving the students in stimulating project work, the faculty demonstrates their passion for applied learning, sustainable community development, rural issues and current research projects. The Malaspina Bachelor of Tourism degree: a well-researched, real-world degree.

### The BTM at Thompson Rivers University, Kamloops

[www.tru.ca/tourism/management/programoutlines/degree](http://www.tru.ca/tourism/management/programoutlines/degree)

The BTM at TRU is a 4 year degree that provides a solid foundation for the management of tourism businesses. Students have a choice of 3 majors: Adventure, Entrepreneurship, and Management. Course assignments introduce students to current management issues with local, regional, national and international tourism businesses and organizations. These assignments are designed to give students the skill and confidence to develop their own tourism businesses and fill the growing need for well prepared managers in the tourism industry.

The program caters both to students entering first year, and to



students transferring from other programs across Canada. It is common for students to enter the BTM in year 3 after completing a 2-year tourism or business-related diploma. The TRU BTM is further establishing an international presence. Students worldwide are choosing TRU for their tourism education, and partnerships with universities worldwide are enabling Canadian students to satisfy academic

requirements at universities in Great Britain, Europe, Australia and Crete.



## c) Enhancements to Date

### i) Evolution of Delivery Methods

The original intent of the BTM program was to teach applied Tourism Management topics with a high standard of academic rigour. Generally, classes have been relatively small in size (up to 35 students) enabling an interactive style of teaching with a high degree of individual attention. Each institution delivering the degree has prided itself on quality teaching from faculty with high level academic qualifications and credible industry experience in a variety of areas.

The evolution of the BTM has brought with it a range of innovative teaching methods. In addition to utilizing advanced technology in the classrooms (such as podcasts, PowerPoint, stream video, etc.), a variety of experiential field-based learning has also been applied and developed over time. Faculty and students in individual courses have worked with various private enterprises, non-profit and public organizations, to create marketing, human resource management, and product development plans.

In addition, applied research has been conducted in a wide range of topics with various tourism stakeholders. One project, for example, featured over 700 questionnaires being conducted at five major attractions to examine consumer behaviour patterns. International tourism development issues are now becoming a more central element of programming for the BTM. In addition to using advanced internet research sources to enhance the quality and content of programming, some of the delivery institutions have created field school opportunities that have provided students with experiential learning in the USA and as far afield as Vietnam and Chile. Students and faculty have then applied these experiences with great success in the classroom in a wide range of subject areas.

### ii) Responding to Shifts in Learner Demographics and Needs

The BTM has always been aware of the need to provide a stimulating environment for its participants. Building on a sound knowledge of adult learning styles, programming has been created to be interactive and engaging, and constantly changing. As the BTM has evolved, more students are continuing through from diploma level courses directly into the degree, and the demographic is consequently becoming younger. The majority of students today use different news sources than when the BTM was established, just a few years ago. These changes have meant that BTM instructors always need to be "tuned in" to the needs and learning styles of current students.

### iii) The Revision Process

This new resource handbook involved considerable input from many of those actively involved in the delivery of the degree since its inception in 1999. It involved seeking out the opinions, observations and suggestions of program administrators, program graduates, program students, program instructors and industry advisory committee members and employers.

This review and revision project was undertaken in the first half of 2007, and followed the following steps, building upon the original industry-supported core curriculum (1999-2000):

- *Development of the review project terms of reference, which acknowledged considerable evolution in the degree since its inception.*
- *Coordination of a detailed environmental scan, to determine changes in curriculum, and delivery models being utilized at each institution.*
- *Analysis of the information received, and the request for each institution offering the BTM to gain input from colleagues from the groups as outlined above.*
- *Facilitation of provincial BTM Colloquium (held at TRU in Kamloops) with delivery institutions and UNBC invited to participate.*
- *Development of a revised degree template, and the new focus and content for version II of the handbook.*
- *Preparation of the new resource handbook, including a new feature: BTM graduate success profiles.*



# 4: BTM Framework & Content

## a) Program Learning Principles

This program is a student-centred, professional, career-oriented degree based on a design that balances theory and practice. Other founding principles of the BTM include:

- Providing experiential opportunities within the scope and diversity of the subject area, whenever possible, in:
  - *The classroom*
  - *The community*
  - *Industry settings*
- Encouraging a tourism-specific focus and industry-relevant examples in all service courses included in the degree (e.g. accounting)
- Encouraging learners to:
  - *Appreciate the full scope and diversity of the discipline*
  - *Adopt a local-to-global perspective*
  - *Be responsive to a continually changing industry environment*
  - *Become active in the industry before graduating, wherever possible*
- Providing learners with:
  - *Opportunities for further learning and ways to contribute to the industry*
  - *Preparation for the next level of learning (graduate school)*
  - *The ability to form a critical perspective on tourism impacts*
  - *Life-long professional development and management-focused employability skills for advancing in their tourism careers*

## b) The BTM Foundation: Common Themes

The original version of the Provincial BTM Core Curriculum Handbook listed 12 core courses / topic areas and detailed learning outcomes, identified by a process involving industry leaders. As the degree has evolved, this tourism-related content has been maintained and is now offered through a wide range of additional courses and approaches. To reflect the continued common nature of the BTM degree, but to acknowledge these enhancements, the foundational elements of the degree are now presented as a set of common themes that are offered within the degree at all institutions.

The courses that cover these themes are offered in a variety of ways (see tables in section 3-d). However the scope of year 3 and 4 degree learning and content, and level of academic rigor applied to these upper-level courses, remains constant at all three institutions.

## 1. Management & Leadership Development

This theme is covered through a range of upper-level third and fourth year courses providing students with comprehensive knowledge and advanced skills related to a wide range of management theories and issues. It covers effective people management and personal and strategic leadership skills – critical components for success in today’s fast-changing and evolving tourism sector marketplace. At TRU, students have the additional option of complementing their tourism specific

courses with courses from the Bachelor of Business Administration in order to develop their management and leadership skills.

## 2: Cultural Perspectives

Knowing how to interact appropriately with a wide variety of cultures, both at home and off-shore, increases the tourism professional’s probability of success, and leads to a more effective and rewarding career. It’s not just a matter of etiquette; it’s a matter of digging deep into the hearts and minds of colleagues and visitors alike to truly understand why individuals of various cultural backgrounds behave the way they do. BTM courses covering this theme allow students to learn about cross-cultural variables, management, group facilitation, motivation, negotiation skills, conflict resolution and adaptation – as they apply to the travel and tourism work environment.

## 3: Entrepreneurship

Many BTM graduates have the objective of eventually running their own tourism business. Making your own way as a tourism entrepreneur is both challenging and potentially rewarding. Courses covering the elements of this degree core theme cover the topics of financial management and planning, business planning, self-marketing, and the essential knowledge required before starting a business operation. The attitudes, values and techniques of successful tourism entrepreneurs are examined, based upon case practices.







#### 4: Environmental Perspectives

Responsible management of the natural environment has been a central theme of the BTM since its inception. Courses in stewardship, land management, ecotourism, and sustainable tourism development have been offered in a variety of formats, all focussing on tourism's relationship with the natural environment and our responsibility as managers and developers. As concerns toward global climate change increase, BTM programming is proactively enhancing course content to educate on related issues and means to counteract impacts that result from tourist activity on a local to global scale.

#### 5: Marketing and Consumer Behaviour

Tourism is about people interacting with people. Discovering, understanding, and enacting the characteristics, needs, and expectations of your clients are pre-requisites to professional success. This theme is covered in upper level courses that focus on understanding the thinking and behaviours of people in order to meet their needs more effectively through design of quality products, services and marketing strategies. Degree students learn to plan, select and use advertising media and promotion approaches to communicate with past and prospective customers.

#### 6: Policy and Planning

Good business practice comes from good policy development. This theme is addressed through an examination of the substantial policy and planning issues affecting the tourism

sector. Third and fourth year courses cover this area through the study of previous marketplace successes and failures. Students learn to apply policy knowledge specific to tourism including: planning and policy negotiation skills; policy and planning writing skills; organization and leadership of planning initiatives; and application of tourism resource inventory technology and approaches. The opportunity for students to develop policy mechanisms and planning practices within applied tourism sector contexts is also provided.

#### 7: Research Methods

Quality research is a necessity in all professional fields, and tourism is no exception. This foundational theme of the BTM acknowledges that reliable research methods and techniques are useful tools to better understand the market, and play an important role in effective marketing, product development, and many other aspects of the tourism sector. The skills learned here are translated almost immediately into useful proficiency in the preparation of the Graduating Seminar major research paper. A solid understanding of, and experience with research methods and practice also prepares BTM graduates for post-graduate work, if desired.

#### 8: Special Interest Topic

There are multiple paths for senior-level students to explore outside of the seven core themes listed above. These include tourism ethics, sport tourism, aboriginal tourism, international tourism and many others. Post-secondary institutions delivering the BTM offer a range of specialized courses, tied into the major core themes, allowing students to select courses that meet their particular interests and needs. All of the participating institutions provide learning experiences that cover all of the core BTM themes noted above, but programs include different specializations. This allows each BTM program to maintain its own identity and provide students with a wider range of options.

#### c) Specialty Options

In addition to the upper-level courses offered that address the common BTM themes, a number of specialty courses are offered, as determined by institution, program interest, and emphasis. Some examples include:

- *Selected topics in nature-based tourism.*
- *Tourism and sustainable development.*
- *Cultural tourism management.*
- *Management of parks and protected areas.*
- *International tourism marketing.*
- *Leisure programming and services for youth.*
- *Adventure travel policy and planning*

Themes	CAPILANO	MALASPINA	THOMPSON RIVERS
Management & Leadership Development	<p><b>TOUR 421 Organizational Leadership in Tourism</b> 3.00 credits</p> <p><b>TOUR 425 Financial Management for Tourism</b> 3.00 credits</p> <p><b>REC AAA Wilderness Explorations of Leadership &amp; Discovery</b> 3.00 credits (beginning 2008)</p> <p><b>REC CCC Adventure Education Applications</b> 3.0 credits (beginning 2008)</p> <p><b>TOUR EEE Parks and Protected Area Management</b> 3.00 credits (beginning 2008)</p>	<p><b>TRMT 349 Promotions Management in Recreation and Tourism</b></p> <p><b>TRMT 392 Programming and Services for Seniors</b></p> <p><b>TRMT 397 Programming and Services for Youth</b></p> <p><b>TRMT 430 Resort Management</b></p> <p><b>TRMT 441 Management of Festivals and Special Events</b></p> <p><b>TRMT 450 Volunteer Management</b></p> <p><b>TRMT 461 Organizational Leadership in Recreation and Tourism</b></p> <p><b>TRMT 475 Lifestyle Management</b></p>	<p><b>ADVG 401 Business Applications for Eco and Adventure Tourism Management</b> (3,0,0) 3 credits Prerequisite: 3rd year standing and ADVG 213 or instructor's permission.</p> <p><b>ADVG 405 Adventure Tourism International Business Development</b> (1,2,0) 3 credits Prerequisite: 3rd year standing and ADVG 401, or instructor's permission.</p> <p><b>TMGT 415 Managing Small Tourism Enterprises</b> (3,1,0) 3 credits Prerequisite: HMG 212, CONV 125 or CONV 219, and third-year standing in the BTM program.</p> <p><b>TMGT 418 Managing the Tourist Experience</b> (3,1,0) 3 credits Prerequisite: third-year standing in the BTM program.</p> <p><b>TMGT 304 Land Use Management and Tourism</b> (3,0,0) 3 credits</p> <p><b>TMGT 403 Resort Management</b> (3,0,0) 3 credits</p> <p><b>TMGT 405 Event Tourism</b> (3,0,0) 3 credits</p> <p><b>TMGT 421 Casino Operations Management</b> (3,1,0) 3 credits</p>
<p><b>BTM Programs at a Glance</b></p> <p>The following table provides a snapshot of BTM delivery in 3rd and 4th year at the three participating institutions. It summarizes courses offered at each school and is current as of fall, 2007. Check program websites for any changes that may have been made.</p> <p>The tables are organized by institution, and divided into the seven BTM themes that are common to programs. Prospective students can use this detailed information to acquire a firm idea as to what is possible at each institution. Please check the appendix for a more detailed table with course descriptions. This will give prospective students and employers of graduates a good overview of the wide range of tourism-specific content covered in the program.</p>			
Cultural Perspectives	<p><b>TOUR 426 Advanced Topics in Cross-Cultural Tourism</b> 3.00 credits</p> <p><b>TOUR 443 Cultural Tourism Management</b> 3.00 credits</p>	<p><b>TRMT 396 Aboriginal Tourism</b></p>	<p><b>TMGT 301 Community and Cultural Issues in Tourism</b> (3,0,0) 3 credits.</p> <p><b>ADVG 422 The Culture of Adventure</b> (3,0,0) 3 credits Prerequisite: 3rd year standing or instructor's permission.</p>
Entrepreneurship	<p><b>TOUR 424 Entrepreneurship in Tourism</b> 3.00 credits</p> <p><b>TOUR 441 Advanced Tourism Product Development</b> 3.00 credits</p>	<p><b>TRMT 421 Entrepreneurship in Recreation and Tourism</b></p>	<p><b>TMGT 412 Developing New Tourism Enterprises</b> (3,1,0) 3 credits Prerequisite: TMGT 401, and third-year standing in the BTM program.</p> <p><b>TMGT 401 Tourism Product Development and Innovation</b> (3,1,0) 3 credits Prerequisite: Third-year standing in the BTM program.</p>



Themes	CAPILANO	MALASPINA	THOMPSON RIVERS
Environmental Perspectives	<p><b>TOUR 444 International Eco Tourism</b> 3.00 credits</p> <p><b>TOUR 442 Environmental Stewardship for Tourism</b> 3.00 credits</p>	<p><b>TRMT 359 Management of Parks and Protected Areas</b></p>	<p><b>TMGT 404 Tourism and Sustainable Development</b> (3,0,0) 3 credits Prerequisite: Third-year standing in the BTM program.</p>
Marketing and Consumer Behaviour	<p><b>TOUR 351 Tourism Consumer Behaviour</b> 3.00 credits</p> <p><b>TOUR 428 International Tourism Marketing</b> 3.00 credits</p>	<p><b>TRMT 311 — Consumer Behaviour in Recreation and Tourism (F0601)</b></p> <p><b>TRMT 368 International Marketing in Recreation and Tourism</b></p>	<p><b>TMGT 413 Tourist Behaviour</b> (3,1,0) 3 credits Prerequisites: HMG 212, CONV 125 or CONV 219, admission to the Bachelor of Tourism Management program and 60 credits.</p> <p><b>ADVG 421 Adventure and Sport Marketing</b> (3,0,0) 3 credits Prerequisite: 3rd year standing or instructor's permission.</p>
Planning And Policy	<p><b>TOUR 423 Tourism Policy and Planning</b> 3.00 credits (4,0,0) hrs 15 wks</p>	<p><b>TRMT 470 Policy and Planning in Recreation and Tourism</b></p>	<p><b>TMGT 302 Tourism Policy and Planning</b> (2,1,0) 3 credits</p> <p><b>TMGT 414 Tourism Strategy</b> (3,1,0) 3 credits Prerequisite: HMG 212, CONV 125 or CONV 219, and third-year standing in the BTM program.</p>
Research Methods	<p><b>TOUR 427 Research Methods</b></p>	<p><b>TRMT 357 Applied Research Methods in Recreation and Tourism Management</b></p>	<p><b>TMGT 305 Research in Tourism</b> (3,1,0) 3 credits Prerequisite: MATH 120 or equivalent.</p>
Special Interest Courses and Other Selected Courses Accounting, Financial Management Revenue Management, Statistics, Quantitative Methods	<p><b>TOUR DDD Global Perspectives in Adventure Recreation</b> 3.00 credits (beginning in 2008)</p> <p><b>TOUR 350 Quantitative Methods for Tourism Management</b> 3.00 credit Prerequisite: REC 139 or 149 or TOUR 139 or 149 or equivalent</p>	<p><b>TRMT 324 Financial Management in Recreation and Tourism</b></p> <p><b>TRMT 351 Statistical Methods in Recreation and Tourism</b></p>	<p><b>ADVG 407 Selected Topics in Nature-based Adventure Tourism</b> (0,3,0) 3 credits</p> <p><b>TMGT 406 Selected Topics in Tourism</b> (0,3,0) 3 credits</p>
Community Development	<p><b>REC BBB Applied Community Stewardship in Tourism and Outdoor Recreation</b> 3.00 credits (beginning in 2008)</p>	<p><b>TRMT 353 Community Development in Recreation and Tourism</b></p> <p><b>TRMT 444 Rural Development through Recreation and Tourism</b></p>	<p><b>ADVG 409 Adventure Tourism International Community Development</b> (1,2,0) 3 credits Prerequisite: 3rd year standing and ADVG 401 and TMGT 301, or instructor's permission. Co-requisite: ADVG 410</p>

Themes	CAPILANO	MALASPINA	THOMPSON RIVERS
Consulting			<b>MGT 419 Tourism Enterprise Consulting Project</b> (0,1,4P) 6 credits Prerequisite: Tmgt 305 and third-year standing in the BTM program
Ethics		<b>TRMT 395 Ethics in Sport, Recreation and Tourism</b>	
Field School/Study Tour	<b>TOUR 431 Regional Topics in Tourism</b> 3.00 credits	<b>TRMT 391 Recreation and Tourism Management Study Tour</b>	<b>ADVG 410 Adventure Tourism Field Trip</b> Prerequisite: ADVG 405, , and 409 and 3 additional 400 level ADVG credits.
Graduating Seminar	<b>TOUR 440 Graduating Seminar and Mentorship</b> 3.00 credits	<b>TRMT 490 Graduating Seminar in Recreation and Tourism</b>	<b>ADVG 408 Graduating Seminar</b> Prerequisite: 3rd year standing and TMGT 305 Corequisite: TMGT 305 TMGT 402 Graduating Seminar (0,3,0) 3 credits
Human Resources	<b>TOUR 422 People Management - Human Relations in Tourism</b> 3.00 credits	<b>TRMT 343 Human Relations in Recreation and Tourism</b>	
Information Technology			<b>TMGT 417 Information Technology and Tourism</b> (3,1,0) 3 credits Prerequisite: Third-year standing in the BTM program.
Law, Legal Liability, And Risk	<b>TOUR 301 Business Law in Tourism</b> 3.00 credits Prerequisite: TOUR 208		<b>ADVG 402 Legal Liability and Risk Management for Eco and Adventure Businesses</b> (3,0,0) 3 Credits Prerequisite: 3rd year standing and ADVG 206 or TMGT 225, or instructor's permission.
Licensing, Sponsorship, And Fundraising		<b>TRMT 393 Licensing, Sponsorship, and Fundraising</b>	
Sport Tourism		<b>TRMT 394 Sport Tourism in Canada</b>	



*BTM students in Vietnam*



## 5: BTM Instructional Practices: Focus on Quality

Faculty at all three institutions currently offering the BTM have strived to develop innovative, effective instructional practices. A focus on experiential learning, with many “real-world” learning opportunities, makes this a valuable applied academic program. Graduates leave the program with a realistic picture of what the tourism work environment is like!

Some examples of learning practices included within the degree include:

### a) Engaging the Learner

- BTM students participate in a demanding annual tourism case competition. “Real-world” business cases are presented and teams are expected to respond to these complex industry challenges before a panel of industry leaders serving as judges.
- BTM students complete co-op and internship terms with industry employers offering the opportunity to demonstrate and practice skills and knowledge acquired in the classroom.
- BTM students complete graduate seminar research in topic areas of practical interest developed by the student.

### b) Influencing Communities

- BTM students are involved in undertaking primary research at major BC attractions.
- A BTM student team served in a consultancy role for a BC municipality, including designing and implementing visitor perception surveys, and developing a highly regarded tourism strategic plan for the community.

- BTM students were involved in a major community planning exercise (with a tourism component); this project won a United Nations award.
- BTM students are provided ongoing opportunities for international tourism experience in projects involving ecotourism development, tourism planning for poverty reduction, and others. Students have recently participated in projects in Costa Rica, Vietnam, Chile and Paraguay and a number of other developing nations.
- BTM students are engaging in the multi-institution Tourism Research Innovation Project. This involves the opportunity for teams to participate in field excursions to rural communities across BC, facilitating research-based, grassroots tourism development from signage to community planning.

### c) Connecting with Industry

- BTM students are provided opportunities to take an active part in tourism industry conferences and events – both at the regional and provincial level.
- BTM students are hired by the BC Centre for Tourism Leadership and Innovation to undertake primary research on projects, including an inventory of BC tourism educators’ professional and research interests.
- BTM students (in one of the programs) complete a five month mentorship with an experienced tourism professional in a sector the student is interested in.



The BTM has become recognized as the new benchmark of tourism management education in British Columbia. For the better part of a decade, it has maintained high standards and provided a comprehensive foundation of academic knowledge and skills relevant

to the needs of this province. In so doing, it has raised the standards of professionalism in the industry.

The BTM plays a critical role in the delivery system of tourism education in BC. It is a link between many certificate and diploma level programs from public and private institutions to post-graduate studies in tourism. The system of program delivery enables individuals to transfer into the BTM from institutions throughout the province that meet the admission standards. Due to the consistency in BTM themes, courses and standards, individuals are also able to transfer between institutions that deliver the BTM. This enables flexibility to student learners, enhances collaboration amongst delivery institutions, and helps make the BTM a true product of the British Columbia Tourism Learning System.

The role of the BTM as a core ingredient in tourism education for the province will increase in the future. The tourism industry faces many compelling challenges, and high quality and advanced education in the field is essential to maintaining standards of

professionalism and ensuring a quality and sustainable industry. As a result, the future directions for the BTM include:

- Ensuring accessibility to BTM programming to individuals located throughout the province, in all BC tourism regions, and in small and large communities. Online delivery services from some institutions can help achieve this goal for those without easy access to the main campuses. Equally critical is ensuring the current distribution of institutions offering the BTM is maintained to facilitate access to degree-level learning for individuals on Vancouver Island (through Malaspina), the Lower Mainland and Whistler corridor (through Capilano), and the central interior and beyond (through Thompson Rivers).
- Providing programming at a high level of learning that addresses the critical challenges facing the industry. This will require ongoing collaboration between the institutions to ensure that programming continues to meet high academic standards. It may also require specific topics of a critical nature be collectively addressed to determine the best programming options. These are topics such as: the role of tourism in global climate change and how tourism learning can help minimize negative impacts of the travel industry, addressing safety and security issues for tourism, and collective approaches to enhancing visitor experiences of BC tourism products.
- Developing programming that maintains tourism as an attractive option for the reduced work force, as labour supply diminishes with changing demographics in Canada, and specifically, British Columbia. This will require continued (and potentially increased) industry experiences for students within degree programs.
- Providing programming that maintains a consistently high academic standard for transfer to higher learning for students wishing to continue their studies (to masters level and beyond to doctoral programs). By ensuring that the three institutions currently offering the BTM continue regular communications on content and delivery practices, the high quality and strong reputation of the BTM will be maintained over the long term. This will increase the ability for individuals to enter into advanced learning programs in various institutions at home and abroad.

The BTM is a model program of learning that sets and maintains high standards for further academic pursuits, and comprehensively prepares students for realities of the workplace. The key to a solid future for the degree is to maintain consistent standards while enabling institutions the ability to tailor aspects of the program to both specific issues in their region and their internal interests and capabilities. Ongoing collaboration regarding management and development of the degree between delivery institutions will enhance the quality and reputation of a program that addresses tourism management issues and concerns for the province.

## 6: Other BC Tourism Degrees

This handbook outlines the common elements of the BC Bachelor of Tourism Management Degree program. Colleagues at the three post-secondary institutions offering the degree also share curriculum development and instructional best practice ideas with other degree-granting members of the BC Tourism Learning System. These include the Bachelor of Commerce at University of Victoria (service management concentration) and the Bachelor of Hospitality Management at Vancouver Community College.

Another tourism-focused degree available in BC with some similarities to the BTM, and of potential interest to readers of this handbook, is the Nature-Based Tourism Management Degree offered at the University of Northern British Columbia in Prince George:

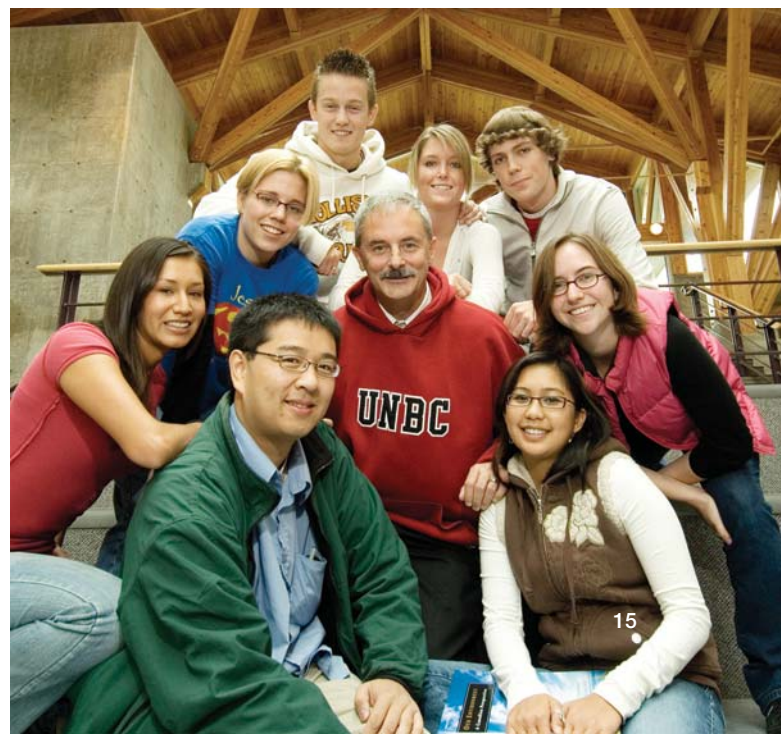


### University of Northern British Columbia Nature-Based Tourism Management Degree (B.A.)

[www.unbc.ca/ortm/index.html](http://www.unbc.ca/ortm/index.html)

One of the fastest growing sectors in the tourism industry is nature-based tourism, which comprises attractions, activities and experiences involving interaction with natural and cultural resources (e.g., ecotourism, adventure tourism, indigenous tourism). The Nature-Based Tourism Management degree at UNBC in Prince George examines the various components of the nature-based tourism system, emphasizing sustainability issues and entrepreneurial perspectives in this important tourism sector.

We believe it is critical for future leaders and operators in nature based tourism to understand the environmental, social and cultural impacts of tourism and receive training to identify and mitigate these impacts. Students take an interdisciplinary suite of courses from content areas and disciplines closely related to nature-based tourism, such as tourism marketing, indigenous tourism, international studies, environmental planning, and natural resource management.





# Degree Course Descriptions By Subject Area & Institution:

Capilano College, Malaspina University College, Thompson Rivers University, 3<sup>rd</sup> & 4<sup>th</sup> Years Only

Subject	CAPILANO	MALASPINA	THOMPSON RIVERS
<b>Management &amp; Leadership Development</b>	<p><b>TOUR 421</b>  <b>Organizational Leadership in Tourism</b>                      3.00 credits                      Advanced skills in organizational leadership, including leadership approaches, motivation, understanding of organizational culture, and management of working relationships.</p>	<p><b>TRMT 349</b>  <b>Promotions Management in Recreation and Tourism</b>                      Plan, select, and use advertising media and promotion approaches to communicate with past and prospective customers in the leisure industry, and demonstrate advanced personal selling methods.</p>	<p><b>ADVG 401</b>  <b>Business Applications for Eco and Adventure Tourism Management</b>                      (3,0,0) 3 credits                      This course studies applied business concepts as they pertain to the development, administration, management, marketing, and control of commercial adventure tourism operations. The course will discuss: business opportunity analysis, administrative and management decision-making perspectives, applying a variety of channels of distribution, socio-political aspects of the international marketplace, human resource management, finance techniques, pricing methods, operations management, optic views, and product development.  <b>Prerequisite:</b> 3rd year standing and ADVG 213 or instructor's permission.</p>
	<p><b>TOUR 425</b>  <b>Financial Management for Tourism</b>                      3.00 credits (beginning in 2008)                      Prerequisite: TOUR 116 and TOUR 125 or 325                      Applied financial management and planning capabilities, including financial ratios, budgets, pro forma statements, risk management, and working capital management.</p>	<p><b>TRMT 392</b>  <b>Programming and Services for Seniors</b>                      Through an examination of the leisure behaviours of seniors, this course will assist in planning for the provision of services for this sub-population. Population analysis and market segmentation is used as a means of determining participant functioning characteristics and participant needs, interests, and skills.</p>	<p><b>ADVG 405</b>  <b>Adventure Tourism International Business Development</b>                      (1,2,0) 3 credits                      This course is intended to provide an overview of adventure tourism international business development. The development of global adventure tourism business products requires a thorough understanding of the cultural, social, political and economic dimensions of international business. The ability to assess and forecast the business climate and changes in the macroeconomic and socio-political environment is important to developing global tourism strategies. Topics will include international business development, development theory, globalization, tourism businesses operating as multi-national firms, factors that affect international business development, colonialism and foreign aid, international tourism finance, global trade in services, the affect of women's rights on production and development, and numerous case studies.  <b>Prerequisite:</b> 3rd year standing and ADVG 401, or instructor's permission.</p>
	<p><b>REC AAA</b>  <b>Wilderness Explorations of Leadership &amp; Discovery</b>                      3.00 credits (beginning in 2008)                      This course explores the essential qualities of leadership in a wilderness environment. It focuses on techniques of observation, cause and effect decision making, communication skills, recognition and management of subjective and objective hazards and other safety concerns, knowledge of natural environment cycles and rhythms, and understanding group dynamics.</p>	<p><b>TRMT 397</b>  <b>Programming &amp; Services for Youth</b>                      An examination of the leisure behaviours of youth to determine how to plan for the provision of services for this subpopulation. Population analysis and market segmentation are used as a means of determining participant functioning characteristics and participant needs, interests, and skills.</p>	<p><b>ADVG 406</b>  <b>Adventure Tourism International Business Management</b>                      (1,2,0) 3 credits                      This course is the study of adventure tourism international business management. The management of adventure tourism international businesses requires a thorough understanding of country-specific cultural issues, risks to the business, financial management, and market indicators. The ability to understand and work within local business, regulatory and street-level parameters,</p>
	<p><b>REC CCC</b>  <b>Adventure Education Applications</b>                      3.00 credits (beginning in 2008)                      This course provides advanced learning on experiential teaching and delivery styles in the context of outdoor recreation and adventure tourism. It includes a broad exploration of individual learning styles and interpretive methods that may be encountered and may be utilized in an outdoor education context.</p>	<p><b>TRMT 430: Resort Management</b>                      This course examines resort development and operations of resort properties. Topics include resort concept, resort planning, development and management; the importance of a tourism and leisure orientation, marketing concepts; and the future of resorts and resort management. Note: Some sections of this course may be offered on-line.</p>	
<p><b>TOUR EEE</b>  <b>Parks and Protected Area Management</b>                      3.00 credits (beginning in 2008)                      This course features examination of the issues involved in managing natural areas from an advanced planning and management perspective. Special attention toward methodologies and application for natural systems management and human use and experience are explored from a provincial to global context.</p>	<p><b>TRMT 441: Management of Festivals and Special Events</b>                      This course through a systematic approach examines the planning, development, marketing, and staging of major community events and festivals. Particular attention is given to the needs of performers, participants, and local residents as they relate to the field of festival and event management.</p>		

Subject	CAPILANO	MALASPINA	THOMPSON RIVERS
<b>Management &amp; Leadership Development (cont.)</b>		<p><b>TRMT 450 Volunteer Management</b> This course offers an opportunity to engender an appreciation and understanding of the volunteerism movement. Specific skills are developed to meet the present and future needs of public and private sector use of volunteers. The application of management skills, training, education and professional development are addressed.</p> <p><b>TRMT 461 Organizational Leadership in Recreation and Tourism</b> This course examines advanced skills in organizational leadership, including leadership approaches, motivation, and organizational culture. The focus will be on leadership and management of working relationships within organizations.</p> <p><b>TRMT 475 Lifestyle Management</b> An examination of the role of leisure and active living in today's society. Topics include the connection between the mind, body and spirit in leisure activities, and the contribution of active living to increased feelings of personal worth, energy and vitality.</p>	<p>and to develop local networks is paramount when operating internationally. Course topics include adventure tourism international management considerations, managing across cultures, managerial styles, international business strategy, tourism finance, international business finance risk, project management, indicators of market potential, questionable payments abroad, political and country risk, country risk and competitive advantage, business ethics, and investment program examples.</p> <p><b>Prerequisite:</b> 3rd year standing and ADVG 401, or instructor's permission.</p> <p><b>TMGT 304 Land Use Management and Tourism</b> (3,0,0) 3 credits This course will review the theory and practice of land use planning and management in western Canada, and specific examples of land use issues in the development of tourism businesses and opportunities. The course reviews various land use designations that are important to tourism development, the policy and process for developing commercial recreation on crown land, and various management strategies aimed at optimizing the use of natural areas for quality recreation/tourism experiences. Other topics include: land access, impact assessment, public and private commercial use competition, zoning, and the economics and sustainability of commercial operations.</p> <p><b>TRMT 403 Resort Management</b> This course will introduce learners to the concepts, issues and practices involved in resort management. Learners will read extensively in the current resort management literature, participate fully in a seminar type class setting, and work on real life problems of resort managers. The course requires students to recall and use knowledge and skills from management functions already taught in the tourism management degree such as marketing, finance, planning, human resources etc. and apply them to resort settings. Students will investigate one resort management question in depth and present their findings on best current practices in a well-written article and presentation at the end of the course.</p> <p><b>TMGT 405 Event Tourism</b> (3,0,0) 3 credits Examine the emerging field of event tourism and identify market opportunities and trends. Topics covered include planning, marketing, staffing, producing, and fiscal and quality control of special events. <b>Prerequisite:</b> Third-year standing in the BTM program.</p>



Subject	CAPILANO	MALASPINA	THOMPSON RIVERS
<b>Management &amp; Leadership Development (cont.)</b>			<p><b>TMGT 421</b>  <b>Casino Operations Management</b>  (3,1,0) 3 credits  This course explores the relationship between tourism development, hospitality services and casino operations. Topics include the development and current status of gaming in Canada, identification of different types of gaming operations, identification of stakeholders and the costs and benefits of casino establishments to the local community, comparison of gaming laws, controls and fundraising opportunities. This course will also identify marketing and management strategies for casino operations in a tourism setting.  <b>Prerequisite:</b> Third-year standing in the BTM program.</p>
<b>Cultural Perspectives</b>	<p><b>TOUR 426</b>  <b>Advanced Topics in Cross-Cultural Tourism</b>  3.00 credits  Ability to apply cross-cultural communications skills and knowledge, including conflict resolution and negotiation skills, with employees, clients and customers from different cultures. Ability to apply leadership and negotiation skills to community issues in tourism.</p> <p><b>TOUR 443</b>  <b>Cultural Tourism Management</b>  3.00 credits  This course deals with the management of cultural, heritage, and entertainment tourism. Topics include negotiating agreements with municipalities, planning approaches, sponsorships, protection of heritage properties, museum tourism, and performing arts and visual arts partnerships.</p>	<p><b>TRMT 396</b>  <b>Aboriginal Tourism</b>  An examination of aboriginal tourism with a focus on British Columbia communities. Topics include: the evolution of tourism in aboriginal communities, current tourism provision by aboriginal peoples, portrayals of aboriginal peoples in tourism products, aboriginal tourism organizations, destination gaming, non-aboriginal providers, relationships with the larger tourism industry, eco-tourism, and aboriginal trends.</p>	<p><b>TMGT 301</b>  <b>Community and Cultural Issues in Tourism</b>  (3,0,0) 3 credits  This course provides insight into what culture is and looks at the ways in which cultures meet and interact in tourism settings. Consideration is given to cross-cultural issues, and challenges in meeting the needs of both the "host" community and the "guest" from a tourism perspective. The range and diversity of cultural issues will be identified and market place approaches and techniques for promoting and managing cultural tourism will be explored</p> <p><b>ADVG 422</b>  <b>The Culture of Adventure</b>  (3,0,0) 3 credits  This course is the study of the culture of adventure. Adventure activities have a long-standing culture that is important to understand in the context of contemporary use. As adventure activities become socialized within North America, its origins become important context for its future development. Course content includes studies in adventure philosophy, history, literature, art, stories, mythology, values, mentors, evolution, and contemporary applications. Prerequisite: 3rd year standing or instructor's permission.</p>
<b>Entrepreneurship</b>	<p><b>TOUR 424</b>  <b>Entrepreneurship in Tourism</b>  3.00 credits  Advanced capabilities in tourism product development, including innovation within the entrepreneurial process and through existing organizations with the entrepreneurial process.</p>	<p><b>TRMT 421</b>  <b>Entrepreneurship in Recreation and Tourism</b>  An exploration of the entrepreneurial process in recreation and tourism settings, including innovations through existing organizations and new product or service development.</p>	<p><b>TMGT 401</b>  <b>Tourism Product Development and Innovation</b>  (3,1,0) 3 credits  Students will develop advanced capabilities in tourism product development and innovation, through new firm development and within existing organizations amid global competition and culturally diverse markets and work forces.  <b>Prerequisite:</b> Third-year standing in the BTM program.</p>

Subject	CAPILANO	MALASPINA	THOMPSON RIVERS
Entrepreneurship (cont.)	<p><b>TOUR 441</b> <b>Advanced Tourism Product Development</b> 3.00 credits Students will develop advanced skills in product development based on market and demographic research, including marketing, pricing, competitive analysis, &amp; conceptualizing new products across a range of industry sectors.</p>		<p><b>TMGT 412</b> <b>Developing New Tourism Enterprises</b> (3,1,0) 3 credits Building upon the foundation laid in TMGT 401, this course will guide students through the process of conceiving and planning a new tourism business. Topics covered will include evaluating business opportunities and start up strategies, resource requirements for a new business, financing new ventures and the business start up process. <b>Prerequisite:</b> TMGT 401 , BBUS 312 and third-year standing in the BTM program.</p>
Environmental Perspectives	<p><b>TOUR 444</b> <b>International Eco Tourism</b> 3.00 credits This comparative approach to eco-tourism in different countries will highlight issues of sustainability, planning, socio-cultural issues, and economic demand.</p> <p><b>TOUR 442</b> <b>Environmental Stewardship for Tourism</b> 3.00 credits Students will review principled negotiation, the ethics of environmental stewardship, the environmental legislative regime and provincial resource policy, geographical information system applications, negotiations of land use agreements, co-management approaches, and sustainability issues using case studies.</p>	<p><b>TRMT 359</b> <b>Management of Parks &amp; Protected Areas</b> This course deals with the management and planning of parks and protected areas, focusing on issues related to ecological integrity and sustainable tourism and recreation. Students in this course will be better prepared for employment in parks, and, will better understand the role of parks within the broad context of resource management and stewardship.</p>	<p><b>TMGT 404</b> <b>Tourism &amp; Sustainable Development</b> (3,0,0) 3 credits Examine the processes involved in planning and developing a tourism destination, including the required infrastructure. The major focus will be on the benefits and impacts associated with tourism development, as well as the strategies for maximizing benefits while minimizing adverse effects. Major topics include planning approaches, regional planning, and community tourism planning. <b>Prerequisite:</b> Third-year standing in the BTM program.</p>
Marketing & Consumer Behaviour	<p><b>TOUR 351</b> <b>Tourism Consumer Behaviour</b> 3.00 credits This course examines and evaluates consumer behaviour in the tourism industry. Students will learn key theoretical perspectives and will analyze the relationship between tourist motivation and particular tourism products. They will be able to explain the reasons for variations between market sectors, and will become conversant with recent developments in tourist psychology and tourism consumer behaviour research. Note: Acceptance into the Bachelor of Tourism Management Degree program of study or diploma level Marketing courses or equivalent experience.</p> <p><b>TOUR 428</b> <b>International Tourism Marketing</b> 3.00 credits Students will develop the capability to manage tourism operations in an international context -- economic, political, legal, cultural, and financial environments.</p>	<p><b>TRMT 311</b> <b>CONSUMER BEHAVIOUR IN RECREATION AND TOURISM</b> A consideration of the concepts of consumer behaviour and the practical implications of these concepts to the tourism and recreation business. Students learn how to design tourism products through an understanding of consumer needs, and how to design marketing strategies that will influence the consumer to purchase these products and to receive satisfaction from the purchase decision.</p> <p><b>TRMT 368</b> <b>International Marketing in Recreation and Tourism</b> This course is an introduction to concepts and issues of managing tourism operations in an international context. Students will acquire the skills necessary to gather environmental marketing research material in international markets, interpret this information and develop workable marketing strategies to reach a stated segment of the population. The student will communicate the skills learned through a presentation and development of a marketing study.</p>	<p><b>TMGT 418</b> <b>Managing the Tourist Experience</b> (3,1,0) 3 credits This course examines the management of service products and operations with a particular focus on tourist services or "experiences" (as they are increasingly characterized). The tourism product holds an important position in the fast growing experience economy, requiring firms marketing these intangible products to overcome unique challenges. The intent of the course is to provide students with the concepts, tools, and a strategic focus to effectively manage the tourist experience and to investigate how experiences are designed, delivered, and evaluated. Students will be encouraged to employ innovative approaches in the application of the knowledge they acquire to real business settings. Prerequisite: BUEC 333 and third-year standing in the BTM program.</p> <p><b>TMGT 413</b> <b>Tourist Behaviour</b> (3,1,0) 3 credits This course explores the determinants that shape tourist behaviour. Using</p>



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<b>Marketing &amp; Consumer Behaviour (cont.)</b>			<p>both a theoretical and applied approach, students will examine how and why people purchase and consume travel and tourism products. Topics covered will include travel and tourism motivations, destination choice, personality &amp; psychographics, the tourist decision process, the tourist experience, and post experience behaviour.</p> <p><b>Prerequisites:</b> HMGT 212, CONV 125 or CONV 219, admission to the Bachelor of Tourism Management program and 60 credits.</p> <p><b>ADVG 421 Adventure &amp; Sport Marketing</b> (3,0,0) 3 credits</p> <p>This course specifically focuses on the unique marketing attributes of the adventure and sport product. It offers an advanced and integrative approach to the study of adventure and sports marketing mix and promotion. The course centres on marketing planning, identification of preferred media strategies and the design of targeted marketing products.</p> <p><b>Prerequisite:</b> 3rd year standing or instructor's permission.</p>
<b>Policy and Planning</b>	<p><b>TOUR 423 Tourism Policy &amp; Planning</b> 3.00 credits (4,0,0) hrs 15 wks</p> <p>Use and apply planning and policy knowledge specific to tourism, including planning and policy negotiation skills, advanced policy and planning writing skills, and organization and leadership of planning initiatives.</p>	<p><b>TRMT 470 Policy &amp; Planning in Recreation &amp; Tourism</b></p> <p>Tourism and recreation policy establishes the vision for developing and managing tourism and recreation and is an essential element of national, regional, and local tourism and recreation planning.</p> <p>Tourism and recreation planning provides the design of a desired future and the identification of effective and integrative ways to bring it about.</p> <p>This course seeks to create an appreciation of the need for tourism and recreation policy and planning that is balanced and sustainable, to instill an understanding of the practice of tourism and recreation policy-making and planning, and to generate skills necessary for creating policy documents, planning processes, and participating knowledgeably at tourism and recreation policy-making and planning tables.</p>	<p><b>TMGT 302 Tourism Policy and Planning</b> (2,1,0) 3 credits</p> <p>This course will introduce students to policy and planning theories and their application to tourism. Students will also examine the relationship between tourism, public policy, planning and development.</p> <p><b>TMGT 414 Tourism Strategy</b> (3,1,0) 3 credits</p> <p>This course explores strategic management and planning in a tourism context. Using both a theoretical and practical approach, students will examine the concepts of strategic planning and competitive strategy and how they can be successfully applied by organizations in an increasingly complex and global tourism environment.</p> <p>Prerequisite: HMGT 212, CONV 125 or CONV 219, BBUS 312 and third-year standing in the BTM program.</p>
<b>Research Methods</b>	<p><b>TOUR 427 Research Methods</b> 3.00 credits</p> <p>Ability to use research skills needed for the effective management of tourism operations, including survey techniques.</p>	<p><b>TRMT 357 Applied Research Methods in Recreation and Tourism Management</b></p> <p>This is an applied research course focusing on methods appropriate for assisting regional and community development through recreation and tourism initiatives. Students will develop and understanding of the fundamental concepts in developing and utilizing research for decision-making including: mining data sources,</p>	<p><b>TMGT 305 Research in Tourism</b> (3,1,0) 3 credits</p> <p>This course is designed to introduce students to the process of conducting and evaluating research in the field of tourism.</p> <p><b>Prerequisite:</b> MATH 120 or equivalent.</p>

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<b>Research Methods (cont.)</b>		primary data-gathering techniques (case study, interviews, focus groups), and a framework for deciding when particular methods of data gathering and analysis are appropriate. Students will apply the techniques through engagement in applied research projects.	
<b>Special Interest Courses and Other Selected Topics</b> Accounting, Financial Management, Revenue Management, Statistics, Quantitative Methods	<p><b>TOUR 350</b> <b>Quantitative Methods for Tourism Management</b> 3.00 credits <i>Prerequisite: REC 139 or 149 or TOUR 139 or 149 or equivalent</i> Students will be introduced to a variety of quantitative tools used to aid decision-making in the tourism industry. Financial and statistical concepts, methods, and applications will be examined.</p> <p><b>TOUR DDD</b> <b>Global Perspectives in Adventure Recreation</b> 3.00 credits (beginning in 2008) This course examines global trends and issues impacting adventure tourism and outdoor recreation. It features several case study applications from an international context of key issues and concerns. Topics include trends in outdoor recreation products and activities, delivery systems in outdoor recreation, demographic trends impacting outdoor recreation and adventure tourism, issues and trends in risk management and liability from a global perspective.</p>		
<b>Community Development</b>	<p><b>REC BBB</b> <b>Applied Community Stewardship in Tourism and Outdoor Recreation</b> 3.00 credits (beginning in 2008) To connect students to projects with non-profits, community organizations, or a municipal governing authority focused on outdoor recreation and/or sustainable practices in adventure tourism in the Sea-to-Sky corridor. The course will build skills and knowledge in sustainability and stewardship practices in an applied community context.</p>	<p><b>TRMT 353</b> <b>Community Development in Recreation and Tourism</b> This course will examine the role of leisure service providers in planning and community development. Leisure's potential role in contributing to dynamic, enjoyable and supportive communities will be explored. Topics focus on the social and political processes through which groups and individuals work to establish relationships and mobilize resources to fulfill community recreation and tourism needs. Students will acquire the skills and knowledge required of a recreation or tourism practitioner involved in community development initiatives whether it be in the not-for profit, public or private sector.</p>	<p><b>ADVG 409</b> <b>Adventure Tourism International Community Development</b> (1,2) This course is the study of community-based adventure tourism policy, planning and development. International tourism managers must understand concepts of sustainability, community development, how tourism can be used to promote conservation, and how to involve local populations in the tourism development decision-making process. While community-based tourism concepts are finding their way into North American tourism development processes, this course will concern itself primarily with issues facing developing countries and the lessons that may be brought to North American operations. Topics will include tourism and community development, the creation of tourism opportunity and development strategies, the role of consultants and non-governmental organizations, sustainable tourism development, social impact assessment, community tourism assessment, pro-poor tourism</p>

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<b>Community Development (cont.)</b>		<p><b>TRMT 444</b>  <b>Rural Development in Recreation and Tourism</b>            This course will enable learners to understand the role of recreation and tourism in rural community economic development. Learners will develop a rural “lens” or perspective on development. Material will identify the needs and issues facing rural communities as well as strategies being employed to address them. Core concepts and practice in community economic development in rural British Columbia will be discussed. The course will involve field trips to rural areas to become familiar with the context and to enable learners to hear from community leaders and entrepreneurs.</p>	<p>development, achieving global competitiveness, community-based tourism for conservation, the importance of including women in community development, and numerous case studies and applications.  <b>Prerequisite:</b> 3rd year standing and ADVG 401 and TMGT 301, or instructor's permission.  <b>Co-requisite:</b> ADVG 410</p>
<b>Consulting</b>			<p><b>TMGT 419</b>  <b>Tourism Enterprise Consulting Project</b>            (0,1,4P) 6 credits            This course requires students to undertake a consulting assignment in a real business setting. The objective of this course is to provide students with the opportunity to build upon and apply the knowledge and skills acquired in previous work experience and courses throughout their studies in the Bachelor of Tourism Management program in a consulting assignment for a small to medium sized tourism enterprise. Through a series of seminars and field work students will secure a consulting assignment with a business organization, work closely with the owner/managers to identify a specific problem or challenge facing the firm, set objectives, then research, prepare, and present a report addressing this problem.  <b>Prerequisite:</b> BBUS 312 and third-year standing in the BTM program.</p>
<b>Ethics</b>		<p><b>TRMT 395</b>  <b>Ethics in Sport, Recreation &amp; Tourism</b>            Through the application of ethical theories, principles and applications, this course will do an analysis of ethics in leisure activities. Personal and professional ethical issues in managing coaches, leaders, and volunteers are examined, as well as performance issues such as cheating, drugs, sportsmanship and other issues such as kick backs, equality, excellence and gender equity.</p>	

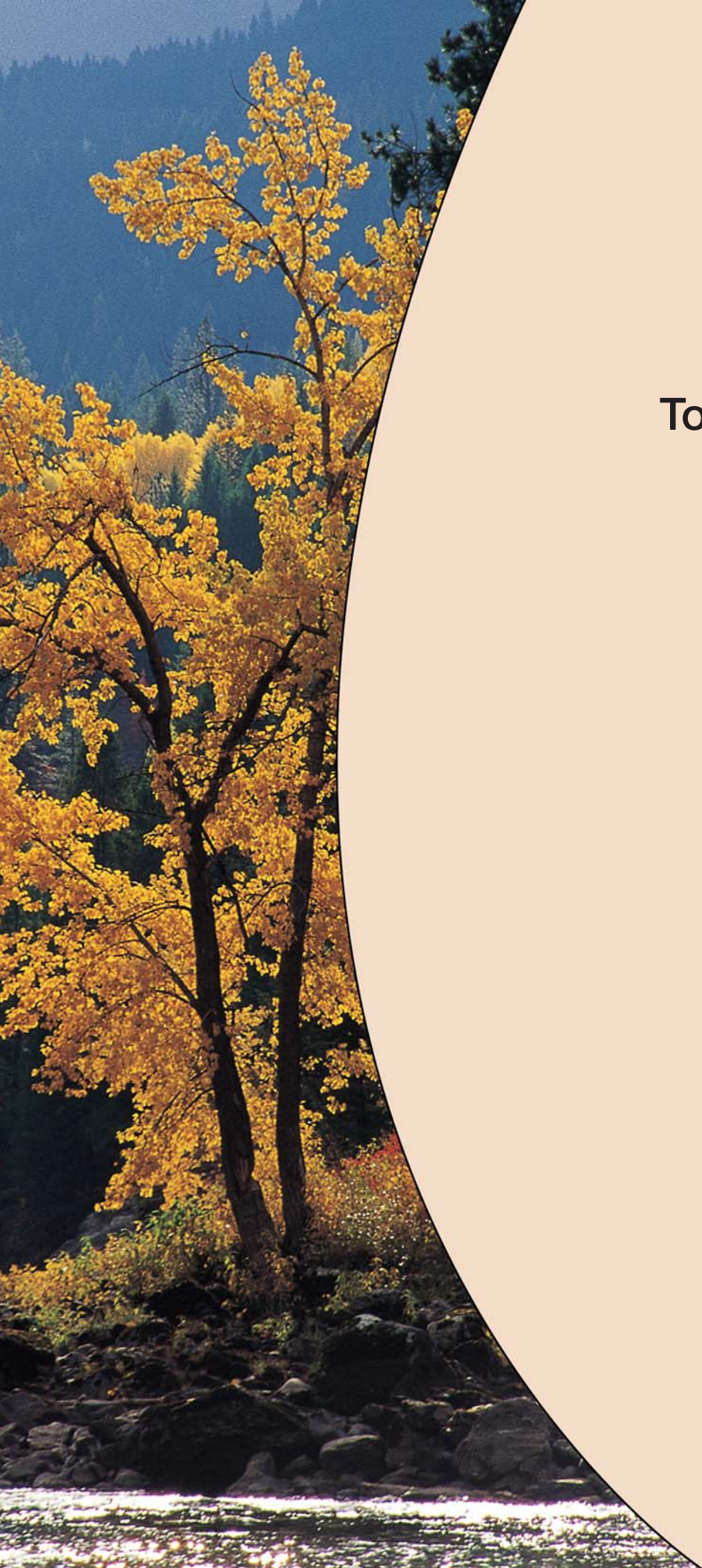


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<b>Field School/Study Tour</b>	<p><b>TOUR 431</b> <b>Regional Topics in Tourism</b> 3.00 credits</p> <p>This course provides students with the experience to study overseas where they can develop the skills to describe the geographical, historical and economic context of tourism of the destinations under consideration. Students will learn to analyze product and destination development in relation to regional culture and target markets, and to assess the benefits and impacts of tourism on economic and social development. Research skills will be applied to the evaluation of the future of tourism and development in the region, and students will gain practice in the development of a code of conduct to maintain the sustainability of the tourism industry in the region.</p>	<p><b>TRMT 391</b> <b>Recreation and Tourism Management Study Tour</b></p> <p>This field-based course offers the student an opportunity to apply tourism and recreation management perspectives, methods and techniques in a varied field-based research setting. Content of each tour will focus on an identified theme, encompassing a number of areas of tourism and recreation management practice. Pre-trip sessions and readings will provide background knowledge of the study tour area.</p>	<p><b>ADVG 410</b> <b>Adventure Tourism Field Trip</b> (0,0,12) 6 credits</p> <p>This course is a field trip to study adventure tourism development, policy, planning and operations. Students will use this field experience as a basis for lectures, discussion and reports.</p> <p><b>Prerequisite:</b> ADVG 405, 406, and 409 and 3 additional 400 level ADVG credits.</p>
<b>Graduating Seminar</b>	<p><b>TOUR 440</b> <b>Graduating Seminar</b> 3.00 credits</p> <p>The Graduating Seminar consists of two concurrent parts: a supervised graduating research paper and a structured mentorship program. The graduating paper requires the identification of an important issue or topic, selection of formal methodology, review of the literature, qualitative or quantitative research, analysis of results and final conclusions with comprehensive referencing and a bibliography. The mentorship program enables a one-on-one relationship with a mentor in the tourism industry or in a related field. It exposes each student to a positive role model and broadens each student's awareness of workplace issues and opportunities, in preparation for their transition into the professional workforce.</p>	<p><b>TRMT 490</b> <b>Graduating Seminar in Recreation and Tourism</b></p> <p>This course will provide learners with an opportunity to examine advanced topics, issues and trends in tourism and recreation. The course is intended to provide a forum for in-depth exploration and discussion of topics, and to allow for integration of knowledge, skills and experiences gained throughout the degree program.</p>	<p><b>ADVG 408</b> <b>Graduating Seminar</b> (0,3,0) 3 credits</p> <p>This course deals with research and a project of your choice. Each student will design and complete a project within the semester. The course will be in seminar format. Selected readings will provide the foundation for student contribution to class discussion and to the development of their project.</p> <p><b>Prerequisite:</b> 3rd year standing and TMGT 305 <b>Co-requisite:</b> TMGT 305</p> <p><b>TMGT 402</b> <b>Graduating Seminar</b> (0,3,0) 3 credits</p> <p>Research and professionally present a major project with direct application to the tourism industry.</p> <p><b>Prerequisite:</b> Fourth-year standing in the BTM program.</p>
<b>Human Resources</b>	<p><b>TOUR 422</b> <b>People Management - Human Relations in Tourism</b> 3.00 credits</p> <p>Advanced human resource management skills and professional knowledge for application to the tourism workforce including the best practices of recruitment and selection, motivating and managing performance, compensation and benefits, and employee and labour relations techniques which align with the business strategy of the tourism operation.</p>	<p><b>TRMT 343</b> <b>Human Relations in Recreation and Tourism</b></p> <p>This course seeks to examine key human relations concepts, skills, and workplace issues as they relate to the field of tourism and recreation. The course is designed to enable students to understand and apply advanced skills and professional attitudes in organizing the leisure workforce. The course will encompass innovative approaches to managing 'the self' and 'other people', including communication techniques, personal wellness, people management techniques, human relations skills, motivational techniques, and conflict management techniques.</p> <p>Given its human relations focus, the course is designed to be a 'shared teaching/learning experience' and 'student driven' in terms of both</p>	

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Human Resources (cont.)		<p>content delivery and classroom ambience. Student participation and contributions are critical to the achievement of teaching objectives and desired learning outcomes, and as such participation-contribution will be a major component of the course evaluation.</p>	
Information Technology			<p><b>TMGT 417</b>  <b>Information Technology and Tourism</b>  (3,1,0) 3 credits  This course examines the relationship between information technology (IT) and tourism from both a consumer and organizational perspective. Specifically, the course will encourage students to critically evaluate current and emerging developments in IT and their impact on tourism consumers and suppliers. Students will also develop an understanding of how IT can be used to facilitate and promote innovation and support the overall strategic objectives of a firm.  <b>Prerequisite:</b> Third-year standing in the BTM program.</p>
Law, Legal Liability & Risk	<p><b>TOUR 301</b>  <b>Business Law in Tourism</b>  3.00 credits  By the end of this course students should be able to appreciate the impact of applicable Canadian Law on tourism business ventures. Students will be introduced to relevant B.C. and Federal statute law as well as applicable judge-made law. They will learn about important legal issues and legal challenges facing tourism businesses. The rights and potential liabilities of the various parties in tourism business relationships will also be discussed.  <b>Prerequisite: TOUR 208</b></p>		<p><b>ADVG 402</b>  <b>Legal Liability and Risk Management for Eco &amp; Adventure Businesses</b>  (3,0,0) 3 credits  This course studies applied legal concepts and risk management as they pertain to the administration, management, and control of both public and private adventure tourism operations. The course will discuss: legal liability concepts, owner and director liability, guide and leader liability, risk controls, risk financing, risk mitigation, evaluating country risk for international operations, insurance, planning and response document development, and post-incident strategies. There will be extensive use of case studies.  <b>Prerequisite:</b> 3rd year standing and ADVG 206 or TMGT 225, or instructor's permission.</p>
Licensing, Sponsorship, & Fundraising		<p><b>TRMT 393</b>  <b>Licensing, Sponsorship, &amp; Fundraising</b>  This course will provide students with an understanding of the benefits, the development and maintenance of sponsorship and licensing agreements as well as productive fundraising strategies for sport organizations. Both traditional as well as innovative revenue generation methods available to sport, recreation and entertainment industry will be examined. Case studies and examples from actual industry practices will be used to provide the student with an understanding of when and how to apply these techniques and strategies.</p>	

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<b>Selected Topics</b>			<p><b>ADVG 407</b>  <b>Selected Topics in Nature-based Adventure Tourism</b>  (0,3,0) 3 credits  This independent study course is designed to allow students the opportunity to investigate a specific field or topic in nature-based and adventure tourism. Consultation with, and permission of, a BTM faculty member and the School of Tourism Associate Dean is required.  Prerequisite: The student must be in third or fourth year in the BTM Degree. Permission of the BTM program advisor is required.</p> <p><b>TMGT 406</b>  <b>Selected Topics in Tourism</b>  (0,3,0) 3 credits  Survey of various issues and events that influence the travel and tourism industry. Course topics will vary to ensure a timely coverage of issues and trends.  Prerequisite: Third-year standing in the BTM program.</p>
<b>Sport Tourism</b>		<p><b>TRMT 394</b>  <b>Sport Tourism in Canada</b>  An examination of historical, cultural and business aspects of sport tourism in Canada; the symbiotic relationship between sport and tourism; the impacts and benefits of sport tourism to Canadian communities and the development of policies to ensure its sustained growth. Sport events, tours, resorts, cruises, and theme parks will be examined.</p>	





BC Provincial  
**Bachelor of  
Tourism Management  
Degree Program**

This industry-reviewed core curriculum is offered at the following BC post-secondary institutions:

