COURSE TOU1010: THE TOURISM SECTOR

Level: Introductory

Prerequisite: None

Description: Students analyze the organizational structure of the tourism industry at local, provincial, national and global levels. Students will perform introductory investigations of employment opportunities in tourism.

Outcomes: The student will:

1. **describe the organizational structure of the tourism sector and the role of the various organizations**
   1.1 discuss the use of the terms *industry* and *sector* related to the organizational structure of tourism
   1.2 identify and define the five industry groups of the tourism sector by:
      1.2.1 identifying the original eight sectors: transportation; accommodation; food and beverage; meetings, events and conferences; attractions; adventure tourism, recreation and ecotourism; travel trade; tourism services
      1.2.2 discussing reasons for the changes made in relation to the eight sectors becoming five industries
   1.3 define the following terms:
      1.3.1 *tourism*
      1.3.2 *tourist*
      1.3.3 *outbound*
      1.3.4 *inbound*
   1.4 describe the different industries of the sector and the infrastructure that connects them; e.g., travel destinations may be connected to air transportation/surface transportation
   1.5 identify various organizations at the local, national and international level, their responsibilities and how they interact; e.g., government, tourism destination regions, industry associations, local associations, private-sector operations
2. **assess the effects different travel motivators, trends and sustainability have on industry activity**
   2.1 explore the history and development of tourism
   2.2 describe and discuss the various visitor characteristics, including:
      2.2.1 geographic
      2.2.2 demographic
      2.2.3 psychographic
      2.2.4 socioeconomic
   2.3 describe various motivating factors for travel, including:
      2.3.1 leisure
      2.3.2 disposable income
      2.3.3 educational opportunities
      2.3.4 personal interest
      2.3.5 business
   2.4 describe tourism statistics and travel trends
   2.5 explore the positive and negative impacts of tourism
   2.6 list and explain various societal and political factors that influence industry activity
   2.7 describe and explain what it means to be a responsible tourist

3. describe and evaluate promotional strategies at the regional, provincial and national levels
    3.1 report on local tourism facilities and services in different industries within the sector
    3.2 identify the different mediums used to promote tourism
    3.3 describe a variety of strategies used to promote tourism
    3.4 compare a variety of promotional strategies and identify their strengths and weaknesses
    3.5 create a promotional strategy and outline its effectiveness

4. identify employment opportunities in the tourism sector
    4.1 research a variety of occupations in different industries of the tourism sector
    4.2 research sources of furthering skills, training and post-secondary education for employment prospects and advancement

5. demonstrate basic competencies
    5.1 demonstrate fundamental skills to:
        5.1.1 communicate
        5.1.2 manage information
        5.1.3 use numbers
        5.1.4 think and solve problems
    5.2 demonstrate personal management skills to:
        5.2.1 demonstrate positive attitudes and behaviours
        5.2.2 be responsible
        5.2.3 be adaptable
        5.2.4 learn continuously
        5.2.5 work safely
    5.3 demonstrate teamwork skills to:
        5.3.1 work with others
        5.3.2 participate in projects and tasks

6. make personal connections to the cluster content and processes to inform possible pathway choices
    6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    6.2 create a connection between a personal inventory and occupational choices

COURSE TOU1030: QUALITY GUEST SERVICE

Level: Introductory

Prerequisite: TOU1010: The Tourism Sector

Description: Students demonstrate the knowledge, skills and attitudes of quality guest service, including hospitality, effective communication and workplace safety.

Outcomes: The student will:

1. **identify the importance of providing quality guest service to customers**
   1.1 define the following:
       1.1.1 *tourism* as a product; e.g., intangible/tangible product
       1.1.2 *tourism* as a service
   1.2 identify and explain the four I's in guest service
   1.3 identify the building blocks of service
   1.4 define "professional culture" as it relates to quality guest service
   1.5 describe the role of various agencies in developing guest service standards
   1.6 describe the importance of providing quality hospitality and guest service
   1.7 describe the importance of creating a positive first impression
   1.8 demonstrate professional guest relations skills
   1.9 identify techniques for developing a positive relationship with guests
2. **demonstrate basic competencies in guest service and hospitality, including maintaining the safety of self and others**
   2.1 define the following as they relate to quality guest service:
       2.1.1 ProServe
       2.1.2 Human Rights Legislation ("Duty to Accommodate")
       2.1.3 Food Safe Certification
       2.1.4 Workplace Hazardous Materials Information System (WHMIS)
       2.1.5 *Freedom of Information and Protection of Privacy Act* (FOIP)
       2.1.6 *Personal Information Protection and Electronic Documents Act* (PIPED)
   2.2 interpret safety regulations for different types of tourism facilities
   2.3 explain how unsafe conditions can negatively impact quality guest service
   2.4 identify potential hazards and suggest precautions for avoiding them
   2.5 list legal rights and responsibilities and relevant legislation for:
       2.5.1 customers
       2.5.2 co-workers
       2.5.3 family and friends
       2.5.4 general public
   2.6 analyze and describe house policy pertaining to safety and security, including:
       2.6.1 employee apparel
       2.6.2 lifting, pushing and pulling
       2.6.3 electrical
       2.6.4 traffic patterns
       2.6.5 clean-up and maintenance
       2.6.6 emergency evacuation
       2.6.7 emergency illness/injury
       2.6.8 waste management

3. **demonstrate effective communication and problem-solving skills in dealing with guest concerns**
   3.1 demonstrate effective listening, speaking and writing strategies
   3.2 discuss appropriate use of technology in the workplace; e.g., texting, e-mail, fax, use of cell phone
   3.3 demonstrate appropriate skills for communicating with guests and/or guest concerns; e.g., young children, special needs, diverse cultures, language barriers
   3.4 demonstrate characteristics of a professional attitude through communication, behaviour and presentation
   3.5 predict situations that could develop into problems and outline strategies to deal effectively with these situations
   3.6 demonstrate professional electronic communication skills; e.g., telephone skills, e-mail protocol
4. **demonstrate a positive attitude toward guests and a professional team approach**
   4.1 describe the ways a variety of employees in the facility promote quality guest service; e.g., front desk, room service
   4.2 explain the importance of each employee having a high level of knowledge of product and property; e.g., history of facility, directions to local establishments, history of area
   4.3 describe responsibilities of a professional employee in handling various guest services; e.g., room service, front desk, conference facilities
   4.4 describe guest service strategies for creating and maintaining a favourable business reputation; e.g., amenities, in-house technology, conference facilities
5. **demonstrate basic competencies**
   5.1 demonstrate fundamental skills to:
       5.1.1 communicate
       5.1.2 manage information
       5.1.3 use numbers
       5.1.4 think and solve problems
   5.2 demonstrate personal management skills to:
       5.2.1 demonstrate positive attitudes and behaviours
       5.2.2 be responsible
       5.2.3 be adaptable
       5.2.4 learn continuously
       5.2.5 work safely
   5.3 demonstrate teamwork skills to:
       5.3.1 work with others
       5.3.2 participate in projects and tasks
6. **make personal connections to the cluster content and processes to inform possible pathway choices**
   6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
   6.2 create a connection between a personal inventory and occupational choices

COURSE TOU1040: THE FOOD & BEVERAGE INDUSTRY

Level: Introductory

Prerequisite: TOU1010: The Tourism Sector

Description: Students evaluate food and beverage service establishments, explain basic food
                      and beverage handling principles, demonstrate satisfactory food and beverage
                      service skills and adapt service standards to meet the needs of guests.

Outcomes: The student will:

1. **discuss the evolution of food service in Canada**
    1.1 identify the role that the food and beverage industry plays in the Canadian economy and labour
         market by:
         1.1.1 explaining the economic importance of the food and beverage industry
         1.1.2 identifying tourism-related employment in the labour force
    1.2 examine how tourism influences food service operations
    1.3 discuss the changes in the last century related to culinary practices in Canada; e.g., training,
         varied cuisine, food safety
2. **identify milestones in the development of food and beverage service that have influenced the
    present food and beverage industry**
    2.1 identify relevant legislation that affects the food and beverage industry, including:
         2.1.1 no smoking bylaws
         2.1.2 *Personal Information Protection and Electronic Documents Act* (PIPED)
    2.2 discuss various food and beverage trends
    2.3 identify culinary tourism and examine its importance to the food and beverage industry
3. **distinguish among food and beverage market segments**
    3.1 define the following:
         3.1.1 *banquet service*
         3.1.2 *buffet and smorgasbord*
         3.1.3 *haute cuisine*
         3.1.4 *family, specialty and chain restaurants*
         3.1.5 *franchise*
         3.1.6 *catering*
         3.1.7 *eatertainment*
         3.1.8 *institutional food service*
    3.2 differentiate between commercial and noncommercial food service operations
    3.3 compare the types and segments of food service operations
    3.4 discuss the popularity of eatertainment that has developed in the tourism industry
    3.5 identify the factors that contribute to the demand for restaurants
    3.6 explore the impact of changing demographics on market demands for food service
    3.7 match visitor characteristics with various food and beverage establishments

4. **identify career opportunities in the food and beverage industry**
    4.1 identify food and beverage service trends and suggest future career opportunities
    4.2 explain the role of industry training and certification standards in the food and beverage industry; e.g., Canadian Tourism Human Resource Council (CTHRC), Canadian Association of Foodservice Professionals (CAFP)
    4.3 research sources of furthering skills, training and post-secondary education for prospects and advancement in the food and beverage industry
5. **develop standards and criteria for excellent food and beverage service**
    5.1 examine how a food venue coordinates operations, human resources, marketing, finance, and research and development; e.g., ownership, policies, objectives, communication, technology, total quality management (TQM)
    5.2 define *professionalism*
    5.3 explain the importance of interpersonal skills in the food and beverage industry
    5.4 describe the roles of various food service staff in the front and back of the house; e.g., maitre d', host/hostess, wine steward, bus person, chef
    5.5 define common food preparation terms
    5.6 describe common types of food service and provide examples of when each might be used; e.g., table service (English, Russian, French, American), cafeteria, buffet style, family style
    5.7 identify various tableware, glassware and table settings commonly found in the food and beverage industry
    5.8 demonstrate satisfactory skills in safe food handling and basic table service
    5.9 explain the categories used in menus in various types of establishments
    5.10 describe appropriate table manners and dining etiquette required at various functions
6. **describe service strategies for accommodating individual requirements**
    6.1 define "Duty to Accommodate"
    6.2 identify requirements related to staff and customers with special needs
7. **demonstrate basic competencies**
    7.1 demonstrate fundamental skills to:
        7.1.1 communicate
        7.1.2 manage information
        7.1.3 use numbers
        7.1.4 think and solve problems
    7.2 demonstrate personal management skills to:
        7.2.1 demonstrate positive attitudes and behaviours
        7.2.2 be responsible
        7.2.3 be adaptable
        7.2.4 learn continuously
        7.2.5 work safely
    7.3 demonstrate teamwork skills to:
        7.3.1 work with others
        7.3.2 participate in projects and tasks
8. **make personal connections to the cluster content and processes to inform possible pathway choices**
    8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    8.2 create a connection between a personal inventory and occupational choices

COURSE TOU1050: THE ACCOMMODATION INDUSTRY

Level: Introductory

Prerequisite: TOU1010: The Tourism Sector

Description: Students research accommodation options available, discuss basic principles of
                      the accommodations industry and develop service strategies for handling
                      individual guest requirements.

Outcomes: The student will:

1. **explain market segmentation in the accommodations industry**
   1.1 classify accommodation options available to travellers in Alberta according to price, location,
        configuration and category
   1.2 discuss "branding" in the accommodations industry
   1.3 match visitor characteristics with various accommodations
   1.4 list factors that determine the price structure for accommodation properties
   1.5 define and explain the importance of:
        1.5.1 occupancy rate
        1.5.2 average room rate
2. **develop a basic understanding of business operations in the accommodations industry**
   2.1 identify various forms of business ownership in the accommodations industry; e.g., individual,
        chain, franchise, management companies, Real Estate Investment Trusts
   2.2 identify the major departments in a large hotel and their related supervisory personnel; e.g.,
        front of the house: front desk, entertainers; back of the house: housekeeping, reservations,
        maintenance
   2.3 identify various rating systems used within the accommodations industry; e.g., those used in
        guide books, hotel critics, Web sites, Canada Select accommodations rating program
   2.4 describe the range of guest requirements for a variety of travellers; e.g., business or pleasure
        traveller, family with special needs, travellers with pets
   2.5 describe the impact of technology on the accommodations industry; e.g., Internet access
   2.6 describe the environmentally responsible practices demonstrated in the accommodations
        industry; e.g., carepar, energy, water, disposal, recycle, protection
   2.7 explain the factors that influence the success of accommodation properties; e.g., excellence in
        customer service, location, marketing of property
   2.8 identify current trends in the accommodations industry; e.g., self-service, technology
   2.9 describe the impact of technology on distribution channels for branded and independent lodging
        properties
3. **develop strategies for overseeing the safety and security of guests in a range of accommodation
   facilities**
   3.1 evaluate sample house policies pertaining to the safety and security of guests, including:
        3.1.1 confidentiality
        3.1.2 security of valuables
   3.2 describe procedures and resources available for dealing with common emergencies, including:
        3.2.1 safety equipment
        3.2.2 security personnel
        3.2.3 community resources

4. **describe strategies for meeting individual guest requirements and maintaining the well-being of guests**
    4.1 explain voluntary designations pertaining to the accommodations industry; e.g., Approved Accommodation Guide, Green Key Eco-Rating Program, Canada Select, Pets Can Stay
    4.2 interpret house policies that support industry designations
    4.3 identify strategies for accommodating special requirements; e.g., Access Canada Rating and Certification Program
5. **identify employment opportunities in the accommodations industry**
    5.1 describe accommodation trends and propose future opportunities
    5.2 describe a range of direct and indirect opportunities within the accommodations industry
6. **demonstrate basic competencies**
    6.1 demonstrate fundamental skills to:
        6.1.1 communicate
        6.1.2 manage information
        6.1.3 use numbers
        6.1.4 think and solve problems
    6.2 demonstrate personal management skills to:
        6.2.1 demonstrate positive attitudes and behaviours
        6.2.2 be responsible
        6.2.3 be adaptable
        6.2.4 learn continuously
        6.2.5 work safely
    6.3 demonstrate teamwork skills to:
        6.3.1 work with others
        6.3.2 participate in projects and tasks
7. **make personal connections to the cluster content and processes to inform possible pathway choices**
    7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    7.2 create a connection between a personal inventory and occupational choices

COURSE TOU1060: THE TRAVEL INDUSTRY

Level: Introductory

Prerequisite: TOU1010: The Tourism Sector

Description: Students research a variety of travel services to facilitate travel within Alberta.

Outcomes: The student will:

1. describe travel opportunities within Alberta
   1.1 identify tourism regions
   1.2 identify tourism attractions
   1.3 determine the types of travellers; e.g., pleasure, family, seniors, bus tours, school groups, seasonal, budget, business
   1.4 identify the motivations, needs and expectations of various types of travellers; e.g., leisure traveller, business traveller, travellers visiting friends and relatives
   1.5 determine reasons why tourists might be interested in travelling to and within Alberta; e.g., expense, convenience, world events, economics
   1.6 analyze travel opportunities related to market targets; e.g., geography, demographics, psychographics
   1.7 identify the barriers to travel for pleasure and business; e.g., cost, lack of time, accessibility, age, health, fear
2. describe travel services available to travellers in Alberta
   2.1 identify the range of agencies and businesses that provide travel services in Alberta
   2.2 describe the travel services provided by:
      2.2.1 travel agencies
      2.2.2 tour operators
      2.2.3 transportation companies
      2.2.4 travel visitor information centres (TVIC)
      2.2.5 local tourism convention bureaus
      2.2.6 online sources
   2.3 describe travel industry trends; e.g., economic, package deals
   2.4 analyze the impact of technology on the travel industry
3. research sources of information for addressing visitor inquiries
   3.1 discuss the special issues of international tourists arriving in Alberta; e.g., documentation, customs, health problems, language, currency
   3.2 list a range of resources available; e.g., online, guide books, pamphlets, 1-800 numbers
   3.3 identify tourism regulatory agencies and explain their role in the industry
   3.4 provide, to visitors, basic information about Alberta regulations related to:
      3.4.1 fishing, hunting and/or camping
      3.4.2 provincial and national parks
      3.4.3 liquor
      3.4.4 smoking

4. **provide basic transportation and travel information to the travellers in Alberta**
    4.1 identify the different modes of transportation and major and local suppliers of transportation
    4.2 interpret different transportation schedules that provide travellers with accurate information
    4.3 describe various travel services provided by transportation suppliers
    4.4 develop accurate travel information skills by:
        4.4.1 locating and interpreting map symbols and components
        4.4.2 calculating distance for various destinations, using a map
        4.4.3 determining length of time to reach a destination
        4.4.4 explaining the meaning of common travel symbols
    4.5 convert distances, speed, temperature and time as requested by a visitor
    4.6 plan appropriate travel itineraries that will:
        4.6.1 accommodate a range of visitor requirements
        4.6.2 identify transportation options
        4.6.3 allow for weather conditions
        4.6.4 determine length of time to reach destinations
        4.6.5 identify possible stops or tourist attractions
        4.6.6 identify accommodations
        4.6.7 specify length of stay
5. **demonstrate basic competencies**
    5.1 demonstrate fundamental skills to:
        5.1.1 communicate
        5.1.2 manage information
        5.1.3 use numbers
        5.1.4 think and solve problems
    5.2 demonstrate personal management skills to:
        5.2.1 demonstrate positive attitudes and behaviours
        5.2.2 be responsible
        5.2.3 be adaptable
        5.2.4 learn continuously
        5.2.5 work safely
    5.3 demonstrate teamwork skills to:
        5.3.1 work with others
        5.3.2 participate in projects and tasks
6. **make personal connections to the cluster content and processes to inform possible pathway choices**
    6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    6.2 create a connection between a personal inventory and occupational choices

COURSE TOU1070: THE ATTRACTIONS INDUSTRY

Level: Introductory

Prerequisite: TOU1010: The Tourism Sector

Description: Students analyze and compare the natural, cultural and recreational attractions available in Alberta and Canada and develop strategies for maintaining the well-being of guests.

Outcomes: The student will:

1. **describe natural, cultural and recreational attractions and explain their roles in the tourism industry**
    1.1 define the following terms:
        1.1.1 *attractions*; e.g., natural attractions, constructed attractions, cultural attractions
        1.1.2 *special events*
        1.1.3 *festivals*
    1.2 describe the roles of attractions, special events and festivals in the tourism industry
    1.3 define the term *travel generators* and give local and provincial examples
    1.4 analyze the appeal of natural attractions to visitors by:
        1.4.1 outlining the historical development of Canada's national parks
        1.4.2 identifying Alberta's natural attractions on a map and describing them
        1.4.3 reviewing the role of national parks and Alberta provincial parks in preserving the environment
        1.4.4 explaining regulations and describing strategies used to manage visitor impact in parks
        1.4.5 describing the global appeal of natural attractions in Alberta and Canada
        1.4.6 describing the range of visitor activities and services provided in natural attractions
    1.5 analyze the appeal of cultural attractions to visitors by:
        1.5.1 defining the term *cultural attraction* and identifying major provincial and local cultural attractions, including historic, ethnic and artistic
        1.5.2 describing the range of visitor activities and services provided by various cultural attractions
    1.6 analyze the appeal of recreational attractions to visitors by describing the range of local and provincial recreational attractions
    1.7 analyze visitor trends related to natural, cultural and recreational attractions
2. **evaluate the effectiveness of an attraction in meeting the needs and expectations of visitors**
    2.1 identify regulations, procedures and strategies for maintaining the well-being of guests in local attraction facilities
    2.2 identify departments or employees that are responsible for guest services in attraction facilities
    2.3 describe the role of employees in providing guest services
    2.4 evaluate the range of visitor activities and services provided at local attraction facilities
    2.5 identify procedures and strategies implemented for the maintenance of the attraction; e.g., preventing overcrowding, ecological damage

3. develop a tour package for an Alberta attraction
    3.1 identify the type of tour; e.g., natural, cultural, recreational
    3.2 identify the following:
        3.2.1 options
        3.2.2 length of stay
        3.2.3 number of guests participating
    3.3 produce a package that includes information on:
        3.3.1 transportation
        3.3.2 accommodation
        3.3.3 admission
        3.3.4 meals

4. demonstrate basic competencies
    4.1 demonstrate fundamental skills to:
        4.1.1 communicate
        4.1.2 manage information
        4.1.3 use numbers
        4.1.4 think and solve problems
    4.2 demonstrate personal management skills to:
        4.2.1 demonstrate positive attitudes and behaviours
        4.2.2 be responsible
        4.2.3 be adaptable
        4.2.4 learn continuously
        4.2.5 work safely
    4.3 demonstrate teamwork skills to:
        4.3.1 work with others
        4.3.2 participate in projects and tasks

5. make personal connections to the cluster content and processes to inform possible pathway choices
    5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    5.2 create a connection between a personal inventory and occupational choices

COURSE TOU1120: ADVENTURE & ECOTOURISM 1

Level: Introductory

Prerequisite: TOU1010: The Tourism Sector

Description: The student will develop knowledge and skills related to the adventure and
                          ecotourism industry.

Outcomes: The student will:

1. **gain an understanding of the scope of adventure and ecotourism**
    1.1 define and compare the following terms:
         1.1.1 *outdoor recreation*
         1.1.2 *heritage tourism*
         1.1.3 *adventure tourism*
         1.1.4 *ecotourism*
         1.1.5 *sustainable tourism*
         1.1.6 *economic leakage*
         1.1.7 *community-based tourism*
         1.1.8 *hard adventure* and *soft adventure*
         1.1.9 *outdoor education*
    1.2 identify a variety of adventure and ecotourism experiences and identify a variety of companies
         and organizations that provide adventure and ecotourism services in Alberta and/or Canada
    1.3 determine issues related to adventure and ecotourism; e.g., environmental concerns, pollution,
         code of ethics, exploitive tourism
2. **acquire an understanding of the foundations of the adventure and ecotourism industries**
    2.1 identify key terms related to adventure and ecotourism and sustainable tourism
    2.2 describe positive and negative effects of tourism in relation to sustainable and non-sustainable
         practices
    2.3 define the following terms in relation to sustainable tourism:
         2.3.1 *environmental sustainability*
         2.3.2 *economic sustainability*
         2.3.3 *cultural sustainability*
         2.3.4 *social sustainability*
    2.4 identify examples, within Canada, of adventure and ecotourism organizations that focus on the
         following environmental, economic, cultural and social sustainability
    2.5 identify and research adventure and ecotourism organizations based on seasonality, including
         those that operate primarily in the:
         2.5.1 winter
         2.5.2 summer
    2.6 identify and research adventure and ecotourism organizations based on ownership type,
         including:
         2.6.1 private ownership
         2.6.2 non-governmental organizations
         2.6.3 public or government ownership

3. **identify a variety of factors that influence decisions about adventure and ecotourism development**
   3.1 describe motivating factors and trends that affect visitor demand for adventure and ecotourism, including:
      3.1.1 leisure time
      3.1.2 income
      3.1.3 education
      3.1.4 mobility
      3.1.5 personal taste
      3.1.6 psychology of risk
   3.2 research and explain two models of motivation and/or risk motivation that can explain why people would pursue adventure and ecotourism
   3.3 compare expectations of the following groups in relation to adventure and ecotourism experiences:
      3.3.1 families
      3.3.2 younger adults
      3.3.3 seniors
      3.3.4 teens
      3.3.5 older adults
      3.3.6 new Canadians
      3.3.7 tourists from other countries
   3.4 identify and explain factors that would hinder participation in adventure and ecotourism, including:
      3.4.1 time, money and access to adventure and ecotourism resources
      3.4.2 influence of others; e.g., family, friends, guides
4. **explore a variety of adventure and ecotourism opportunities and potential careers**
   4.1 research recent trends in the following areas:
      4.1.1 extreme outdoor recreation
      4.1.2 adventure tourism
      4.1.3 ecotourism
      4.1.4 heritage tourism
      4.1.5 outdoor education
   4.2 identify related certification opportunities; e.g., Canadian Tourism Human Resource Council (CTHRC)
   4.3 identify possible opportunities related to entrepreneurship; e.g., geocaching, staycations
5. **gain practical experience in the sustainable principles pertaining to individuals and groups travelling in the outdoors**
   5.1 research and demonstrate the basic competencies of Leave No Trace principles in the following areas:
      5.1.1 trip planning
      5.1.2 travelling and camping on durable surfaces
      5.1.3 disposal of water
      5.1.4 campfire management
      5.1.5 camping among wildlife
      5.1.6 camping among other visitors
   5.2 apply Leave No Trace camping principles while rock climbing, river paddling and mountain biking

6. demonstrate basic competencies
    6.1 demonstrate fundamental skills to:
        6.1.1 communicate
        6.1.2 manage information
        6.1.3 use numbers
        6.1.4 think and solve problems
    6.2 demonstrate personal management skills to:
        6.2.1 demonstrate positive attitudes and behaviours
        6.2.2 be responsible
        6.2.3 be adaptable
        6.2.4 learn continuously
        6.2.5 work safely
    6.3 demonstrate teamwork skills to:
        6.3.1 work with others
        6.3.2 participate in projects and tasks

7. make personal connections to the cluster content and processes to inform possible pathway choices
    7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    7.2 create a connection between a personal inventory and occupational choices

COURSE TOU1910: TOU PROJECT A

Level: Introductory

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

1. **identify the connection between this project course and two or more CTS courses**
    1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
    1.2 explain how these outcomes are being connected to the project and/or performance deliverables
2. **propose the project and/or performance**
    2.1 identify the project and/or performance by:
        2.1.1 preparing a plan
        2.1.2 clarifying the purposes
        2.1.3 defining the deliverables
        2.1.4 specifying time lines
        2.1.5 explaining terminology, tools and processes
        2.1.6 defining resources; e.g., materials, costs, staffing
    2.2 identify and comply with all related health and safety standards
    2.3 define assessment standards (indicators for success)
    2.4 present the proposal and obtain necessary approvals

The student will:

3. **meet goals as defined within the plan**
    3.1 complete the project and/or performance as outlined
    3.2 monitor the project and/or performance and make necessary adjustments
    3.3 present the project and/or performance, indicating the:
        3.3.1 outcomes attained
        3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on how the project and/or performance could have been improved

4. demonstrate basic competencies
4.1 demonstrate fundamental skills to:
    4.1.1 communicate
    4.1.2 manage information
    4.1.3 use numbers
    4.1.4 think and solve problems
4.2 demonstrate personal management skills to:
    4.2.1 demonstrate positive attitudes and behaviours
    4.2.2 be responsible
    4.2.3 be adaptable
    4.2.4 learn continuously
    4.2.5 work safely
4.3 demonstrate teamwork skills to:
    4.3.1 work with others
    4.3.2 participate in projects and tasks

5. make personal connections to the cluster content and processes to inform possible pathway choices
5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
5.2 create a connection between a personal inventory and occupational choices

COURSE TOU2010: EVENT MANAGEMENT

Level: Intermediate

Prerequisite: None

Description: Students plan, organize, facilitate and evaluate a tourism event in the school or community.

Outcomes: The student will:

1. **explain the importance of events within the tourism industry**
    1.1 identify range of events available; e.g., mega-events, hallmark events, special events
    1.2 identify categories of events; e.g., public, private, business, educational, arts
    1.3 identify the functional areas involved in event management
2. **develop management skills**
    2.1 research an event
    2.2 develop a business plan
    2.3 develop a critical path
    2.4 evaluate an event
    2.5 administer a reporting and monitoring process
    2.6 establish event policies and procedures
    2.7 oversee committees
3. **use financial management skills**
    3.1 develop a budget
    3.2 establish financial controls and procedures
4. **manage contracts**
    4.1 source suppliers
    4.2 negotiate contracts
5. **develop financial resources for an event**
    5.1 manage the event sponsors and/or partnership process
    5.2 manage the event donor process
    5.3 manage the program funding process
6. **develop event planning and management strategies**
    6.1 plan the event program
    6.2 design the event program
    6.3 select the site
    6.4 contract the entertainment, activities and attractions
    6.5 develop the food and beverage operations plan
    6.6 develop the event décor plan
    6.7 develop the system of accreditation
    6.8 develop the guidelines for box office and ticket operations
7. **develop a marketing plan and strategies**
    7.1 identify various marketing strategies in terms of their suitability in reaching the target market
    7.2 research sources of assistance and information and create a support network
    7.3 compare the various techniques used for promotion; e.g., advertising, free publicity
    7.4 evaluate the strengths and weaknesses of the strategies and revise as necessary

8. **plan for risk management**
   8.1 develop an event risk management plan
   8.2 develop a contingency plan
   8.3 comply with legislation
9. **implement guidelines for human resource management**
   9.1 establish a human resource plan
   9.2 implement procedures for human resource management
10. **exhibit professionalism**
    10.1 demonstrate leadership
    10.2 manage multiple priorities
    10.3 solve problems
11. **demonstrate basic competencies**
    11.1 demonstrate fundamental skills to:
        11.1.1 communicate
        11.1.2 manage information
        11.1.3 use numbers
        11.1.4 think and solve problems
    11.2 demonstrate personal management skills to:
        11.2.1 demonstrate positive attitudes and behaviours
        11.2.2 be responsible
        11.2.3 be adaptable
        11.2.4 learn continuously
        11.2.5 work safely
    11.3 demonstrate teamwork skills to:
        11.3.1 work with others
        11.3.2 participate in projects and tasks
12. **identify possible life roles related to the skills and content of this cluster**
    12.1 recognize and then analyze the opportunities and barriers in the immediate environment
    12.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2040: FOOD & BEVERAGE SERVICE

Level: Intermediate

Prerequisites: CKA3900: Apprenticeship Safety *or*
       FOD1010: Food Basics *or*
       TOU1010: The Tourism Sector

Description: Students demonstrate the knowledge and skills of serving food for a food
       function that they have planned in order to meet the needs of a client.

Parameters: Access to personal or commercial food preparation facilities.

Outcomes: The student will:

1. **develop an understanding of food and beverage products**
    1.1 identify basic meat, poultry and seafood products
    1.2 describe basic soups and sauces
    1.3 identify common food preparation terms
    1.4 develop a knowledge of various types of beverages
2. **demonstrate knowledge of tools and equipment**
    2.1 identify tableware used in the food and beverage industry
    2.2 identify bar tools and equipment
3. **identify service support duties**
    3.1 identify steps followed to prepare for a shift
    3.2 identify methods used to maintain and set tables
    3.3 discuss various other duties required during a shift
4. **identify methods for providing service**
    4.1 use service knowledge
    4.2 demonstrate the appropriate methods for handling orders
    4.3 identify methods for addressing problems and handling situations
5. **describe factors related to food and beverage service**
    5.1 prepare glassware
    5.2 serve tea and coffee
6. **process payment**
    6.1 use a point-of sale system
    6.2 receive guest payments
    6.3 process payment
7. **research common processes and methods of hazard assessment and controls within the food
   industry**
    7.1 identify emergency procedures and regulations
    7.2 identify and correctly interpret hazardous product symbols; e.g., WHMIS
    7.3 define methods for the safe storage of food and beverage products
    7.4 observe safe practices, including:
        7.4.1 personal hygiene
        7.4.2 sanitation of equipment and work areas
        7.4.3 prevention of accidents
        7.4.4 injury treatment and handling

7.5 develop an understanding of the following programs and legislation:
    7.5.1 no smoking bylaws
    7.5.2 *Personal Information Protection and Electronic Documents Act* (PIPED)
    7.5.3 Be Food Safe
    7.5.4 Alberta Server Intervention Program
    7.5.5 Pro Serve

8. demonstrate professionalism in the work environment
  8.1 outline standards for professionalism, including:
    8.1.1 dress code
    8.1.2 addressing harassment issues
    8.1.3 professional conduct
  8.2 acquire an industry perspective; e.g., hiring practices, site tour, interviews

9. demonstrate basic competencies
  9.1 demonstrate fundamental skills to:
    9.1.1 communicate
    9.1.2 manage information
    9.1.3 use numbers
    9.1.4 think and solve problems
  9.2 demonstrate personal management skills to:
    9.2.1 demonstrate positive attitudes and behaviours
    9.2.2 be responsible
    9.2.3 be adaptable
    9.2.4 learn continuously
    9.2.5 work safely
  9.3 demonstrate teamwork skills to:
    9.3.1 work with others
    9.3.2 participate in projects and tasks

10. identify possible life roles related to the skills and content of this cluster
  10.1 recognize and then analyze the opportunities and barriers in the immediate environment
  10.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2050: MEETINGS & CONFERENCES

Level: Intermediate

Prerequisite: TOU1010: The Tourism Sector

Description: Students develop an understanding of how to plan, facilitate and evaluate a meeting and/or conference.

Outcomes: The student will:

1. **explain the significance of meetings and conferences**
   1.1 list various organizations or groups that hold meetings
   1.2 describe different types of meetings; e.g., conventions, seminars, forums, workshops
   1.3 identify two basic segments of the meeting market from the tourism sector and identify their motivations, needs and expectations
   1.4 describe different types of conferences; e.g., educational, themed, health
   1.5 explain how meetings and conferences are travel generators
2. **identify the role of the meeting or conference planner**
   2.1 identify the main categories of planners
   2.2 identify the meeting planner's responsibilities, including:
      2.2.1 establishing objectives
      2.2.2 selecting the meeting site
      2.2.3 scheduling meetings and rooms
      2.2.4 negotiating rates
      2.2.5 budgeting
      2.2.6 making transportation arrangements
      2.2.7 planning technical details
3. **identify product knowledge related to meeting and conference planning**
   3.1 describe a variety of channels of distribution; e.g., tour operators, travel agencies, destination management companies
   3.2 describe what role various channels of distribution play in the distribution of meeting products
   3.3 identify current trends for meetings and conferences; e.g., cost concerns, attrition, environmental issues
   3.4 identify technology that can be used to implement meetings and conferences
   3.5 identify various regulations and legislation related to meeting and conference planning
4. **develop meeting and/or conference strategies**
   4.1 describe how different industries of the tourism sector are involved in planning; e.g., transportation, food
   4.2 list meeting and convention facilities available locally, provincially and nationally; e.g., off-site, hotels, resorts, conference centres, convention centres
   4.3 explain that site selection should consider:
      4.3.1 organizational goals
      4.3.2 needs and expectations of participants
   4.4 prepare a promotional presentation or print package to market a meeting site to a group
   4.5 develop a meeting plan that includes the following components:
      4.5.1 purpose of the meeting or objective
      4.5.2 subject or theme for the meeting
      4.5.3 target group

       4.5.4   scope of event; e.g., closed, open, public, national
       4.5.5   official name and time frame for the event
       4.5.6   team leadership roles and responsibilities
       4.5.7   number of participants
       4.5.8   sponsorship
       4.5.9   environmental sustainability; e.g., local food choice, online registration, re-usable water bottles
       4.5.10 evaluation plan

4.6 list, evaluate and select the necessary resources to support the meeting, including:
       4.6.1   proposed budget
       4.6.2   funding alternatives; e.g., grants, sponsorship, donations
       4.6.3   community support
       4.6.4   outsourcing beyond the leadership team
       4.6.5   facility
       4.6.6   transportation
       4.6.7   accommodation
       4.6.8   food service
       4.6.9   entertainment
       4.6.10 companion activities; e.g., partners, children
       4.6.11 individual needs of participants
       4.6.12 safety and security and risk management

4.7 prepare an agenda or program for the meeting, including:
       4.7.1   outline or schedule
       4.7.2   topics and speakers
       4.7.3   breaks and meals
       4.7.4   entertainment and social opportunities

4.8 prepare a marketing plan for the meeting, including:
       4.8.1   target group
       4.8.2   registration materials
       4.8.3   advertising
       4.8.4   sponsors
       4.8.5   promotion and public relations

4.9 prepare a meeting plan for the organizers that includes:
       4.9.1   registration of participants
       4.9.2   room arrangement
       4.9.3   multimedia equipment and meeting materials
       4.9.4   food and beverage service
       4.9.5   schedule

4.10 prepare a finalized budget for the meeting

5. evaluate the effectiveness of meeting or conference

5.1 prepare criteria for evaluating the success of the meeting or conference from the perspective of the participants and organizers

5.2 evaluate the meeting plan for strengths and weaknesses and revise as necessary

6. demonstrate basic competencies
    6.1 demonstrate fundamental skills to:
        6.1.1 communicate
        6.1.2 manage information
        6.1.3 use numbers
        6.1.4 think and solve problems
    6.2 demonstrate personal management skills to:
        6.2.1 demonstrate positive attitudes and behaviours
        6.2.2 be responsible
        6.2.3 be adaptable
        6.2.4 learn continuously
        6.2.5 work safely
    6.3 demonstrate teamwork skills to:
        6.3.1 work with others
        6.3.2 participate in projects and tasks

7. identify possible life roles related to the skills and content of this cluster
    7.1 recognize and then analyze the opportunities and barriers in the immediate environment
    7.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2060: TRAVEL DESTINATIONS 1

Level: Intermediate

Prerequisite: TOU1010: The Tourism Sector

Description: Students demonstrate knowledge of world tourism and geography by presenting travel information about North America and at least one other world region.

Outcomes: The student will:

1. present knowledge of the basic geographical features of the world
    1.1 define and correctly use basic terms in geography, including:
        1.1.1 *latitude*
        1.1.2 *longitude*
        1.1.3 *meridians*
        1.1.4 *hemisphere*
        1.1.5 *continents*
    1.2 describe characteristics of major geographic regions and locate the major geographical regions on a world map
    1.3 describe the characteristics of the following five major climatic regions and locate these major climatic regions on a world map:
        1.3.1 polar
        1.3.2 tropical moist
        1.3.3 dry
        1.3.4 moist mid-latitude with mild winters
        1.3.5 moist mid-latitude with cold winters
    1.4 locate on a map the continents, major bodies of water and major travel destinations of the world

2. present specific knowledge of the physical geography, culture and economy of selected tourism destinations
    2.1 list, locate on a map and describe the major tourism destinations and attractions in the following regions:
        2.1.1 Central America and the Caribbean
        2.1.2 South America
        2.1.3 Europe
        2.1.4 Eastern Europe
        2.1.5 Mediterranean and the Middle East
        2.1.6 Africa
        2.1.7 Asia
        2.1.8 East Asia
        2.1.9 Australia
        2.1.10 South Pacific
    2.2 define the term *cultural geography* and describe how the culture of a region influences tourism
    2.3 describe the positive and negative impacts of tourism on the host nation, including:
        2.3.1 financial
        2.3.2 cultural
        2.3.3 environmental

3. **identify travel patterns in the world and how they are influenced**
   3.1 determine the types of travellers; e.g., pleasure, family, seniors, bus tours, school groups, seasonal, budget, business
   3.2 identify the motivations, needs and expectations of various types of travellers; e.g., leisure traveller, business traveller, travellers visiting friends and relatives
   3.3 explain reasons why people travel to specific destinations and the relationship between these reasons and world geography; e.g., expense, convenience, safety, world events
   3.4 analyze travel opportunities related to market targets; e.g., geography, demographics, psychographics
   3.5 identify the barriers to travel for pleasure and business; e.g., cost, lack of time, accessibility, age, health, fear
4. **develop knowledge and awareness of the major attractions of a destination within and outside of North America, and communicate this information to others**
   4.1 understand and be able to identify common airport codes
   4.2 apply knowledge of time zones to calculate the corresponding times for major centres around the world
   4.3 create and present a travel promotion package for a North American destination and for a specific global destination, including the following information on the destination in each package:
       4.3.1 attractions
       4.3.2 climate
       4.3.3 geography, cities, maps and flag
       4.3.4 culture and customs
       4.3.5 food
       4.3.6 religion
       4.3.7 airport codes
       4.3.8 political and economic systems
       4.3.9 history
       4.3.10 language
       4.3.11 festivals
       4.3.12 currency
       4.3.13 telephone exchange code
       4.3.14 safety
       4.3.15 other important travel information; e.g., health concerns, availability of basic items, passport requirements, medical requirements
5. **demonstrate basic competencies**
   5.1 demonstrate fundamental skills to:
       5.1.1 communicate
       5.1.2 manage information
       5.1.3 use numbers
       5.1.4 think and solve problems
   5.2 demonstrate personal management skills to:
       5.2.1 demonstrate positive attitudes and behaviours
       5.2.2 be responsible
       5.2.3 be adaptable
       5.2.4 learn continuously
       5.2.5 work safely
   5.3 demonstrate teamwork skills to:
       5.3.1 work with others
       5.3.2 participate in projects and tasks

6. identify possible life roles related to the skills and content of this cluster
    6.1 recognize and then analyze the opportunities and barriers in the immediate environment
    6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2070: TRAVEL DESTINATIONS 2

Level: Intermediate

Prerequisite: TOU2060: Travel Destinations 1

Description: Students demonstrate knowledge of world tourism and geography by presenting travel information regarding various tourism regions of the world.

Outcomes: The student will:

1. **present specific knowledge of the physical geography, culture and economy of selected tourism destinations**
   1.1 identify three tourism regions of the world
   1.2 describe the key features of the tourism regions, including:
       1.2.1 climate
       1.2.2 landforms
       1.2.3 culture; e.g., language, religion, ethnicity
       1.2.4 political system
       1.2.5 economic development
   1.3 describe other elements that influence tourism in the regions, such as:
       1.3.1 food
       1.3.2 events
       1.3.3 attractions
       1.3.4 customs

2. **investigate and communicate information about major attractions and regions of the world**
   2.1 demonstrate research skills by proposing regional destinations and attractions to match traveller expectations
   2.2 create and present travel promotion packages to meet a client's individual needs, including:
       2.2.1 three possible world destinations
       2.2.2 three possible travel options; e.g., cruise, backpack, resort
   2.3 identify travel information for each destination, including:
       2.3.1 attractions
       2.3.2 climate
       2.3.3 geography, cities, maps and flag
       2.3.4 culture and customs
       2.3.5 food
       2.3.6 religion
       2.3.7 history
       2.3.8 political and economic systems
       2.3.9 language
       2.3.10 currency
       2.3.11 telephone exchange code
       2.3.12 accommodations
       2.3.13 transportation requirements; e.g., passports, airports codes, bus schedules, car rentals, check-in time, security issues
       2.3.14 safety; e.g., knowledge of security requirements and procedures, cultural mores
       2.3.15 other important travel information

3. demonstrate basic competencies
    3.1 demonstrate fundamental skills to:
        3.1.1 communicate
        3.1.2 manage information
        3.1.3 use numbers
        3.1.4 think and solve problems
    3.2 demonstrate personal management skills to:
        3.2.1 demonstrate positive attitudes and behaviours
        3.2.2 be responsible
        3.2.3 be adaptable
        3.2.4 learn continuously
        3.2.5 work safely
    3.3 demonstrate teamwork skills to:
        3.3.1 work with others
        3.3.2 participate in projects and tasks

4. identify possible life roles related to the skills and content of this cluster
    4.1 recognize and then analyze the opportunities and barriers in the immediate environment
    4.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2080: TRAVEL PLANNING

Level: Intermediate

Prerequisite: TOU1010: The Tourism Sector

Description: Students create and evaluate an Alberta or Canada tour package and/or an international travel package, including itinerary, tour and attractions information, and traveller information.

Outcomes: The student will:

1. **identify the range of travel planning activities, from day trips to escorted group tours**
    1.1 define the following:
        1.1.1 *domestic*
        1.1.2 *international travel*
        1.1.3 *inbound*
        1.1.4 *outbound*
        1.1.5 *free independent traveller* (FIT)
        1.1.6 *group travel*
    1.2 describe the advantages and disadvantages of commercial travel planning and tour packages
    1.3 list various agencies that provide travel planning services in the community
    1.4 describe the different types of travel plans and tours available to the traveller, including:
        1.4.1 trip plans and itineraries
        1.4.2 day trips
        1.4.3 site tours
        1.4.4 inclusive tour charters
        1.4.5 special interest travel
2. **identify requirements for travel**
    2.1 discuss travel limitations related to:
        2.1.1 documentation
        2.1.2 criminal records
        2.1.3 travelling with children
    2.2 list various agencies that provide travel information related to health and safety
    2.3 research travel advisories and insurance
    2.4 identify immunizations required for specific travel
3. **describe the components of an itinerary**
    3.1 list the factors that a travel planner will consider when planning a tour, including:
        3.1.1 age, needs, desired activities and agility of client
        3.1.2 budget
        3.1.3 season
        3.1.4 time and distance
        3.1.5 accommodation
        3.1.6 attractions
        3.1.7 geography
        3.1.8 risk assessment
        3.1.9 mode of transportation
        3.1.10 language

        3.1.11 currency

        3.1.12 food preferences

  3.2 describe the factors that influence customer satisfaction

  3.3 describe strategies travel planners use to ensure customer satisfaction

4. prepare itineraries to meet the needs of various clients

  4.1 research existing travel packages and select appropriate ones to meet the needs (e.g., seasonal, budgetary and special needs) of various clients, including:

      4.1.1 families

      4.1.2 seniors

      4.1.3 school groups

  4.2 identify criteria to evaluate travel plans and tours

  4.3 describe the advantages and disadvantages to the traveller of:

      4.3.1 flight insurance

      4.3.2 accident or health insurance

      4.3.3 baggage and personal possession insurance

      4.3.4 trip cancellation insurance

5. demonstrate basic competencies

  5.1 demonstrate fundamental skills to:

      5.1.1 communicate

      5.1.2 manage information

      5.1.3 use numbers

      5.1.4 think and solve problems

  5.2 demonstrate personal management skills to:

      5.2.1 demonstrate positive attitudes and behaviours

      5.2.2 be responsible

      5.2.3 be adaptable

      5.2.4 learn continuously

      5.2.5 work safely

  5.3 demonstrate teamwork skills to:

      5.3.1 work with others

      5.3.2 participate in projects and tasks

6. identify possible life roles related to the skills and content of this cluster

  6.1 recognize and then analyze the opportunities and barriers in the immediate environment

  6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2120: ADVENTURE & ECOTOURISM 2

Level: Intermediate

Prerequisite: TOU1120: Adventure & Ecotourism 1

Description: Students develop knowledge and skills required in the area of program design,
                           development and interpretation with the possibility of a related certification.

Outcomes: The student will:

1.   review and explore additional key adventure and ecotourism experiences
   1.1   review the following terms:
       1.1.1   *adventure tourism*
       1.1.2   *ecotourism*
       1.1.3   *sustainable tourism*
       1.1.4   *adventure education*
       1.1.5   *mass tourism*
       1.1.6   *geotourism*
       1.1.7   *pro-poor tourism*
       1.1.8   *responsible tourism*
       1.1.9   *learning holidays*
       1.1.10 *philanthropic tourism*
   1.2   research the following concepts as they relate to sustainable tourism:
       1.2.1   tourism carrying capacity
       1.2.2   demonstration effect
       1.2.3   commodification of culture; e.g., funerals in Thailand, totem poles in British Columbia
       1.2.4   acculturation
       1.2.5   Limits of Acceptable Change
       1.2.6   green washing
   1.3   provide examples of destinations around the world (not within Canada) that are well known for
         adventure and ecotourism
2.   describe factors that influence adventure and ecotourism operations
   2.1   define the following types of plans, by their goals, components and consequences of their
         absence, in relation to the adventure and ecotourism sectors:
       2.1.1   business plan
       2.1.2   risk management plan
       2.1.3   marketing plan
       2.1.4   trip plan
       2.1.5   operations plan
       2.1.6   communications plan
       2.1.7   program plan
   2.2   identify and describe the setting attributes (physical, social, economic and infrastructure) needed
         to operate various adventure and ecotourism operations, such as whitewater rafting, sea
         kayaking, rock/ice climbing and mountaineering, mountain biking, fly fishing, horse guiding
         outfit, wildlife viewing (photography), downhill skiing/snowboarding, Nordic skiing, snow
         shoeing
   2.3   describe the effects that global warming may have on the operations listed in 2.2

3. **research a variety of associations that support adventure and ecotourism**
   3.1 research and describe business associations that promote and advocate for the adventure and ecotourism sectors
   3.2 research and describe organizations that provide certification and accreditation for the adventure and ecotourism sectors
   3.3 research and describe post-secondary programs related to the adventure and ecotourism sectors
4. **compare and contrast a variety of program development approaches within adventure tourism, ecotourism and outdoor education**
   4.1 describe various approaches to program development in adventure and ecotourism, including:
       4.1.1 recreation focus
       4.1.2 education and skill development
       4.1.3 wilderness therapy
       4.1.4 natural and cultural history
   4.2 describe the role of interpretation in adventure and ecotourism by:
       4.2.1 defining the term *interpretation* as it relates to adventure and ecotourism
       4.2.2 identifying the key principles of interpretation
       4.2.3 preparing an outline for an interpretive presentation
       4.2.4 describing a variety of behavioural changes or outcomes possible through interpretation
   4.3 define components of program planning, including:
       4.3.1 program title
       4.3.2 agency mission and programming philosophy
       4.3.3 need for the program
       4.3.4 design goals of the program
       4.3.5 operation details
       4.3.6 program evaluation
       4.3.7 disposition decision plan
   4.4 design and execute a program that addresses principles of adventure and ecotourism
5. **demonstrate basic competencies**
   5.1 demonstrate fundamental skills to:
       5.1.1 communicate
       5.1.2 manage information
       5.1.3 use numbers
       5.1.4 think and solve problems
   5.2 demonstrate personal management skills to:
       5.2.1 demonstrate positive attitudes and behaviours
       5.2.2 be responsible
       5.2.3 be adaptable
       5.2.4 learn continuously
       5.2.5 work safely
   5.3 demonstrate teamwork skills to:
       5.3.1 work with others
       5.3.2 participate in projects and tasks
6. **identify possible life roles related to the skills and content of this cluster**
   6.1 recognize and then analyze the opportunities and barriers in the immediate environment
   6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2910: TOU PROJECT B

Level: Intermediate

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

1. identify the connection between this project course and two or more CTS courses
   1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2 explain how these outcomes are being connected to the project and/or performance deliverables
2. propose the project and/or performance
   2.1 identify the project and/or performance by:
      2.1.1 preparing a plan
      2.1.2 clarifying the purposes
      2.1.3 defining the deliverables
      2.1.4 specifying time lines
      2.1.5 explaining terminology, tools and processes
      2.1.6 defining resources; e.g., materials, costs, staffing
   2.2 identify and comply with all related health and safety standards
   2.3 define assessment standards (indicators for success)
   2.4 present the proposal and obtain necessary approvals

The student will:

3. meet goals as defined within the plan
   3.1 complete the project and/or performance as outlined
   3.2 monitor the project and/or performance and make necessary adjustments
   3.3 present the project and/or performance, indicating the:
      3.3.1 outcomes attained
      3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on how the project and/or performance could have been improved

4. demonstrate basic competencies
    4.1 demonstrate fundamental skills to:
        4.1.1 communicate
        4.1.2 manage information
        4.1.3 use numbers
        4.1.4 think and solve problems
    4.2 demonstrate personal management skills to:
        4.2.1 demonstrate positive attitudes and behaviours
        4.2.2 be responsible
        4.2.3 be adaptable
        4.2.4 learn continuously
        4.2.5 work safely
    4.3 demonstrate teamwork skills to:
        4.3.1 work with others
        4.3.2 participate in projects and tasks

5. identify possible life roles related to the skills and content of this cluster
    5.1 recognize and then analyze the opportunities and barriers in the immediate environment
    5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2920: TOU PROJECT C

Level: Intermediate

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

1.   identify the connection between this project course and two or more CTS courses
   1.1   identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2   explain how these outcomes are being connected to the project and/or performance deliverables
2.   propose the project and/or performance
   2.1   identify the project and/or performance by:
       2.1.1   preparing a plan
       2.1.2   clarifying the purposes
       2.1.3   defining the deliverables
       2.1.4   specifying time lines
       2.1.5   explaining terminology, tools and processes
       2.1.6   defining resources; e.g., materials, costs, staffing
   2.2   identify and comply with all related health and safety standards
   2.3   define assessment standards (indicators for success)
   2.4   present the proposal and obtain necessary approvals

The student will:

3.   meet goals as defined within the plan
   3.1   complete the project and/or performance as outlined
   3.2   monitor the project and/or performance and make necessary adjustments
   3.3   present the project and/or performance, indicating the:
       3.3.1   outcomes attained
       3.3.2   relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on how the project and/or performance could have been improved

4. demonstrate basic competencies
4.1 demonstrate fundamental skills to:
    4.1.1 communicate
    4.1.2 manage information
    4.1.3 use numbers
    4.1.4 think and solve problems
4.2 demonstrate personal management skills to:
    4.2.1 demonstrate positive attitudes and behaviours
    4.2.2 be responsible
    4.2.3 be adaptable
    4.2.4 learn continuously
    4.2.5 work safely
4.3 demonstrate teamwork skills to:
    4.3.1 work with others
    4.3.2 participate in projects and tasks

5. identify possible life roles related to the skills and content of this cluster
5.1 recognize and then analyze the opportunities and barriers in the immediate environment
5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU2950: TOU INTERMEDIATE PRACTICUM

Level: Intermediate

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

1. **perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
   1.1   identify regulations and regulatory bodies related to the credential(s) or articulation
   1.2   describe personal roles and responsibilities, including:
      1.2.1   key responsibilities
      1.2.2   support functions/responsibilities/expectations
      1.2.3   code of ethics and/or conduct
   1.3   describe personal work responsibilities and categorize them as:
      1.3.1   routine tasks; e.g., daily, weekly, monthly, yearly
      1.3.2   non-routine tasks; e.g., emergencies
      1.3.3   tasks requiring personal judgement
      1.3.4   tasks requiring approval of a supervisor
   1.4   demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
2. **analyze personal performance in relation to established standards**
   2.1   evaluate application of the attitudes, skills and knowledge developed in related CTS courses
   2.2   evaluate standards of performance in terms of:
      2.2.1   quality of work
      2.2.2   quantity of work
   2.3   evaluate adherence to workplace legislation related to health and safety
   2.4   evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
      2.4.1   training and certification
      2.4.2   interpersonal skills
      2.4.3   technical skills
      2.4.4   ethics

3. demonstrate basic competencies
    3.1 demonstrate fundamental skills to:
        3.1.1 communicate
        3.1.2 manage information
        3.1.3 use numbers
        3.1.4 think and solve problems
    3.2 demonstrate personal management skills to:
        3.2.1 demonstrate positive attitudes and behaviours
        3.2.2 be responsible
        3.2.3 be adaptable
        3.2.4 learn continuously
        3.2.5 work safely
    3.3 demonstrate teamwork skills to:
        3.3.1 work with others
        3.3.2 participate in projects and tasks

4. identify possible life roles related to the skills and content of this cluster
    4.1 recognize and then analyze the opportunities and barriers in the immediate environment
    4.2 identify potential resources to minimize barriers and maximize opportunities

COURSE TOU3000: TOURISM ESSENTIALS

Level: Advanced

Prerequisite: TOU1010: The Tourism Sector

Description: Students develop essential employability or transferable skills for the tourism sector as well as the ever-changing workplace.

Outcomes: The student will:

1. **demonstrate knowledge of the tourism sector**
   1.1 research the organizational structure of the tourism sector, as well as travel motivators and trends
   1.2 research ways to promote the tourism sector
2. **research the importance of providing professional service**
   2.1 investigate basic competencies in guest service and hospitality, including:
      2.1.1 positive attitude
      2.1.2 responsibility
      2.1.3 adaptability
      2.1.4 willingness to continuously learn
      2.1.5 maintaining the safety of self and others
   2.2 investigate effective problem-solving skills in dealing with guest concerns, including:
      2.2.1 communication skills
      2.2.2 computer and other technology skills
      2.2.3 skills in managing information
      2.2.4 thinking skills
      2.2.5 ability to work with others; e.g., performance appraisals, preventing and managing stress, legal issues
3. **develop a concept plan for one area of the tourism sector to attract and maintain business**
   3.1 research and report on the range of services available
   3.2 compare the special services offered to guests
   3.3 research and describe marketing strategies used to attract pleasure and business travellers
   3.4 create a concept plan, including:
      3.4.1 market research methods
      3.4.2 target group description
      3.4.3 assessment of appropriate professional services required
      3.4.4 objective
      3.4.5 description of marketing activities
      3.4.6 sample advertising and promotional items
      3.4.7 evaluation techniques

4. demonstrate basic competencies
    4.1 demonstrate fundamental skills to:
        4.1.1 communicate
        4.1.2 manage information
        4.1.3 use numbers
        4.1.4 think and solve problems
    4.2 demonstrate personal management skills to:
        4.2.1 demonstrate positive attitudes and behaviours
        4.2.2 be responsible
        4.2.3 be adaptable
        4.2.4 learn continuously
        4.2.5 work safely
    4.3 demonstrate teamwork skills to:
        4.3.1 work with others
        4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values
    5.1 identify short-term and long-term goals
    5.2 identify steps to achieve goals

COURSE TOU3010: FOOD & BEVERAGE FUNCTIONS

Level: Advanced

Prerequisites: CKA3900: Apprenticeship Safety *or*
FOD1010: Food Basics *or*
TOU1010: The Tourism Sector

Description: Students develop an understanding of the knowledge and skills required to plan and execute a food function that meets the needs of a client.

Parameters: Access to personal or commercial food preparation facilities.

Supporting Courses: TOU1040: Food & Beverage Industry
TOU2040: Food & Beverage Service

Outcomes: The student will:

1. identify trends and issues in food service and relate them to industry activity
   1.1 explain the range of food service alternatives available and discuss the advantages and disadvantages of each type
   1.2 categorize food service businesses according to type of product and service
   1.3 explain societal trends and their impact on the food service industry, including:
       1.3.1 health consciousness
       1.3.2 time and convenience considerations
       1.3.3 leisure time
       1.3.4 cultural awareness
       1.3.5 disposable income
       1.3.6 environmental awareness
   1.4 research and describe current issues and their impact on the food service industry
   1.5 describe the impact of technological advances, including:
       1.5.1 availability of products
       1.5.2 new methods of food preservation
       1.5.3 preparation methods
       1.5.4 environmental impact
   1.6 identify and analyze food service innovations and their impact on the industry
   1.7 name provincial food service regulatory agencies and describe their roles
2. identify food service venues in tourism, including:
   2.1 travel; e.g., cruise, airline
   2.2 accommodation; e.g., resort, hotel, back country lodges
   2.3 attractions and events; e.g., festivals, fairs, zoos, historic sites
   2.4 culinary tourism; e.g., wine tours, cooking tours
   2.5 agri-tourism; e.g., farmers' markets, dude ranches
3. develop a function plan and a menu to meet the needs of a client
   3.1 define the term *function* as used in the food service industry, and identify and discuss event parameters for a variety of events; e.g., graduation banquet, wedding, child's birthday party

3.2 list and describe factors to consider when planning a function, including:
    3.2.1 theme
    3.2.2 menu
    3.2.3 food safety
    3.2.4 cost
    3.2.5 time
    3.2.6 number of people
    3.2.7 individual requirements
    3.2.8 entertainment
3.3 describe factors that determine the cost of different menu items, including:
    3.3.1 type of service
    3.3.2 availability of ingredients
    3.3.3 preparation method
    3.3.4 food costing (recipe portions)
3.4 prepare a number of menu alternatives for a client with dietary concerns
3.5 describe and explain seating arrangements and protocol used at formal functions

4. design an evaluation process to measure the success of a function
4.1 identify criteria for evaluating a function from the perspectives of participants and organizers

5. demonstrate basic competencies
5.1 demonstrate fundamental skills to:
    5.1.1 communicate
    5.1.2 manage information
    5.1.3 use numbers
    5.1.4 think and solve problems
5.2 demonstrate personal management skills to:
    5.2.1 demonstrate positive attitudes and behaviours
    5.2.2 be responsible
    5.2.3 be adaptable
    5.2.4 learn continuously
    5.2.5 work safely
5.3 demonstrate teamwork skills to:
    5.3.1 work with others
    5.3.2 participate in projects and tasks

6. create a transitional strategy to accommodate personal changes and build personal values
6.1 identify short-term and long-term goals
6.2 identify steps to achieve goals

COURSE TOU3020: FOOD & BEVERAGE MANAGER

Level: Advanced

Prerequisites: TOU1040: The Food & Beverage Industry
                     TOU2040: Food & Beverage Service

Description: Students develop the attitudes, skills and knowledge of leadership, such as positive
                     attitude, "professional" or "appropriate" appearance, organization skills and
                     effective communication.

Outcomes: The student will:

1. **determine the role leadership skills play in management**
    1.1 exhibit a positive attitude and:
        1.1.1 describe the impact of a positive attitude
        1.1.2 demonstrate ways to develop a positive attitude
    1.2 maintain a professional appearance
    1.3 exhibit professional conduct and:
        1.3.1 identify various techniques that demonstrate professionalism
        1.3.2 describe ethical behaviour in the workplace
    1.4 apply organizational skills by:
        1.4.1 demonstrating the use of time management skills
        1.4.2 discussing the delegation of tasks to staff
        1.4.3 identifying strategies for making effective decisions
    1.5 identify techniques for developing communication skills by:
        1.5.1 identifying guidelines for effective communication
        1.5.2 describing good listening techniques
        1.5.3 demonstrating good telecommunication skills
        1.5.4 planning an effective meeting
        1.5.5 identifying techniques for conducting effective meetings
        1.5.6 describing methods of communication with management teams
    1.6 handle guest problems by:
        1.6.1 outlining reasons for guests' complaints
        1.6.2 outlining reasons why guests do not complain
        1.6.3 recognizing signs of potential guest dissatisfaction
        1.6.4 demonstrating methods for handling guests' concerns or complaints
2. **explain workplace health and safety management systems**
    2.1 research and identify eight common elements of a health and safety plan, including:
        2.1.1 management, leadership and organizational commitment; e.g., policies, guidelines and
               responsibilities
        2.1.2 hazard identification and assessment
        2.1.3 hazard control
        2.1.4 worker competency and training; e.g., technical competence, safe work practices and
               procedures, personal protective equipment (PPE)
        2.1.5 worksite inspection
        2.1.6 incident investigation

2.1.7 emergency response

2.1.8 management system administration; e.g., evaluation, records and statistics, maintenance of system

2.2 explain each of the elements of a health and safety plan in relation to occupational health and safety implications

2.3 define health and safety elements relevant to the world of work

2.4 present a health and safety plan, clarifying its relevance to the work world and society in general

2.5 identify personal and public protection

2.6 explain responsibilities of the employee, employer and government

2.7 describe general safety and accident prevention

2.8 list simple safety and first aid applications; e.g., minor burns, cuts, choking, eye injury, fainting procedures, slip and trip hazards

2.9 identify elements of health and safety management systems in samples taken from specific workplaces

3. examine the role legislation plays in the food service industry

3.1 adhere to legislation, identifying guidelines for:

3.1.1 complying with provincial liquor legislation; e.g., Alcohol Server Intervention Program

3.1.2 adhering to other legislation; e.g., *Public Health Act*, *Occupational Health and Safety Act*

4. demonstrate basic competencies

4.1 demonstrate fundamental skills to:

4.1.1 communicate

4.1.2 manage information

4.1.3 use numbers

4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

4.2.1 demonstrate positive attitudes and behaviours

4.2.2 be responsible

4.2.3 be adaptable

4.2.4 learn continuously

4.2.5 work safely

4.3 demonstrate teamwork skills to:

4.3.1 work with others

4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values

5.1 identify short-term and long-term goals

5.2 identify steps to achieve goals

COURSE TOU3040: ACCOMMODATIONS OPERATIONS

Level: Advanced

Prerequisite: TOU1010: The Tourism Sector

Description: Students research and discuss issues related to alternative accommodations.

Outcomes: The student will:

1. **identify the types of alternative accommodations**
   1.1 define and describe types of alternative accommodations available, including:
      1.1.1 boutique hotels
      1.1.2 specialty hotels; e.g., underwater, ice
      1.1.3 bed and breakfast
      1.1.4 guest ranch
      1.1.5 country vacation
      1.1.6 full-service lodge
      1.1.7 basic cabin lodge
      1.1.8 eco-lodge
      1.1.9 camp or campground
   1.2 research the economic impact of alternative accommodations on the tourism industry
   1.3 describe the visitor appeal of different types of alternative accommodations
   1.4 describe the appeal of various amenities to specific target groups; e.g., security, luxury items, spas, fitness
2. **identify issues, operating policies and service standards related to operating an alternative accommodation**
   2.1 explain the advantages and disadvantages of owning and/or operating an alternative accommodation facility
   2.2 discuss operational issues, including:
      2.2.1 lifestyle; e.g., privacy, time management, commitment
      2.2.2 financial; e.g., start-up costs
      2.2.3 staffing
      2.2.4 location
      2.2.5 seasonality
      2.2.6 guest expectations
      2.2.7 liability
   2.3 describe common operating policies for alternative accommodation properties, including:
      2.3.1 rates
      2.3.2 deposit, cancellation and refund policies
      2.3.3 long distance calls
      2.3.4 reservations
      2.3.5 deposits and reservation confirmation
      2.3.6 tracking reservations
   2.4 research the minimum standards for a selected alternative accommodation facility or venture
   2.5 describe environmental standards for waste and energy management
   2.6 identify a service strategy and standards for an alternative accommodation, including:
      2.6.1 welcome and check-in
      2.6.2 food service
      2.6.3 housekeeping
      2.6.4 general sanitation
      2.6.5 check-out
   2.7 name and describe the role of regulatory agencies for alternative accommodation businesses

3. **develop a marketing or venture plan for a selected alternative accommodation**
    3.1 research various marketing strategies used by alternative accommodation properties
    3.2 analyze various accommodation promotional materials to determine distinguishing features and targeted markets
    3.3 present a marketing or venture plan, including:
        3.3.1 products and services offered
        3.3.2 target market (clientele/guest)
        3.3.3 pricing strategy
        3.3.4 promotion plan
        3.3.5 description of real or simulated business
4. **demonstrate basic competencies**
    4.1 demonstrate fundamental skills to:
        4.1.1 communicate
        4.1.2 manage information
        4.1.3 use numbers
        4.1.4 think and solve problems
    4.2 demonstrate personal management skills to:
        4.2.1 demonstrate positive attitudes and behaviours
        4.2.2 be responsible
        4.2.3 be adaptable
        4.2.4 learn continuously
        4.2.5 work safely
    4.3 demonstrate teamwork skills to:
        4.3.1 work with others
        4.3.2 participate in projects and tasks
5. **create a transitional strategy to accommodate personal changes and build personal values**
    5.1 identify short-term and long-term goals
    5.2 identify steps to achieve goals

COURSE TOU3060: DESTINATION MANAGEMENT

Level: Advanced

Prerequisite: None

Description: Students research the management and operation of a travel destination.

Outcomes: The student will:

1. **identify what attracts tourists to different destinations**
   1.1 identify the different industries within the tourism sector that tourists can choose from; e.g., adventure and recreation, meetings, conferences, attractions
   1.2 identify the components that make tourism destinations viable; e.g., resources, transportation, hospitality
   1.3 identify motives for travelling to destinations; e.g., recreation, culture, family
2. **identify the steps involved in planning a destination**
   2.1 identify the components of destination planning, including:
      2.1.1 market analysis
      2.1.2 site assessment
      2.1.3 financial studies
      2.1.4 environmental studies
      2.1.5 social impact studies
   2.2 identify the various types of development and organizational involvement; e.g., government, tourism organizations
   2.3 identify the stages of a destination life cycle
3. **identify and discuss stakeholder roles within a destination**
   3.1 describe the following:
      3.1.1 destination
      3.1.2 destination management
      3.1.3 destination management company (DMC)
      3.1.4 destination marketing organization (DMO)
      3.1.5 travel flow and models; e.g., number of visitors to a destination, when
      3.1.6 stakeholder; e.g., residents
      3.1.7 travel patterns; e.g., activity within a destination
4. **understand travel patterns and the expenditures of visitors within a destination**
   4.1 identify a variety of destinations
   4.2 determine what attracts tourists to different destinations
   4.3 discuss the economic impact of destination development; e.g., multiplier effect, revenue leakage, balance of payments
5. **assess the impact of various issues on a destination**
   5.1 discuss the physical, economic and social impacts of tourism
   5.2 explain how tourism can help preserve a local culture

5.3 discuss the impacts of the possible negative effects of destination development on a local environment, including:
    5.3.1 ecological
    5.3.2 biological
    5.3.3 political; e.g., travel advisories
    5.3.4 global and/or regional conflict
    5.3.5 terrorism
    5.3.6 economic
    5.3.7 reputation; e.g., Hollywood effect

6. investigate and communicate information related to managing a destination facility
6.1 research existing destinations and management requirements
6.2 create and present a package demonstrating information related to the following:
    6.2.1 type of facility and/or attraction; e.g., helicopter tours, whitewater rafting, agricultural, bed and breakfast
    6.2.2 location
    6.2.3 staffing needs
    6.2.4 booking and advertising
    6.2.5 facility offerings
    6.2.6 environmental responsibility
    6.2.7 accommodation requirements and industry standards, if required
    6.2.8 guest requirements
    6.2.9 safety and security of guests
    6.2.10 mode of transportation to and from facility
    6.2.11 financial management
    6.2.12 other important information

7. demonstrate basic competencies
7.1 demonstrate fundamental skills to:
    7.1.1 communicate
    7.1.2 manage information
    7.1.3 use numbers
    7.1.4 think and solve problems
7.2 demonstrate personal management skills to:
    7.2.1 demonstrate positive attitudes and behaviours
    7.2.2 be responsible
    7.2.3 be adaptable
    7.2.4 learn continuously
    7.2.5 work safely
7.3 demonstrate teamwork skills to:
    7.3.1 work with others
    7.3.2 participate in projects and tasks

8. create a transitional strategy to accommodate personal changes and build personal values
8.1 identify short-term and long-term goals
8.2 identify steps to achieve goals

COURSE TOU3080: AIR TRANSPORTATION

Level: Advanced

Prerequisite: TOU1010: The Tourism Sector

Description: Students research, report on and develop a concept plan for the organization and operation of an airline.

Outcomes: The student will:

1. **describe the organization of the air transportation industry in Canada**
   1.1 describe the history and development of the air transportation industry in Canada
   1.2 describe the types of air service, including:
      1.2.1 general aviation
      1.2.2 carrier aviation; e.g., charter
      1.2.3 scheduled airlines
      1.2.4 non-scheduled airlines
   1.3 compare multilateral agreements with bilateral agreements, and explain how they make the international air system work
   1.4 explain the effects of deregulation on the traveller and the air transportation industry; e.g., 1978 *Airline Deregulation Act* (USA), regulatory reform 1980s (Canada)
   1.5 name the regulatory agencies and discuss their roles in the industry; e.g., International Air Transport Association (IATA)
   1.6 explain the factors used to determine different air fares
   1.7 identify the impact open skies agreements have had on airline travel
2. **analyze and report on the types of aircraft and the operation of different departments in a major airline**
   2.1 distinguish among the types of aircraft in service today; e.g., type of engine, purpose
   2.2 identify the parts of an airport
   2.3 explain the differences between air carrier and general aviation airports
   2.4 name and describe the functions of each major area in an airport
   2.5 identify types of air routes
3. **identify and describe trends and issues in the air transportation industry**
   3.1 explain issues of safety and security in airports and airplanes
   3.2 identify environmental issues related to air transportation
   3.3 discuss the restructuring of the airline industry; e.g., emergence of new companies, alliances among airlines in different countries
4. **develop a concept plan for an airline to attract and maintain business**
   4.1 research and report on the range of services provided to travellers in a major airport
   4.2 define the term *passenger load factor* and discuss how this calculation is used by airline marketing departments
   4.3 describe strategies used by airlines to reduce operating expenses
   4.4 compare the special services offered to frequent flyers by airlines
   4.5 research and describe marketing strategies used to attract pleasure and business travelers

4.6　create a concept plan for an airline, including:
    4.6.1　market research methods
    4.6.2　target group description
    4.6.3　objective
    4.6.4　description of marketing activities
    4.6.5　sample advertising and promotion items
    4.6.6　evaluation techniques

5.　demonstrate basic competencies
  5.1　demonstrate fundamental skills to:
    5.1.1　communicate
    5.1.2　manage information
    5.1.3　use numbers
    5.1.4　think and solve problems
  5.2　demonstrate personal management skills to:
    5.2.1　demonstrate positive attitudes and behaviours
    5.2.2　be responsible
    5.2.3　be adaptable
    5.2.4　learn continuously
    5.2.5　work safely
  5.3　demonstrate teamwork skills to:
    5.3.1　work with others
    5.3.2　participate in projects and tasks

6.　create a transitional strategy to accommodate personal changes and build personal values
  6.1　identify short-term and long-term goals
  6.2　identify steps to achieve goals

COURSE TOU3090: SURFACE TRANSPORTATION

Level: Advanced

Prerequisite: TOU1010: The Tourism Sector

Description: Students research the business operations of the rail, motor coach, auto, recreational vehicle and cruise travel industries.

Outcomes: The student will:

1. describe significant historical developments of the rail, motor coach, auto, recreational vehicle and cruise travel industries
   1.1 describe the history and development of passenger rail travel in Canada
   1.2 compare the Canadian rail industry with that of other developed countries
   1.3 describe the history and development of the motor coach industry in North America
   1.4 describe the history and development of auto and recreational vehicle travel in North America
   1.5 describe the history and development of the cruise industry
2. explain advantages and disadvantages of each mode of surface travel
   2.1 discuss the advantages and disadvantages, from the point of view of the traveller, of:
       2.1.1 rail travel
       2.1.2 motor coach travel
       2.1.3 auto and recreational vehicle travel
       2.1.4 cruise travel
   2.2 describe the different types of onboard accommodation and services available to:
       2.2.1 rail travellers
       2.2.2 cruise travellers
   2.3 describe the different types of excursions and services available through the:
       2.3.1 rail travel industry
       2.3.2 motor coach travel industry
       2.3.3 cruise travel industry
   2.4 identify features of auto and recreational vehicle travel, its popularity and trends
   2.5 research and describe the different types of auto and recreational vehicle travel available to the traveller
   2.6 describe some of the popular types of cruises and destinations
   2.7 name the main elements of a cruise program and describe some selling features of each element
   2.8 describe the different areas of a cruise ship and compare the different types of accommodation
   2.9 explain the different factors that affect the price of a cruise
   2.10 give examples of costs not usually included in the price of a cruise
3. identify trends and issues in the surface transportation sector
   3.1 research the economics and determining factors related to the feasibility of the:
       3.1.1 rail travel industry
       3.1.2 motor coach travel industry
       3.1.3 auto and recreational vehicle travel industry
       3.1.4 cruise travel industry
   3.2 compare the importance of passenger trains in Canada, the United States and other countries
   3.3 explain the contractual requirements for renting or leasing a car or recreational vehicle
   3.4 assess how trends and issues affect marketing and employment opportunities for each sector; e.g., growth of charter and tour business in the motorcoach industry, deregulation of the motorcoach industry

3.5 describe the various urban public transportation systems, the needs they address and the problems they alleviate and cause

3.6 discuss the environmental impact of surface travel

4. select a mode of surface transportation and create an electronic brochure

   4.1 outline the advantages of using this mode of transportation

   4.2 identify and describe within the brochure the following:

      4.2.1 target group

      4.2.2 objective

      4.2.3 promotional items

      4.2.4 excursions and activities

      4.2.5 accommodation and services, if applicable

      4.2.6 other additional information

5. demonstrate basic competencies

   5.1 demonstrate fundamental skills to:

      5.1.1 communicate

      5.1.2 manage information

      5.1.3 use numbers

      5.1.4 think and solve problems

   5.2 demonstrate personal management skills to:

      5.2.1 demonstrate positive attitudes and behaviours

      5.2.2 be responsible

      5.2.3 be adaptable

      5.2.4 learn continuously

      5.2.5 work safely

   5.3 demonstrate teamwork skills to:

      5.3.1 work with others

      5.3.2 participate in projects and tasks

6. create a transitional strategy to accommodate personal changes and build personal values

   6.1 identify short-term and long-term goals

   6.2 identify steps to achieve goals

COURSE TOU3120: ADVENTURE & ECOTOURISM 3

Level: Advanced

Prerequisite: TOU2120: Adventure & Ecotourism 2

Description: Students develop knowledge and skills related to the adoption of leadership roles in adventure and ecotourism.

Outcomes: The student will:

1. **review and explore new terms related to adventure and ecotourism**
   1.1 define the following terms:
      1.1.1 *ecotourism*
      1.1.2 *adventure tourism*
      1.1.3 *outdoor leadership*
      1.1.4 *inbound and outbound adventure operators*
      1.1.5 *gateway community*
      1.1.6 *parks and protected areas*
      1.1.7 *ecological integrity*
      1.1.8 *amenity migrants*; e.g., those who move to mountain areas (e.g., Canmore) for the recreation available
      1.1.9 *adventure and ecotourism travel firms*
      1.1.10 *nature deficit disorder*; e.g., lack of contact with natural world
      1.1.11 *debriefing outdoor groups*
   1.2 research and explain the history of adventure and ecotourism, including the history of:
      1.2.1 the Romantic Era in Europe and its impact on adventure tourism in Alberta
      1.2.2 national parks in Alberta and their impact on guiding
      1.2.3 horse packing in the Rockies
      1.2.4 Swiss guiding in the Rockies
      1.2.5 the ski industry in Alberta
      1.2.6 Alberta provincial parks and their role in adventure and ecotourism
      1.2.7 Outward Bound
      1.2.8 the Wilderness Therapy movement
      1.2.9 the YMCA
      1.2.10 the Park Warden Service
2. **identify important aspects of adventure and ecotourism leadership**
   2.1 define various outdoor and adventure leadership models
   2.2 research a variety of past and recent leaders within the adventure and ecotourism sectors and identify:
      2.2.1 the contribution of each leader to the field
      2.2.2 the leadership style employed by each leader in relation to models previously researched

2.3 explain how leadership approaches and tactics may vary for different situations within the adventure and ecotourism field, including:
    2.3.1 high risk situations
    2.3.2 debriefing groups
    2.3.3 setting up an adventure
    2.3.4 low stress situations versus high stress situations
    2.3.5 different groups; e.g., mature consumers, peers, little children, people with special needs, people who do not speak English

3. describe the roles of risk and risk management in adventure and ecotourism
  3.1 define a variety of important terms that provide the framework for risk management, such as:
    3.1.1 *risk*
    3.1.2 *uncertainty* and *adventure*
    3.1.3 *objective* and *subjective hazards*
    3.1.4 *liability*
    3.1.5 *real hazards* and *perceived hazards*
    3.1.6 *negligence*
    3.1.7 *duty of care* and *standard of care*
    3.1.8 *near misses*
    3.1.9 *disclosure*
    3.1.10 *waiver*
  3.2 explain basic risk control strategies as they relate to adventure and ecotourism
  3.3 research a variety of cases involving mishaps in the field of adventure and ecotourism, explaining:
    3.3.1 what went wrong in each situation
    3.3.2 the consequences to stakeholders involved in each situation
    3.3.3 what may have been done to avoid each situation

4. identify a range of competencies required for successful leadership and group management in adventure and ecotourism
  4.1 research and explain outdoor and adventure competencies
  4.2 identify a variety of adventure and outdoor certifications, requirements and competencies required of professionals in:
    4.2.1 mountain guiding
    4.2.2 backpack guiding
    4.2.3 canoe guiding
    4.2.4 river kayak guiding
    4.2.5 interpretation
    4.2.6 ski and snow board instruction
    4.2.7 ski guiding
    4.2.8 sea kayak guiding
    4.2.9 mountain bike guiding
  4.3 research and demonstrate skills and techniques pertaining to responsible group management in the outdoors related to:
    4.3.1 ensuring the well being of a group while in the field
    4.3.2 proper pacing
    4.3.3 risk management
    4.3.4 trip preparation

5. **describe the role of parks in the facilitation of adventure and ecotourism**
   5.1 describe the opportunities and challenges for adventure and ecotourism companies operating in national and provincial parks
   5.2 research the evolution of the mandates of national parks in relation to conservation and human use
   5.3 identify the types of adventure and ecotourism activities permitted and not permitted in national and provincial parks
   5.4 explain the role of ecotourism in supporting conservation
6. **demonstrate basic competencies**
   6.1 demonstrate fundamental skills to:
       6.1.1 communicate
       6.1.2 manage information
       6.1.3 use numbers
       6.1.4 think and solve problems
   6.2 demonstrate personal management skills to:
       6.2.1 demonstrate positive attitudes and behaviours
       6.2.2 be responsible
       6.2.3 be adaptable
       6.2.4 learn continuously
       6.2.5 work safely
   6.3 demonstrate teamwork skills to:
       6.3.1 work with others
       6.3.2 participate in projects and tasks
7. **create a transitional strategy to accommodate personal changes and build personal values**
   7.1 identify short-term and long-term goals
   7.2 identify steps to achieve goals

COURSE TOU3910: TOU PROJECT D

Level:	Advanced
Prerequisite:	None
Description:	Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.
Parameters:	Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.
	Project courses cannot be connected to other project courses or practicum courses.
	All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

1. identify the connection between this project course and two or more CTS courses
   1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2 explain how these outcomes are being connected to the project and/or performance deliverables
2. propose the project and/or performance
   2.1 identify the project and/or performance by:
      2.1.1 preparing a plan
      2.1.2 clarifying the purposes
      2.1.3 defining the deliverables
      2.1.4 specifying time lines
      2.1.5 explaining terminology, tools and processes
      2.1.6 defining resources; e.g., materials, costs, staffing
   2.2 identify and comply with all related health and safety standards
   2.3 define assessment standards (indicators for success)
   2.4 present the proposal and obtain necessary approvals

The student will:

3. meet goals as defined within the plan
   3.1 complete the project and/or performance as outlined
   3.2 monitor the project and/or performance and make necessary adjustments
   3.3 present the project and/or performance, indicating the:
      3.3.1 outcomes attained
      3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on how the project and/or performance could have been improved

4. demonstrate basic competencies
4.1 demonstrate fundamental skills to:
    4.1.1 communicate
    4.1.2 manage information
    4.1.3 use numbers
    4.1.4 think and solve problems
4.2 demonstrate personal management skills to:
    4.2.1 demonstrate positive attitudes and behaviours
    4.2.2 be responsible
    4.2.3 be adaptable
    4.2.4 learn continuously
    4.2.5 work safely
4.3 demonstrate teamwork skills to:
    4.3.1 work with others
    4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values
5.1 identify short-term and long-term goals
5.2 identify steps to achieve goals

COURSE TOU3920: TOU PROJECT E

Level:	Advanced
Prerequisite:	None
Description:	Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.
Parameters:	Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.
	Project courses cannot be connected to other project courses or practicum courses.
	All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

1. **identify the connection between this project course and two or more CTS courses**
   1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2 explain how these outcomes are being connected to the project and/or performance deliverables
2. **propose the project and/or performance**
   2.1 identify the project and/or performance by:
      2.1.1 preparing a plan
      2.1.2 clarifying the purposes
      2.1.3 defining the deliverables
      2.1.4 specifying time lines
      2.1.5 explaining terminology, tools and processes
      2.1.6 defining resources; e.g., materials, costs, staffing
   2.2 identify and comply with all related health and safety standards
   2.3 define assessment standards (indicators for success)
   2.4 present the proposal and obtain necessary approvals

The student will:

3. **meet goals as defined within the plan**
   3.1 complete the project and/or performance as outlined
   3.2 monitor the project and/or performance and make necessary adjustments
   3.3 present the project and/or performance, indicating the:
      3.3.1 outcomes attained
      3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on how the project and/or performance could have been improved

4. demonstrate basic competencies
4.1 demonstrate fundamental skills to:
    4.1.1 communicate
    4.1.2 manage information
    4.1.3 use numbers
    4.1.4 think and solve problems
4.2 demonstrate personal management skills to:
    4.2.1 demonstrate positive attitudes and behaviours
    4.2.2 be responsible
    4.2.3 be adaptable
    4.2.4 learn continuously
    4.2.5 work safely
4.3 demonstrate teamwork skills to:
    4.3.1 work with others
    4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values
5.1 identify short-term and long-term goals
5.2 identify steps to achieve goals

COURSE TOU3950: TOU ADVANCED PRACTICUM

Level: Advanced

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

1. **perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
   1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
   1.2 describe personal roles and responsibilities, including:
       1.2.1 key responsibilities
       1.2.2 support functions/responsibilities/expectations
       1.2.3 code of ethics and/or conduct
   1.3 describe personal work responsibilities and categorize them as:
       1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
       1.3.2 non-routine tasks; e.g., emergencies
       1.3.3 tasks requiring personal judgement
       1.3.4 tasks requiring approval of a supervisor
   1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
2. **analyze personal performance in relation to established standards**
   2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
   2.2 evaluate standards of performance in terms of:
       2.2.1 quality of work
       2.2.2 quantity of work
   2.3 evaluate adherence to workplace legislation related to health and safety
   2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
       2.4.1 training and certification
       2.4.2 interpersonal skills
       2.4.3 technical skills
       2.4.4 ethics

3. **demonstrate basic competencies**
   3.1 demonstrate fundamental skills to:
       3.1.1 communicate
       3.1.2 manage information
       3.1.3 use numbers
       3.1.4 think and solve problems
   3.2 demonstrate personal management skills to:
       3.2.1 demonstrate positive attitudes and behaviours
       3.2.2 be responsible
       3.2.3 be adaptable
       3.2.4 learn continuously
       3.2.5 work safely
   3.3 demonstrate teamwork skills to:
       3.3.1 work with others
       3.3.2 participate in projects and tasks
4. **create a transitional strategy to accommodate personal changes and build personal values**
   4.1 identify short-term and long-term goals
   4.2 identify steps to achieve goals