

Title Follow-up from CTLS Technical Committee Curriculum Development Workshop, 15 & 16 May 2003, St. Lucia by Dr. Denis F. Paul

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Message I would like to share a few more thoughts on the Caribbean Tourism Learning System (CTLS) Associate Degree Program that I did not get to present at the meeting in St. Lucia.

The CTLS defines the Associate Degree as the entry-level training for management trainees. The system needs to address how line staff, which constitutes the majority tourism workers, will be prepared.

The basic structure for the degree should be clearly defined in terms of the number of credits and required learning objectives in each of the major components:

- i. General Education – x Credits
- ii. Core Business – y Credits
- iii. Core Specialty – z Credits
- iv. Electives – n Credits
- v. Internship – m Credits

The total number of credits should be clearly stated and should be in keeping with other regional standards for the Associate Degree. An Associate degree that requires more than 80 credits in a two-year program would raise questions about the effort required for a credit. We would not want to adopt an extra-regional standard and give the impression that we are diluting it.

I have been reassured by some of the consultants that the typical student can comfortably manage the amount of work required for the degree in two calendar years of full time study. If that were the case, I would strongly recommend that the total number of credits for the program should not exceed 72. This would mean that a student would earn 16 credits each semester and four credits each summer term. The number of credits assigned to some of the courses would have to be adjusted appropriately.

Some of the objectives should be reexamined to ensure that they are properly stated to emphasize the practical nature of the program where appropriate.

I am uncomfortable with the idea of Associate degrees in areas such as "Resort Studies," and "Accommodation," for example. It may be better to offer them at the Bachelor's Degree level since they clearly require expertise in a variety of skills developed in "Food and Beverage" and "Culinary Arts."

There was no clear evidence that our cultural bias against service will be addressed in the program.

The CTLS should give consideration to the efficiency of implementation both from the perspective of the student and the institution. The system should not require different entry-level food preparation courses for Accommodation, Culinary, or Food and Beverage specialists. A basic core that is common to all specialties may be a better approach.

I believe a good look should be taken at the general education core to ensure it is in sync with the rest of the program.

I hope this is helpful.

Best wishes.
Sincerely,

Denis F. Paul