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The hospitality and service industries are experiencing unprecedented levels of growth. The travel and tourism industry alone is predicted to account for one in 10 jobs worldwide by 2023.

Success in these industries cannot be presumed; only leaders with exceptional management skills, vision, and drive can expect to rise to the top.

Glion Institute of Higher Education has over 50 years of excellence in Swiss hospitality management education. Our accredited degrees are internationally recognized, and our alumni are some of the most respected industry leaders in the world.

Glion offers a unique blend of business-oriented academic programs and experiential learning. The TNS Survey 2013 ranked us among the top three hospitality management schools for an international career.

Every student will go through a process of rigorous leadership development in the course of their studies, which builds on their strengths and nurtures leadership skills and competencies.

At Glion Institute of Higher Education, students receive significant global exposure and experience. This is enhanced not just through the dynamic international student body, or the possibility of professional international internships, but also by the opportunities to transfer between our premier campuses in Switzerland and London.

Every student can expect to receive theoretical and practical training that is relevant to current industry trends and demands. Glion’s dedicated faculty of international practitioners and scholars works closely with our industry partners to develop the course content and study structures, and our advisory board consists of some of the most influential figures in the hospitality and service industry today.

By choosing Glion, you are choosing an education that sets a foundation for life and provides the springboard for a successful career. You are choosing to join an academic community that will listen and respond to your needs, and a network of students and alumni that spans the globe. You are choosing to be part of the next generation of leaders.

Judy Hou
Directeur Général
Glion Institute of Higher Education, Switzerland
VISION, MISSION, AND BACKGROUND

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VISION AND MISSION STATEMENTS

Vision  
Be the world’s top-ranked higher education institution for hospitality businesses.

Mission  
Glion prepares hospitality-driven professionals who are ready for global careers in the world’s premier businesses.

Values  
The values listed below guide GIHE as we work toward our vision:

- To provide educational breadth coupled with optional specializations
- To work as reflective practitioners
- To develop leadership, enterprise, and entrepreneurial skills
- To respect differences of culture and act with integrity
- To practice and teach the Swiss work ethos
- To foster an international perspective
- To mentor our students and guide them to increasing responsibility
- To provide students with American-style student support services
- To operate a sustainable business model and reflect this in our curriculum

Glion Hotel School Mission

Serving the overall mission of the institution, Glion Hotel School offers programs in the field of hospitality designed to develop professional competencies. To achieve this, the school provides students with traditional didactic and craft-based learning environments. Furthermore, special attention is given to encouraging students to apply the Swiss work ethos through a structured living environment and the “Glion Spirit.” Programs of study develop students’ understanding of a broad range of hospitality and business-related subjects. Towards the end of their degree, students may choose to focus on one area of study in greater depth by choosing a specialization for their degree. Students develop generic thinking skills and where possible theory and practice are integrated to enhance learning. Students who graduate typically start their careers at a supervisory or assistant-management level, rapidly moving on towards management positions. They have a choice of working in a range of hospitality work environments, such as hotels, catering companies, conference and leisure centers, restaurants, cruise liners, tourism offices, and specialized financial firms.

Glion Graduate School Mission

Spearheading the institutional mission, the Graduate School provides an exciting and innovative synergy between academic rigor and global service practice. The master’s programs, whether campus based or online, aim to develop reflective individuals, empowered to meet the challenges of ambitious and wide-ranging career aspirations. Our internationally experienced faculty provides a rich spectrum of courses tailored to the needs of leaders or future leaders in the rapidly evolving global, technological, business, and education environments. We achieve this by reinforcing both subject competence and transferable skills, enabling our participants to make flexible, thoughtful contributions to their chosen field. Our student-centered approach to teaching and learning is inspired by the Swiss work ethos; striving for perfection and diligence, as well as service-mindedness and customer focus. We encourage participants to explore topics in depth, developing their intellectual skills and a habit of lifelong learning. We serve those who have an undergraduate degree, may be in mid-career, or seek an important career change. They will leave us to continue as leaders or educators within the world of services.

Glion Leisure Management School Mission

Serving the overall mission of the institution, Glion Leisure Management School offers event, sport, and entertainment programs. The programs are intended to develop managerial competencies and the individual whilst developing a broad understanding of the industries served, including their business, social, and economic contexts. To achieve this, the school provides students with traditional didactic and craft-based
learning environments. Furthermore, special attention is given to encouraging students to apply the Swiss work ethos through a structured living and study environment and the “Glion Spirit.” Towards the end of their degree, students choose to focus on one area of study in greater depth by choosing a specialization. The degree program anticipates graduates will aspire to higher management positions in the international event, sport, and entertainment industries.

**General Education Mission**

The mission of the GIHE General Education Program is to broaden students’ understanding of the arts, sciences, and social sciences, and to support the development of individual common skills that enable them to perform effectively, not only in their future careers, but also as confident members of society. This mission is further expressed in these goals:

- To provide the specific characteristics embodied in a liberal education, including arts, sciences, mathematics, social sciences, and individual development
- To provide a learning platform for the development of cultural awareness and understanding—in critical and evaluation skills, in reasoning and rational thought, as well as in the roles and responsibilities of being a constructive citizen of the global community
- To promote lifelong learning practices empowering graduates to update their knowledge, values, and appreciations as demanded by their social environments

**Laureate Hospitality Education Mission**

GIHE is part of Laureate Hospitality Education, whose vision and mission follow.

**Vision**

Through its schools and campuses the mission of Laureate Hospitality Education is to support the education of an international student body committed to leadership positions in service industries, such as hospitality, tourism, sports management, and business management. Our vision is that our graduates will embody the values of rigor in their work, a strong team spirit, flexibility in problem solving, dedication to service, a global perspective, and respect for other cultures. Our programs will provide students with a deep understanding of the principles of leadership in the workplace and in daily life and practical opportunities to develop and demonstrate leadership skills.

**Mission Statement**

We realize this vision in our undergraduate programs by providing close faculty-student interaction in a craft-based learning environment. This environment gives students the practice, theories, and support to develop values, the essential tools for immediate employment, and the desire for continued learning as they progress in their careers. Our graduate programs similarly balance theory with practice to meet the individualized needs of professionals. Honoring and building on the strong reputations, traditions, and histories of the schools within the system, Laureate Hospitality Education, undertakes to provide the system services and support that enable its schools to:

- Educate students in purposefully designed learning environments
- Offer and develop programs responsive to the needs of the market in service industries
- Design programs that reflect international standards of quality
- Enroll an appropriately qualified, multinational student body
- Connect experience with theory during both academic and internship semesters
- Ensure that students understand the approaches to knowledge of the broad areas of human learning
- Equip students with core, transferable skills such as communication, leadership, and critical thinking
- Assure that graduates meet the intended educational outcomes
- Create a learning and working environment that is transparent, that operates with integrity, and that is respectful to all members of the community.
HISTORY

Two pioneers of the Swiss tourism industry, Walter Hunziker and Frédéric Tissot, materialized their vision and opened Glion in the early 60’s. They chose the exceptional location of the Grand Hôtel Bellevue, which was one of the most exclusive hotels of the area. The breathtaking views of Lake Léman, the Riviera, and the Alps gave the school a unique cachet. More importantly, the location was particularly well suited for a hospitality management school. Thus Glion (previously called “Centre International de Glion”) opened in 1962 under the guiding influence of Raymond Jaussi, who was also the founder of the Montreux Jazz Festival. In the mid-80s, demand was exceeding capacity, and it became necessary to enlarge the institution. The unique location of the Glion campus prevented further expansion, and new premises were required. The town of Bulle was chosen as the site for building a new campus. It is situated in the beautiful region of Gruyère, a 30-minute drive from Glion. Construction was completed in 1989, giving students a modern purpose-built campus, with high-tech facilities close to the town center.

Period 1995 to 2002

In 1995, Mr. Jan Huygen was named chairman and CEO. He initiated a number of important developments, which helped Glion confirm its position as one of the leading hotel management schools in the world. Between consolidating relationships with the industry and giving Glion the means, both in terms of human resources and financial security, Mr. Huygen also put in place a completely new bachelor’s degree program of study, which immediately proved successful. Under his guidance, the institution grew considerably. In 1998, a strategic alliance was tied with HOSTA Hotel and Tourism School in Leysin. It soon became apparent that both Glion and HOSTA could gain from merging. This decision was taken in 1999, with due consideration for the completion of the current programs of study. New programs were introduced, and Glion was the first to offer optional tracks leading to specializations in hospitality management, tourism, finance, and human resources. Glion, in collaboration with Endicott College (Massachusetts, USA), was also the first institution in Switzerland to offer a Master in Education and Training in the field of hospitality. In 2001, the institution successfully received accreditation from the prestigious U.S. regional accreditation body, the New England Association of Schools and Colleges (NEASC). The introduction of new programs brought about new needs. New faculty, improved facilities, and new residence buildings assured students received the high-level learning environment expected in Glion. Today, GIHE is made up of two campuses (Glion and Bulle), and enrolls 2,000 students per year. However, having two campuses allows us to offer individual attention to students.

In 2002, the name was changed to the Glion Institute of Higher Education. GIHE is part of Laureate International Universities, a division of Laureate Education, Inc. Laureate operates universities worldwide. More than 6,000 students worldwide receive hospitality education in these schools, which in total serve more than 600,000 students each year through degree and other higher education programs.

Period 2003 to 2008

In 2003, Endicott enrolled its first MBA class at GIHE, Bulle; and GIHA awarded its first degree following accreditation by NEASC (CTCI). In 2004, the Leysin campus closed, and extensive renovation began on the Glion campus. The same year, Laureate Hospitality Education, a subdivision of Laureate, opened its office of central services in Clarens. In April 2005, the first meeting of the newly created GIHE Governing Board occurred. In May 2005, the Canton of Fribourg formally recognized GIHE as an institution of higher education. NEASC granted the CIHE Accreditation to GIHE, effective November 2005. The Graduate School and QA department were created in 2006, and the first overseas certificate program began in January of that year in Mexico (University del Valle de Mexico). In 2007, Laureate Education, Inc. moved from public to private ownership. A Glion alumnus, Mr. Christian Beek, was appointed CEO/Dir ektur Général. In 2008, Glion Management Leisure School started delivering the ESE program. The Student Affairs Department was created.

Period 2009 to 2015

In 2009, NEASC authorized GIHE to offer programs at the master’s degree level. GIHE enrolled its first MBA and MEd class. In 2010, GIHE enrolled its first online MBA class. In 2011, the last student completed studies at GIHE’s branch campus in Corfú (ECTS). In 2012, GIHE celebrated its 50th anniversary. In 2013, GIHE opened a branch campus in London with hospitality degrees and a postgraduate diploma offered. In 2014, Mrs. Judy Hou was appointed CEO/Dir ektur Général.
LEADERSHIP AND ACCREDITATION

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MANAGEMENT AND ACADEMIC LEADERSHIP

The institution’s leadership structure is designed to guarantee responsible management of the institution’s resources, committed to achieving its mission and objectives. Glion Institute of Higher Education belongs to Laureate International Universities, which is one of the largest networks of private, postsecondary institutions in the world.

The CEO/Directeur Général is assisted by a management team, which consists of the Director of Academic Affairs; the Director of Campuses; the Director of Internship, Career, and Industry Relations; the Chief Financial Officer; and the Director of Online Studies. The structure within Glion Institute of Higher Education is designed to achieve three major objectives:

• To assure that all constituencies within the institution work towards realizing the institution’s mission
• To make sure that all key persons involved in the education of students and all other relevant constituencies, including students, participate in defining the means and actions that are necessary to achieve the institution’s mission
• To ensure adequate provision for monitoring and assessing the institution’s performance in achieving its mission

The institution’s academic guidance rests with the Academic Committee. This committee is responsible for developing the curriculum and establishing rules and regulations that affect student life. Directors, academic deans, the librarian, the Registrar, faculty, and students participate in this committee. Before delivery to students, courses are presented for approval to the Academic Committee via the Program Committee, which assesses the potential success and contribution the course will have towards the aims and objectives of the program of study as a whole. Another important executive arm of the Academic Committee is the institution’s Registrar, who is responsible for admitting students into programs and following their academic standing until graduation. The Awards Committee regularly assesses the students’ progress by analyzing individual and group results in accordance with academic and other regulations governing the program. The Awards Committee is the official body that recommends conferment of awards. Appeals may be lodged following the appeal’s procedure described later in this catalog.

Faculty work within the parameters set by the Academic Committee. They are, however, free to design and develop courses of study, providing students with their experience supported by legitimate sources of information using a balanced approach. Faculty will seek to give students a solid base in their field and foster critical reasoning. Thus the institution strives to prepare students to assume a personally rewarding, constructive role in society.
NEASC ACCREDITATION

Glion Institute of Higher Education is accredited by the New England Associations of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by NEASC indicates that it meets or exceeds criteria for the assessment for institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

NEASC accreditation is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the NEASC accreditation status should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive
Suite 100
Burlington, MA 01803-4531 - USA

+1 (781) 425 7785
E-mail: cihe@neasc.org
Website: http://cihe.neasc.org
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## ACADEMIC CALENDAR 2016

### 2016 – Spring Semester

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<th>Arrival Date</th>
<th>Courses Start</th>
<th>Midsemester Break</th>
<th>Courses End</th>
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### 2016 – Fall Semester

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<th>2016 - Fall Semester</th>
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<th>Courses Start</th>
<th>Midsemester Break</th>
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| Hospitality S1 | London | 19.08.2016 | 22.08.2016 | from 31.10.2016 until 04.11.2016 | 20.01.2017 |
| Hospitality S2 | London | 19.08.2016 | 22.08.2016 | | |
| Hospitality S3 | Internship | |
| Hospitality S4 | London | 19.08.2016 | 22.08.2016 | | |
| Hospitality S5 | Internship | |
| Hospitality S6 | London | 19.08.2016 | 22.08.2016 | | |
| Hospitality PG1, PG2 | London | 19.08.2016 | 22.08.2016 | | |

| GIHE London Post- and Undergraduate Programs (b) | Hospitality S1 | London | 04.11.2016 | 20.01.2017 | |
| Hospitality S3 | Internship | |
| Hospitality S4 | | |
| Hospitality S5 | | |
| Hospitality S6 | | |
| Hospitality PG1 | London | 04.11.2016 | 07.11.2016 | | |

*An intake is also scheduled at GIHE Switzerland for new students on the 10th of October 2016 (arrival date) with the class starting on the 12th of October 2016 subject to demand.*
ADMISSIONS - REGISTRATION

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RELEVANCE OF INFORMATION STATED IN THE SCHOOL CATALOG

We make every effort to assure completeness and accuracy in the catalog. Inevitably, due to the changing nature of listings and policies from year to year, possible errors, misprints, or omissions may occur for which the institution shall not be held liable.

The provision of this catalog should not be considered as an irrevocable contract between the student and the institution. GIHE reserves the right to change any provision or requirement, including fees, contained in this catalog at any time with or without notice.
EQUAL OPPORTUNITY

We are committed to providing equal access to education to all, regardless of race, color, gender, religion, national and ethnic origin, or age. Admission of a student for any academic year does not imply that such student will be re-enrolled in any succeeding academic year. Admission of a student that is premised upon inaccurate or false statements or documents is null and void upon discovery of the fraud, and academic credit previously earned by the student is voided.

ADMISSIONS REQUIREMENTS

When considering candidates for admission, the Senior Admissions Manager (for all new candidates) and Registrar (for the evaluation of candidates who are direct entry to one of the GIHE programs—transferring from similar and/or associated institutions) look at the entire profile of the candidate, including academic records, work experience if any, test scores, and recommendations. The institution maintains a rolling admissions policy. This means that the student’s credentials are evaluated as soon as the application, with all pertinent documentation, is received.

CONTACTS

ADMISSION OFFICE
GIHE Admissions
Rue de l’Ondine, 20
CH- 1630 Bulle
Email: admissions@glion.edu

REGISTRAR OFFICE
GIHE Registrar
Rue de l’Ondine, 20
CH- 1630 Bulle
Email: gihe.registrar@glion.edu
UNDERGRADUATE PROGRAM ENTRY REQUIREMENTS

UG Bachelor’s Degrees in Hospitality Management/ESE Management

To be eligible for the bachelor’s degree, students should meet the following entry criteria:
• 18 years old at the entry date
• Holding an accredited secondary education diploma, or UK-based 240 tariff points with evidence of two full A levels studied and passed, or equivalent qualification (see table below)
• Successfully completed a minimum of 12 years of education
• Proficient in English for higher education studies: minimum score 500 TOEFL or equivalent qualification
• For the London campus a minimum score of IELTS 5.5 or equivalent; for non-EU students requiring a UK visa, only an IELTS for UKVI certificate at 5.5 or above in each band is acceptable.

UG Bachelor Degrees in Hospitality/ESE Management, with Honors

To be eligible for the bachelor’s degree with honors, students should meet the following entry criteria:
• 18 years old at the entry date
• Holding an accredited secondary Education diploma, or UK-based 300 tariff points with evidence of at least three full A levels studied and passed, or equivalent qualification (see table below)
• Successfully completed a minimum of 13 years of education
• Proficient in English for Higher Education studies: minimum score 550 (TOEFL) or equivalent qualification

Note: If the program of study is shortened upon students’ request or further to academic difficulties, a lower qualification or early-exit award maybe applicable (diploma, associate degree, or higher education diploma) based on the length of studies at GIHE and the amount of credits cumulated.

The first semester of the degree program is available in French upon request:
• French entry requirements for non-native French speakers: ALTE3, Alliance Francaise, Diplôme de Langues Françaises
• English proficiency at the end of Semester 1: minimum score 525 (TOEFL) or equivalent qualification. (See table below for equivalences and scores requirements.)

GRADUATE PROGRAM ENTRY REQUIREMENTS

Postgraduate Diploma and Higher Diploma in Hospitality Administration/Management

• Normally 24 years old and above
• Holding an accredited 3 year diploma or bachelor’s degree or equivalent qualification
• Ideally with at least 2 years of work experience
• Proficient in English for higher education studies: minimum score 550 (TOEFL) or equivalent qualification

Note: A candidate who does not meet one of the above academic entry criteria but can provide evidence of having worked a minimum of 3 years at management level, may be accepted to enter the Professional Development Diploma program.
Master of Business Administration/Master of Science programs

• Normally 24 years old and above
• Holding an accredited bachelor’s degree or equivalent qualification
• Ideally with a minimum of 2 years of suitable work experience
• Proficient in English for higher education studies: minimum score 600 (TOEFL) or equivalent qualification

Note:
• MBA students should preferably hold a hospitality, tourism, event management, or business degree.
• MBA online students need to provide evidence of significant managerial work experience.
• MSc students holding a business degree will have to take additional credits.
• Students with weak or no accounting skills will be required to attend bridging courses.

Professional Master of Business Administration

• Normally 24 years old and above
• Holding an accredited bachelor’s degree or equivalent qualification
• For students who do not have sufficient, suitable, or no work experience
• Proficient in English for higher education studies: minimum score 600 (TOEFL) or equivalent qualification

Note: Upon the work experience required to develop employability skills in the hospitality industry, the professional MBA program may be extended by one hospitality-operations semester and/or by a six-month internship.

APPLICATION REQUIREMENTS COMMON TO ALL PROGRAMS

• A completed application form with all pertinent attachments and an application fee of CHF 100.-
• Study Plan – an essay of motivation describing why the candidate wishes to study at GIHE (min. 250 to max. 1,000 words, with name, signature, and date)
• Post Study Plan – an essay explaining what the candidate wishes to do after graduating from GIHE (min. 250 to max. 1,000 words, with name, signature, and date). This essay should include a statement that the candidate will leave Switzerland after graduation.
• Medical Certificate and Physician’s Report – the physician’s report must be completed by a licensed physician/doctor and signed off with an official stamp and signature. Please also include an official report for any medical condition that requires special attention (learning disabilities, dietary restrictions, etc.)
• Sponsorship Letter – a signed, dated letter from the person who will finance the studies guaranteeing his or her responsibility to cover the tuition fees and all other expenses. For those candidates who may apply to a government loan institution, a copy of the loan authorization will be required instead.
• Bank Guarantee – for applicants outside the European Union (EEA countries included). Please submit a letter or statement from sponsor’s bank verifying sufficient funds to cover the fees and expenses.
• English Language Certificate – Unless English is your mother tongue or you have spent the last three years of your studies in a full-time English-speaking school, you need to provide an official copy of a recognized English language certificate. For the minimum level required for each program, please refer to the equivalency table below.
SECONDARY EDUCATION QUALIFICATIONS

PERMITTING ENTRY TO THE BACHELOR'S DEGREE PROGRAM (LIST NOT EXHAUSTIVE)

- High School Diploma
- US High School Diploma + IB subjects
- Canadian Senior High School Diploma
- US High School Diploma + SAT 1 and/or AP exams
- IB Diploma (min 24 points)
- French Baccalauréat type L (or type ES/S with 10 to 11.9 pts/20)
- Abitur (Reifepruefung)/Maturité/Maturità/Bachillerato/Bachiller
- Dutch VWO (Wet op het Wetenschappelijk Onderwijs)
- Belgian Certificat D’Enseignement Secondaire Supérieur /Getuigschrift van Hoger Secundair Onderwijs
- Swedish Slutbetyg
- UK – min. 240 tariff points, including min. two full A-Levels (GCEs) studied and passed
- Greek Apolytirio
- Turkish Lise Diplomasi
- Australian Certificate of Education
- New Zealand National Certificate of Education Achievement (NCEA)
- South African National Senior Certificate (NSC)
- Indian Higher Secondary School Certificate
- Chinese Senior High School Diploma
- Russian Attestat (polnom) plus min. 2 academic semesters (studied and passed) at a state university

PERMITTING ENTRY TO THE BACHELOR'S DEGREE WITH HONORS PROGRAM (LIST NOT EXHAUSTIVE)

- French Baccalaureat type ES or S (min. 12 pts/20)
- Abitur/Maturité/Maturità
- IB Diploma (min. 28 points)
- Belgian Certificat D’Enseignement Secondaire Supérieur/Getuigschrift van Hoger Secundair Onderwijs
- Luxembourg Diplôme de Fin d’Etudes Secondaires section B, C, D, E, F, G
- Swedish Slutbetyg plus letter of admission to a state university
- UK – min. 300 tariff points, including min. three full A-Levels (GCEs) studied and passed
- Chinese Senior Education Diploma plus state university entrance exam (Gao Kao) 420 out of 750 or proportionally 336 out of 600
- Greek Apolytirio + Pan Hellenic exam (admissions to state university)
- Indian Higher Secondary School Certificate plus excellent results in the Standard XII examinations of the Central Board of Secondary Education (CBSE) and the Indian Council School Examinations (ICSE)
- Portuguese Certificado de Fin de Estudos Secundarios (min. 14 pts/20)
- Spanish Bachillerato LOGSE plus 5/10 in the Selectividad Exam
- Russian Attestat (polnom) plus min. 4 academic semesters (studied and passed) at a state university
- US High School Diploma plus evidence of higher achievement (three Advanced Placement or IB Higher Level Certificates) plus SAT I results
- Canadian Senior High School Diploma plus letter of admission to state university
- Turkish Lise Diplomasi plus letter of admission to state university
# A-LEVELS (GCE) AND INTERNATIONAL BACCALAUREATE DIPLOMA EQUIVALENCE

<table>
<thead>
<tr>
<th>If</th>
<th>Program Entry</th>
<th>Comments (If Any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Minimum of 240 tariff points, including 2 full A-Levels (or B-Tech at Level 3)</td>
<td>BD1 of the degree program with honors</td>
<td>Tariff points description</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Level – Grade A* 140 pts</td>
</tr>
<tr>
<td>• Minimum of 300 tariff points, including 3 full A-Levels</td>
<td>BD1 of the degree program</td>
<td>A Level – Grade A 120 pts</td>
</tr>
<tr>
<td>• Studied/passed GCSE/O Levels (min. 6) or</td>
<td></td>
<td>A Level – Grade B 100 pts</td>
</tr>
<tr>
<td>• Studied AS Levels (one or more) or</td>
<td></td>
<td>A Level – Grade C 80 pts</td>
</tr>
<tr>
<td>• Studied GCE/A Levels (one or more) with less than 240 points</td>
<td>BD1 of the degree program with honors</td>
<td>A Level – Grade D 60 pts</td>
</tr>
<tr>
<td>• IB Diploma (min 24 pts)</td>
<td></td>
<td>A Level – Grade E 40 pts</td>
</tr>
<tr>
<td>• IB Certificate (less than 24 pts) associated with a US High School Diploma</td>
<td>BD1 of the degree program</td>
<td></td>
</tr>
<tr>
<td>• IBCC (IB Career related certificate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• IB Certificate (less than 24 pts)</td>
<td>BD1 of the degree program with honors</td>
<td></td>
</tr>
</tbody>
</table>

GCE - A Levels (normally 18 yrs old)/GCE AS Levels (normally 17 yrs old)
GCSE – O Levels (normally 16 yrs old)/IB Diploma (min. 24 pts)/IB Certificate (less than 24 pts)

## ENGLISH LANGUAGE EQUIVALENCY TABLE

(Minimum requirement per program)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOEFL*</th>
<th>IELTS**</th>
<th>Cambridge FCE/CAE***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>500/173/61</td>
<td>Average 5.0 min. 5.0 in each subcomponent</td>
<td>FCE: grade C</td>
</tr>
<tr>
<td>Direct entry to Bachelor Degree S2/S4/S6</td>
<td>550/213/80</td>
<td>Average 5.5 min. 5.5 in each subcomponent</td>
<td>FCE: grade A CAE: grade C</td>
</tr>
<tr>
<td>PG/PD Diploma</td>
<td>550/213/80</td>
<td>Average 5.5 min. 5.5 in each subcomponent</td>
<td>FCE: grade A CAE: grade C</td>
</tr>
<tr>
<td>MBA/MSc</td>
<td>600/250/100</td>
<td>Average 6.0 min. 6.0 in each subcomponent</td>
<td>CAE: grade B</td>
</tr>
</tbody>
</table>

* TOEFL – first grade being the paper based/second the computer based/third the Internet based. The GIHE TOEFL testing code number is 7337. Please mention this code number when you register for a test.
** IELTS – has four subcomponents (writing, reading, speaking, listening)
*** Cambridge – First Certificate Exam (FCE)/Cambridge Advanced Exam (CAE): Please provide statement of results.
TRANSFER FROM ASSOCIATED INSTITUTIONS

In order to allow adult learners mobility throughout the university network, GIHE has established transfer/articulation agreements with the following institutions (non-exhaustive list):

Algonquin College, Canada        Blue Mountains Int’l Hotel Management School, Australia
Douglas College, Canada          Eton College, Canada
Europa Fachakademie Dr. Buhmann, Germany  Imperial Hotel Management College, Canada
Institute Tourism Studies, Macao  INTI International College, Malaysia
Japan Hotel School, Japan        Kings College Bournemouth, UK
Laksamana College of Business, Brunei  Lasalle College International, Canada
MTI College, Burnaby, Canada     Nanyang Polytechnic, Singapore
Prospect College Richmond, Canada Scandinavian College of Travel & Tourism, Sweden
Scottsdale College, USA          Segi College, Malaysia
SHATEC, Singapore                Tourismusschule Salzburg, Austria
Universidad Pelita Harapan, Indonesia  Vancouver Premier College, Canada
Singapore Polytechnic, School of Architecture and the Built Environment, Singapore

A completed application form is required, with all pertinent attachments and an application fee.

1. Students from these institutions should apply to the Admissions Department of Glion Institute of Higher Education for the program of their choice.
2. If English is not your mother tongue, or if you have not spent at least 3 years in an English speaking school, please enclose a copy of an English certificate (issued no later than 12 months):
   • TOEFL: minimum score of 550 or 213 for the computer scoring system or 79–80 for the internet based test. The TOEFL testing code number for Glion Institute of Higher Education is 7337.
   • Cambridge First Certificate: Grade A.
   • IELTS minimum overall band of 5.5 and 5.5 in all components.

TRANSFER FROM OTHER UNIVERSITIES

Glion Institute of Higher Education recognizes credit earned at other accredited institutions, and transfer is welcome. Requirements for the decision-making process are the following:

1. A completed application form with all pertinent attachments and an application fee
2. A letter of recommendation
3. An official high school transcript, and essays and scores from either the SATS or ACTS (if taken)
4. An official transcript from previous colleges and/or schools and a copy of the program catalog
5. Application for transfer will be made to the Registrar who will confer with the Director of Academic Affairs to agree transferability and entry point.
6. Students with appropriate previous certified learning will be admitted into the course. The program that the students will follow will be designed to meet the students’ learning needs based on organizational constraints. The program will be agreed with the Academic Dean and the Director of Academic Affairs. Students who transfer to Glion Institute of Higher Education programs are required to take at least 30% of the undergraduate program.
7. If English is not your mother tongue, or if you have not spent at least 3 years in an English speaking school, please enclose a copy of and English certificate:
   • TOEFL minimum score of 550 or 213 for the computer scoring system or 79–80 for internet based test.
   • Cambridge First Certificate: Grade A.
   • I.E.L.T.S. minimum overall band of 5.5.
FEES AND FINANCIAL AID

Cost of living typically varies slightly every year in Switzerland. To maintain the standards expected from the institution, the fees are reviewed each year in August for the next year. Textbooks, learning materials, and support services are automatically included in the tuition fees as they are critical for the students’ learning experience and success. Non-payment of fees at the appropriate time may result in expulsion from classes and ultimately from the institution.

Financial Aid for Enrolled Students

Financial aid is considered within the limits of the funds available to help enrolled students whose financial situation has dramatically changed in a way that could not be anticipated upon enrolment. It is a last resort that should be sought only after all other possible financial aid options are deemed impossible, and documentation to support the request is required. Financial aid is awarded against tuition fees (excluding room and board) on a semester-by-semester basis. Since the financial aid fund is limited, academic status, attendance, and disciplinary procedures are taken into consideration for prioritizing requests. The institution accepts requests for financial aid that are documented and accompanied by tax return forms of the sponsor as well as comprehensive arguments as to why assistance should be given. Applications should be submitted by 1st April or 1st November of each year to the Registrar who will liaise with the Directeur Général. They will take a decision based on the documentation received and the current academic standing of the student. The Directeur Général approves the final decision in writing.

Financial Aid for Prospective Students

Because GIHE has an extremely limited budget for financial aid, it grants very few awards to new students. Prospective students who believe their personal circumstances are so exceptional that they might warrant consideration for financial aid should contact the Regional Admission Director for information about application and documentation requirements. All requests must be approved in writing by the Directeur Général or the Senior Vice-President of Laureate Hospitality Education.

PROBATION/SUSPENSION OF STUDIES

We reserve the right to place on probation any student whose conduct is unsatisfactory. The institution further reserves the right, subject to procedures outlined in this document, to require a student to withdraw at any time.

Upon departure, suspension, or dismissal from the institution, only fees covering accommodation and board are reimbursed, subject to remaining weeks in the semester. In the event that fees are not fully paid, the balance will immediately become due.
UNDERGRADUATE PROGRAMS OF STUDY

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Note: Academic programs are subject to variation upon semester and location.
HOSPITALITY UNDERGRADUATE PROGRAMS OF STUDY
Bachelor of Business Administration (BBA) in Hospitality Management

The aim of the BBA program is to prepare students for global leadership within the international hospitality industry with a specific focus on hospitality management. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of hospitality specific services.

Learning Outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of international hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of hospitality organizations and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues and to evaluate trends affecting the hospitality industry globally.
5. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international hospitality industry.

To obtain the Bachelor of Business Administration in Hospitality Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Semester 1
• Applied Learning Kitchen Operations 1 (HA100) 1.5 credits
• Applied Learning F&B Service 1 (HA101) 1.5 credits
• Applied Learning Housekeeping (HA102) 1 credit
• Introduction to Food and Beverage (HP103) 3 credits
• Introduction to Business (HE106) 2 credits
• Rooms Division 1 (HP105) 2 credits
• The World of Hospitality and Tourism (HP107) 2 credits
• English for Academic Purposes (HG810) or Critical Reading and Writing (HG812) 4 credits
• Information Technology (HG122) 3 credits
• Personal Development and Academic Skills (HG802) 2 credits
• Remedial English (HG815) 0 credits

Semester 2
• Applied Learning Kitchen Operations 2 (HA200) 1.5 credits
• Applied Learning F&B Service 2 (HA201) 1.5 credits
• Applied Learning Front Office (HA202) 1 credit
• Food and Beverage Administration (HP203) 3 credits
• Rooms Division 2 (HP205) 2 credits
• Foundations of Human Resource Management (HE217) 2 credits
• Financial Accounting (HE216) 4 credits
• English for Academic Purposes (HG810) or Critical Reading and Writing (HG812), or if achieved Foreign Languages (HG820-824) 4 credits
• Principles of Geopolitics (HG225)  3 credits
• Personal Development Planning (HG226)  2 credits

Semester 3
• Internship 1, Preparation and Assessment (HA300)  2 credits
• Applied Learning in Practice (HA301 online)  2 credits

Semester 4
• Food and Beverage Management (HP402)  3 credits
• Managing Rooms Revenue (HP404)  3 credits
• Management Finance (HE410)  3 credits
• Entrepreneurial Management (HE412)  3 credits
• Tourism Management (HP405)  3 credits
• Research Methods (HG406)  2 credits
• Contemporary Essentials (HE407)  3 credits
• Basic Statistics (HG408)  2 credits
• One General Education elective (depending on availability)  3 credits
• Marketing

Semester 5
• Internship 2, Preparation and Assessment (HA500)  3 credits
• Reflection on Practice (HA501 online)  3 credits

Semester 6
• Human Resources in the Hospitality Industry (HP601)  3 credits
• International Business Law (HE611)  3 credits
• Economics for Hospitality, Tourism, and Leisure (HE631)  3 credits
• Conference and Exhibition Management (HP609)  3 credits
• Marketing and Communication (HE610)  3 credits
• Organizational Behavior (HG625)  3 credits
• Applied Statistics (HG651) or Quantitative Methods (HG654)  3 credits
• Research Methods (HG622) or Business Research Methods (HG626)
or Communication and Research in Business (HG653)  3 credits
• One Management elective (depending on availability)  3 credits
• One General Education elective (depending on availability)  3 credits

Semester 7
• Dissertation (HA701) or  6 credits
• Independent Research Study (HA708) or Individual Business Report (HA725)  3 credits
• Industrial Employment Culture (HP707)  1 credit
• Assessment Center (HA722)  3 credits
• Ethical Decision Making (HG790)  3 credits
• Leadership (HE713)  3 credits
• Entrepreneurial Finance (HE718)  3 credits
• Integrative Business Planning and Performance (HE711)  3 credits
• Two General Education electives (depending on availability)  6 credits
Bachelor of Arts (BA) in Hospitality Management with Sustainable Development in Tourism

Note: This program may not be available as of fall 2015 (Academic Committee confirmation in May 2015).

The aim of the BA Program is to prepare students for global leadership within the international hospitality industry with a specific focus on sustainable development for tourism sectors. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of specialized tourism knowledge in destination marketing, operations, planning, and sustainable development.

Learning Outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of international tourism and hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of hospitality organizations and their relationship with the local community and stakeholders within tourism sectors.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues and to evaluate trends affecting the hospitality industry and tourism sectors globally.
5. Use effectively the full range of common skills developed during the entire program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international hospitality industry and tourism sectors.

To obtain the Bachelor of Arts in Hospitality Management with Sustainable Development in Tourism, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Students in this program follow the same courses as the BBA program from semester 1 through semester 5. The rest of the curriculum is listed below.

Semester 6
- Transport Systems (HP731) 3 credits
- International Tourism Planning and Development (HE616) 3 credits
- Human Resources in the Hospitality Industry (HP601) 3 credits
- International Business Law (HE611) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Marketing and Communication (HE610) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) 3 credits
  or Communication and Research in Business (HG653) 3 credits
- One Management elective and one General Education elective (see BBA program) 6 credits
### Semester 7

- Dissertation (HA701) or **6 credits**
- Independent Research Study (HA708) or Individual Business Report (HA725) **3 credits**
- Community and Sustainable Development (HE702) **3 credits**
- Systems Analysis for the Hospitality, Tourism, and Leisure Industry (HP704) **3 credits**
- Destination Marketing (HP741) **3 credits**
- Industrial Employment Culture (HP707) **1 credit**
- Assessment Center (HA722) **3 credits**
- Ethical Decision Making (HG790) **3 credits**
- Two General Education electives (depending on availability) **6 credits**
Bachelor of Arts in Hospitality Management with Human Resources

The aim of the BA Program is to prepare students for global leadership within the international hospitality industry with a specific focus on hospitality human resource management. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of managing human resources in hospitality organizations.

Learning Outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of hospitality organizations and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues in human resources management and to evaluate trends affecting the hospitality industry globally.
5. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international hospitality industry.

To obtain the Bachelor of Arts in Hospitality Management with Human Resources, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Students in this program follow the same courses as the BBA program from semester 1 through semester 5. The rest of the curriculum is listed below.

Semester 6
- Change Management (HE617) 3 credits
- Organizational Behavior (HG625) 3 credits
- Human Resources in the Hospitality Industry (HP601) 3 credits
- International Business Law (HE611) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Marketing and Communication (HE610) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) 3 credits
  or Communication and Research in Business (HG653) 3 credits
- One Management elective and one General Education elective (see BBA program) 6 credits

Semester 7
- Dissertation (HA701) or 6 credits
- Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
- Human Resources Strategy (HE705) 3 credits
- Career and Training Development (HE716) 3 credits
- International Human Resources Management (HE743) 3 credits
- Industrial Employment Culture (HP707) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Two General Education electives (depending on availability) 6 credits
Bachelor of Arts in Hospitality Management with Real Estate Finance and Revenue Management

The aim of the BA Program is to prepare students for global leadership within the international hospitality industry with a specific focus on real estate finance and revenue management. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of hospitality finance, property, and revenue management.

Learning Outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of international hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of hospitality organizations and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues in financial management and to evaluate trends affecting the hospitality industry globally.
5. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international hospitality industry.

To obtain the Bachelor of Arts in Hospitality Management with Real Estate Finance and Revenue Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Students in this program follow the same courses as the BBA program from semester 1 through semester 5. The rest of the curriculum is listed below.

Semester 6
- Hospitality Real Estate Finance (HP603) 3 credits
- Corporate Finance (HE712) 3 credits
- Human Resources in Hospitality Industry (HP601) 3 credits
- International Business Law (HE611) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Marketing and Communication (HE610) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) 3 credits
- or Communication and Research in Business (HG653) 3 credits
- One Management elective and one General Education elective (see BBA program) 6 credits

Semester 7
- Dissertation (HA701) or 6 credits
- Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
- Portfolio Management (HP706) 3 credits
- Property Asset Management (HP703) 3 credits
- Financial Modeling in Revenue Optimization (HE719) 3 credits
- Industrial Employment Culture (HP707) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Two General Education electives (depending on availability) 6 credits
Bachelor of Arts in Hospitality Management with Sales and Marketing

The aim of the BA Program is to prepare students for global leadership within the international hospitality industry with a specific focus on sales and marketing. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of international branding, sales, Internet marketing, and distribution channels.

Learning Outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of international hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of hospitality organizations and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues in sales and marketing and to evaluate trends affecting the hospitality industry globally.
5. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international hospitality industry.

To obtain the Bachelor of Arts in Hospitality Management with Sales and Marketing, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Students in this program follow the same courses as the BBA program from semester 1 through semester 5. The rest of the curriculum is listed below.

**Semester 6**
- Sales Management (HE618) 3 credits
- Services Marketing (HP709) 3 credits
- Human Resources in Hospitality Industry (HP601) 3 credits
- International Business Law (HE611) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Marketing and Communication (HE610) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) or Communication and Research in Business (HG653) 3 credits
- One Management elective and one General Education elective (see BBA program) 6 credits

**Semester 7**
- Dissertation (HA701) or 6 credits
- Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
- International Marketing (HE740) 3 credits
- Essentials of Brand Management (HE630) 3 credits
- Contemporary Issues in Marketing (HP730) 3 credits
- Industrial Employment Culture (HP707) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Two General Education electives (depending on availability) 6 credits
Bachelor of Arts in Hospitality Management with Event Management

The aim of the BA Program is to prepare students for global leadership within the international hospitality industry with a specific focus on events management. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of events operations and planning.

Learning Outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of international hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of conference and events operations and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues and to evaluate trends affecting the conference and events industry globally.
5. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international conference and events industry.

To obtain the Bachelor of Arts in Hospitality Management with Events Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Students in this program follow the same courses as the BBA program from semester 1 through semester 5. The rest of the curriculum is listed below.

Semester 6
- Conference and Exhibitions Management (HP609) 3 credits
- Managing Hospitality in Events (HP684) 3 credits
- Operations Management in Tourism and Leisure (HP683) 3 credits
- Human Resources in Hospitality Industry (HP601) 3 credits
- International Business Law (HE611) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Marketing and Communication (HE610) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) 3 credits
- Communication and Research in Business (HG653) 3 credits
- One General Education elective (see BBA program) 3 credits

Semester 7
- Dissertation (HA701) or Independent Research Study (HA708) or Individual Business Report (HA725) 6 credits
- Planning and Financial Management for Events (HE785) 3 credits
- Contemporary Issues in Marketing (HP730) 3 credits
- Managing Visitor Spaces for Tourism and Leisure (HP715) 3 credits
- Industrial Employment Culture (HP707) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Two General Education electives (depending on availability) 6 credits
The aim of the BA Program is to prepare students for global leadership within the international hospitality industry with a specific focus on luxury brand management. The student will develop professional, managerial and strategic competencies through a range of teaching processes, including applied learning, didactic, and student-centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of the managing of luxury brands.

**Learning Outcomes:** By the end of the program the students will be able to:

1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of international hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of luxury brands and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices both to respond to contemporary issues and to evaluate trends affecting luxury brands globally.
5. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
6. Identify and critically evaluate current concerns and issues of sustainable development within the international luxury brand market place.

To obtain the Bachelor of Arts in Hospitality Management with Luxury Brand Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Hospitality Operations (40 credits minimum), Associate Degree in Hospitality Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

Students in this program follow the same courses as the BBA program from semester 1 through semester 5. The rest of the curriculum is listed below.

**Semester 6**
- Marketing of Luxury Goods and Services (HE690)* 3 credits
- Luxury Consumer Behavior (HP691)* 3 credits
- Human Resources in Hospitality Industry (HP601) 3 credits
- International Business Law (HE611) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Marketing and Communication (HE610) 3 credits
- Research Statistics (HG620) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) or Communication and Research in Business (HG653) 3 credits
- One Management elective and one General Education elective (see BBA program) 6 credits

**Semester 7**
- Applied Business Project (HA714) or 6 credits
- Independent Research Study (HA708) 3 credits
- Building Luxury Design and Strategy (HE791)* 3 credits
- Luxury Communication and Media Planning (HP792)* 3 credits
- The Management of a Luxury Brand (HP793)* 3 credits
- Industrial Employment Culture (HP707) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Two General Education electives (depending on availability) 6 credits
EVENT, SPORT, AND ENTERTAINMENT UNDERGRADUATE PROGRAMS OF STUDY

Bachelor of Business Administration in Event, Sport, and Entertainment Management (BBA ESE)

The Bachelor of Business Administration in Event, Sport, and Entertainment program aims to develop students who possess a broad range of professional competencies and a deep understanding of the global event, sport, and entertainment industries and their commercial evolution. The student will examine the scope and scale of the event and sports industries, with a particular focus on the commoditization of entertainment. Students will specifically develop attributes such as critical analysis, problem solving, communication, and leadership.

Learning outcomes: By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential
2. Reflect on the knowledge and skills acquired, differentiating between the many roles and responsibilities of a manager within a range of event, sport, and entertainment organizations and facilities
3. Demonstrate an understanding and awareness of the cultural, moral, and ethical issues related to event, sport, and entertainment organizations
4. Examine and critically analyze consumer behavior and management principles and practices to respond to contemporary commercial issues and trends in event, sport, and entertainment.
5. Use effectively the full range of professional experience and skills, including research and writing, developed during the program

To obtain the Bachelor of Business Administration in Event, Sport, and Entertainment Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of **120 credits** to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Event, Sport, and Entertainment Operations (40 credits minimum), Associate Degree in Event, Sport, and Entertainment Administration (60 credits minimum), and a Higher Diploma (80 credits minimum).

**Semester 1**
- The Entertainment Industries (ESE180) 3 credits
- Principles of Sport Management (ESE184) 3 credits
- Operational Event Planning (ESE185) 3 credits
- The Project Factory 1 (ESE154) 4 credits
- English for Academic Purposes (HG810) or Critical Reading and Writing (HG812) 4 credits
- Information Technology (HG122) 3 credits
- Personal Development and Academic Skills (HG802) 2 credits
- Remedial English (HG815) 0 credits

**Semester 2**
- The Project Factory 2 (ESE254) 4 credits
- Career Planning (ESE258) 3 credits
- Basic Finance in Event, Sport, and Entertainment (ESE255) 3 credits
- Essential Event Planning Tools (ESE) 2 credits
- Management Principles (ESE256) 3 credits
- Principles of Marketing and Communication (ESE257) 3 credits
- English for Academic Purposes (HG810) or Critical Reading and Writing (HG812), or if achieved Foreign Languages (HG820-824) 4 credits
- Essential Communication Tools for ESE (ESE) 2 credits
Semester 3
• Internship 1, Preparation and Assessment (ESE300) 2 credits
• Applied Learning in Practice (ESE301 online) 2 credits

Semester 4
• Managing Events (ESE494) 3 credits
• Emerging Technologies in Event, Sport, and Entertainment (ESE482) 3 credits
• Management Finance for Event, Sport, and Entertainment (ESE413) 3 credits
• Creativity and Innovation (ESE493) 3 credits
• Legislation and Contract Law in ESE (ESE611) 3 credits
• Research Methods (HG406) 2 credits
• Basic Statistics (HG408) 2 credits
• ESE Business Development (ESE) 3 credits
• One General Education elective (depending on availability) 3 credits

Semester 5
• Internship 2, Preparation and Assessment (ESE500) 3 credits
• Reflection on Practice (HA501 online) 3 credits

Semester 6
• Legislation and Contract Law in ESE (ESE611) 3 credits
• Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
• Sport Commercialization and Governance (ESE615) 3 credits
• Contemporary Issues in Entertainment and Sport Management (ESE618) 3 credits
• Conference and Exhibition Management (HP609) 3 credits
• Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
• Research Methods (HG622) or Business Research Methods (HG626) 3 credits
• Communication and Research in Business (HG653) 3 credits
• Corporate Social Responsibility and Governance (HE608) 3 credits
• One General Education elective (depending on availability) 3 credits

Semester 7
• Dissertation (HA701) or 6 credits
• Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
• Employment Networking (ESE713) 1 credit
• Assessment Center (HA722) 3 credits
• Ethical Decision Making (HG790) 3 credits
• Leadership (HE713) 3 credits
• Entrepreneurial Finance (HE718) 3 credits
• Value Engineering (ESE726) 3 credits
• Project Management for Events (ESE729) 3 credits
• Two General Education electives (depending on availability) 6 credits
Bachelor of Arts in International Event Management

The Bachelor of Arts in International Event Management program aims to develop students who possess a broad range of professional competencies and have an understanding of the international event industry and its challenging environment. Students will examine the scope and scale of the event industry, with a particular focus on the personal traits specific to success in this industry. Students will specifically develop attributes such as critical analysis, problem solving, communication, and leadership.

Learning Outcomes: By the end of the program, students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired, differentiating between the many roles and responsibilities of a manager within a range of event organizations, products, and facilities.
3. Demonstrate an understanding and awareness of the cultural, moral, and ethical issues related to the management of international event, sport, and entertainment organizations.
4. Examine and critically analyze social psychological theory and management principles and practices to respond to contemporary issues and trends in event, sport, and entertainment.
5. Use effectively the full range of professional experience and skills, including research and writing, developed during the program.

To obtain the Bachelor of Arts in International Event Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Event, Sport, and Entertainment Operations (40 credits minimum); Associate Degree in Event, Sport, and Entertainment Administration (60 credits minimum); and a Higher Diploma (80 credits minimum).

Students in this program will follow the same courses as the BBA ESE program from semester one through five and will then take the following courses:

Semester 6
- Legislation and Contract Law in ESE (ESE611) 3 credits
- International Media and PR Management (ESE617) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Contemporary Issues in Entertainment and Sport Management (ESE618) 3 credits
- Conference and Exhibition Management (HP609) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) 3 credits
- Communication and Research in Business (HG653) 3 credits
- Corporate Social Responsibility and Governance (HE608) 3 credits
- One General Education elective (depending on availability) 3 credits

Semester 7
- Dissertation (HA701) or 6 credits
- Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
- Employment Networking (ESE713) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Contemporary Issues in Marketing (HP730) 3 credits
- Value Engineering (ESE726) 3 credits
- Project Management for Events (ESE729) 3 credits
- Fundraising for Events (ESE727) 3 credits
- Two General Education electives (depending on availability) 6 credits
Bachelor of Arts in International Sport Management

The Bachelor of Arts in International Sport Management program aims to develop students who possess a broad range of professional competencies and a deep understanding of the global sport industries and their commercial evolution. The student will examine the scope and scale of these sport industries, with a particular focus on the commoditization of entertainment. Students will specifically develop attributes such as critical analysis, problem solving, communication, and leadership.

Learning Outcomes: By the end of the program students will be able to:

1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired, differentiating between the many roles and responsibilities of a manager within a range of sport organizations and businesses and their products.
3. Demonstrate an understanding and awareness of the cultural, moral, and ethical issues related to the management of sports organizations and businesses and related business activities.
4. Examine and critically analyze social psychological theory, sport-consumer behavior, and management principles and practices to respond to contemporary issues and trends in event, sport, and entertainment.
5. Use effectively the full range of professional experience and skills, including research and writing, developed during the program.

To obtain the Bachelor of Arts in International Sports Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Event, Sport, and Entertainment Operations (40 credits minimum); Associate Degree in Event, Sport, and Entertainment Administration (60 credits minimum); and a Higher Diploma (80 credits minimum).

Students in this program will follow the same courses as the BBA ESE program from semester one through five and will then take the following courses:

**Semester 6**

- Legislation and Contract Law in ESE (ESE611) 3 credits
- International Media and PR Management (ESE617) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Sport Commercialization and Governance (ESE615) 3 credits
- Contemporary Issues in Entertainment and Sport Management (ESE618) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) 3 credits
- or Communication and Research in Business (HG653) 3 credits
- Corporate Social Responsibility and Governance (HE608) 3 credits
- One General Education elective (depending on availability) 3 credits

**Semester 7**

- Dissertation (HA701) or 6 credits
- Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
- Employment Networking (ESE713) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Leadership (HE713) 3 credits
- Sports Retail and Merchandising (ESE781) 3 credits
- Project Management for Events (ESE729) 3 credits
- Fundraising for Events (ESE727) 3 credits
- Two General Education electives (depending on availability) 6 credits
Bachelor of Arts in Event, Sport, and Entertainment Marketing and Communication Management

The Bachelor of Arts in Event, Sport, and Entertainment Marketing and Communication program aims to develop students who possess a broad range of professional competencies and a deep understanding of the cultural traditions of global sport and entertainment and their commercial evolution. Students will examine the scope and scale of international marketing and communication, with a particular focus on professional event and sport management and the commoditization of sport and entertainment. Students will specifically develop attributes such as critical analysis, problem solving, and communication.

Learning Outcomes: By the end of the program, students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired, differentiating between the many roles and responsibilities of a manager within a range of entertainment and sport organizations, products, and facilities.
3. Demonstrate an understanding and awareness of the cultural, moral, and ethical issues related to the marketing and communication of event, sport, and entertainment organizations.
4. Examine and critically analyze social psychological theory, consumer behavior, and management principles and practices to respond to contemporary issues and trends in event, sport, and entertainment.
5. Use effectively the full range of professional experience and skills, including research and writing, developed during the program.

To obtain the Bachelor of Arts in Event, Sport, and Entertainment and Communication Management, the student must study all of the following courses, meet the progression requirements, and accumulate a minimum of 120 credits to obtain the award. Early-exit awards based on length of studies and credits accumulated: Diploma in Event, Sport, and Entertainment Operations (40 credits minimum); Associate Degree in Event, Sport, and Entertainment Administration (60 credits minimum); and a Higher Diploma (80 credits minimum).

Students in this program will follow the same courses as the BBA ESE Bachelor program from semester one through five and will then take the following courses:

Semester 6
- Legislation and Contract Law in ESE (ESE611) 3 credits
- International Media and PR Management (ESE617) 3 credits
- Economics for Hospitality, Tourism, and Leisure (HE631) 3 credits
- Sales Management (HE618) 3 credits
- Services Marketing (HP709) 3 credits
- Applied Statistics (HG651) or Quantitative Methods (HG654) 3 credits
- Research Methods (HG622) or Business Research Methods (HG626) or Communication and Research in Business (HG653) 3 credits
- Corporate Social Responsibility and Governance (HE608) 3 credits
- One General Education elective (depending on availability) 3 credits

Semester 7
- Dissertation (HA701) or 6 credits
- Independent Research Study (HA708) or Individual Business Report (HA725) 3 credits
- Employment Networking (ESE713) 1 credit
- Assessment Center (HA722) 3 credits
- Ethical Decision Making (HG790) 3 credits
- Contemporary Issues in Marketing (HP730) 3 credits
- Essential of Brand Management (HE630) 3 credits
- Sports Retail and Merchandising (ESE781) 3 credits
- International Marketing (HE740) 3 credits
- Two General Education electives (depending on availability) 6 credits
MULTI-CAMPUS PROGRAMS

The Multi-Campus Programs allow Glion students to study in two locations in Switzerland and in London—consolidating an international expertise and an added value to the student’s degree and credentials.

This program is offered for undergraduate and graduate students studying the hospitality or the event, sport, and entertainment concentrations. The program starts at the Glion campus in Switzerland, continues at the London branch campus, and finishes at the Bulle campus in Switzerland, providing students with two renowned locations: Switzerland for its quality education and London for its locus of business and tourism.

The program structure and curriculum content are aligned with the standard degree and postgraduate programs delivered in Switzerland. Details are stated in the “Undergraduate Program of Studies” and “Graduate Program of Studies” sections.

GLION UNDERGRADUATE CERTIFICATE AND DEGREE COMPLETION PROGRAMS

The Glion Certificate Program comprises four Glion courses and is hosted in one of our affiliate institutions upon an articulation agreement. The Glion Certificate is awarded on successful completion of the program of study and a pass on the GIHE external examination. Certificate Program courses are described in this catalog and delivered in compliance with GIHE standards.

Students succeeding in the Certificate Program are eligible to enter the Glion undergraduate program for a one-year degree completion.

The affiliate Laureate International Universities hosting the Glion Certificate leading to a degree completion at Glion are:

- Universidad Anhembi Morumbi, Brazil
- IBMR Centro Universitário, Rio de Janeiro, Brazil
- Universidad Latina de Costa Rica, Costa Rica
- Universidad de Las Américas, Ecuador
- Université Internationale de Casablanca, Morocco
- Universidad de Vale de México, Mexico
- Universidad Interamericana de Panamá, Panama
- Universidad Peruana de Ciencias Aplicadas, Peru
- Kendall College, USA
UNDERGRADUATE COURSE DETAILS

HOSPITALITY COURSE DETAILS

HA100  Applied Learning Kitchen Operations 1
This course is part of the applied learning pillar and is designed to provide students with an experiential learning module in kitchen operations. The course will introduce students to the basics of hygiene and safety as applied in food production areas. The students will receive “learning by doing” instruction in the basics of culinary arts, with a strong focus on working as a team member in the different sections of a kitchen. Demonstrations, simulations, and practical activities performed in the different kitchen outlets will help familiarize the student with professional environments, working techniques, and communication in a multicultural environment. These experiences will develop interest and stimulate curiosity, preparing the student for Applied Learning Kitchen Operations 2, as well as for the reality of the industry. Practical work will foster the development of lifelong skills in interpersonal communication, work organization, personal presentation, and professional behavior. The working environment of the school will familiarize the students with different forms of authority and leadership. Applied Learning Kitchen Operations 1 and 2 also prepare students to take an active role in the internship following their second semester.

HA101  Applied Learning F&B Service 1
Applied Learning F&B Service 1 develops students’ foundational knowledge and skills in culinary arts and food and beverage (F&B) service. The course will also develop students’ knowledge of food and hygiene regulation bases and recycling. Demonstrations, simulations, and practical activities performed in the different sectors of the Food & Beverage department will help familiarize students with professional environments, working techniques, and communication in a multicultural environment. These experiences will develop interest and stimulate curiosity, preparing students for progress in their program of study as well as for the reality of the industry. Practical work will foster the development of lifelong skills in interpersonal communication, work organization, personal presentation, and professional behavior. The working environment of the school will familiarize students with different forms of authority and leadership. This course is also designed to prepare students to take an active role in the hospitality industry.

HA102  Applied Learning Housekeeping
The aim of this course is to help students acquire operational skills and evaluate supervisory techniques for housekeeping. It includes aspects of study related to the process of assisting and supervising the cleaning of rooms and public areas. The course will be based on practical duties relevant to real situations of a rooms division.

HP103  Introduction to Food and Beverage
This course enables students to develop a critical view of the food and beverage business. It will enhance their understanding of the departmental operational sectors whilst developing their awareness of corporate social responsibility (sustainability, ethics, and environmental sensibility). Food and beverage department structure, financial aspects, food-safety concerns, and beverage knowledge form the core themes of this course. Students will be exposed to a range of learning experiences, including formal lecture, individual research, and practical activities such as wine tasting. This course will also support them in preparation for their first internship in a food and beverage operational sector.

HP105  Rooms Division 1
The aim of this course is to prepare students and to acquire an understanding related to operations of the front office department. Students will review various guest-management techniques, administrative processes, and OPERA property management system (PMS) theory, and will consider their implications for decision making. Students will familiarize themselves with operational and administrative tasks linked to front office operations. The course will be based on theoretical knowledge applied in real front office situations. Individual or group case studies, creation and analysis of reports, and use of property management systems will help the familiarization process.
HE106  Introduction to Business
This course introduces students to a business and investigates the common aims and characteristics of a business, the various types of businesses, the foundation of small businesses, the forms of business ownership, e-business, and entrepreneurship. The student will gain a broad understanding of the different business and organizational structures, cultures, functions, and departments (operations, production, finance, marketing, and human resources departments). Different internal and external elements of a business are introduced, and the context in which a business operates is evaluated.

HP107  The World of Hospitality and Tourism
This is an introductory course designed to familiarize students with the breadth and scope of the hospitality and tourism industry. Students will explore the industry’s impacts on the economy and environment, discuss the complexities associated with providing service products, and review the influence of consumer motivations and needs on service-product design and delivery.

HG122  Information Technology
This is a student-focused curriculum that recognizes the differing abilities of students and that familiarizes students with the use of key software applications. It will provide an understanding of office components, enabling the students to manage and use those features in an effective and professional manner. Through instructor-assisted, self-paced, step-by-step learning, demonstrations, and practical applications, students will create documents, build worksheets, manipulate data, design presentations, and manage files and folders.

HA200  Applied Learning Kitchen Operations 2
This course is part of the applied learning pillar and designed to provide students with an experiential learning module. The course requires students to research and create a menu following a theme of their choice—developing recipes, costing, and filling a requisition order. The practical period before the evaluation will help students familiarize themselves with their surroundings and learn to work as a team and, as well, on a supervisory role in the different kitchen outlets. During the practical period students develop a sense of responsibility and leadership, as well as the ability to evaluate and to anticipate needs. These practical activities reflecting industry’s realities are also designed to stimulate students’ progress and confidence.

HA201  Applied Learning F&B Service 2
This applied learning course requires students to run a food and beverage outlet, to make cocktails from recipes, to calculate costs, and to market beverages through suggestive selling. Demonstrations, simulations, and team activities will require undertaking work organization and planning of a food and beverage outlet, guest reservation and welcome, food and beverage promotion, and sales adapted to specific clientele, as well as statement analyses and problem solving. These experiences will also require students to explore the newest international trends in the food and beverage industry. Practical work in the school environment will encourage students to develop a sense of responsibility and leadership, as well as the ability to evaluate and to anticipate needs. These practical activities reflecting industry’s realities are also designed to stimulate students’ progress and confidence.

HA202  Applied Learning Front Office
The aim of this course is to help students acquire operational skills and evaluate supervisory techniques for front office and concierge activities. It includes aspects of study related to the daily tasks that take place in the reception area. The course will be based on practical duties relevant to real situations of a rooms division.

HP203  Food and Beverage Administration
Food and Beverage Administration covers topics in food and beverage cost control, menu design, and function organization. The restaurant and catering businesses are sources of profit and this course will allow students to develop their skills in purchasing, receiving, storing, issuing, using, and selling goods. Systems of administering and managing F&B outlets will be explored and evaluated. Formal lessons, individual exercises, and group case studies will help familiarize students with various administration, organization, and promotion techniques. These different activities will foster the development of lifelong skills in interpersonal communication, organization and evaluation of work, and leadership.
This course will develop students’ theoretical and practical understanding of the systems and processes required to deliver the hospitality product to the customer. They will examine the principles and techniques of operational management applicable across different functions, such as marketing, human resources, finance and accounting, information systems, and purchasing. Students will address these principles and techniques within a sustainable and ethical framework, looking at current industry best practice in order to deliver exceptional customer service.

This course provides students an understanding of housekeeping department operations. Students will review various management techniques and administrative processes, then consider their implications for decision making. Students will familiarize themselves with operational and administrative tasks linked to housekeeping operations. The course will be based on theoretical knowledge applied in real housekeeping department situations. Individual or group case studies, creation and analysis of reports, and use of property management systems will help the familiarization process.

The course is provides students with an understanding of concepts and uses of financial accounting information in a business environment. It demonstrates how effective accounting systems capture daily business transactions to support managers’ decision making processes.

The course introduces students to the primary activities carried out within a human resource department: planning, recruitment, training and development, rewards and benefits, performance management, disciplinary issues, and legal compliance. The student will gain a broad understanding of the basic concepts and processes in relation to the management of human capital.

The course provides a foundation for understanding global economic and political systems in an era of shifting borders, restructuring economies, and regional realignments. The course covers topics in areas of population, natural resources, and international trade. Contemporary geopolitical changes will be portrayed, and real-world media examples will be used. The students will be encouraged to explore the most important political, economic, geographical, and historical issues affecting global service industries.

This course introduces the principles of tourism to develop students’ understanding of the social and economic environment in which the hotel industry operates. This provides hospitality students with a conceptual framework within which they can better understand the context of the hospitality industry. The course is divided into three sections: introduction to tourism demand, introduction to the tourism industry and supply, impacts of tourism on destinations.

This course is divided into two parts. The first part consists of the preparation for the internship, which provides students the necessary knowledge and tools to search and apply for, as well as obtain, a professional internship experience. The second part is a 6-month applied learning internship, which aims to provide students with informative and high quality training opportunities that enhance professional competencies and enrich personal development. The internship will take place in the hospitality sector in an international or private company in Switzerland or abroad, allowing students to apply the knowledge and skills gained during their first year of studies.

This course is designed to provide experiential learning and help students apply and practice the applied learning of the first semesters in F&B kitchen, service, or rooms division, through a real-world hospitality work experience. The focus of this course is enhancing and improving knowledge in applied learning concepts through feedback, reflection, and the fulfilment of the learning outcomes.
HP402 Food and Beverage Management
This course enables students to develop their management skills. It is designed to prepare students to take an active role in a junior management environment during their second internship or their first job in the industry. The course considers consumer behavior, budget building, developing strategy, hygiene management programs, and evaluation of performance.

HP404 Managing Rooms Revenue
The aim of this course is to further develop the students’ understanding of managerial and operational practices within a rooms division. The course brings together and focuses on the key concept of revenue management and then relates it to other managerial tools. Particular emphasis is on performance at the level of finance, the guest-service encounter, sustainability, and understanding consumer behavior.

HE410 Management Finance
This course provides students an understanding of financial issues faced by the management of multinational corporations. It will provide students with tools to support business decisions with sound financial information.

HG411 Popular Music and Societal Influence
In this course, students will investigate the field of popular music using musicological, historical, and sociological approaches. The students will look at popular music culture and its history and development by exploring theory and major artists and movements within their cultural and social contexts. The students will investigate different genres of popular music and draw connections between the common roots of styles. Special attention will be paid to Rock & Roll and its roots, as it has formed the foundation of contemporary popular music. Students will employ critical analysis to stimulate intellectual and emotional awareness of personal and public meanings in music.

HE412 Entrepreneurial Management
This course enables the students to develop their entrepreneurial skills and have a view of some of the criteria required to open a new business or develop a new concept. The the students will consider research study in order to identify political, economic, social, technological, environmental, and demographic aspects. The research will enable students to justify their proposals by applying recognized analysis tools in order to formulate a business plan.

HG413 The Road to Rock and Roll
Rock & Roll is an internationally recognized musical genre that has formed the foundation of contemporary popular music. In this course, students will investigate the complex musical and cultural origins of the genre and will introduce students to appropriate critical/evaluative concepts and skills. Additionally, students will be encouraged to discover and develop their own musical abilities—whatever their preexisting expertise (optional). We will consider the basic emotions, impulses, and forms that underpin Rock & Roll through blues, jazz, country, gospel, etc., and their ensuing legacy in today’s contemporary music scene.

HG421 Architecture and Design
The course prepares students to evaluate, synthesize, analyze, and comprehend the role of the architect in creating a meaningful environment in order to achieve a strategic understanding of the political, philosophical, or other objectives of client organizations. Students will gain an understanding about various design concepts and their application to the construction process. Students will learn how to work with an architect, from the inception of a project through contract completion and the guarantee period. Project management theory and current practice is explained, as is the crucial role of the client organization in the construction process.

HG422 Natural Science
This course aims to enhance the students’ understanding of natural science and core concepts that form the foundation of current scientific understanding. Students will deepen their knowledge of key biological concepts and their understanding of approaches and processes in science.
HG433 Nutrition for Health and Performance
This course provides students with a basic understanding of human nutrition. The various modules are designed to give the student a deeper appreciation of the link between optimum nutrition, health, and performance (mental and physical). The topic “obesity epidemic” will be introduced, along with basic concepts of weight management. During the course, students will have the opportunity to assess their personal dietary habits and exercise routines. They will also gain an understanding of the real benefits of special diets, and so-called “performance-enhancing” food supplements.

HG434 Dramatic Performance and Script Development
This course exposes students to a variety of environments and stimuli designed to assist them in the development of the creative, analytical, and communication skills and appreciations associated with the dramatic context of the Western theatre. It is expected that through these experiences, students will develop transferable skills that broaden their wider understanding of their own and others attitudes, behavior, and expressions in professional and personal lives.

HG436 Organizational Communication
In today’s organizations, employees communicate with diverse audiences in various contexts, making communication strategies vitally important. This course covers a range of topics central to understanding communication in different types of organizations. Particular emphasis will be placed on intercultural settings, changing environments, and uncertainties in our globalized society. Media analysis and case studies will be the methods to investigate communicative relationships in organizations.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>HG437</td>
<td>Aspects of Non-European Culture through Film and Literature</td>
<td>The aim of this course is to examine five non-European and minority cultures through film and literature. In literature and film, conflict and the assertion of an identity are essential to creating a story, involving the audience and reader, and taking them on a journey of discovery as the protagonists seek to find resolution. Using both film and literature as guidelines, students are encouraged to examine and develop an awareness of five non-European cultures: Maori, Inuit, Tibetan, Indian, Native American. Students will study these cultures’ evolution, their unique existence based on rites and customs, and their ability to thrive and survive in the face of adversity.</td>
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<td>HG438</td>
<td>Comparing Models of Medicine</td>
<td>This course offers an exploration of different models of medicine and their comparative approaches to health and disease. The course focuses on a common theme in each system of medicine: the use of plants and plant extracts to make medicine. It will consider the relative contributions of traditional and modern systems to contemporary global health problems.</td>
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<tr>
<td>HG439</td>
<td>Interpretation of Conflict through Text, Movies, Music</td>
<td>In this course students explore and evaluate American (USA) and other literary/cultural responses to a range of military conflicts through time, and they will explore writers’/filmmakers’ strategies and readers’/viewers’ responses to the portrayal of conflict. Texts for study will include poetry, short stories, novel and reportage extracts, letters, songs, films, and visual arts. The course contextualizes conflict and its portrayal, examining a range of emotional and social attitudes to courage, heroism, patriotism, pacifism, skepticism, morality, masculinity, women’s roles, etc. We will evaluate how cultural portrayals of and attitudes toward conflict have changed through time, and consider the relationship between facts and fictions. We will also investigate the physiological, psychological, and moral impacts of combat on individual soldiers and on the wider society. The course aids development of creative and analytical skills to enable evaluation and comparisons in terms of literary, social, cultural, and political contexts.</td>
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<tr>
<td>HG450</td>
<td>Social and Developmental Psychology</td>
<td>This course introduces psychology as a social and developmental science and explores their uses as fields to inform personal and professional life. Social psychology will be introduced as a science that explores social influences as a way of making personal sense of our world. Developmental psychology takes a look at different theoretical approaches as to how human beings develop and learn both biologically and cognitively.</td>
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<td>HG451</td>
<td>Constructs of Western Civilization</td>
<td>The course provides a foundation for understanding the basic tenets of Western civilization, including its history, its development over the centuries, and its spread throughout the world. Students will examine how Western civilization has influenced culture, social norms, ethical values, traditional customs, religious beliefs, and political systems. Students will consider Greek, Roman, Classical, and Renaissance cultural influences, emphasizing artistic, literary, philosophical, religious, and legal themes and traditions. Students will study the heritages of Latin, Celtic, Germanic, and Hellenic linguistic groups. Students will also consider how Western civilization has had an effect on countries marked by European emigration.</td>
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<tr>
<td>HG452</td>
<td>Introduction to Sociology</td>
<td>The course introduces sociology as a social science and focuses on how sociologists conduct their research and apply their findings to current social issues and problems. Students will consider how sociology has developed a variety of perspectives to help groups and governments make effective policy decisions.</td>
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<tr>
<td>HG454</td>
<td>Counselling and Negotiation toward Solutions</td>
<td>The course provides students with an understanding of how questioning techniques can be used with skill and diligence in guiding human behavior to be more focused in problem analysis and towards step-by-step implementation of optimal solutions in counselling, negotiation, and mediation in two- or multiple-party disputes. The course will enable students to develop these skills through self-reflection for the labelling of feelings in recognition of symptom affirmation, the diagnosis of causal relationships, the interpretation of surrounding events, and the realization of a prognosis for subsequent response and consequential action. In summary, the course is designed to provide students with a general overview of negotiation theory and skills.</td>
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common to human interaction in professional and private aspects of our lives. Communication, psychology, and self-reflection assist in growing and nurturing such aptitudes.

HG455 Renewable Energy and Industrial Ecology
This course provides an overview of renewable energy resources and industrial ecology. Students will explore society’s present and future energy needs, and they will study material and energy flows through industrial systems. Conventional and renewable energy technologies will be evaluated, with emphasis on renewable resources, such as solar, geothermal, and wind power. The course additionally deals with the environmental consequences of energy conversion and how renewable energy can reduce air pollution and global warming.

HG456 Contemporary Geopolitical Issues
The course provides a foundation for understanding global economic and political systems in an era of shifting borders, restructuring economies, and regional realignments. The course covers topics in areas of population, natural resources, and international trade. Contemporary geopolitical changes will be portrayed, and real-world media examples will be used. The students will be encouraged to explore the most important political, economic, geographical, and historical issues affecting global service industries.

HA500 Internship 2, Preparation and Assessment
This course is divided into two parts: The first part is the preparation for the internship, which aims at providing students with the necessary knowledge and tools to search and apply for a professional internship. The second part is the internship itself, where students are required to complete a 6-month period of internship in a professional working environment that is preferably related to the hospitality industry. The aim of the second internship is to experience either a different work environment from the first or a position at a supervisory/administrative level. The internship experience should focus on future career preparation and the development of competencies that can be further developed after graduation.

HA501 online Reflection on Practice
This academic course for the second internship is part of the applied learning pillar within the undergraduate bachelor’s degree program. This course will enable students to develop further their operational skill base and, irrespective of semester three internship position, will also develop their thinking and reflective skills. Knowledge gained from the internship will be used to identify problems, critically review situations, and make recommendations. Current academic and trade literature will be used to add and justify arguments, find solutions, and add overall validity to comments made.

HP601 Human Resources in the Hospitality Industry
In this course students will learn the functions of the human resources department and the concept of the support role to line management. Students will be exposed to a range of contemporary HR management theories. Students will be questioning these views using acquired learning, and students will use their work experience and cultural backgrounds as analytical tools.

HP603 Hospitality Real Estate Finance
This course introduces a theoretical and an empirical approach to hospitality real estate investment and financing decision-making analysis. Topics include real estate development processes, market study, forms of operating agreements, the hotel equity financing cycle, and the hotel debt financing cycle.

HE608 Corporate Social Responsibility and Governance
The purpose of this course is to illustrate the relationship between various participants who determine the performance and direction of companies: the directors, the shareholders, and the managers. It focuses on corporate governance issues, especially in light of the transformation of the various roles “after the excesses and abuses of the takeover era, the exponential growth of the institutional investors and the unprecedented ability of the shareholders to find each other on the Internet.”

HP609 Conference and Exhibition Management
In this course, students will examine the conference and event sector with a specific focus on large scale events in the meeting, incentive travel, and exhibition (MICE) sector and sport. Demand and key trends will
be analyzed alongside the emergence of competition between destinations for event business. The role of professional conference organizer (PCO) and destination management organizations (DMOs) in mobilizing tourism, leisure, accommodation, and transport partners will be examined together with host-city bid processes and strategic planning.

HE610  Marketing and Communication
This course is designed for students to gain an understanding of contemporary marketing practices and philosophies. The students will gain an understanding of these processes both in theory and application. The role and importance of marketing will be appraised within the framework of both product manufacturers’ and service industries. During the semester, students will explore key concepts and functions of marketing and will be asked to apply these to a range of business contexts.

HE611  International Business Law
In this course, students will be provided with an introduction to basic principles of law, legal systems, and some comparative law in order to prepare them to meet the demands of a global management career. The legislation section of the course aims to foster understanding of how law is made and to equip students to participate in that process. The substantive focus is international business law.

HG790  Ethical Decision Making
This course considers ethics, or moral philosophy, as it is related to contemporary societal issues, particularly those related to business environments. Students will be introduced to major ethical concepts and theories and will learn to apply these to present-day ethical dilemmas. This application and analysis should enhance the students’ awareness and reasoning skills when faced with difficult moral situations.

HE616  International Tourism Planning and Development
This course introduces students to the principles and reasons behind tourism planning and development in a global context using examples from the developed and less developed world in a variety of contexts. The course will focus on the role of appropriate planning in optimizing the impacts of tourism on the economic, socio-cultural, and physical environments. The concepts of destination competitiveness and sustainability will be central to course content.

HE617  Change Management
This course extends the student’s knowledge of organizations and behavior in organizations by studying how organizations and people react to and cope with change. As future managers, students will face a constantly changing environment to which they will have to respond. In order to be successful, managers need to be familiar with the fundamental issues in managing and implementing change. Students will be exposed to the theories and practices of change management, and will apply these theories and practices by playing a simulation game, analyzing cases individually in preparation for class, and through case discussion in class. Students are encouraged to draw on their personal work experience and reflect on their own behavior in the face of uncertainty and change.

HE618  Sales Management
This course provides students with a sound theoretical basis in selling and sales management as well as the application of concepts and skills. A focus on selected key areas will see students called upon to identify their own personal selling philosophy and to develop customer-related selling practices. The art of professional sales presentation will be explored and practiced based on some real-world sales and business scenarios.

HG621  Innovative Interpretation of Arts and the Media
The aim of this course is to develop the student’s abilities to decode art forms, moving from emotional standards to an appreciation of the cultural representation of a variety of works. The course will help to stimulate an awareness of artistic styles and to contextualize the arts and the media in a historical perspective that seeks to uncover its meaningfulness in peoples’ lives.
HG622  Research Methods and Report Writing
The aim of this course is to develop students’ awareness and understanding in the application of appropriate research philosophies, strategies, approaches, and techniques to the completion of an undergraduate dissertation. It will enable and enhance student’s communication and presentation of information utilizing different techniques.

HG623  Contextualizing Words with Creative Imaging
The overall aim of the course is to develop the student’s understanding of the expressive use of English through critical analysis and creative practice, and to link the skills and insights gained to the creation and study of images. As far as possible, the route to understanding the mechanisms of the structures of both verbal and visual language will be the student’s won experience, in the form of activities throughout the course. The course will also introduce the idea of art and design as visual language, which will offer, to varying extent, the opportunity for a shared experience for a group from different cultural backgrounds. Material presented will be the basis for individual student responses to common themes in a variety of media.

HG624  Art History and Visual Culture
The main objective is to encourage students to develop an understanding of art, ideas, and visual and material culture. Students will learn to think about and analyze style, materials, themes, and ideas behind major art works, as well as the ways in which artists engage with the world. Students will develop skills in looking critically at art and visual culture in general, and will develop the skills to express and discuss their responses to it. We live in an often overwhelmingly image-laden world. This course aims to offer students an opportunity to analyze the historical, cultural, and social background to image-making of all kinds, from high art to pop culture, as well as enabling them to develop a critical way of engaging with and understanding the complexities of images and how we read them.

HG625  Organizational Behavior
This course provides students with and understanding of how sociological theories and concepts assist in identifying, interpreting, and solving current organizational problems. The course seeks to elaborate on organizational issues faced in light of globalization, and the increasingly chaotic and dynamic business environment. Some topics under investigation include organizational structure and culture, the evolution of business, value creation, and the basics of communication, decision making, and leadership.

HG626  Business Research Methods
The aim of this course is to produce a business research proposal that responds to an industry-based problem or business opportunity. For the research proposal, the industry chosen must be related to the student’s individual pathway. The student is to position him- or herself as a newly appointed member of the management team of a business organization (either real-life or fictional), identify a problem that the organization may have, and design a research plan to find the potential answer to this business problem. It is, therefore, an applied research project where the student is required to take the position of an internal consultant, who uses formal methodology to analyze the industry-based problem. As the course is restricted to the use of data collected from secondary sources only, the focus is more on the applied nature of pure research methods rather than the theoretical justification of primary research methods, while still maintaining an academic perspective.

HG628  Perception and Discourse in Photography
In this course students will explore the theory and practice of the photo essay. This is not a technical course, but students will consider observation and narrative through the means of the camera. The course will balance creative practice with the support of appropriate theory. Work of leading practitioners from the history of photography will create the backdrop to the course, and appropriate visits will develop the students’ experience. The primary theoretical study will be of the paradigm of verbal language versus the image and the object. Students will use the visual resources of the locality and the region to research and create their photo essays. We will consider something of the images of the region itself and the people who have lived there.
This course introduces a hands-on theoretical and empirical approach to entrepreneurial wealth planning and management. Topics include characteristics of successful entrepreneurs, the entrepreneur’s life cycle, start-ups, growth companies, liquid wealth management, behavioral finance, the family in business, wealth management and planning for entrepreneurs (family business), foundations, and community projects.

HE640 Entrepreneurial Project Management
Students taking this course will learn how to define project goals and objectives, to identify how these goals will be achieved, to quantify the resources needed, and to determine timelines for completion. Students will also learn how to manage the project through its various stages of implementation and to understand the importance of controls to ensure compliance of performance to the plan. Students will also be able to use project management software in their course work.

HG650 America: Dream and Reality
Is America an exceptional culture? What does it mean to be American? How has America come to have such a strong hold on our imaginations? Why does America act as though it has the right to interfere in the wider world? How has America responded to its diminishing role as a superpower? Is the American Dream still alive? In this course, students will discuss these and many other questions, drawing on a wide range of cultural sources (literature, art, music, architecture, film, personal experience); on historical, political, and geographical factors; and on appropriate cultural and other theories. Through a range of thematic topics, we’ll explore public and private life, domestic and external views, high and popular culture, and we’ll consider how these have changed through time. The significance of myth will be important in our investigation, and we’ll analyze the ways in which power is exercised through culture and its artifacts. Most centrally, we’ll examine the gap between the American Dream and the realities of modern American life. Students will have the opportunity to make comparisons with their own cultures, and will choose (with the guidance of the lecturer) a specific, signifying object of American culture for analysis.

HG651 Applied Statistics
This course has been designed to provide the students with a foundation in developing their application of techniques to problem solve business scenarios. Students are exposed to a variety of techniques covering descriptive and inferential statistics to support their projects in the final semester. Contemporary examples are taken from the hospitality, tourism, and leisure industry to underpin the students’ development of knowledge and application of appropriate techniques for data collection, presentation, and analysis. The course will further develop students’ skills in the use of Excel and its tools, to assist in the data analysis and presentation to a wider audience.

HG652 Chemistry in Everyday Life
The aim of this course is to provide a broad knowledge of the various fields of chemistry with emphasis on relevance to present-day problems in the environment and society.
HG653 Communication and Research in Business
This course is a prerequisite for the semester 7 capstone Business Portfolio course, and is designed to provide students with an appreciation of the importance of clear communication in the business and academic environments. Students investigate the main communication channels commonly employed in business, both internally and externally, through the use of fundamental communications theory. Practical guidelines for real-world application are provided and validated. Building on this overview of real-world communications practice, students will examine more deeply the communication techniques commonly used in business and in degree-level and postgraduate education, namely presentations and analytical writing, both of which involve the synthesis of ideas and information derived from research, organized into a logical, relevant structure. Students will develop appropriate research techniques, assessing the quality and relevance of sources and respecting referencing standards, and be able to employ supporting data and material that is effectively presented. Students will demonstrate their ability to be critical, reflective, and analytical, and to synthesize and apply a wide variety of information, reference, and resource material, by means of in-class work, including a group presentation and an individual written project. The final examination will allow students to show their ability to select and use communication channels, to overcome common barriers to effective communication, and to express ideas and to deliver information clearly and professionally.

HG654 Quantitative Methods
This course is designed to provide students with the necessary methods to support decision making using statistical tools. The course covers descriptive and inferential statistics as well as forecasting methods; these are useful techniques that can be applied by the management in the hospitality, tourism, and leisure industry. This course also aims to dispel the fear that students may hold for mathematical and statistical techniques. Finally, statistical computer software is used to support and illustrate the methods introduced during the course and to solve business problems.

HG655 Developmental Child Psychology
Everyone needs to understand children better, whether you plan to have them or not! The course will provide insight into the earliest stages of child development, from the growing abilities of the fetus to the stages of social and intellectual development seen in early childhood. It will use extensive and chronological video programs. This will be supported by an understanding of the current prevailing theories—developed by such psychological heavyweights as Freud, Piaget, Vygotsky, and Pavlov—and then progressing to social constructivism / cultural theories of child psychology. Students in the course will evaluate the importance of attachment, child care, divorce, separation, and death. As a core focus, students will also be given time for personal reflection on their own experiences, and to consider those experiences that they would hope to provide their own children or those with whom they become close. There will also be practical help, guidance, and discussion around bringing up children.

HE682 Media Relations
This course introduces students to the media and the role of media relations in meeting business objectives. Students will gain an understanding of media tools and channels. They will learn some key principles of media interaction in different situations, including interviews. Students will apply their learning by researching and analyzing real-life cases and by practicing some of the skills.

HP683 Operations Management in Tourism and Leisure
This course will apply operations management perspectives, concepts, and tools to the understanding of contemporary business environments, organizations, and services relevant to students’ future career interests. Students will research industry subsectors, and individual organizations, to understand how business objectives and operational practices are influenced by industry structure, competitors, and stakeholders. The importance of demand, capacity, and yield management will be evaluated, with a focus on capacity and pricing/ticketing strategies and the role of intermediaries in the supply and distribution chain. In the course, students will explore the concept of service scape and service design and link these to understanding the issues in the design and operationalization of service-quality concepts and tools.
HP684 Managing Hospitality in Events
The course introduces the role, function, and management of hospitality in event staging, with reference to food and beverage management. The responsibilities of event organizations for the skill, care, and due diligence of their own operations and staff, and those of contractors and other agents, will be evaluated. There will be a particular focus on the development of corporate and VIP packages, and on diplomatic protocol at major events. Students are encouraged to develop the competences required to plan, organize, lead, and control the hospitality function at events.

HA701 Dissertation
In this course, students independently execute academic research to write a 10,000-word study on a chosen topic in the hospitality, tourism, sport, and events industry. One-to-one tutoring is held on a regular basis, but the overall emphasis of the course is placed on self-regulated learning and research activities. Students are required to present critical reviews of existing literature on chosen topic areas, conduct appropriate primary research with relevant methods, analyze collected data to build arguments, and develop discussion. Major findings need to be recapitulated, and conclusions are drawn with evaluation and syntheses.

HE702 Community and Sustainable Development
This course will enable students to relate the principles of community and sustainable development, with emphasis upon the fragility of the environment and the role of stakeholders, by building upon core themes developed within the degree program. In order to achieve this, themes will focus upon the role of the community and stakeholders on the planning and implementation of sustainable practices and planning techniques. Students will evaluate systems of implementation and control in relation to issues within the environmental, economic, political, and socio-cultural spheres in terms of destination management within fragile communities. Lectures will support a learning program based principally upon discussion of case studies supported by seminars and tutorials.

HP703 Property Asset Management
The course introduces a theoretical and an empirical approach to creating value in hospitality real estate property through asset management. Topics include the real estate in the portfolio, the asset management process, disposition or holding decisions, controlling and renegotiating management contracts, capital expenditure decisions, asset risk and return analysis, refinancing decisions, and analytical tools for property-level valuation.

HP704 Systems Analysis for the Hospitality, Tourism, and Leisure Industry
Systems thinking is explored as an OR/OM tool and aid to understanding complex industry environments. Soft systems methodology is applied as an organized learning approach to explore and debate messy and “wicked” real-world issues. Project management and systems analysis tools are introduced and used, encouraging reflection on experience.

HE705 Human Resources Strategy
In this course, students will develop a conceptual framework that draws together the principles of strategic management, strategic planning, environmental analysis, human resources planning, strategy implementation, and principles of evaluation. Case studies that provide exemplary examples of strategic human resources practices will be studied throughout the course in order to develop students’ ability to apply theoretical understanding to real-life situations.

HP706 Portfolio Management
This course is designed to provide a rigorous overview of portfolio management. Topics include quantitative methods for investment analysis, portfolio management, equity investments, debt investments, derivatives, funds management, alternative investments, and portfolio managers’ performance evaluation. The course is also designed to prepare students for a professional certification of CFA (Chartered Financial Analyst) Examination (Level 1).

HP707 Industrial Employment Culture (Pass/Fail)
This course enhances students understanding of recruitment strategies by leading hospitality, tourism, and leisure organizations offering students employment and internships. Students will be exposed to a number of
presentations and interviews in order to distinguish between different organizations' culture and recruitment/employment strategies.

HA708 Independent Research Study
The independent research study brings together all the learning experiences from the development of a final research proposal in semester 6 through the completion of their research study. Each student is required to develop a research study which is based either on the potential business planning for a new hospitality, tourism, or leisure-oriented concept, or a diagnostic review for an existing organizational problem, the solution to which may be researched in both the fields of management research and corporate/organizational strategies.

HP709 Services Marketing
In this course, students will examine the service experience from the point of view of both the internal and external customer. The relationship between human resources management and marketing goals will be discussed and analyzed in light of theoretical models that link these two areas. Students will be called upon to research and evaluate specific issues within the framework of service management in order to evaluate the application of theory to practice.

HE711 Integrated Business Planning and Performance
This course aims to consolidate elements of management, including decision making and coping with decision outcomes. Elements include finance, rooms division, food and beverage, marketing, human resources, and operational and strategic management. Students will be working with a specific destination and the real-life pressures of running a computerized hotel simulation.

HE712 Corporate Finance
This course is designed to provide a theoretical and empirical overview of the major concepts and analytical tools of corporate finance. Firstly, the course will develop the theory underlying corporate investment and financing decisions; secondly, the theory will be used to analyze the impact of these financial decisions on the value of a company.

HE713 Leadership
This course considers a wide variety of different theoretical approaches used to characterize and critically evaluate leadership. Through a process of critical evaluation and reflection, students will be able to appreciate how individual, organizational, and cultural factors can influence the effectiveness of leaders, and this experience should enable students to develop their own leadership style.

HP715 Managing Visitor Spaces for Tourism and Leisure
The management of the places in which tourism and leisure are consumed is examined by reference to three separate forms of visitor space: visitor attractions, urban (mixed use) leisure development, and national parks. Students will analyze location factors; visitor management; and the impact of interpretation, design, and management on the quality of the visitor experience. The important relationships between the attractions, hospitality, and event sectors will be investigated, and students will be encouraged to relate sectorial opportunities to their chosen career pathways.

HE716 Training and Career Development
This course is designed to develop knowledge, skills, and attitudes related to the strategic processes of training and career development to develop and sustain the human capital of organizations. The critical areas of strategic training and development, needs assessment, instructional design, learning theories, transfer of training, technology in training and learning, and issues related to career management (including career development and talent management) will be examined. Respective theories will be examined in terms of how theories, evaluation, and research are used in business practice.

HE718 Entrepreneurial Finance
This course is designed to develop the analytical tools and concepts of entrepreneurial finance. This course focuses on entrepreneurial investment and financing decisions and on analyzing and managing the elements of a financial strategy. It will provide a theoretical and empirical overview of major topics in entrepreneurial
finance. The course has two objectives. The first is to develop the theory underlying entrepreneurial investment and financing decisions; the second is to understand how to use the theory to analyze the impact of these financial decisions on the value of a company.

**HE719 Financial Modeling in Revenue Optimization**
The focus of this course is the influence of two elementary parts of the decision making process on how a firm is to sell its products: how to forecast the demand and how to set the best prices for the products offered. In the first part of the course, students discuss how forecasts are used by organizations and how they are produced. This part will introduce the basic statistics of time-series analysis and examine exponential smoothing and regression analysis. The evaluation of such forecasting methods will also be explained. Next, optimal pricing and price differentiation, including the problems arising from this, are introduced and analyzed. Following this, students in the course discuss the use of revenue management tools and practices on the tactical level, and, finally, current topics and theories of strategic importance in revenue management are introduced.

**HG720 The Theater of Everyday Life**
The aim of this course is to build students’ appreciation of the different factors that are essential for an understanding of theatre: the spectator’s role, the interaction between text and interpretation, the role of décor and props, etc. Knowledge gained in these areas will be linked to presentation skills and everyday life situations to help students appreciate the role of theatrical styles. Students in the course will also explore the effect of music on atmosphere and its relationship with décor and script.

**HG721 Environmental Management**
The main theme of this course is the impact of human activities on the environment, and, increasingly, the impact of the natural and built environment on human activities. This includes issues of population dynamics and human needs; of social, economic, and environmental impacts; and the international legal framework that binds them together. Often difficult interrelationships between human development and environmental impact will be analyzed, and students will be encouraged to research from a variety of differing viewpoints in order to gain a deeper understanding of environmental pressures. By the end of this course, students should be able to understand the complex relationships between humans, the economy, and the environment.

**HA722 Assessment Center (Pass/Fail)**
This course is designed to enhance students’ understanding of recruitment skills in preparation for graduation and entering the service industries. Students will be assisted through presentations and individual interviews in their understanding and development of interpersonal skills, building upon their profiles in order to make the transition into first destination jobs.

**HG723 Science in Society**
The aim of this course is to equip students to look at science and current scientific advances in a critical way. This will develop their understanding of the potential impacts of these advances for people, organizations, and structures in society.

**HA725 Individual Business Report**
This course is designed primarily as a capstone project. Students will demonstrate their skills in professional communication in a combined academic and business mode. The aim is to ensure that the student has the capacity to research secondary sources, perform critical thinking and synthesis, has graduate-level skills in data presentation and analysis, and can express results, observations, and recommendations within a formal written structure. The concepts and requirements of the course will be introduced during a small number of contact hours with instructors. Students will then work individually on their assignments and tasks, which will be submitted in stages to the school teaching platform (Moodle), thereby building a portfolio of their progress towards the final complete capstone project.

**HP730 Contemporary Issues in Marketing**
This course is designed to enhance students’ understanding and critical analysis of the impact of events upon the hospitality, leisure, tourism, and sport industries. The course will analyze case studies and reviews of
recent events, including technology, socio-economic, political, cultural, or natural disaster effects upon the marketing of destinations for hospitality, leisure, tourism, and sport products and services.

**HP731  Transport Systems**
This course provides an analytical framework for students to develop an understanding of the nature and dynamics of contemporary passenger transport systems. The course is global in scope, and students will study the operational environment in which transport systems evolve from political, economic, technological, legal, environmental, and business perspectives. The means by which passenger demand is stimulated and satisfied by pricing and convenience of transport tracks will be explored, for example the growth of hub-and-spoke systems for air travel. The impact of competition and the emergence of new business models for transport operators on transport systems will be explored. The content of the course is current and dynamic; students should be flexible and be able to assimilate information from contemporary global events impacting upon transport systems as appropriate.

**HE740  International Marketing**
This course will enable students to relate the principles of marketing to the practical processes of marketing strategic management in the international context. In order to achieve this, themes will focus upon product development and planning techniques where systems of implementation, evaluation, and control will be considered in relation to issues within the political, economic, and socio-cultural spheres. Lectures will support a learning program based principally upon discussion of case studies supported by group tutorials.

**HP741  Destination Marketing**
This course provides students with a framework from which they can recognize the nature and challenges associated with destination marketing in a wide variety of situations and from a global perspective. There will be a focus on the creation of the integrated marketing of destinations in terms of location, accommodation, access, attractions, and other relevant factors, including sustainability. The course will include strategies for destination competitiveness together with analysis of the nature of the competition between different kinds of tourism destinations in a global environment, where market differentiation to consumers can be critical for success. Methodologies for measuring the success of destination marketing and branding will also be considered and criticized.

**HE743  International Human Resources Management**
In this course, students examine the challenges facing managers that are competing in a global economy. Participants will learn how to combine concepts and models of analysis at different levels of management to enhance their understanding of people management in an international environment. In particular, we will devote our attention to the role of managers facing communication, decision making, and handling conflict based on personal, team, management, and organizational requirements for a multicultural workforce. An appreciation for the complexities inherent in the process of employing and developing people in organizations that operate globally will enhance HR policy making for multicultural, international companies. A greater understanding of the different approaches to HRM will guide the HR practices that may be possible in multinational companies when selecting, preparing, and supporting personnel for expatriate assignments and their potential repatriation.

**HG750  Applied Psychology in Everyday Life**
This course introduces students to some of the key topic areas in psychology. It demonstrates how knowledge gained from studies of mind and behavior can be applied in a practical and useful way in an everyday setting.

**HG751  Managing Social and Cultural Spaces**
This course provides students with an understanding of how sociological–anthropological theories and models can be used to explore and describe social and cultural spaces of everyday life and practice. The studies will include understanding different ways of sense making—different cultural values and identities, different worldviews, different belief systems—that influence social and business relationships across borders. The main, anticipated goal of this course is to provide professional entrepreneurs and business innovators with social and cultural skills for managing people, space, and place domains across cultures.
HG752  Film Production and Design
This course introduces the fundamentals of creative film writing, vocabulary, artistry, and basic digital film production. Here, you will develop a sense of aesthetics and the ability to critically analyze/create a film by viewing, evaluating, discussing, and writing about a variety of topics related to pre-production, production, and post-production. The student's individual ability to be creative and imaginative, and to communicate in film form is challenged and extended through the theoretical and practical content of the course. The course develops a strong awareness for creative writing and materializing this vision through production of a microfilm. Over the past few years, the ways we produce, use, and even think about digital films have undergone a profound transformation. The use of mobile-phone technology has spawned endless opportunities to create digital narratives, also known as digital microfilms.

HG753  Botany: Plants, People and Culture
In this course students will explore the science of botany alongside an ethnobotanical study of the ways in which the properties of plants have shaped different cultures and how people in turn have shaped the properties of the plants. The chemistry and structure of plants will be placed in the context of the uses of plants in both indigenous and industrial cultures. Students will have the opportunity to develop skills in botanical identification and an appreciation for the importance of the rich diversity to be found in the plant kingdom.

HE785  Planning and Financial Management for Events
This course builds on the knowledge and skills attained in core subjects of the pathway. The student will analyze ways in which events are used strategically by institutions and will evaluate methods of financial planning and administration in the hospitality, tourism, and leisure industries. Students will be required to contextualize events as a catalyst for financial and economic development.

HG786  Introduction to Archaeology
Archaeology is the study of the human past. This course introduces students to the methods used by archaeologists to reconstruct past societies. The course will cover archaeological survey and excavation methods, key scientific concepts, archaeological ethics, archaeology in the media, issues in heritage management, and the public relationship to the past.

HG789  Western Civilization
The course provides a foundation for understanding the basic tenets of Western civilization, including its history, its development over the centuries, and its spread throughout the world. In this course, students will look at how Western civilization has influenced culture, social norms, ethical values, traditional customs, religious beliefs, and political systems. Students will consider Greek, Roman, Classical, and Renaissance cultural influences, emphasizing artistic, literary, philosophical, religious, and legal themes and traditions, and students will study the heritages of Latin, Celtic, Germanic, and Hellenic linguistic groups. Students will also consider how Western civilization has had an effect on countries marked by European emigration.
EVENT, SPORT, AND ENTERTAINMENT (ESE) COURSE DETAILS

ESE154 The Project Factory (ESE) 1
The aim of this course is to develop, or continue to develop, the students' skills and competencies in a practical event, sport, and entertainment context. Students will develop professional aptitudes in teamwork, leadership, and communication while being required to supervise the fitness and gym facility, to organize and deliver sport and entertainment events, and to participate in various forms in other events. This is a foundation course that has a lead-in to craft-based learning in semester two.

ESE180 The Entertainment Industries
This course enables the student to identify and describe the structure, environment, funding, and ownership of organizations in the entertainment industries sectors, focusing on events and sport business. Students will be able to place this knowledge in the context of contemporary global, regional, economic, and socio-cultural trends.

ESE184 Principles of Sports Management
This course provides students with an understanding of the key management theories and principles relevant to the sport industry. The course introduces the core concepts, functions, and environments of sport management, and the course develops students' understanding of this discipline through the application of management theory to practice via contemporary sport themes and case studies. This course will also introduce students to the social and psychological factors that impact upon passive and active sport participation and performance.

ESE185 Operational Event Planning
The course gives an overview of different events and their specific requirements in terms of operational planning. The content builds on a basic project framework focusing on planning processes and considers elements of event-related research, logistics and transport, site planning and design, human resource planning, and coordination of subcontractors and other stakeholders. The student is encouraged to develop the basic competencies required to plan and organize an event.

ESE254 The Project Factory 2
The aim of this course is to expose students to a range of practical event, sport, and entertainment supervisory experiences while allowing the application of previously acquired theory. Students will be required to deliver and supervise sport and entertainment events. At the same time, students will acquire practical supervisory and leadership skills while developing initiative. The majority of this learning will take place in the context of a real customer environment.

ESE255 Basic Finance in Event, Sport, and Entertainment
The purpose of the course is to give students the basic understanding of financial statements and how business transactions are reflected on financial results. The course will prepare students by giving them knowledge and understanding, so that they are later able to perform managerial calculations and use financial information as a supportive input for decision making.

ESE256 Management Principles
The aim of this course is for the students to learn the various techniques of management principles that can be used for stakeholders within the event, sport, and entertainment sectors. This course will introduce the firm, its strategy, and different organizational structures. Students will examine the scope and mechanisms of leadership and management, and they will also examine various theories evaluating their impact on people and processes in the events industry. Students will use a range of real life scenarios to apply their knowledge.

ESE257 Principles of Marketing and Communication
This course is designed to introduce students to contemporary marketing practices and philosophies. The students will gain an understanding of these processes both in theory and application. The role and importance of marketing will be appraised within the framework of the hospitality, tourism, and leisure industries. During the semester, students will explore key concepts and functions of marketing and will be asked to apply these to a range of business contexts.
Career Planning
Career planning encompasses many skills. The aim of this course is to develop students’ abilities to plan for their careers and to act upon the plans they develop. Understanding what job to look for, and where to look for it, is where the course starts. Students will study best practices for writing a curriculum vitae and motivation/cover letters, as these are the basic tools needed to obtain an interview. Once at an interview, professional skills are needed to succeed, so particular focus will be on developing such skills.

Internship 1, Preparation and Assessment
This course is divided into two parts. The first part consists of preparation for the internship, which aims at providing students with the necessary knowledge and tools to search and apply for, as well as obtain, a professional internship experience. The second part is a 3-month (up to 6-month) applied learning internship with the aim of providing students informative and high quality training opportunities that enhance professional competencies and enrich personal development. The internship will take place in an event-related sector in an international or private company in Switzerland or abroad, allowing students to apply the knowledge and skills gained during their first year of studies.

Management Finance for Events, Sport, and Entertainment
This course is designed to provide you with an understanding of financial issues faced by the management of multinational corporations. It will provide you with tools to support business decisions with sound financial information.

Emerging Technologies in Event, Sport, and Entertainment
As significant aspects of leisure and technology converge in interactive offerings, not only are customer experiences being redefined but also the business practices and models that support these new forms of leisure. In this course students will examine the technology drivers that transform these industries from consumers’ and producers’ viewpoints. Students will explore present and future applications and develop practical and critical skills vital to the design and usage of digital media and technology.

Creativity and Innovation
The course will develop students’ understanding of creativity and innovation at the levels of individual, organization, and nation (economy). Students will develop their personal approaches to creativity, innovation, and problem solving, and will go on to review and apply theoretical concepts and models to industry problems and opportunities. Students will review and recommend tools, practices, and structures that encourage creativity and innovation in support of businesses and their objectives.

Managing Events
The course gives a detailed overview of business-to-business (B2B) and business-to-customer (B2C) events, and industry-sector-specific service companies; the course also introduces core aspects of event management. The content builds on a project management framework, and students consider elements of financing, marketing, public relations, sponsoring, and operations of special events. The responsibilities of event organizations for the skill, care, and due diligence of their own operations and staff, and those of contractors and other agents, will be evaluated. The student is encouraged to develop the competences required to design, plan, organize, control, and market events.

Internship 2, Preparation and Assessment
This course is divided into two parts: The first part is preparation for the internship, which aims at providing students with the necessary knowledge and tools to search and apply for a professional internship. The second part is the internship itself, where students are required to complete a 3- to 6-month internship in a professional working environment. The aim of the second internship is to experience either a different work environment from the first, or a position at a supervisory/administrative level. The internship experience should focus on future career preparation and the development of competencies that can be further developed after graduation.

Legislation and Contract Law in ESE
The course provides an introduction to the key concepts and guiding principles of contract law and its application to the event, sport, and entertainment (ESE) fields. Students will identify how the legislative
process affects ESE in addition to the consideration of intellectual property and a critical examination of standards in management agreements. Students will also examine and critically appraise workforce relations, employment law issues, and the externalization of risk, together with a consideration of dispute resolution processes.

ESE615  Sport Commercialization and Governance
The course charts a path to “the start” of sport in the 21st century and examines the development of sport from amateurism to professionalism to commercialism in the modern era. The course particularly focusses on the uniqueness of sport businesses, and students explore morally acceptable practices and examine the state’s role in influencing the sport business in regards to ethics and governance.

ESE617  International Media and PR Management
In this course, students examine the relationship that exists between the international media and the world of sport, entertainment, and news, including the roles newspapers, magazines, radio, television, the Internet, and social media have assumed in reporting. Students also examine the management of public relations in relation to the media and the various media industry related agencies.

ESE618  Contemporary Issues in Entertainment and Sport Management
This course is designed to enhance students’ understanding and critical analysis of the impact in the entertainment and sport management industry. The course will develop case studies and review the social, economic, political, cultural, and/or natural developments that impact on the structure of the sport and entertainment industries and how they deliver products and services. Management of risk and response to crises will be evaluated, as will long term strategies for the development of the international markets.

ESE713  Employment Networking
This portfolio based course enhances students understanding of recruitment strategies by leading leisure, hospitality, and tourism organizations offering students employment and internships. Students will be exposed to a number of presentations and interviews in order to be able to discriminate between different organizations cultures and recruitment/employment strategies for first destination jobs.

ESE726  Value Engineering
In its simplest form the practice of value engineering (VE) is concerned with removing or reducing unnecessary costs and, as a consequence, increasing the value for the manufacturer/supplier and/or their clients. In this course, students will examine and appraise the differences between creativity and innovation and study VE (also known as value management) from project and strategic management approaches, allowing students to evaluate the creation and delivery of value through innovation. Particular focus will be upon investigating the real, the perceived, and the sacrificed benefits (value) for the client/consumer that lead to a financial gain for the supplier.

ESE727  Fundraising for Events
This course will empower students to examine the numerous possibilities of fundraising for events. They will learn how to create a fundraising strategy in a realistic environment. In order to accomplish this, the course will focus on setting objectives, implementing strategies, and critically evaluating and choosing the right tools, including proposal development for sponsorships and web based fundraising techniques. Lectures will support a learning program based principally upon analysis and discussion of industry case studies supported by group tutorials and workshops.

ESE729  Project Management for Events
Students taking this course will learn how to use current project management methodologies in initiating, planning, performing, controlling, and successfully completing various projects and events. The course will emphasize the importance of project management knowledge as a necessary requirement for any supervisory job. In addition the course will stress the importance of anticipating and planning for various project management constraints, such as the project’s scope, schedule, budget, quality, resources, and internal and external risks. Students will also appreciate the use of project management software in order to manage the project through its life cycle.
ESE781 Sports Retail and Merchandising
This course provides students an understanding of the underlying conceptual bases of sport retail operations and the role of retail marketing. The student will explore retail management functions—pricing and retail promotion, including licensing, trademark registration, and merchandising of products in the sport and leisure industries—with regard to the contemporary consumer market for sports products.
LANGUAGE AND GENERAL EDUCATION COURSE DETAILS

HG801 Math Support
This course is designed to enable students to master the basic arithmetical operations they will need in their core hospitality courses.

HG802 Personal Development and Academic Skills
Student learning potential and professional development is enhanced by the effective application of common academic skills, such as organization, time management, research, team building, writing, and so on. The purpose of this class is to enhance students’ ability to be independent and successful in academic study by integrating effective skills into their courses. Students will also attain skills aligned with their individualized action plans. This course is delivered within a classroom-based and self-study learning structure.

HG803 Psychology of Leadership
The purpose of this course is to introduce, or continue, student development in understanding the concepts, styles, and practices of leadership from a socio-psychological perspective. It will explore how leadership can directly and indirectly influence behavior and efficiency. Students will be encouraged to develop and improve a range of leadership competencies by working in groups throughout the course. Leadership theories, through the lens of social psychology, will be reviewed and applied to real-world situations.

HG804 Advanced Academic Support
Student learning potential and professional development is enhanced by the effective application of common academic skills, such as using databases, referencing, research, life/work balance, team building, writing, and so on. The purpose of this course is to enhance students’ ability to be independent and successful in academic study and the workplace by integrating effective skills into their courses. Students will also attain skills aligned with their individualized action plans.

HG808 Information Technology in Business and Society
The aim of this course is to introduce information technology in business (corporate environment and professional life) and society (societal environment and private life). The course will explore the impact of information and communication technology on people and organizations, as well as the associated management and decision-making issues. Basic concepts as well as best practices will be researched, analyzed, and discussed. Students will work on a number of specific topics pertaining to the digital economy and the information society.

HG810 English for Academic Purposes (Intermediate)
The aim of this course is to support students studying core courses in English by improving the accuracy and range of their English and by introducing them to the conventions of academic English. Communication skills for cross-cultural environments are developed through guided reading, speaking, and listening tasks, and through task-based writing. Students learn to search for source materials, to paraphrase, and to reference correctly. Additionally, linguistic perspectives are enriched through a critical introduction to a variety of business, professional, and literary sources.

HG812 Critical Reading and Writing
The aim of this course is to enable the student to undertake degree studies with English language proficiency. Interactive approaches to linguistic fluency are developed through guided reading, autonomous learning, and task-based writing. The course encourages critical analysis and referential comprehension of literary, historical, or professional texts using research, data interpretation, and referencing. It requires students to write clearly structured, analytically sound, and persuasively argued essays. Students are introduced to social, geographic, and cultural aspects of English as a global language.

HG815 English (Remedial)
The aim of this course is to allow students to acquire certain basic grammar skills in order to undertake degree studies with English language proficiency. The course explores the usage problems associated with contemporary grammar through both degree-level reading and writing. Students are encouraged to become autonomous in recognizing and correcting errors through self-editing.
HG816 English in the world of Hospitality
The objective of this course is to improve listening, note taking, speaking and reading skills to enable the student to integrate into future classes and undertake degree studies more successfully with greater English language proficiency across the curriculum.

HG817 English in Communication
The objective of this course is to improve listening, note taking, speaking and presentation skills with an emphasis on oral and written communication, to enable the student to integrate into future classes and undertake degree studies more successfully with greater English language proficiency across the curriculum.

HG818 English in Tourism and international leadership
The objective of this course is to progress to higher listening skills, note taking, speaking and writing skills with an emphasis on intercultural approaches to Tourism and Leadership. This will enable the student to understand and integrate with other cultures in future classes and undertake degree studies more successfully with greater English language proficiency across the curriculum.

HG819 Critical Reading of Literature in English
This course aims at the analytical reading and evaluation of texts in English, including translations of literary work from other languages, and across a range of historical periods. The focus on the genres of poetry, drama and prose is designed both to introduce students to the pleasures of critical reading at sophisticated levels and to impart techniques that enable a reflective understanding of literature. The objective will be to combine some modern theoretical approaches with the student’s personal appreciation of language and literature. The classes will present the opportunity for timed assignments, and exams based on imaginative response and referenced research, as part of the overall assessment.

HG820 French Beginners
This course aims to provide basic written and oral ability and to practice communicating and exchanging information at a level corresponding to the ALTE Breakthrough Level. Presentation of the vocabulary, grammar and situations of communication is by means of everyday texts.

HG821 French Elementary
This course aims to introduce students to the French language and culture and to provide practice in four skills – listening, reading, speaking and writing – related to the Breakthrough level 2 of the CEFR.A2.

HG822 French Intermediate
This course aims to introduce students to the French language and culture and to provide practice in four skills – listening, reading, speaking and writing – related to the Breakthrough level 2 of the CEFR.A2.

HG823 Spanish Beginners
The aim of this course is to develop students’ Spanish language by intensive instruction in structure of Spanish, with focus on vocabulary building, listening and speaking skills, at the introductory level.

HG824 Spanish Elementary
The aim of this course is to develop the students’ Spanish language skills through intensive instruction Spanish, with focus on vocabulary building, listening and speaking skills, at the elementary level.

HG826 Foreign language Chinese
This course aims to initiate students in communicating in Mandarin Chinese at a Beginner’s level. Student will work on oral communication, will learn basic characters and will use the pinyin transcription system. Presentation of the vocabulary, grammar and communication practice is by means of texts illustrating everyday life and practical situations.

HG981 online Introduction to Sociology (Pass/Fail)
This course is available online in an adaptive self-directed format. This innovative course offers you the ability to personalize how you spend your time on resources and assignments, allowing you to focus more on topics you may be having difficulty mastering or progress at a quicker pace in areas that are more familiar to
you. The Walden instructor and course mentor will guide you as you analyze culture and society through the exploration of holidays and celebrations, consider the idea of self in relation to global perspectives, and compare and contrast social institutions. You will also receive support from a Glion faculty member. While the course is open for 12 weeks, you can take the full 12 weeks to complete the course, or complete it in a shorter timeframe.

HG982 online  Interdisciplinary Experience: Identity in a Global Society (Pass/Fail)
This 6-week online course uncovers the role of a global society in the development of personal identity. Through readings that highlight individual identify perspectives from around the world contrasted with the larger forces of globalization and social and cultural group memberships, students will explore multiple perspectives across the humanities as well as natural and social sciences to shed light on forces that may have helped to shape their identify. The learning format features structured weekly assignments, including discussions, papers, and learning exercises. A Walden instructor guides you through weekly discussions and assignments. You will also receive support from a Glion faculty member.

HG983 online  Analyzing Contemporary Scientific Controversies (Pass/Fail)
In this upper division, 6-week course students will apply critical and scientific thinking to issues such as human cloning, stem cell research, genetically modified foods, and climate change. Students will learn why popular beliefs continue to persist despite scientific evidence to the contrary and put their own beliefs to the test by finding and evaluating scientifically credible sources. The learning format features structured weekly assignments, including discussions, papers, and learning exercises. A Walden instructor guides you through weekly discussions and assignments. You will also receive support from a Glion faculty member.
UNDERGRADUATE ACADEMIC REGULATIONS

Change of Program
Once admitted, students may apply through the Registrar to transfer from one program to another up until the end of the second week of classes during their entry semester. Elective courses may be changed during the first 2 weeks of the semester. After this time, courses may be dropped but there are no refunds or alternate courses allowed. Degree specialization choices are confirmed by students during internship.

Course Exemptions
Students who have studied the course reference sheet, and who feel they have already covered the material in another certificated course elsewhere, may apply for a course exemption before the end of the second week of the semeste. Exemptions are not given for courses after the first two taught semesters of the degree programs or for applied learning courses in the first two semesters.

The guidelines for obtaining an exemption are detailed in the next paragraph. The request for exemption will require supporting documentation:
• A detailed course reference sheet needs to be provided for comparative purposes.
• A transcript of the grade achieved for the course taken needs to be provided.
• An exemption application is sent directly to the Dean.

Students should attend classes for the course until exemption is approved.

If the exemption is approved, a notation of CR (credit) is entered on the student’s academic record. Please note, exemption does not contribute to a student’s overall general average. A fee will also be charged for an exemption.

The course exemption gives the student the right to a voucher of value, calculated according to the number of credits of the course. The voucher is available during the student’s period of studies and offers the opportunity and the flexibility to take a course, in addition to the student’s core courses, that will broaden his or her educational experience and enhance his or her career goals. The voucher is valid until the completion of the student’s studies at GIHE only and can be used for a retake, an online, or a self-study course. Please note the course exemption is not subject to a refund. A maximum of 15 credits over the 4 years of a degree program may be earned by challenge or exemption.

Challenge for Credit
A student, who has previously acquired knowledge in areas closely related to courses offered at the institution, may apply to earn credit by means of a challenge examination, provided that the student is in good standing in the program. The following conditions apply:

a) If there is a request to challenge for credit when the student commences any semester, the challenge must be taken in the first 2 weeks of the semester. The program manager must make arrangements for the test if he or she considers it appropriate for the student to attempt the challenge.

b) A course may be challenged only once by the applicant.

c) A grade of at least 60% must be obtained to gain credit, but no grade will be recorded in the academic record. The notation CR will be entered and the semester average is not affected.

d) A maximum of 15 credits over the 4 years of a degree program may be earned by challenge or exemption.

A fee will be charged for a challenge examination.

Grading
The grading policy uses the range of 0% to 100% where 100% is exceptional work and 55% is the achievement standard for the associate degree. Failure to submit work on time results in a fail. Further details are as follows:
### a. Written Work

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>90+</td>
<td>Work that fulfils the criteria below but to an exceptional standard.</td>
</tr>
<tr>
<td>85–89</td>
<td>Work of distinguished quality that is based on extensive reading and that demonstrates an authoritative grasp of the concepts, methodologies, and content appropriate to the subject and to the assignment task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically, to synthesize effectively and to reflect a complex engagement with the aesthetic material.</td>
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<tr>
<td>80–84</td>
<td>Work that clearly demonstrates all the qualities expressed below but reveals greater imaginative insight and more originality.</td>
</tr>
<tr>
<td>75–79</td>
<td>Work that clearly demonstrates a sound and above-average level of understanding of the aesthetics, concepts, methodologies, and content appropriate to the subject and that draws on a wide range of properly referenced sources. There is some evidence of critical judgment in selecting, ordering, and analyzing content. The work demonstrates some ability to synthesize material and to construct responses that reveal some insight and may offer occasional originality.</td>
</tr>
<tr>
<td>70–74</td>
<td>Work of the qualities expressed below but that contains a greater degree of critical analysis and original insight, or creativity and perception. A range of methods will be used.</td>
</tr>
<tr>
<td>65–69</td>
<td>Work derived from a solid base of reading that demonstrates a grasp of relevant material and key concepts, as well as an ability to structure and organize arguments. The performance may be rather routine, but the work will be accurate, clearly written, and include some critical analysis but little or no original insight or creative thinking. There will be no serious omissions or irrelevancies.</td>
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**60%: THIS GRADE IS THE ACHIEVEMENT STANDARD FOR THE FINAL TWO SEMESTERS OF THE DEGREE**

It is anticipated that all assessment criteria are met. Competent and suitably organized work that demonstrates a reasonable level of understanding but lacks sufficient analysis and interpretation to warrant a higher grade. It will display some of the weaknesses of a pass grade.

**55%: THIS GRADE IS THE ACHIEVEMENT STANDARD FOR THE FIRST FOUR SEMESTERS OF THE DEGREE**

A pass standard for the level of work: Work that covers the basic subject matter adequately and that is appropriately organized and presented but is rather too descriptive and insufficiently analytical. There may be some misunderstanding of certain key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading, but it may be too narrowly focused.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>55–59</td>
<td>Work that shows a very basic understanding. Important information may be omitted. The work may be descriptive but of poor structure, meaning it does not meet the requirements of a pass.</td>
</tr>
<tr>
<td>50–54</td>
<td>Work that evidently shows a lack of preparation and suggests that it has been quickly constructed without thought or argument. Major elements of assessment criteria are not addressed or are inappropriately treated. The student may have problems with understanding and writing. Credits are awarded at this minimum standard for students who have started the UG program prior to 2014.2.</td>
</tr>
<tr>
<td>40–49</td>
<td>Work that shows no evidence of preparation or understanding and/or fails to address the assessment criteria. The student may have problems with understanding and writing.</td>
</tr>
<tr>
<td>10–39</td>
<td>Student is not present or has submitted work that has either not met the official deadline or that has been submitted on time but shows clear evidence of plagiarism or cheating.</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
b. Practical Work

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate high levels of professional capability. They are objective and self-critical in their self-evaluation. They work with a very positive attitude, showing leadership potential but respecting peers and superiors.</td>
<td>95</td>
</tr>
<tr>
<td>Students show highly developed professional performance. They show a positive attitude and team spirit. They are objective in self-evaluation.</td>
<td>85</td>
</tr>
<tr>
<td>Students show well-developed professional performance. They have a positive attitude and are objective in self-evaluation.</td>
<td>75</td>
</tr>
<tr>
<td>The student makes an effort to progress and learn. Professional capabilities are sufficient and attitude is adequate. However, the student may lack team spirit and fails to take initiative.</td>
<td>65</td>
</tr>
<tr>
<td>Professional capabilities are sufficient and attitude is adequate. Capable of being a leader, but remains a follower. The student lacks initiative and his or her self-evaluation is insufficient.</td>
<td>55</td>
</tr>
<tr>
<td>The student has acquired professional knowledge, but may lack punctuality or a hygienic approach or positive attitude. There are no positive efforts made for improvement.</td>
<td>45</td>
</tr>
<tr>
<td>The level of professional performance is insufficient. The student recognizes errors but does not appear to make an effort to improve. The student may be easily influenced by his or her peers in a detrimental way.</td>
<td>35</td>
</tr>
<tr>
<td>The student’s attitude is often negative and he or she is not motivated. There is likely to be difficulty in placing the student in a training position due to lack of enthusiasm for the industry and ability level, which is below average.</td>
<td>25</td>
</tr>
<tr>
<td>A very negative attitude with no motivation for the industry. The student over estimates him- or herself and does not recognize mistakes. Professional capabilities are insufficient to place in a training position.</td>
<td>15</td>
</tr>
<tr>
<td>Student often absent making it impossible to evaluate.</td>
<td>1</td>
</tr>
<tr>
<td>Student has not attended duties and has not taken part in theory work.</td>
<td>0</td>
</tr>
</tbody>
</table>

Attendance Policy

Attendance in class is important to success, and students are expected to have a commitment to their studies and a work ethos, which is displayed through excellent attendance. For this reason, attendance is required at all theory and practical classes. Students are expected to be in class on time. Students will not be allowed in the classroom if they arrive late. This will be recorded as an absence.

Absences

As per the attendance policy, students should not miss any classes. It is however predictable that students may miss some hours of class to address exceptional personal needs for professional reasons (i.e., attendance at interviews) or for family reasons (i.e., funerals). These absences should, however, be limited to a minimum to ensure students acquire the skills and knowledge necessary to succeed in their studies and future careers.

Absences are recorded by each lecturer for each period, and, when a student is absent, the lecturer reports the absence on a daily basis. A single period counts as one absence; a double period counts as two absences. Absences, even if excused, are never removed from records. Students have the possibility to virtually access their absence records at any time during the semester.

Based on statistical data, there is a high risk of failure beyond 10 periods of absence in the same course and beyond 60 periods of absence during the semester. Excessive absence may result in withdrawal from the class, from the course, or from the semester based upon situations and level of learning.

Withdrawn from classroom

A student exceeding 10 periods of absence in a course during his or her first three semesters of study is penalized by being physically removed from the classroom until the end of the course. This penalty forces the student to self-study the course and to be fully engaged in his or her autonomous learning. The student
is, however, authorized to attend the remaining assessments and to complete the course as a day student, considering first-year students still in a learning phase. The maximum final grade average for the course is the minimum pass mark, and the student is offered a resit in case of failure at the first attempt.

Removed from course
A student exceeding 10 periods of absence in a course during his or her last year of study is penalized by being removed from the course with a zero for the remaining assessments of the course. In case of failure in the course, the student is not offered a resit opportunity. This penalty also has serious consequences on the student’s general performance, as it impacts the semester grade average. Additionally the Progression Committee may ask the student to retake the course.

Student not authorized to attend final assessments
Students in the final year of the program are engaged in complex assessments and project work. Absences from these classes or other activities may jeopardize the student’s final academic performance. In extreme cases the Progression or Awards committees may not authorize a student to attend the final assessment of a course or may refuse to assess a student. This penalty also has serious consequences on the student’s general performance, as it impacts the semester grade average. Additionally the Progression or Awards committees may ask the student to retake the course.

Cancellation of the semester of study
Students receive regular reminders about the attendance policy and can track their absence record on a daily basis. Despite these arrangements, in place to avoid excessive absences, a student accumulating more than 60 periods of absence during the semester is suspended from studies until the next semester and he or she is required to retake the semester with no transfer of credit and no refund for the semester. Fees are charged for the retake semester. The Progression Committee may award the credits for a course completed before the suspension.

Mitigation
This term refers to a process by which students may request that exceptional circumstances be taken into account when reviewing their progress and assessment. It refers to one-off events that may have occurred during an assessment period and that may have adversely affected their performance in the assessment. Students are required to advise the Dean, in writing, with evidence of the problem before the assessment grades are known. Student Affairs will also advise when students are on campus.

Academic Difficulties
Students are required to divulge any medical problems they have that will affect their ability to progress. This information is requested on the application form. A problem such as dyslexia and other learning difficulties will be accommodated as far as is possible by the institution. Student Affairs will also advise when students are on campus.

Incomplete Work
Students prevented by illness or other legitimate reasons accepted by the mitigation process will have the designation I assigned on the grade report sheet. No grade point is recorded, and the semester average is not affected. At this point, a completion date will be stated. If, by the time the Awards Committee meets, no new grade has been submitted by the lecturer and no deferment of grade has been granted by the Awards Committee, or if the stated completion date has passed, an F (fail) will be assigned. The semester average will then be recalculated.

Progression (students who start their program of study in 2014.2)
Students must accumulate credit to progress to the next level or stage of study. A degree is awarded on the basis of credit acquired during a program of study. The type of degree is dependent on a student’s performance (e.g. honors, management, or administration), the program of study (hospitality or ESE), and the number of credits accumulated in total and at each of the three stages of study. A student must accumulate the required minimum credits from each of the three stages of study to progress and be eligible for the degree.
<table>
<thead>
<tr>
<th>Award</th>
<th>Number of Credits</th>
<th>Including</th>
</tr>
</thead>
</table>
| Bachelor’s Honors Degree (BBA, BSc, or BA Hospitality, or ESE Management with Honors) | 123 | At least accumulated credits from Level 1 (s1-3): 47  
Level 2 (s4-5): 28  
Level 3 (s6-7): 48 |
| Bachelor’s Degree Non-Honors (BBA, BSc, or BA Hospitality, or ESE Management) | 120 | At least accumulated credits from Level 1: 47  
Level 2: 28  
Level 3: 45 |
| Bachelor’s Degree Non-Honors (BBA, BSc, or BA Hospitality, or ESE Administration) | 120 | At least accumulated credits from Level 1: 47  
Level 2: 28  
Level 3: 45 |

A degree is awarded on the basis of credit acquired during a program of study. Credits are only given for passed courses (55% and/or 60%). An undergraduate program of study is divided into specific stages or levels of learning, which are equivalent to a year of full time study. At each stage a student must accumulate enough credit to progress to the next level of study.

### Bachelor’s Degree Progression Milestones (for non-honors and honors degrees)

<table>
<thead>
<tr>
<th>Students must attempt, complete, and achieve</th>
<th>Attempted Non-Honors Degree Credit</th>
<th>Minimum Non-Honors Credit Progression Requirement</th>
<th>Attempted Honors Degree Credit</th>
<th>Minimum Honors Credit Progression Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (semesters 1, 2, and 3)</td>
<td>50</td>
<td>47</td>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>Level 2 (semesters 4 and 5)</td>
<td>31</td>
<td>28</td>
<td>31</td>
<td>28</td>
</tr>
<tr>
<td>Level 3 (semesters 6 and 7)</td>
<td>48</td>
<td>45</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>129 Credits</td>
<td>120 Credits</td>
<td>132 Credits</td>
<td>123 Credits</td>
<td></td>
</tr>
</tbody>
</table>

All courses within a program of study must be attempted. The Progression Committee will only allow students to move from one stage to another if credit progression requirements (e.g., minimum credit progression requirements) or milestones are reached. Students can fail courses, but no credit is given for failed courses. Students can make up failed courses and missed credits through resit examination, retake, or replacement in-class or online.

No general average is needed to progress; however, a student’s general average from semesters 1, 2, 3, and 4 are used to classify a student as honors (over 75%), management (over 65%), or administration (over 60%) in the final year of the degree program. Thus, a general average is an important indicator of present and future academic ability and performance.

The Progression and/or Awards committees remain the final arbiter of any decisions.

**Undergraduate bachelor degree progression and degree classification**

At the end of level 2, eligible students will progress to the last stage of the program. After any reassessment and successful progression, students entering into semester 6 are classified or reconfirmed into three registrations or classification types:

- Management with honors
- Management
• Administration

Students are required at level 3, or in the final year of their studies, to complete and pass a capstone project. Capstones are designed and credited based on the three degree classifications. Honors students who defer their dissertation without approved mitigation will not be awarded honors and will be reclassified as non-honors, but they must still complete the required non-honors capstone. Non-honors students who defer, without mitigation, their capstone will be required to retake their capstone for credit.

<table>
<thead>
<tr>
<th>Undergraduate Classification</th>
<th>Capstone</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Degree</td>
<td>Dissertation or Applied Business Project</td>
<td>6 credits</td>
</tr>
<tr>
<td>Non-Honors Degree</td>
<td>Independent Research Study</td>
<td>3 credits</td>
</tr>
<tr>
<td>Administration</td>
<td>Individual Business Report</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

NB: Students in the Laureate transfer programs (UVM, UAM, UIP, ULH, UDLA, UNAB, UPC, UIA, UMBR etc.) for the Bachelor of Arts in Hospitality Services must pass all courses with 60% in each semester of their program. They will enter as an administration degree classification unless their previous studies general average shows a high level of performance equivalent to other GIHE degree classifications.

NB: Direct-entry students must complete 60 credits to be eligible for a GIHE UG management degree. The entry point is normally at semester 5, and students must complete 60 credits during two campus-based semesters and one internship semester. Direct-entry students may have to pick up extra courses on campus or online to reach the 60 required credits. Direct-entry students can complete the two campus-based semesters before their internship semester. They will enter the management degree classification unless their previous studies general average shows a high level of performance equivalent to GIHE 75% or above.

NB: Provisional BD students that progress under the BD regulations to stage 2, provide the required English level, reach the entry-age requirements, and in some cases provide any missing entry documents can move to full BD status during and at the end of stage 1. Dependent on entry, a provisional BD student may also be asked to complete extra courses or a semester of study. The Progression Committee may also review the student’s general average.

• Provisional BD students must move to full BD status at the end of stage 1. Without the required progression requirement, provisional BD students will be withdrawn from the program.
• Provisional BD students eligible for full BD status will be registered and eligible for a UG Hospitality / ESE Administration degree once reregistration is completed at the end of semester 2.
• Provisional BD students that request full BD status at management or at the honors classification will be required to complete extra credit during level 2 (semesters 4 and 5).

Progression (students who start their program of study prior to 2014.2)
In order to progress from one program period to the next, a student must normally obtain a general average grade of 60% for the associate degree, 65% for the degree, and 70% for the postgraduate or professional diploma programs.

In the degree, no more than one course below the minimum achievement grade is permitted. The Progression Committee may allow one subject to be retaken concurrently with the next semester if the student has two non-achieved courses, providing the timetable allows it.

For students in semester 3, a pass in English for Academic Purposes (Intermediate) is a prerequisite for continuation of studies. For students in semester 4, a pass in English for Academic Purposes (Advanced) is a prerequisite for continuation of studies. Entry to the honors degree at semester 6 is determined by having a 75% semester average and passing the program-specific requirements in semester 4. Failure in the Research Methods course will result in Dissertation being replaced by Independent Research Study. Failure in Business Research Methods will result in Independent Research Study being replaced by the Business Portfolio course.
Students who do not meet the progression criteria are required to resit failed subjects (see Paragraph 9). The Awards Committee is the final arbiter in these matters.

**Reassessment**
If a student fails a course there are still opportunities to make up or achieve the required credit through reassessment.

**Resits**
Students who do not meet the achievement standards at course level are eligible to take a resit examination unless the course failure is due to
- unfair practices resulting in a zero grade for a component of the course, or
- the student not completing/attending the final assessment

Normally, only one resit per course is permitted. Resit examinations are offered at a specified time. Students pay a resit fee prior to being admitted into the examination room. Students with exceptional mitigation circumstances may be offered another time period. If the student is successful in the resit examination, the minimum pass mark (see program level achievement grades) is awarded and used in the calculation of the semester grade average. The resit mark is the final grade, whether higher or lower than the previous mark. Progression rules are applied after resit grades. In case of failure at the semester level, the standard retake rules are applied.

The Progression or Awards Committee is the final arbiter in these matters.

**Retakes**
Students who have not met the minimum achievement grade (after resit) in more than one course will not normally be able to progress until these courses have been retaken. Students must retake the failed course(s) and must pay the relevant fee. A student may normally only retake a course once. Those students who, after resit, have not been allowed to progress with their studies into the following semester will be offered a bridging semester where all failed courses must be retaken and a minimum of four courses studied. Progression periods, normally semesters, are determined by the program regulations (see student handbook). The Awards Committee is the final arbiter in these matters.

**Retake/Repeat Semester:**
If a student fails multiple courses and does not accumulate the required credits to progress to the next semester or learning stage, a repeat or retake semester can be attempted. Should a student be retaking a semester or stage of study, the student is required to retake or attempt at least four courses during any one semester. This requirement is based on credit accumulation and visa requirements. Any extra credit achieved at a retake stage or semester cannot be used to compensate or replace other semester or stage credits. For example, extra stage or level 1 credit cannot be used to replace stage 2 or three credits as learning levels do not correspond. Should a student fail, and thus does not complete a course or stage of study through retakes and does not accumulate the required credit, her or she cannot progress and will be withdrawn from the program of study. However, in certain cases, students may be eligible for an alternate award (e.g., early-exit award) based on the credits achieved. Similarly, students who have to leave partway through a program of study can also be eligible for an early-exit award based on credits achieved.

<table>
<thead>
<tr>
<th>Learning Levels</th>
<th>UG Early-Exit Award</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 (semester 1–3)</td>
<td>Diploma</td>
<td>40 credits</td>
</tr>
<tr>
<td>Level 1 and 2 (semester 1–4)</td>
<td>Associate Degree</td>
<td>60 credits (must include stage 1 internship)</td>
</tr>
<tr>
<td>Level 1, 2, and 3 (semester 1–7)</td>
<td>Diploma of Higher Education</td>
<td>80 credits (must include stage 2 internship)</td>
</tr>
</tbody>
</table>
**Plagiarism and Cheating**
Plagiarism is the act of presenting another’s ideas or words as one’s own. Cheating includes, but is not limited to, the intentional falsification or fabrication of any academic activity, unauthorized copying of another person’s work, or aiding and abetting any such acts. These acts are forbidden for any graded work assignment such as quiz, test, examination, case study, project, or report, and such acts will result in a zero grade for that piece of work. Should the student fail a course due to such a zero grade, a resit examination is not permitted. A fail given in these circumstances is part of the progression considerations. Having completed the Research Methods course, there is no excuse for students in their final semester to be involved in any form of unfair practice and the Awards Committee will not entertain or tolerate these activities. The discipline process attached to this behavior is described in the Unfair Practice Policy available from the Registrar.

**Examination Regulations**
At examination points, examination dates will be posted at least 1 week before the examination takes place. A student may be allowed to take an examination at other than the scheduled time only if he or she is incapacitated due to illness or accident, which is certified and there will be a fee for a supplemental examination. Travel plans are not an excusable reason for missing an examination.

A student who believes that his or her circumstances fall into other than the above categories must present supporting documentation and must request a supplemental examination from the Dean, whose decision will be final. This will be a different examination, and there will be a fee for a supplemental examination. Travel plans are not an excusable reason for missing an examination.

Any student arriving at an examination 30 minutes after its start will not be admitted into the examination, and the resultant grade will be zero. A student admitted late will only be given the time until the normal conclusion of the examination. Students may not leave in the first 45 minutes of an examination or the last 15 minutes.

General examination regulations will be posted with the examination timetable, and these must be observed by students and faculty without exception. Such regulations will relate to:

- Items allowed in the examination room
- Items not allowed in the examination room
- Talking during the examination
- Finishing the examination
- Cheating or attempted cheating
- Question time
- Dress code
- Having student ID card on exam table

**Maintenance of Academic Standing**
Students who, in the judgment of the Awards Committee or the Academic Dean, consistently fail to maintain satisfactory standards will, in the normal course of events, receive notice of:

- Academic Warning on the first occasion
- Academic Probation on the second occasion
- Required to Withdraw on the third occasion

Students who have been required to withdraw will have the designation RW recorded in their academic records and are deemed to have failed. The Awards Committee will specify any conditions or exclusions affecting the required withdrawal.

**Grade Report Sheet**
At the end of each semester, the student is given a grade report sheet (transcript) by email. The report will list those courses that contribute to the current program of study and will show the final grade for each course. Copies of final transcripts or award documents can be obtained from the Registrar for a fee.
Deferment of Grade

DG, deferment of grade, is a designation applied to a course by the Awards Committee indicating that it grants an extension, of a specified time, to complete the requirements of a course.

Academic Records

The student’s academic record is confidential, within the institution’s faculty and administration teams, and will be sent only to the student and the parent or sponsor, or the Regional Admissions Director, of the student unless otherwise instructed by the student, parent, or sponsor. Any instruction to the contrary must be made in writing to the Registrar by the student, parent, or sponsor.

Transfer of Credits

Credits earned at the institution are transferable at the discretion of the receiving school, college, or university.

Validity of Registration

Students’ registration and credit remain valid for twice the length of their program’s duration (unless other regulations apply).

Graduation

To graduate, a student must:
• Successfully complete each of the requirements of the chosen program.
• Meet the progression requirements for each semester.
• Complete all necessary internship periods and assessments (when part of the program).
• Discharge all financial obligations to the institution.

Categories for graduation are the following:

Honors Degrees: The average of the final two semesters is considered.
• Pass is from 65% to 69.9%.
• Merit is from 70% to 79.9%.
• Distinction is 80% or higher.

All other programs including the Associate Degree, Diploma, Higher Diploma, Ordinary Degree, and Post Graduate programs:
• Distinction is 85% and above, averaged over the last two semesters.

Appeals Procedure

Students may lodge an appeal to the Academic Committee within 15 working days from the receipt of their results (assuming 5 delivery days from postmark) when:
• The published results are suspected of containing arithmetical errors or other errors of fact.
• Exceptional personal circumstances had an adverse effect on the candidate’s performance. Besides providing third-party evidence, which substantiates the claim, the candidate must provide good reasons why the invoked reason was not made known to the Awards Committee before it took place.

Note:
• Appeals based on facts known to the Awards Committee before it made its recommendation for the conferment of awards will not be admissible.
• Appeals that question the academic judgment of examinations shall not be admissible.
• Appeals based on factors already known to the candidate before the assessment took place will not be admissible. Such cases should have led the candidate to file for mitigation.

The Appeals Procedure:
The Registrar receives and examines the eligibility of an appeal. Formally, the Awards Committee acts on behalf of the Academic Committee and forwards eligible appeals to the next Appeals Committee meeting. These meetings only take place upon the request of the Awards Committee and no more than twice a year.
within 3 months following the end of semester assessment periods. The Appeals Committee will be empowered to take either of the following decisions:

- Reject the appeal and no further action will be taken.
- Refer the matter back to the Awards Committee with appropriate recommendations.

These recommendations are received by the Awards Committee, which transmits them for execution to the Chairman of the Academic Committee.

The Awards Committee and the Academic Committee may only question these recommendations if and when errors of fact or procedural mistakes are suspected to have influenced the Appeals Committee’s recommendation(s). If such is the case, the Awards Committee and/or the Academic Committee must resubmit the case to the Appeals Committee with all the necessary documentation.

**Appeals Committee:** *(The quorum is two for this committee.)*
- Director General
- Director of Campus (independent)
- Independent Educational Representative (External)
- Independent Industry Representative (External)
SCHOOL CATALOG
Year 2016 / Spring Semester

GRADUATE PROGRAMS OF STUDY

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RELEVANCE OF INFORMATION STATED IN THE SCHOOL CATALOG

We make every effort to assure completeness and accuracy in the catalog. Inevitably, due to the changing nature of listings and policies from year to year, possible errors, misprints, or omissions may occur for which the institution shall not be held liable.
The provision of this catalog should not be considered as an irrevocable contract between the student and the institution. GIHE reserves the right to change any provision or requirement, including fees, contained in this catalog at any time with or without notice.

Note: Academic programs are subject to variation upon semester and location.
POSTGRADUATE DIPLOMA IN HOSPITALITY ADMINISTRATION

The postgraduate program is specifically designed to meet the needs of the graduate and/or mature student looking to change careers and enter the hospitality industry. Students are able to design their own learning program that recognizes their previous experience and work intentions.

Learning Outcomes:
Specifically at the end of the program students will be able to:
1. Use their adult thinking-skills of reflective thinking, critical thinking, and relativistic thinking within an operational context.
2. Interpret situations and apply knowledge, competencies, and tactics necessary to manage service expectations from a diverse customer base.
3. Evaluate the industry in its broader sense, allowing for the development of strategies to create business opportunities within hospitality.
4. Apply their understanding of generic management concepts and practical skills to the workplace.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG103</td>
<td>Introduction to Food and Beverage</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG151/PG152</td>
<td>Applied Learning Kitchen Ops /Applied Learning F&amp;B Service</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG320</td>
<td>English for Academic Purposes - Advanced (unless exempted)</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG262</td>
<td>Principles of the Hospitality and Tourism Industries</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG302</td>
<td>Rooms Division</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG304</td>
<td>Craft Based Learning – Rooms Division</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG305</td>
<td>Operations Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG102</td>
<td>Contemporary Issues in the Hospitality Industry</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG154</td>
<td>Food and Beverage Administration Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG185</td>
<td>Event Planning</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG254</td>
<td>Project Factory</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG256</td>
<td>Food and Beverage Management and Entrepreneurship</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG261</td>
<td>People Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG263</td>
<td>Business Etiquette in an International Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG281</td>
<td>Customer Service</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>PG403</td>
<td>Rooms Division Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG433</td>
<td>Gastronomic Nutrition</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG610</td>
<td>Principles of Marketing</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG611</td>
<td>Digital Solutions</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG641</td>
<td>Entrepreneurial Project Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG728</td>
<td>International Media and PR Management</td>
<td>3 credits</td>
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</table>

Final Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG200</td>
<td>Internship</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>PG201</td>
<td>A Reflection of Your Internship Experience</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Campus-based students earning a total of 36 credits are eligible to receive the Postgraduate Diploma in Hospitality Administration. If students have only work experience and no bachelor’s degree, they will be awarded a Professional Development Diploma in Hospitality Administration.
POSTGRADUATE HIGHER DIPLOMA IN HOSPITALITY MANAGEMENT

The aim of this program is to prepare students for global leadership within the international hospitality industry. The student will develop professional, managerial, and strategic competencies through a range of teaching processes, including craft-based learning, didactic, and student centered approaches. The program develops generic thinking skills through exposure to contemporary management theory within the context of hospitality organizations.

**Learning Outcomes:** Specifically, at the end of the program students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of hospitality environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical, and environmental issues in the management of hospitality organizations and their relationship with the local community and stakeholders.
4. Examine and critically analyze theoretical principles and practices to respond to contemporary issues in hospitality.
5. Manage and evaluate trends affecting this industry globally.
6. Use effectively the full range of common skills developed during the program by integrating and evaluating issues encountered within the General Education Program.
7. Identify and critically evaluate current concerns and issues of sustainable development within the international hospitality industry.

**Focus on Human Resources Management**

**Semesters 1 and 2**
Pre-requisite: PG261 People Management
Credits earned 36 credits

**Semester 3**
**Core Courses**
- HP601 Human Resources in the Hospitality Industry 3 credits
- HE713 Leadership 3 credits
- HG790 Ethical Decision Making 3 credits

**Elective Courses**
- HG625 Organizational Behavior 3 credits
- HE705 Human Resources Strategy 3 credits
- HE712 Corporate Finance 3 credits
- HE716 Training and Career Development 3 credits
- HE743 International Human Resources Management 3 credits
- One General Education elective 3 credits

**Final Semester**
- PG200 Internship Pass/Fail
- PGHD903 Applied Research Project 3 credits

**Focus on Financial Management**

**Semester 1 or 2**
Pre-requisite: PG316 Financial Accounting
Credit earned 36 credits
### Semester 3

**Core Courses**
- HP603 Hospitality Real Estate Finance \(3 \text{ credits}\)
- HE631 Economics for Hospitality, Tourism, and Leisure \(3 \text{ credits}\)
- HE712 Corporate Finance \(3 \text{ credits}\)

**Elective Courses**
- HE611 International Business Law \(3 \text{ credits}\)
- HG651 Applied Statistics \(3 \text{ credits}\)
- HE608 Corporate Social Responsibilities and Governance \(3 \text{ credits}\)
- HE785 Planning and Financial Management for Events \(3 \text{ credits}\)
  - One General Education elective \(3 \text{ credits}\)

**Final Semester**
- PG200 Internship \(\text{Pass/Fail}\)
- PGHD903 Applied Business Project \(3 \text{ credits}\)

**Focus on Marketing Management**

### Semester 1 or 2

Pre-requisite: PG610 Principles of Marketing

Credit earned \(36 \text{ credits}\)

### Semester 3

**Core Courses**
- HE618 Sales Management \(3 \text{ credits}\)
- HE631 Economics for Hospitality, Tourism, and Leisure \(3 \text{ credits}\)
- HP709 Services Marketing \(3 \text{ credits}\)

**Elective Courses**
- HP601 Human Resource in the Hospitality Industry \(3 \text{ credits}\)
- HE611 International Business Law \(3 \text{ credits}\)
- HE630 Essentials of Brand Management \(3 \text{ credits}\)
- HE642 e-Commerce \(3 \text{ credits}\)
- HP609 Conference and Exhibition Management \(3 \text{ credits}\)
  - One General Education elective \(3 \text{ credits}\)

**Final Semester**
- PG200 Internship \(\text{Pass/Fail}\)
- PGHD903 Applied Business Project \(3 \text{ credits}\)

Campus-based students earning a total of 54 credits are eligible to receive the **Postgraduate Higher Diploma in Hospitality Management** award with the chosen specialization. If students have only work experience and no bachelor degree, they will be awarded in place a **Professional Development higher Diploma in Hospitality Management** award with the chosen specialization.
POSTGRADUATE DIPLOMA IN EVENT, SPORT & ENTERTAINMENT ADMINISTRATION

The postgraduate program is specifically designed to meet the needs of the graduate and/or mature student looking to change career and enter the event, sport and entertainment industries. Students are able to design their own learning program which recognizes their previous experience and work intentions.

Learning Outcomes:
By the end of the program, students will be able to:

1. Evaluate the industry in its broader sense allowing for the development of strategies to create business opportunities.
2. Use their adult thinking-skills of reflective thinking, critical thinking, and relativistic thinking within an operational context.
3. Interpret situations and apply knowledge, competencies, and tactics necessary to manage service expectations from a wildly diverse customer base.
4. Apply their understanding of generic management concepts and practical skills to the workplace.
5. Identify the employment sector of the industry where they would be most suited and where their personalities and skills could be best applied.

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG185</td>
<td>Event Planning</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG254</td>
<td>Project Factory</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG320</td>
<td>English for Academic Purposes - Advanced</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>(Unless exempted)</td>
<td></td>
</tr>
<tr>
<td>PG728</td>
<td>International Media and PR Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG103</td>
<td>Introduction to Food and Beverage</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG151/152</td>
<td>Applied Learning Kitchen Ops /Applied Learning F&amp;B Service</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG154</td>
<td>F&amp;B Administration Practices</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG256</td>
<td>Food &amp; Beverage Management and Entrepreneurship</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG261</td>
<td>People Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG263</td>
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<tr>
<td>PG304</td>
<td>CBL Rooms Division</td>
<td>3 credits</td>
</tr>
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<td>PG316</td>
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</tr>
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Final Semester

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<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
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<td>Internship</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>PG201</td>
<td>A Reflection of Your Internship Experience</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Campus-based students earning a total of 36 credits are eligible to receive the Postgraduate Diploma in Event, Sport and Entertainment Administration award. If students have only work experience and no bachelor degree, they will be awarded in place a Professional Development Diploma in Event, Sport and Entertainment Administration.
POSTGRADUATE HIGHER DIPLOMA IN EVENT, SPORT & ENTERTAINMENT MANAGEMENT

The aim of this Program is to prepare students for global leadership within the international Event, Sport and Entertainment Industry. The student will develop professional, managerial and strategic competencies through a range of teaching processes, including craft-based learning, didactic and student centered approaches. The program develops generic management skills through exposure to contemporary theory.

Learning Outcomes:

By the end of the program the students will be able to:
1. Act as autonomous learners and reflective practitioners working towards realizing their personal and professional potential.
2. Reflect on the knowledge and skills acquired by differentiating between the many roles and responsibilities of a manager within a range of Event, Sport and Entertainment environments.
3. Demonstrate an understanding and awareness of the cross-cultural, moral, ethical and environmental issues in the management of Event, Sport and Entertainment organizations and their relationship with the local community and stakeholders.
4. Examine and critically analyze the principles and practices of theory to respond to contemporary issues in Event, Sport and Entertainment.

Focus on Event, Sport and Entertainment Management

Semesters 1 and 2
Pre-requisite: PG185 Event Planning
Credits earned: 36 credits

Semester 3
Core Courses

ESE615  Sport Commercialization and Governance  3 credits
HP609  Conference and Exhibition Management  3 credits
ESE618  Contemporary Issues in Entertainment and Sport Management  3 credits

Elective courses

ESE611  Legislation and Contractual Law in ESE  3 credits
HE617  Change Management  3 credits
HE713  Leadership  3 credits
HE631  Economics for Hospitality, Tourism, and Leisure  3 credits
HP684  Managing Hospitality in Events  3 credits
HE712  Corporate Finance  3 credits
ESE727  Fundraising for Events  3 credits
HE785  Planning and Financial Management for Events  3 credits
One General Education elective (Please see chart on p28)  3 credits

Final Semester

PG200  Internship  1 credit
PGHD903  Applied Business Project  3 credits

Focus on Financial Management

Semesters 1 and 2
Pre-requisite: PG316 Financial Accounting
Credits earned: 36 credits
Semester 3
Core Courses

HE631  Economics for Hospitality, Tourism, and Leisure  3 credits
HE712  Corporate Finance  3 credits
HE785  Planning and Financial Management for Events  3 credits

Elective courses
ESE611  Legislation and Contractual Law in ESE  3 credits
HG651  Applied Statistics  3 credits
HP684  Managing Hospitality in Events  3 credits
HE608  Corporate Social Responsibility and Governance  3 credits
One General Education elective (Please see chart on p. 28)  3 credits

Final Semester
PG200  Internship  1 credit
PGHD903  Applied Business Project  3 credits

Focus on Marketing Management

Semesters 1 and 2
Pre-requisite: PG610 Principles of Marketing
Credits earned: 36 credits

Semester 3
Core Courses

HE618  Sales Management  3 credits
HE631  Economics for Hospitality, Tourism, and Leisure  3 credits
HP709  Services Marketing  3 credits

Elective courses
ESE611  Legislation and Contractual Law in ESE  3 credits
HE630  Essentials of Brand Management  3 credits
HE642  e-Commerce  3 credits
HP609  Conference and Exhibition Management  3 credits
ESE727  Fundraising for Events  3 credits
One General Education elective (please see General Education section)  3 credits

Final Semester
PG200  Internship  1 credit
PGHD903  Applied Business Project  3 credits

Campus-based students earning a total of 54 credits are eligible to receive the Postgraduate Higher Diploma in Event, Sport, and Entertainment Management with the chosen specialization. If students have only work experience and no bachelor’s degree, they will be awarded a Professional Development Higher Diploma in Event, Sport, and Entertainment Management with the chosen specialization.
POSTGRADUATE PROGRAMS COURSE DETAILS

(HP, HA and HE course details are stated under the undergraduate programs section)

PG102 Contemporary Issues in Hospitality
This aim of this course is to enable students to understand the developing contemporary international hospitality industry. The course will analyze recent developments and explore the new challenges facing the industry today. Students will therefore develop knowledge to foresee business trends, challenges and opportunities.

PG103 Introduction to Food and Beverage
This course enables students to develop a critical view of the Food and Beverage business. It will enhance their understanding of the departmental operational sectors whilst developing their awareness of corporate social responsibility (sustainability, ethics, and environmental sensibility). Food and Beverage department structure, financial aspects, food safety concerns and beverage knowledge form the core themes of this course. Students will be exposed to a range of learning experiences including formal lecture, individual research, and practical activities such as wine tasting. This course will also support them in preparation for their first internship in a Food and Beverage operational sector.

PG151 Applied Learning Kitchen Ops
PGD Kitchen Ops introduces students to the basic of hygiene and safety applied in a food production areas and to the basics of culinary arts, including working as a team member, working in the different section of a kitchen. To research and create a menu following theme of their choice, developing recipes, costing, filling a requisition order and putting it into practice. Practical period and the organization of the event will encourage the student to develop a sense of responsibility and leadership, the ability to evaluate and to anticipate needs. These practical activities reflecting industry’s realities are also designed to stimulate the student to progress and to gain confidence.

PG152 Applied Learning F&B Service
Applied Learning in Food & Beverage develops the student foundation knowledge and skills in food & beverage service. The course will also specifically develop the student knowledge of hygiene regulation bases, and recycling. Demonstrations, simulations and practical activities performed by the student in the different sectors of the Food & Beverage department will help familiarize the student with professional environments, working techniques and communication in a multicultural environment. These experiences will develop interest and stimulate curiosity, to prepare the student to progress in the program of study as well as the reality of the industry. Practical work will foster the development of lifelong skills in interpersonal communication, work organization, personal presentation and professional behavior. The working environment of the school will familiarize the students with different forms of authority and leadership. Applied Learning is also designed to prepare students to take an active role in the hospitality industry.

PG154 Food and Beverage Administration Practices
Food & Beverage Administration course covers topics in food and beverage cost control and menu design. Restaurant and catering businesses are approached as sources of profit. This course will allow students to develop their skills in purchasing, receiving, storing, issuing, using and selling goods. Systems of administering and managing F&B outlets will be explored and evaluated. Formal lessons, individual exercises and group case studies will help the students familiarize themselves with the various administration, organization and promotion techniques. These different activities will foster the development of life long skills in interpersonal communication, organization and evaluation of work and leadership.

PG185 Event Planning
The course provides an overview of different types of events and their specific requirements in terms of operational planning. This course will analyze concepts and frameworks relating to planning, decision-making and operational procedures for venue selection, logistics, budgeting, human resource planning and service providers. The student is encouraged to develop the vital competences required to plan and organize an event.
PG200 Internship
The aim is to provide students with interesting, informative and high quality training opportunities, which enhance professional competence and enrich personal development. These opportunities will take place both in the international segment of the industry or within smaller establishments, in Switzerland or abroad. Glion Institute of Higher Education prides itself on its excellent relationships with the industry trade and aims always to be transparent in both its contact with the industry and with its students.

PG201 A Reflection of Your Internship Experience
The aim of this course is to enable students to develop their operational/managerial skills base as well as to expend their analytical skills. Based on the experience and knowledge acquired during their studies at GIHE and internship, students will be required to produce a report that will focus on the identification of a particular issue which they have highlighted during the internship. The Student would be expected to critically analyze the issue and make recommendations for potential solutions.

PG254 Project Factory
The aim of this course is to expose the students to a range of practical event, sport and entertainment experiences. Students will be required to deliver and supervise sport and entertainment events. At the same time students will construct practical supervisory and leadership skills whilst developing initiative. The majority of this learning will take place in the context of a real customer environment. Students will also experience and observe an external event, (TDA). Students are required to analyze and report upon the event structure, management and linked services of the event.

PG256 Food and Beverage Management and Entrepreneurship
A complement to Food & Beverage Administration practices course with an in-depth consideration of specific topics such as the quest for quality through “shopper” reports, property design and layout, banqueting operation management, the quality process applied to food and beverage operations, specifically the use of the problem solving process, social responsibility in serving alcohol and, for the aspiring entrepreneur, methods of getting into their own business.

PG261 People Management
The aim of this course is to prepare students in the role of the supervisor and they will learn skills, attitudes and abilities needed to supervise small teams and outlets in the hospitality industry. Two key areas will be considered in this course; the development of leadership style to suit different situations and understanding the supervisor’s role in the personnel functions of running a department, including: recruitment & selection hiring, discipline, training and performance evaluation.

PG262 Principles of the Hospitality and Tourism Industries
The purpose of this course is to introduce students to the business world of hospitality and tourism. It is to understand the evolution of the industries and how they have grown as a result of globalization and how this will continue to drive one of the world’s largest industrial sectors. It will introduce both theoretical perspectives that underpin the two sectors as well as gaining a practical understanding of how they lead to the market opportunities and the challenges that each sector faces with the continuous expansion of competition and the opening of new markets around the world.

PG263 Business Etiquette in an International Environment
The course examines the guiding principles of professional business etiquette from both an operational and management context for application in an international environment. This course will discuss protocols of professional conduct: from posture, ‘dress for success’ to intercultural communications skills and examine contemporary workplace etiquette. A comprehensive coverage of business & social networking protocols and remote working practices, along with their impact on professional efficiency and effective team work will be an important component of this course. A detailed study of cultural diversity and global work styles in specific countries will form a core part of the student activity and assessment.
PG281  Customer Service
The purpose of this course is to provide strategies and tactics for managing service expectations and experiences. Delivering consistent, quality service requires the re-education of customers about service and the role of service professionals and new approaches in the design, staffing, marketing, and management of the service system. The student will learn how to create a positive customer service climate that harnesses the natural talents of service professionals.

PG302  Rooms Division
The aim of this course is to prepare students to use, consider and evaluate administration systems and supervisory techniques for Rooms Division. Students will review various guest management techniques and administrative processes and consider their implications for decision making. The course will be based on theoretical knowledge applied in real situations of the Rooms Division department. Individual or group case studies, analysis of reports, demonstration and usage of guest accounting systems, construction of Rooms Division policies will help the familiarization process.

PG304  Craft Based Learning - Rooms Division
The aim of this course is to help students to acquire operational skills and evaluate supervisory techniques for Rooms Division. It includes two aspects of study, the first being the daily tasks that take place at the reception, the second being the process to assist and supervise the cleaning of rooms and public areas. The course will be based on practical duties relevant to real situations of a Rooms Division department.

PG305  Operations Management
The aim of this course is to help students to acquire an understanding of how Operations Management is at the core of the success of any hotel. It positions the functions of the key departments in the context of the globalized and standardized products and services that modern hotels offer in the International Hotel market place. The course will consider theory applied in real life circumstances linked to hotel operations. Students will familiarize themselves with operational and administrative tasks required to achieve the satisfaction of the major stakeholders of the business, notably the Investors, the Customers and the Staff. They will cover the positive and negative impacts on the customer of the positive outcomes of management of standards, and all under the umbrella of safe operational management procedures.

PG316  Financial Accounting
The purpose of the course is to give students the basic understanding of financial statements and how business transactions are reflected on financial results. The course will prepare students by giving the knowledge and understanding so that they are later able to perform managerial calculations and use financial information as a supportive input for decision making. (This elective cannot be taken as an off campus self-study retake)

PG320  English for Academic Purposes (Advanced)
The aim of this course is to enable the student to undertake degree studies with English language proficiency. Interactive approaches to linguistic fluency are developed through guided reading, autonomous learning and task-based writing. The course encourages critical analysis and referential comprehension of literary, historical or professional texts using research, data interpretation and referencing. It requires students to write clearly structured, analytically sound and persuasively argued essays. Students are introduced to social, geographic and cultural aspects of English as a global language.

PG327  Communication
This course treats the dimensions, challenges and processes of human communication. Its aim, within a multicultural framework of hands-on, interactive simulation and production, is to enhance students’ interpersonal communication skills. Emphasis will be placed on the development of effective listening techniques, the delivery of basic team and individual speeches and business writing, including press releases and online content.

PG403  Rooms Division Management
The aim of this course is to further develop the students understanding of practices within Rooms Division. Knowledge from previous semesters is expanded dealing with decision-making and problem solving. This
course brings together and focuses on the key concept of Revenue Management, and relates it to other management tools. Particular emphasis is on performance at the level of finance, guest-service encounter and understanding consumer behavior.

PG433   Gastronomic Nutrition
This module aims to provide students with a general appreciation of the role that gastronomic nutrition may play in the health and well-being of both individuals and societies. The various modules are designed to give the student a basic understanding of the nutritional properties of foods and “superfoods” and their link to human health. The course will also demonstrate the powerful role that well-prepared and attractive meals may play in improving the food environment and encouraging better food choices. The societal benefits of family meals, “Slow Food” and “Real Food” will also be considered.

PG610   Principles of Marketing
This course is designed to introduce students to contemporary marketing practices and philosophies. The students will gain an understanding of these processes both in theory and application. The role and importance of marketing will be appraised with examples from the hospitality and ESE industries and other businesses. During the semester, students will explore key concepts and functions of marketing and will be asked to apply these to a range of business contexts.

PG611   Digital Solutions
This course is designed to introduce students to the world of digital solutions and permit them to combine both the theoretical aspect of digital solutions but also the practical perspective. During the semester students will have the possibility of learning and going through real tools and software that are being used in the world of e-marketing. Students will also be taking part in different challenges, allowing them to experience hands-on campaigns using Google AdWords and Google+.

PG641   Entrepreneurial Project Management
This course is designed to develop knowledge, skills and competencies in creating a sound business model and plan. Focus is on entrepreneurial projects, whether a start-up company, a family business, a corporate initiative or an event. It encompasses creating and linking the business/project model and a narrative, analyzing its financial elements, and planning for the initial and subsequent phases of the project. This course has two objectives: The first is to develop an idea, a concept or an existing business into a sound business/project model and strategy. The second is to formulate the implementation road map through a grounded business/project plan, including initial investment requirements, risk implications and mitigations, as well as exit strategies.

PG728   International Media and PR Management
This course examines the relationship that exists between the International Media and the world of sport, entertainment and news including the roles newspapers, magazines, radio, television, the internet and social media have assumed in reporting. The course also examines the management of public relations in relation to the media and the various media industry related agencies.

POSTGRADUATE ACADEMIC REGULATIONS

Change of Program
Once admitted, students may apply through the Registrar to transfer from one program to another up until the end of the second week of classes during their entry semester. Elective courses may be changed during the first 2 weeks of the semester. After this time, courses may be dropped but there are no refunds or alternate courses allowed. Degree specialization choices are confirmed by students during internship. These may not be changed after that time.
**Challenge for Credit**  
Since the entire postgraduate program is based on electives, challenge for credit is not applicable.

**Grading**  
The grading policy uses the range of 0% to 100% where 100% is exceptional work and 65% is the achievement standard for the entire postgraduate program. Failure to submit work on time results in a fail. Further details are as follows:

### a. Written Work

<table>
<thead>
<tr>
<th>Description</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work that fulfils the criteria below but at a quite exceptional standard.</td>
<td>90+</td>
</tr>
<tr>
<td>Work of distinguished quality that is based on an extensive reading and that demonstrates an authoritative grasp of the concepts, methodologies, and content appropriate to the subject and to the assignment task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically, to synthesize effectively and to reflect a complex engagement with the aesthetic material.</td>
<td>85–89</td>
</tr>
<tr>
<td>Work that clearly demonstrates all the qualities expressed below but reveals greater imaginative insight and more originality.</td>
<td>80–84</td>
</tr>
<tr>
<td>Work that clearly demonstrates a sound and above-average level of understanding of the aesthetics, concepts, methodologies, and content appropriate to the subject and that draws on a wide range of properly referenced content. There is some evidence of critical judgment in selecting, ordering, and analyzing content. The work demonstrates some ability to synthesize material and to construct responses that reveal some insight and may offer occasional originality.</td>
<td>75–79</td>
</tr>
<tr>
<td>Work of the qualities expressed below that contains a greater degree of critical analysis and original insight or creativity and perception. A range of methods will be used.</td>
<td>70–74</td>
</tr>
<tr>
<td>Work derived from a solid base of reading that demonstrates a grasp of relevant material and key concepts, as well as an ability to structure and organize arguments. The performance may be rather routine, but the work will be accurate, clearly written, and include some critical analysis but little or no original insight or creative thinking. There will be no serious omissions or irrelevancies.</td>
<td>65–69</td>
</tr>
</tbody>
</table>

**65%: THIS GRADE IS THE ACHIEVEMENT STANDARD FOR THE POSTGRADUATE DIPLOMA**

<table>
<thead>
<tr>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>It is anticipated that all assessment criteria are met. Competent and suitably organized work that demonstrates a reasonable level of understanding but lacks sufficient analysis and interpretation to warrant a higher grade. It will display some of the weaknesses of a pass grade.</td>
<td>60–64</td>
</tr>
<tr>
<td>Work that covers the basic subject matter adequately and that is appropriately organized and presented but is rather too descriptive and insufficiently analytical. There may be some misunderstanding of certain key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading, but it may be too narrowly focused.</td>
<td>55–59</td>
</tr>
<tr>
<td>Work that shows a very basic understanding. Important information may be omitted. The work may be descriptive but of poor structure, meaning it does not meet the requirements of a pass.</td>
<td>50–54</td>
</tr>
<tr>
<td>Work that evidently shows a lack of preparation and suggests that it has been quickly constructed without thought or argument. Major elements of assessment criteria are not addressed or are inappropriately treated. The student may have problems with understanding and writing. Credits are awarded at this minimum standard.</td>
<td>40–49</td>
</tr>
</tbody>
</table>
Work that shows no evidence of preparation or understanding and/or fails to address the assessment criteria. The student may have problems with understanding and writing. | 10–39
---|---
Student is not present or has submitted work that has either not met the official deadline or that has been submitted on time but shows clear evidence of plagiarism or cheating. | 0

### b. Practical Work

| Students demonstrate high levels of professional capability. They are objective and self-critical in their self-evaluation. They work with a very positive attitude showing leadership potential but respecting peers and superiors. | 95
| Students show highly developed professional performance. They show a positive attitude and team spirit. They are objective in self-evaluation. | 85
| Students show well-developed professional performance. They have a positive attitude and are objective in self-evaluation. | 75
| The student makes an effort to progress and learn. Professional capabilities are sufficient and attitude is adequate. However, the student may lack team spirit and fails to take initiative. | 65
| Professional capabilities are sufficient and attitude is adequate. Capable of being a leader, but remains a follower. The student lacks initiative and his or her self-evaluation is insufficient. | 55
| The student has acquired professional knowledge, but may lack punctuality or a hygienic approach or positive attitude. There are no positive efforts made for improvement. | 45
| The level of professional performance is insufficient. The student recognizes errors but does not appear to make an effort to improve. The student may be easily influenced by his peers in a detrimental way. | 35
| The student’s attitude is often negative and he or she is not motivated. There is likely to be difficulty in placing the student in a training position due to lack of enthusiasm for the industry and ability level, which is below average. | 25
| A very negative attitude with no motivation for the industry. The student over estimates him- or herself and does not recognize mistakes. Professional capabilities are insufficient to place in a training position. | 15
| Student often absent making it impossible to evaluate | 1
| Student has not attended duties and has not taken part in theory work | 0

### Mitigation

This term refers to a process by which students may request that exceptional circumstances be taken into account when reviewing their progress and assessment. It refers to one-off events that may have occurred during an assessment period and that may have adversely affected their performance in the assessment. Students are required to advise the Dean, in writing, with evidence of the problem before the assessment grades are known. Student Affairs will also advise when students are on campus.

### Academic Difficulties

Students are required to divulge any medical problems they have that will affect their ability to progress. This information is requested on the application form. A problem such as dyslexia and other learning difficulties will be accommodated as far as is possible by the institution. Student Affairs will also advise when students are on campus.
Incomplete Work
Students prevented by illness or other legitimate reasons accepted by the mitigation process will have the designation I assigned on the grade report sheet. No grade point is recorded and the semester average is not affected. At this point, a completion date will be stated. If, by the time the Awards Committee meets, no new grade has been submitted by the lecturer and no deferment of grade has been granted by the Awards Committee, or if the stated completion date has passed an F (fail) will be assigned. The semester average will then be recalculated.

Progression
In order to progress from one program period to the next, a student must normally obtain a general average grade of 65% for the entire postgraduate or professional diploma program. Students are requested to take the GIHE English Placement Test upon arrival. Students are not able to enroll in management-level courses if test result does not reach the standard. Students who do not meet the progression criteria are required to resit failed subjects (see Paragraph 9). The Awards Committee is the final arbiter in these matters.

Resits
For a student who does not meet the achievement standards at course level, the Awards Committee will decide if the student is eligible to take the resit examination. Only one resit per course is permitted. A resit examination is not permitted if the course failure was due to cheating, resulting in a zero grade for a component of the course, or if the student did not complete/attend the final assessment. Resits must be taken at the specified time (end of the semester), as specified by the program leader. Students pay a charge for resit examinations. These fees are posted to the student’s account prior to the student’s being admitted into the examination.

If the student is successful in the resit examination, a maximum course grade of 65% (see program level achievement grades) will be awarded and this will be used in the computation of the semester grade average. Progression rules are applied after resit grades. Students who are not able to progress are asked to retake failed subjects. The Awards Committee is the final arbiter in these matters.

Retakes
Students who have not met the minimum achievement grade (after resit) must retake the failed course(s) and must pay the relevant fee (see the student handbook). A student may normally retake a course only once.

Progression periods, normally semesters, are determined by the program regulations (see the student handbook). The Awards Committee is the final arbiter in these matters.

Plagiarism and Cheating
Plagiarism is the act of presenting another’s ideas or words as one’s own. Cheating includes, but is not limited to, the intentional falsification or fabrication of any academic activity, unauthorized copying of another person’s work, or aiding and abetting any such acts. These acts are forbidden for any graded work assignment such as quiz, test, examination, case study, project, or report, and such acts will result in a zero grade for that piece of work. Should the student fail a course due to such a zero grade, a resit examination is not permitted. A fail given in these circumstances is part of the progression considerations. Having completed the Research Methods course, there is no excuse for students in their final semester to be involved in any form of unfair practice and the Awards Committee will not entertain or tolerate these activities. The discipline process attached to this behavior is described in the Unfair Practice Policy available from the Registrar.

Examination Regulations
Each teacher communicates the dates of his or her assessments to the students. A student may be allowed to take an examination at other than the scheduled time only if he or she is incapacitated due to illness or accident, which is certified, or due to death in the immediate family. An examination that is missed for reasons other than the above will result in a zero grade.
A student who believes that his or her circumstances fall into other than the above categories must present supporting documentation and must request a supplemental examination from the Dean, whose decision will be final. This will be a different examination and there will be a fee for a supplemental examination. Travel plans are not an excusable reason for missing an examination.

Any student arriving at an examination 30 minutes after its start will not be admitted into the examination and the resultant grade will be zero. A student admitted late will only be given the time until the normal conclusion of the examination. Students may not leave in the first 45 minutes of an examination or the last 15 minutes.

General examination regulations will be posted with the examination timetable, and these must be observed by students and faculty without exception.

**Maintenance of Academic Standing**

Students who, in the judgment of the Awards Committee or the Academic Dean, consistently fail to maintain satisfactory standards will, in the normal course of events, receive notice of:

- Academic Warning on the first occasion.
- Academic Probation on the second occasion
- Required to Withdraw on the third occasion.

Students who have been required to withdraw will have the designation *RW* recorded in their academic records and are deemed to have failed. The Awards Committee will specify any conditions or exclusions affecting the required withdrawal.

**Grade Report Sheet**

At the end of each semester, the student is given a grade report sheet (transcript) by email. The report will list those courses that contribute to the current program of study and will show the final grade for each course. Copies of final transcripts or award documents can be obtained from the Registrar for a fee.

**Deferment of Grade**

*DG*, deferment of grade, is a designation applied to a course by the Awards Committee indicating that it grants an extension, of a specified time, to complete the requirements of a course.

**Academic Records**

The student’s academic record is confidential, within the institution’s faculty and administration teams, and will be sent only to the student and the parent or sponsor, or the Regional Admissions Director, of the student unless otherwise instructed by the student, parent, or sponsor. Any instruction to the contrary must be made in writing to the Registrar by the student, parent, or sponsor.

**Transfer of Credits**

Credits earned at the institution are transferable at the discretion of the receiving school, college, or university.

**Validity of Registration**

Students’ registration and credit remains valid for twice the length of their program’s duration (unless other regulations apply).

**Graduation**

To graduate, a student must:
- Successfully complete each of the requirements of the chosen program.
- Meet the progression requirements for each semester.
- Complete all necessary internship periods and assessments (when part of the program).
- Discharge all financial obligations to the institution.
Categories for graduation are the following (average of the last two semesters):

• Pass is from 65% to 84.9%.
• Distinction is 85% or higher.

Appeals Procedure
Students may lodge an appeal to the Academic Committee within 15 working days from the receipt of their results (assuming 5 delivery days from postmark) when:

A. The published results are suspected of containing arithmetical errors or other errors of fact.
B. Exceptional personal circumstances had an adverse effect on the candidate’s performance. Besides providing third-party evidence, which substantiates the claim, the candidate must provide good reasons why the invoked reason was not made known to the Awards Committee before it took place.

Note:
• Appeals based on facts known to the Awards Committee before it made its recommendation for the conferment of awards will not be admissible.
• Appeals that question the academic judgment of examinations shall not be admissible.
• Appeals that are based on factors already known to the candidate before the assessment took place will not be admissible. Such cases should have led the candidate to file for mitigation.

The Appeals Procedure:
The Registrar receives and examines the eligibility of an appeal. Formally, the Awards Committee acts on behalf of the Academic Committee and forwards eligible appeals to the next Appeals Committee meeting. These meetings only take place upon the request of the Awards Committee and no more than twice a year within 3 months following the end of semester assessment periods. The Appeals Committee will be empowered to take either of the following decisions:
• Reject the appeal and no further action will be taken.
• Refer the matter back to the Awards Committee with appropriate recommendations.

These recommendations are received by the Awards Committee, which transmits them for execution to the Chairman of the Academic Committee.

The Awards Committee and the Academic Committee may only question these recommendations if and when errors of fact or procedural mistakes are suspected to have influenced the Appeals Committee’s recommendation(s). If such is the case, the Awards Committee and/or the Academic Committee must resubmit the case to the Appeals Committee with all the necessary documentation.

Appeals Committee (The quorum is two for this committee.):
• Directeur Général
• Director of Campus (independent)
• Independent Educational Representative (External)
• Independent Industry Representative (External)

Attendance Policy
Attendance in class is important to success, and students are expected to have a commitment to their studies and a work ethos, which is displayed through excellent attendance. For this reason, attendance is required at all theory and practical classes. Students are expected to be in class on time. Students will not be allowed in the classroom if they arrive late. This will be recorded as an absence.

Absences
Absences will be recorded by each lecturer for each period, and, when a student is absent, the lecturer will report the absence on a daily basis. A single period counts as one absence; a double period counts as two absences.
Students should not miss any classes. The levels of absence allowed are set so as to address exceptional personal needs, such as attendance at interviews or funerals. Excessive absence may result in withdrawal from the course. Absences, even if excused, are never removed from records.

A maximum of 60 periods of absence is allowed. A student exceeding this maximum will be suspended and required to retake the semester with no transfer of credit and no refund for the semester. Fees will be charged for the retake semester.

Students in the postgraduate program are expected to attend all classes and company presentations. Many assessments depend on class involvement, and failure to attend may jeopardize a student’s achievement. Absences must be explained to the faculty, and the Dean may decide to take sanctions against students who are absent for no good cause. In extreme cases, the Awards Committee may refuse to assess a student.
MASTER’S PROGRAMS OF STUDY

The overall objective of master’s level business and management degrees is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Master’s degrees add value to first degrees by developing in individuals an integrated and critically-aware understanding of management and organizations, and by assist these individuals to take effective roles within management and organizations. The purpose of these degrees is fourfold:

- Advanced study of organizations, their management, and the changing external context in which they operate
- Preparation for and/or development of a career in business and management (or as preparation for research or further study in the area) by developing skills at a professional or equivalent level
- Development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice
- Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large

MASTER OF BUSINESS ADMINISTRATION (MBA)

Learning Outcomes

At the end of the Glion Master of Business Administration (MBA) program, the student will have developed specific competencies in hotel, tourism, and related service-industry management to:

1. Create environments to lead and motivate individuals, teams, and organizations within a diverse and multicultural global business environment.
2. Critically analyze and question knowledge, theories, and beliefs in functional disciplines such as marketing, finance, operations, and human resources.
3. Apply practical knowledge of sound industry practices to exploit strategic opportunities, manage effectively, and solve complex business problems.
4. Incorporate dimensions of technology management and innovation to contribute to organizational efficiency and competitive advantage.
5. Make business decisions with reference to accepted industry standards of business ethics, corporate governance, and social responsibility.

MBA IN INTERNATIONAL HOSPITALITY AND SERVICE INDUSTRIES MANAGEMENT (CAMPUS-BASED)

PREPARATORY KNOWLEDGE PROGRAM (PKP)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M911</td>
<td>Managerial Communications</td>
<td>0</td>
</tr>
<tr>
<td>M913</td>
<td>Tourism</td>
<td>0</td>
</tr>
<tr>
<td>M914</td>
<td>Economics for Business</td>
<td>0</td>
</tr>
<tr>
<td>M915</td>
<td>Fundamentals of Accounting</td>
<td>0</td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M901</td>
<td>Applied Business Project</td>
<td>6</td>
</tr>
<tr>
<td>M902</td>
<td>Global Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>M921</td>
<td>Managing Service Operations</td>
<td>3</td>
</tr>
<tr>
<td>M922</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>M923</td>
<td>Business Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>M931</td>
<td>Managerial Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td>M932</td>
<td>Hospitality Services Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
Marketing Track
M942 Investigating Consumer Behavior 3 credits
M943 Revenue Management 3 credits
M946 New Product and Service Development 3 credits
M947 Brand Communications 3 credits

Leadership Track
M951 Leading Organizational Change 3 credits
M954 Cross-Cultural Management of Teams and Projects 3 credits
M955 Entrepreneurship and Business Planning 3 credits
M956 Corporate Governance 3 credits

Self-Design Option: Students may choose 3 credits from any of the campus-based MBA tracks. It is also possible to move to online study for part of the program.

MBA IN INTERNATIONAL HOSPITALITY AND SERVICE INDUSTRIES MANAGEMENT (ONLINE)

Core Courses
M900 Strategies for Online Study of International Hospitality Management 3 credits
M921 Managing Service Operations 3 credits
M922 Human Resources Management 3 credits
M923 Business Research Methods 3 credits
M931 Managerial Finance and Accounting 3 credits
M932 Hospitality Services Marketing 3 credits
M902 Global Strategic Management 3 credits
M901 Applied Business Project 6 credits

General Management Track
M953 Challenges of Leadership 3 credits
M930 Sustainability in Hospitality and Tourism 3 credits
M940 Risk Management 3 credits

Asset and Revenue Management Track
M943 Revenue Management 3 credits
M960 Property and Asset Management 3 credits
M961 Financial Strategy and Planning 3 credits

Marketing and Innovation Track
M920 Innovation 3 credits
M944 Integrated Marketing Communications 3 credits
M945 Brand Management 3 credits

Self-Design Option: Students may choose 3 credits from any of the online MBA tracks.
Internships: These are not available to students in the fully online MBA program.
MBA IN INTERNATIONAL HOSPITALITY AND SERVICE INDUSTRIES MANAGEMENT (PROFESSIONAL)

Students may not meet the requirements of admission to a 1 year MBA or may request a greater practical element to their study. Upon consideration of the student’s academic background and work experience, an internship and/or practical semester including six professional preparatory knowledge courses may be included in the program of MBA study. Successfully completing these professional preparatory knowledge courses earns the students the Postgraduate Certificate or a Professional Development Certificate and, upon admission factors, the accessibility to join the MBA.

Professional MBA: Internship requirement
Internships are a requirement for the professional MBA program, are non-credit bearing, and are judged on a pass/fail basis. They are normally undertaken following the campus-based core courses in the first semester and cannot be offered prior to the start of the course of study.

Professional MBA: Professional Preparatory Knowledge Courses (PGC/PDC Courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG103</td>
<td>Introduction to Food and Beverage</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG151</td>
<td>Applied Learning Kitchen Ops</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG262</td>
<td>Principles of the Hospitality and Tourism Industries</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG302</td>
<td>Rooms Division</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG304</td>
<td>Craft Based Learning – Rooms Division</td>
<td>3 credits</td>
</tr>
<tr>
<td>PG305</td>
<td>Operations Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Following the successful completion of the campus-based professional preparatory knowledge courses, a student can follow the campus, online, or hybrid MBA to complete the program.

POSTGRADUATE PROGRAM (ONLINE)

Glion Institute of Higher Education also offers online postgraduate certificate and diploma opportunities for hospitality and service industry professionals who are looking for shorter programs, or who do not wish to engage in an applied business project. These programs are ideal for industry professionals who may not have the time to commit to the full online MBA or who want to go deeper into the interactive content, but still want to progress professionally and network in a classroom of international professionals.

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in International Hospitality and Services Administration</td>
<td>18 Credits</td>
</tr>
<tr>
<td>Postgraduate Diploma in International Hospitality and Services Management</td>
<td>30 Credits</td>
</tr>
</tbody>
</table>

EXECUTIVE CERTIFICATE PROGRAMS

These programs are formed from 9 credit bearing courses from the online MBA. After completing the certificate, students may transfer the credits to the online MBA.

Executive Certificate in Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M922</td>
<td>Human Resources Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>M953</td>
<td>Challenges of Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>M930</td>
<td>Sustainability in Hospitality and Tourism OR</td>
<td>3 credits</td>
</tr>
<tr>
<td>M940</td>
<td>Risk Management Systems in Hospitality</td>
<td></td>
</tr>
</tbody>
</table>
Executive Certificate in Finance
M931 Managerial Finance and Accounting  3 credits
M961 Financial Strategy and Planning  3 credits
M960 Property and Asset Management OR  3 credits
M943 Revenue Management

Executive Certificate in Marketing
M932 Hospitality Services Marketing  3 credits
M945 Brand Management  3 credits
M920 Innovation and Product Research  3 credits
M944 Integrated Marketing Communications

MASTER OF SCIENCE IN INTERNATIONAL HOSPITALITY FINANCE

Learning Outcomes
At the end of the Glion Master of International Hospitality and Finance program, the student will have developed specific competencies in hotel, tourism and related service industry management to:

1. Apply financial principles and techniques to structure, finance, and value hospitality-related projects.
2. Resolve financial problems faced by companies in dynamic market environments through the application of appropriate analytical tools.
3. Recommend global growth strategies and interpret financial performance for all stakeholders including non-financial managers.
4. Demonstrate substantial financial knowledge and strong competencies in hospitality related disciplines e.g. revenue management.
5. Design, create and evaluate new businesses from both an entrepreneurs’ and investors’ point of view.
6. Assume leadership roles to implement socially responsible decisions with reference to accepted industry standards and international corporate governance.

Bridging Courses
(Requirement based on individual qualifications, except M912 which is a mandatory Preparatory Course)

M912 Business Computing for Hospitality  1.5 credits
M913 Tourism  1.5 credits
M915 Fundamentals of Accounting  1.5 credits
M917 Introduction to the Hospitality Business  1.5 credits

Campus-based Core Courses
M901 Applied Business Project  6 credits
M923 Business Research Methods  3 credits
M931 Managerial Finance and Accounting  3 credits
M934 Trends in Financial Innovation  3 credits
M935 Entrepreneurial Wealth Management  3 credits
M936 Financial Leadership  3 credits
M943 Revenue Management  3 credits

Online Segment (or campus-based upon program validation)
M960 Property and Asset Management  3 credits
M961 Financial Strategy and Planning  3 credits
MASTER IN EDUCATION

This course is currently under review and not available until further notice. The courses listed below are for information only.

Preparatory Knowledge Courses
M911 Managerial Communications 0 credit
M913 Tourism 0 credit

Core Courses modules
M777 Skills for Teaching and Training I 3 credits
M772 Distance and E Learning 3 credits
M953 Challenges of Leadership 3 credits
M771 Fundamentals of Educational Thought 3 credits
M954 Cross Cultural Management 3 credits
M923 Business Research Methods 3 credits

Specialized Modules
M779 Skills for Teaching and Training II 3 credits
M779 Workplace and Action learning 3 credits
M773 Education policy, philosophy and quality 3 credits
M774 Education and Ethics 3 credits
M775 Curriculum Design 3 credits
M766 Professional Development and Training Processes 3 credits
M901 Applied Business Project 6 credits

Also by agreement with the program leader and subject to availability, students may replace one 3 credit module with an MBA module relevant to their proposed future educational career.
MASTER’S PROGRAMS COURSE DETAILS

Courses below include those of the Master of Business Administration and the Master of Science. Courses are listed in numerical order. The Master of Education courses will be available on application following the review processes in the institution.

M901 Applied Business Project (MBA & MSc)
This is a capstone course that builds on the material of the Business Research Methods course (M923). It presents students with the challenge of organizing and executing a management research project individually or in teams. The students may identify a suitable research topic themselves, or be offered one by a business organization, within the fields of hospitality, tourism or related service industries. The project provides an opportunity to conduct a project related to the needs of an employer or other organization of special interest. A variety of formats for the project report are acceptable including: a strategic plan for an organizational change, case study, academic style of dissertation, or industry analysis report.

M902 Global Strategic Management (MBA)
This course presents students with an opportunity to learn about the complexities and challenges of strategizing and operating in international marketplaces. Diverse topics on global tourism and hospitality management are explored including: service quality management, marketing, finance, operations, recruitment and training. The importance of a strategic approach to new markets and market growth is emphasized.

M911 Managerial Communications (MBA)
This course presents students with practical tools to improve their skills of professional and interpersonal communication in academic and business contexts. The challenges of inter-cultural communications are addressed and ample opportunities given to practice and develop abilities of verbal and written communication. Appropriate use of modern telecommunication technologies is discussed. Mastery of the skills presented in this course will build student self-confidence and self-efficacy for further courses in the Masters curriculum in research and applied projects. Emphasis is placed on the importance of good communications for career development and success.

M912 Business Computing for Hospitality (MSc)
This course gives students an overview of modern Information Systems approaches. The power of IT applications in management, for business success and competitive advantage is emphasized. Students are provided with opportunities for hands-on skill development using online open source resources for interaction and learning. Internet security, IT risk management, and privacy issues are discussed. The use of computer-based quantitative methods is presented and applications of statistics & machine learning in business analysis and research demonstrated. Students are given an opportunity to construct a web site and set up a hotel reservation system.

M913 Tourism (MBA & MSc)
This course will be a general introduction to the tourism industry, its nature, scope and impacts. It will focus on current issues facing the industry in a global context together will a consideration of some potential future challenges. Topics covered include, the nature, scope and demand for tourism: dynamics of successful tourist destinations: sustainability and impacts of tourism at the destination and the competitiveness of destinations. The major objective is to create awareness and understanding of the complexity and diversity of what is considered to be one of the world’s largest and fastest growing industries.

M914 Economics for Business (MBA)
The course provides a broad overview of the economic context in which businesses operate. It provides the foundation for interpreting economic events and issues such as inflation, unemployment, the role of money, aggregate supply and aggregate demand and the role of governments and central banks in regulating economic activity. In particular, monetary and fiscal policies are discussed as tools used by state authorities to stabilize the business cycle.
M915 Fundamentals of Accounting (MBA & MSc)
This course is designed to provide an understanding of the basic rules of the accounting language and the issues and institutions which influence these rules. The course gives an emphasis on the translation of business and economic events into basic financial statements and develops the ability to understand companies’ annual report.

M917 Introduction to the Hospitality Business (MSc)
This course is an introduction to the Hospitality and Service industries. It presents students with the specifications and the challenges to manage service delivery in a variety of forms and styles like international hospitality chains, family hotels, resorts and other related service providers. It reviews the internal organization of a hotel, its departments and its stake holders. It also reviews the changing and demanding needs and expectations of today’s customers.

M921 Managing Service Operations (MBA)
The aim of this course is to understand and apply the principles of operations management in complex, rapidly changing service organizations. This course seeks to develop an understanding of the larger context in which service organizations operate and how successful ones are able to leverage technological innovations and continuous process improvement to create stakeholder value. In addition, this course will develop tools to support an operating strategy which integrates delivery systems that add value to service offers within hospitality and related service industries.

M922 Human Resource Management (MBA)
This course examines the development of theories and methods of Human Resources intervention as business partner in organizations. It considers how human resources decisions are influenced by forces internal and external to the firm. In particular, it addresses the role of HR in managing performance, structure, learning, frameworks of meaning and change. Special emphasis is given to the subject area in a global context. It also concentrates on managing careers individually and organizationally.

M923 Business Research Methods (MBA & MSc)
This course prepares students for conducting applied research and management consulting projects in business and management. Students will study problem identification, research design strategies, sources and collection of data, and the analysis and presentation of data as applied to problem solving, decision making and strategic planning in organizations. The course will explore traditional techniques and methods of data analysis for research projects. The role of management will be explained and a small group consulting exercise conducted.

M931 Managerial Finance and Accounting (MBA & MSc)
This course emphasizes the financial issues that managers of business units of all sizes face in risk management, valuation, financing, and investment decisions. Analysis is built around the objective of balancing the multiple demands and interests of a variety of key stakeholders of financial decision-making. The aim of the course is to provide students with capabilities to understand financial aspects of corporate decision-making as part of their future roles in business management.

M932 Hospitality Services Marketing (MBA)
Marketing management fundamentals and electronic business are discussed as processes that explain the dynamic relationships between international corporations and their target markets and audiences. Analysis, planning, implementation, and program management are emphasized throughout the course as support functions for ethical corporate strategy focusing on customer value and satisfaction for service industries. The major objectives of this course are to understand the relationship between corporate (umbrella) and brand strategies that offer their customers emotional and physical value and to also appreciate the new marketing dynamics that are made possible through the use of online channels, specifically the Internet.

M934 Trends in Financial Innovation (MSc)
A theoretical and a practical approach to hospitality finance and innovation. Topics include: innovation as a process, innovation as a competitive strategy, innovation in business finance, behavioral finance, innovative
portfolio management, financial engineering, and financial innovation and economic and social development.

M935  Entrepreneurial Wealth Management (MSc)
This course offers a combined theoretical and empirical approach to entrepreneurship, strategy, planning, and wealth management. Topics include: Successful Entrepreneurship as individuals, in corporate settings, and within family businesses; Entrepreneur’s Life Cycle; Start-ups and funding, growth companies, exit strategies, including succession planning (family business); Leadership; Behavioral Finance; Liquidity, Wealth planning management for Entrepreneurs.

M936  Financial Leadership (MSc)
The course focuses on the concept of Corporate Social Responsibility (CSR) in theory and in practice, and advances into exploration of CSR as a potential competitive advantage with financial benefits. A stakeholder view to a business is taken; the importance and means of achieving balanced stakeholder management are analyzed. The analysis is further extended to current supply of CSR by businesses. These topics are linked with western corporate governance models, and a framework of the expectations, requirements and opportunities managers face in these fields is developed.

M942  Investigating Consumer Behavior (MBA)
This course looks at the current trends of consumer behavior within the international hospitality and tourism industries by examining current research data from a variety of sources. The course continues to explore the very nature of consumer behavior and decision-making from a multi-disciplinary perspective to identify patterns that may explain both individual and collective behavior. With this understanding, students will then be required carry out both desk and field research into why consumers behave in the way they do, and attempt to predict what consumers might do in the future, both as individuals and as group-members.

M943  Revenue Management (MBA & MSc)
In this course, revenue management is concerned with demand-management decisions and the methodology and systems to make such decisions. Organizations segment buyers by providing different purchasing conditions and terms of trade that exploit segments’ different buying behavior or willingness to pay. Products are then developed to satisfy these segments’ expectations while attempting to maximize revenues. Scientific advances in economics, statistics, operations research, and information technology has allowed the services industry to take a sophisticated, detailed, and intensely operational as well strategic approach to making demand-management decisions.

M946  New Product and Service Development (MBA)
New Product Development (NPD) has been a significant business activity for years in many industrial sectors in an attempt to lead and respond to the demanding and ever-changing marketplace. This is often linked to innovation and creativity. Additionally, in recent years, the service sector has discovered that the NPD process needs to be converted into the ‘NSD’ process, i.e. ‘new service deployment’, to reflect the distinctive nature of services, both ‘front and back-of-house’. However, despite the strategic importance and large quantities of investment of both the NPD and NSD processes, they both remain fairly risky ventures with uncertain outcomes. This course explores the historical and contemporary approaches of NPD, the recent developments with NSD, and how both good research and ‘chance’ strongly determine the success of both processes within the hospitality and tourism sectors.

M947  Brand Communications (MBA)
Brands are more important today than ever before. The ‘branding industry’ is growing and diversifying in equal intensity with the subject fragmenting into various specialist branding areas. One such area is the communication of brands, which this course explores. The focus here is on how to achieve and sustain desired brand positioning through integrated marketing communications (IMC). The course will draw on our understanding of both traditional and new media and explore how they can be employed in innovative ways to enhance a brand. The goal is to be able to connect with the desired target market with the most effective and efficient blend of IMC to ensure consistency in messages and brand positioning.
M951 Leading Organizational Change (MBA)
The purpose of this course is to provide students with an understanding of how organizational change is and can be managed and led. The course further introduces students to a range of management ideas for leading and managing change, with a focus on innovative thinking to overcome typical obstacles and forces of resistance. The subject draws on many leading management writers, concepts and case studies.

M954 Cross-Cultural Management of Teams and Projects (MBA)
This course considers how culture affects management practice from operations to strategy. In a globalized economy and particularly in the service industries of hospitality, sport, leisure and tourism, managing cultures has become an integral part of everyday work experience. This course will provide insight into generic theories of culture, provide an increased awareness of the student’s own culture, and encourage the exploration and transfer of management practices across national boundaries.

M955 Entrepreneurship and Business Planning (MBA)
This course focuses on the strategic leadership and management of new ventures in the hospitality, tourism and related services industries. The characteristics of entrepreneurial leaders are explored. The processes and stages of growth of new business formation are elaborated: idea generation, finding new market space, opportunity selection, financing, business planning and market launch. The challenges of innovating and launching new ventures within established companies are identified. Entrepreneurship in different national contexts is discussed and the importance of business incubators and clusters of innovative firms described. Students are given the opportunity to develop a plan for a new small business of their own choosing.

M956 Corporate Governance (MBA)
This course presents contemporary corporate governance topics, including social responsibility and ethical decision-making as essential aspects of leadership in modern organizations. Corporate governance is reviewed and analyzed from different perspectives, such as enterprise, society and social responsibility, cultural influences, and ethics. At enterprise level, focus will be on the interrelationship, separation of duty and conflict of interest between board of directors, management and employees. Students are given opportunities to analyze and debate examples from case studies and current business affairs. They will then link academic concepts into real cases through situational learning, practice leadership, and role playing.
GRADUATE ACADEMIC REGULATIONS

Change of Program of Study
Once admitted, a student may apply through the Registrar or designated person to transfer from one program to another up until the end of the second week of classes, during their entry semester. Leadership or Marketing specializations of the campus-based MBA program may not be changed once the first specialization course has started.

Awards
In order to receive the award a student must:
• have successfully completed the dissertation or applied business project (ABP), and the internship (if applicable);
• have passed any required Preparatory Knowledge Program (PKP) or bridging courses with the prescribed grade;
• have passed the Applied Business Project and failed no more than one of the taught courses;
• have obtained an overall grade average of 75% or higher for the whole program. Students receiving an overall grade 60% or lower may repeat the program once (see below). Details of the grade scale are shown on the following page. Pass grade at a course level is 70%.

Failure
Students who fail one taught course (i.e. not including the Applied Business project) are allowed to pass the award as long as they average 75% or higher over the whole program.
Students who fail the Applied Business Project must re-sit within a period of 6 months (one semester) to pass the program.
Failure to submit work on time results in a “fail” unless there are mitigating circumstances in which case an “incomplete grade” is submitted and a new submission date is set. The Dean may give extensions depending on circumstances.
Students who achieve less than 60% on a course, or who fail a re-sit exam, will be required to retake the whole course.
A Postgraduate Diploma may be awarded to students who achieve credits but are unable to pass the Masters Applied Business Project.

Mitigation

This is a term which refers to a process by which students may request that exceptional circumstances be taken into account when reviewing their progress and assessment. It refers to one off events that may have occurred during an assessment period which may have adversely affected their performance in the assessment. Students are required to advise the Dean or Academic Support Coordinator, in writing, with evidence of the problem before the assessment grades are known. Support Services staff will also advise when students are on campus. A mitigation form is available from the Academic offices (or from the link in the classroom in the Course Reference Sheet section).
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Work of distinguished quality which is based on a very extensive reading and which demonstrates an authoritative grasp of the concepts, methodologies and content appropriate to the subject and to the assignment task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically and to synthesize material effectively.</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 Distinction</td>
<td>Work which clearly demonstrates all the qualities expressed below but which reveals greater insight and more originality.</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>Work which clearly demonstrates a sound and above average level of understanding of the concepts, methodologies and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is some evidence of critical judgment in selecting, ordering and analyzing content. Demonstrates some ability to synthesize material and to construct responses, which reveal some insight and may offer occasional originality.</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Work of the qualities expressed below but which contains a greater degree of critical analysis and original insight. A range of methods will be used.</td>
</tr>
<tr>
<td>B-</td>
<td>75-79 Pass at program level</td>
<td>Work derived from a solid base of reading, demonstrating a grasp of relevant material and key concepts and an ability to structure and organize arguments. The performance may be rather routine but the work will be accurate, clearly written, include some critical analysis but little or no original insight. There will be no serious omissions or irrelevancies.</td>
</tr>
<tr>
<td>C+</td>
<td>70-74 Pass at course level</td>
<td>It is anticipated that all assessment criteria are met. Competent and suitably organized work which demonstrates a reasonable level of understanding but which lacks sufficient analysis and interpretation to warrant a higher grade.</td>
</tr>
<tr>
<td>C</td>
<td>65-69 Academic moderation Resit allowed</td>
<td>Work which covers the basic subject matter adequately and is appropriately organized and presented but which is rather too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts, omissions or inclusion of irrelevant material. There will be some evidence of appropriate reading but it may be rather narrowly focused.</td>
</tr>
<tr>
<td>C-</td>
<td>60-64 Resit allowed</td>
<td>Work that shows a very basic understanding. Important information may be omitted. The work may be descriptive, but of poor structure meaning it does not meet the requirements of a pass. Acceptable for moderation</td>
</tr>
<tr>
<td>D+</td>
<td>55-59 Retake course</td>
<td>Work that shows a lack of preparation and has apparently been quickly constructed without thought or argument. Major elements of assessment criteria are omitted or are inappropriately treated. The student may have problems with understanding and writing.</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Work that shows no evidence of preparation, understanding and/or fails to address the assessment criteria. The student may have problems with understanding and writing.</td>
</tr>
<tr>
<td>D-</td>
<td>45-49</td>
<td>Work that shows no evidence of preparation or understanding or fails to address key assessment criteria. The student did not answer the question or had problems with understanding and writing.</td>
</tr>
<tr>
<td>U</td>
<td>0-44 Unsatisfactory:</td>
<td>Student is not present or has submitted work which has either not met the official deadline or which has been submitted on time, but shows clear evidence of plagiarism or cheating. Counsel student whether to retake course/program</td>
</tr>
</tbody>
</table>
**Academic difficulties**

Students are required to divulge any medical problems they have that will affect their ability to progress. This information is requested on the application form. A problem such as dyslexia and other learning difficulties will be accommodated as far as is possible by the institution. Support Services staff will also advise when students are on campus.

**Incomplete work**

Students prevented by illness or other legitimate reasons acceptable to the lecturer from completing the requirements of a course before its completion will have the designation I assigned on the grade report sheet. No grade point is recorded, and the semester average is not affected. At this point, a completion date will be stated. If, by the time the Awards Committee meets, no new grade has been submitted by the lecturer and no deferment of grade has been granted by the Awards Committee, or if the stated completion date has passed, an F (fail) will be assigned. The semester average will then be recalculated.

**Resits, Retakes, and Resubmissions**

Students who fail a course while achieving a grade of 60% or more will be allowed to resubmit assessments, which may be a piece of individual work or an examination, and which must be taken within 3 weeks after the Awards Committee has met. There will be a fee for a resit examination or resubmission of work. The resit grade is the mark awarded for the course. The maximum that can be awarded for a resit is 70% (see pass grade-regulations for the award). The resit grade, if below a pass, will be the final grade whether higher or lower than the previous grade.

If the student fails the resit examination, and thus the semester, he or she must retake the failed course(s) and must pay the relevant fee for the course(s).

Normally, only one resit per course is permitted. In addition, a student may normally only retake a course one time. A resit examination is not permitted if the fail was due to cheating or plagiarism, resulting in a zero grade for a component of the course. The same applies to PKP or bridging courses where a pass/fail is awarded.

**Progression**

Students must normally have obtained an average of 75% over all the courses in the first semester before they will be allowed to progress to the next program period. The Awards Committee will advise students on their situation with regard to the whole program.

**Self-Design Option**

Students are allowed to substitute one course from another track. In this case, students will receive a self-design award that carries the main title of the award only.

**Applied Business Project**

Successful completion of Business Research Methods (M923) is a requirement of this course. Regulations concerning the timing and progress of this work are given in the relevant Applied Business Project/Dissertation handbook. Upon payment of a fee, students may be allowed an extension of up to 6 months (but no longer than 14 months from the end of the taught program) to submit their Applied Business Project.

**Plagiarism, Bad Practice, and Cheating**

According to the Oxford English Dictionary, plagiarism is the taking and using of another person’s thoughts, writings, inventions, or ideas as one’s own. It is a very serious ethical and practical concern at master’s level, where students are required to organize and analyze other authors’ work in order to develop and synthesize their own thoughts and ideas.

In the context of these regulations, bad practice is related to but less serious than plagiarism. The perpetrator may have referenced another’s work but has not contributed anything new to it. Bad practice is difficult to define precisely, but it includes the uncritical overuse of quotes and over dependence upon one literature or web source. Cheating includes, but is not limited to, the intentional falsification or fabrication of any academic activity, unauthorized copying of another person’s work, or aiding and abetting any such acts.
Plagiarism is difficult to define absolutely, because different fields of knowledge have different norms and cultures. What is acceptable in one is not necessarily acceptable in another. However, there is always a historical issue involved: namely that one individual has copied or derived another person’s previous work.

The fundamental rule for avoiding plagiarism is to scrupulously reference and dutifully acknowledge all ideas that are not the student’s own. However, at master’s level, students should also realize that in order to avoid bad practice they must develop, analyze, and contextualize the ideas of others; it is not enough merely to repeat them. Plagiarism and bad practice must be carefully avoided in all courses and modules of the program, and faculty members are required to penalize students who fail to do this. Identified cases of plagiarism must be formally recorded with the Dean of Graduate School.

Students found guilty of plagiarism will be automatically awarded a zero for their work. Students showing bad practice will be penalized to a lesser extent, depending on the circumstances. Plagiarizing students who fail a course due to such a zero grade will not be permitted a resit assessment.

**Graduation**

To graduate, a student must:
- Successfully complete each of the requirements of the chosen program.
- Meet the progression requirements for each semester.
- Complete all necessary internship periods and assessments (when part of the program).
- Discharge all financial obligations to the institution.

Completion of the MBA program requires all required PKP or bridging courses and 36 course credits with one fail possible as long as that fail is not a required course.

Completion of the MSc program requires all required PKP or bridging courses and 30 course credits with one fail possible as long as that fail is not a required course.

Completion of the MEd program requirements are under review.

Pass is an average between 75-89%.
Distinction an average of 90% or higher.

**Attendance Policy**

Students are expected to attend all scheduled classes, which may take place between weeks 0 and 19 of each semester. While it is understood that an emergency or other unforeseeable situations may result in an occasional absence, students should, to the extent possible, schedule outside activities around course meeting dates. In the rare event of an unavoidable absence from a class, students, upon consultation with faculty, may be given an additional assignment related to the subject matter discussed in the missed class. In addition, absent students are responsible for all work missed in the class. Only the subject matter discussed during a missed class can be made up. Class participation for a missed class cannot be made up and such absences will affect the student’s grade. Two or more absences from a course may result in failure of the course.

Equally, online students are expected to meet the participation requirements within each course, and failure to do so may result a failed or incomplete course.

All other regulations are the same as for the postgraduate and undergraduate programs. Please refer to the postgraduate programs for more details.
CHARTER AND POLICIES

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RELEVANCE OF INFORMATION STATED IN THE SCHOOL CATALOG

We make every effort to assure completeness and accuracy in the catalog. Inevitably, due to the changing nature of listings and policies from year to year, possible errors, misprints, or omissions may occur for which the institution shall not be held liable.

The provision of this catalog should not be considered as an irrevocable contract between the student and the institution. GIHE reserves the right to change any provision or requirement, including fees, contained in this catalog at any time with or without notice.
EQUAL OPPORTUNITY POLICY FOR STUDENTS

The primary purpose of GIHE is to provide a rich and professional education for managers of the future. This objective is part of the institutions’ mission. To this end, GIHE is committed to the equality of regard and of opportunity for all its students, irrespective of religion, ethnicity or culture, gender, marital status, disability, age, or sexual orientation. In its policies and practices GIHE will seek to enhance the self-esteem of all those it serves. It will seek to create a learning environment in which individuals are encouraged to fulfil their potential.

The commitment to the equality of regard and opportunity is a fundamental policy that pervades all the school’s activities and is endorsed by the Board. All members of the GIHE community are expected to ensure that their actions embody and uphold this commitment.

The institution will seek to ensure that:

* Its publications reflect the policy.
* Program admission requirements are free from unnecessary barriers.
* Selection procedures are operated fairly.
* Teaching and learning materials produced in the college are free from stereotypes.
* Assessment procedures are fair for all candidates and allow impartial opportunities for students to demonstrate their potential.
* Services and access to them are assured.

This policy is set within the institutional dress code and conduct codes, which set the parameters for student behavior and conduct.

CHARTER

Students come to GIHE to acquire knowledge, techniques, and competence, but also to share the “Glion Spirit,” the manifestation of a philosophy that has proved its value since the inception of the institution in 1962.

The demands of life in a boarding environment, the obligation to accomplish various tasks linked to the fundamental hospitality or leisure services, an intensive learning rhythm: all these lead to students’ professional development and personal growth. The Glion Spirit highlights the performance of competent, ethical, open-minded, and adaptable individuals.

Throughout a student’s life at GIHE, he or she will be challenged to implement and reinforce the individual values that are indispensable to his or her professional success:

- Personal presentation
- Professional attitude
- Motivation
- Team spirit

The Charter presents the student with the integrated values underpinning the rules of life in this community: the roles of customer and employee, and the respect of equipment and the environment.

Students are encouraged to develop a Swiss work ethos, as defined by the following statement: “GIHE develops the concept of Swiss work ethos by seeking to inspire its staff and students to adapt the values of precision, diligence, quality, and service excellence.”

In craft-based learning (CBL) areas, it is important for all students to play the part of a customer taking advantage of various benefits, but at the same time students submit to certain constraints.
STUDENT–FACULTY COVENANT

STANDARDS FOR THE STUDENT

• Be on time and be prepared for class and dressed according to the dress and personal appearance codes.
• Have an open mind and a mature attitude towards the educational process and be committed to the attainment of knowledge, the development of creative thinking, and the development of the capacity to reason.
• Be constructive, positive, and logical in all interpersonal relationships.
• Be attentive; listen to what is being said and avoid distracting others.
• Be sensitive to the feedback process and use it constructively.
• Know assessment and progression criteria and processes.
• Be ethical in all aspects of the learning experience.
• Understand and be sympathetic to cultural differences.
• Be active, participative learners taking responsibility for their learning.

ADDITIONAL COMPONENTS FOR ONLINE STUDENTS

• Be visibly present and engaged in the classroom at least 5 days of every 7 in each course.
• Submit work on time as required and use the mitigation process for problems that may arise with meeting deadlines.
• Make it known to their faculty member and student advisor if they are ill.

STANDARDS FOR FACULTY

• Communicate the learning outcomes of the course and use the CRS and other assessment materials as a learning contract between the faculty and students.
• Be dedicated and motivated towards the process of education and be patient and tolerant with cultural and language differences.
• Be fair and equal in all dealings with students, applying regulations and standards.
• Teach in a participative and dynamic way, making classes relevant and thus encouraging the learning process.
• Be on time for class, available at scheduled times outside of class, and give appropriate feedback concerning assessments.
• Maintain leadership and manage the class; build an atmosphere of mutual respect by treating students as individually important and by presenting yourself in a professional manner.
• Be current with the subject matter and communicate it in ways that are clear, simple, and precise.

ADDITIONAL COMPONENTS FOR ONLINE FACULTY

• Be visibly present and engaged with students in the classroom at least 5 days of every 7 in each course.
• Provide feedback and assignment grades to students within 3 days for discussion assignments and 5 days for papers and related assignments.
• Answer student email within 48 hours of receipt.
• Respond to student questions in “Ask the Instructor” within 48 hours.
• Establish office hours—2 per week, per course—at diverse and sensible times and communicate these to students.
• Give a schedule for feedback on discussions and other assignments.
• Notify the program director in advance, as well as their students, if they know they will have a period where the above expectations cannot be met. In situations where early notification is not possible, the faculty will notify Glion as soon as possible after the absence from the classroom.
POLICY FOR INTERNSHIP

The aim of the internship is to provide students with interesting, informative, and high quality training opportunities that enhance their professional competencies and enrich their personal development. These opportunities occur in the international segment of the industry or within smaller establishments, both in Switzerland and abroad. We pride ourselves on our excellent relationships with the hospitality and leisure industries and always aim to be transparent in both our contacts with these industries and with our students. However, students are constrained by international visa and work permit regulations which may limit their choice of locations.

Responsibilities

GIHE is responsible for:

• Extending to students the necessary advice and coaching in order to achieve a successful career path
• Giving students access to the numerous offers received each semester from employers, and assisting them in their potential job search
• Issuing the necessary school documents required by the working laws of the countries in which students will carry out their internships
• Checking that the employers apply the remuneration laws that are customary in the specific countries
• Keeping in contact with the students and/or the employers during the internship period

The student is responsible for:

• Finding his or her internship and for keeping the Internship Office informed of his or her progress
• Observing rules and regulations as stated by Glion Institute of Higher Education (charter, training procedures, evaluation process, etc.)
• Respecting administrative constraints, such as visa, work permit, language requirements or professional profile requirements, that may limit the choice of locations in which the student will do his or her training
• Successfully achieving a full 6 month internship for Hospitality students or a 3 to 6 month placement for Event, Sport, and Entertainment students
  o For Hospitality students, the internship should take place at a single establishment. For Event, Sport, and Entertainment students, the internship may take place in two separate companies.
• Covering any expenses, such as travel, accommodation, pocket money, work permit, visa costs, insurance, etc., that may arise from the placement

Important:

Should a student reject two internship offers that have been organized through the Internship Office, the school will no longer be responsible for helping the student find an internship.

Under no circumstances, can a student do an internship in a company that is managed or owned by a member of the student’s family.

If a student leaves the internship, he or she will be fully responsible for obtaining a new internship. However, should the student feel that the employer has acted unreasonably, negotiation with the Internship Office can be undertaken.

The internship periods are considered as part of the study program. The Internship Office of Glion Institute of Higher Education can only provide the necessary training documents to students who have to do an internship that is part of their studies.
COMPUTER EQUIPMENT POLICY

The institute offers computing facilities for teaching and learning in specially equipped laboratories. Besides these facilities, enrolled students can either use the institute’s shared access computers or a personal laptop to access the GIHE intranet website, which hosts email accounts, the Student Support Centre, documents, and other learning resources on the Internet. Personal laptops must meet the institute’s specifications:

### Technical requirements

- **Operating System:**
  - Windows 7 Operating System in French or English or Windows 8 Operating System in French or English
  - or Mac OS X minimum, in French or English (see note for Mac users below)

- **Software:**
  - Microsoft Office 2010 or 2013 (2013 will be the version used in IT classes), Home/Student version minimum, 2011 for Mac users (no need for MS Access)
  - Microsoft Internet Explorer Version 9.0 or higher / Mozilla Firefox 25 or higher / Chrome 30 or higher

- **Minimum hardware requirements:**
  - 1.6GHz processor
  - 2GB RAM
  - 128GB available on hard drive
  - USB memory stick or external hard drive

- **Network connectivity:**
  - Wi-Fi (wireless card, WPA2 mandatory). Intel based wireless cards are recommended. Make sure your Wi-Fi driver is up to date before connecting your laptop to the GIHE network.

- **Drivers:**
  - All software drivers for the machine must be installed properly before joining the institute; the software patches for the Operating system and Office must be installed as well.

- **Antivirus and Anti-malware:**
  - The machine must be free of any virus or other harmful items and professional antivirus software must be installed on the computer, antivirus automatic-update activated.
  - An additional anti-malware solution is highly recommended.

- **CD/DVD drive:**
  - If your laptop has no CD/DVD drive (player/burner) included, please bring your external one.

**Note on Operating System in a language other than French or English:**
No support will be provided on Operating Systems (PC & MAC) installed in a language other than French or English.

**Note for Mac users:**
Office features may be different between Windows and Mac versions.
IT courses will be based on Office 2013 for Windows; we cannot guarantee that you will find all features available on a Mac version of Office and therefore strongly recommend the usage of Office 2013 for Windows.
In order to validate the compliance of your computer with the requirements above, please go through the checklist:

- **Check your computer’s compliance**
  with above Computer Requirements, and fix any issue, especially OS language.

- **Contact the manufacturer**
  of your PC and request the phone number and contact information to call from Switzerland in case you need any repair on your computer; inquire about expected repair times. Inquire if your warranty is valid in Switzerland. That information should be available on the manufacturer’s website, within the support pages.

- **Take a copy of your invoice**
  that states the date of purchase and warranty conditions.

- **Have your PC repaired**
  before you leave, if it needs to be repaired.

- **Take the installation CDs**
  you received with your PC or MAC, including Windows and Mac OS as well as the drivers. Don’t forget the license number documents related to OS and software. Windows installation numbers are groups of five letters/numbers separated by dashes, for example: GVFF2-DFR11-SX11T-QWS77-3HFDY.

- **Validate your copy of Windows, Office, and other software**
  as the school only accepts genuine versions of software. Please visit www.microsoft.com/genuine

- **Ensure all the security patches**
  for your operating system are installed by visiting http://windowsupdate.microsoft.com/ (please note that this link does not have www)

- **Update the drivers**
  of your wireless card through the manufacturer’s website.

- **Check your computer for viruses**
  for example by using one of these free online scanners: http://housecall.trendmicro.com/ or http://www.bitdefender.fr/scanner/online/free.html

- **Make sure to have only one professional antivirus software installed**
  on your computer, before arrival to the school, such as http://windows.microsoft.com/en-us/windows/security-essentials-download, http://www.avg.com, or www.avast.com (if you have outdated antivirus software installed on your machine, make sure to uninstall it before installing the new one).

- **Backup all your personal files and documents**
  to a CD/DVD, external hard disk, or online storage service.

- **Remove any peer-to-peer software**
  from your computer.

- **Purchase an international travel plug adapter**
  for your computer power cord if necessary.

For full details, please refer to the Academic Catalogue, under CHARTER AND POLICIES – Computer Equipment Policy. You can also download it from the website.
ADMINISTRATORS, STAFF, AND FACULTY

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GOVERNING BOARD

Membership of the Governing Board has recently changed to meet the growing needs of our institution and to represent all stakeholders. However, its purpose continues to be the guidance and leadership of the institution. The new Board comprises:

Pierre Salles, Chair
General Manager and Owner, Best Western Star Hotel, Paris, France

Ruth Benjamin, member
General Manager, Grand Hyatt Atlanta, GA, USA

Denise Dezolt, PhD, member
Chief Academic Officer, Institutional Quality and Integrity, Global Products and Services; Laureate Education, Inc., Baltimore, MD, USA

Raymond Goodman, Jr., PhD, member
Department of Hospitality Management, Peter T. Paul College of Business and Economics, University of New Hampshire, Durham, NH, USA

Stephanie Furlough-Morris, member
Vice President, Financial Planning and Analysis, Hospitality and Culinary Education; Laureate Education, Inc., Baltimore, MD, USA

Linda Leftrict, member
Senior Vice President, Marketing, Connections Education, Baltimore, MD, USA

Larry E. Penley, PhD, member
President, Penley Consulting, LLC, Phoenix, AZ, USA

Paula Singer, member
President and CEO, Global Products and Services; Laureate Education, Inc., Baltimore, MD, USA

Robert Spencer, Ph.D., member
Director General Emeritus, Webster University, Bellevue, Switzerland

Suzanne Levesque, member
Headquarters Company Secretary, Richemont International SA, Bellevue, Switzerland
ADVISORY BOARD

The Advisory Board is composed of professionals of the industry holding key positions. Their main role is to advise the school about the evolution and trends of the hospitality and related industry, which allows the institution to anticipate and adapt its programs accordingly.

**Mr. Christian Beek** (alumnus 77–79)
President Alumni Association of Glion
Former CEO, Glion Institute of Higher Education, Switzerland

**Mrs. JoAnn Cordary-Bundock**
Vice President, International Experience Development, EdibleDestination.com, USA
Former Senior Vice President International Revenue Management, Marriott International Inc.

**Mr. Rémy Crégut**
General Manager, Montreux Music & Convention Center (2M2C), Switzerland

**Mr. Martin Franck**
Principal, Martin Franck Consulting, Belgium
Former Senior Vice President Human Resources, Starwood Hotels & Resorts Worldwide (EAME)

**Julien Lafargue** (alumnus 05–08)
Vice President European Equities, JP Morgan, UK

**Mr. Srdjan Milekovic**
Vice President Operations, Hyatt International (EAME), Switzerland

**Mr. Vangelis Panayotis** (alumnus 98–01)
Managing Director, MKG Hospitality Group, France

**Ms. Pia Stassen**
Vice President Corporate Rooms Division, Kempinski Hotels, Switzerland

**Mr. Alain Schauder**
Consultant, SchauderRH, Switzerland

**Mr. Jaume Tapiès** (alumnus 87–89)
CEO, Aina Capital SL, Andorra

**Francisco Zinser**
CEO, Grupo Hotelero Santa Fe, Mexico
MANAGEMENT AND ADMINISTRATION

Management
Chief Executive Officer GIHE Worldwide
Mr. Guy Bentley
Directeur Général GIHE Switzerland
Mrs. Judy Hou (MBA, DBA [IP])
Chief Academic Officer (Interim)
Mrs. Judy Hou (MBA, DBA [IP])
Director of campuses
Mr. Peter Cross
Finance Director
Mr. Marc Lachat (BSc, MBA)
Director Career, Industry, and Alumni Relations
Mrs. Fabienne Rollandin (MBA)

Academic
Chief Academic Officer (Interim)
Mrs. Judy Hou (MBA, DBA [IP])
Dean of Faculty – Bulle Campus
Ms. Barbara Miller (MBA, DBA [IP])
Dean of Faculty – Glion Campus
Ms. Susanne Welle (MA)
Assistant Dean – Bulle Campus
Ms. Audrey Reynaud (MBA)
Assistant Dean – Glion Campus
Ms. Jacqueline Moore (MA, MSc)
Dean of London Campus
Ms. Georgette Davey (completing Master’s)

Support Services
Head Registrar and Students finances
Ms. Christina Jegou (MSc, PGC)
Head Librarian
Mrs. Caroline Clément (Dip bibliothécaire)
Head of Academic Systems and Logistics
Mr. Dominique Ernotte (MEd)
Student Affairs Manager – Bulle Campus
Mr. Daniele Ticli
Student Affairs Manager – Glion Campus
Mr. Mark Gordon (MEd)
IT Business Partner
Mr. Ken Fukami

Enrolment Management Department (EMD)
Vice President Global Enrolment
Ms. Emily Williams Knight
Marketing Director of H & C
Mr. Yves-Alain Schwaar
Senior Admissions Manager
Ms. Claudia Toletti
Marketing Director
Mr. Scott Noble

Regional Admissions Directors (RAD) Region allocation is subject to changes
Western USA, Canada, Mexico
Mrs. Natalia Bertran
The Americas
Ms. Sarah Humphrey
French regions
Ms. Veronique Martinet
Northern Europe and Switzerland
Mr. Fabrice Saillet
Middle East, North Africa, Italy, and Portugal
Ms. Vana Najjar
Asia and India
Mr. Tom Fitzgibbon
Central and Eastern Europe
Ms. Olga Polnikova
China, Taiwan
Mr. Andrew Wong

Alumni Association of Glion (AAG)
President
Mr. Christian Beek
Secretary General
Mr. Egidio Marcato
HOSPITALITY MANAGEMENT

Switzerland

Barbara Miller, DBA Candidate, MBA MIH
Dean of Faculty – Bulle campus
Barbara Miller has worked in the field of academia for many years and also has a background in hospitality. Past industry-based experience includes hotels, consultancy, and training. Originally from the UK, Barbara has lived in Switzerland since 1996 and has designed and developed courses, programs, and curricula within undergraduate and graduate domains. She has also developed curriculum and programs for US, UK, and Swiss accreditations. Other than extensive teaching experience, her academic roles have included program leader, course tutor, and dissertation supervisor. Barbara also enjoys developing applied learning tools that help students develop competencies, experiences, and knowledge in industry-based, problem-solving environments. Barbara is currently working towards a Doctorate of Business Administration (DBA) and has explored the lived experiences of faculty members adapting to technologically induced change and the onset of online teaching and learning tools. Her MBA is from the Open University (UK) and she is a member of the Institute of Hospitality.

Audrey Reynaud, MBA
Assistant Dean – Bulle campus
Audrey Reynaud holds an MBA in Human Resource Management from the University Pierre Mendès France (Grenoble, France) and a PGCE from the University of Fribourg (Switzerland). She is currently program manager for the Entrepreneurship pillar in the Hospitality bachelor’s degree and lecturer in Human Resource Strategy.

Susanne Welle, MA
Dean of Faculty – Glion campus
Susanne Welle holds a Master of International Hotel Management from University of Derby, UK. Previously Susanne worked as academic director at Vatel Switzerland, subject leader for the Rooms Division subjects at GIHE, and program manager at SHMS. At GIHE, in addition to being a subject leader, she was a lecturer for Revenue Management, as well as Rooms Division subjects, and at SHMS she was program manager for semester 2 and the postgraduate program, study advisor coordinator, and teacher in Rooms Division subjects.

Jacqueline Moore, MA, MSc
Assistant Dean – Glion campus
Jacqueline Moore holds a Master’s in Open and Distance Education, 1995, and a BA (Hons) in International Hotel Management, both from Manchester Metropolitan University. She is and EdD candidate, and holds an Msc in Research Methods for Education Technology from the Open University UK, 2002.

Christian Kammer, MEd
Christian Kammer has been working with GIHE for over 2 decades, originally as Internship Placement Officer and Hospitality lecturer. He is now involved in several of our programs as program manager. Previous to his employment with GIHE, he gained an extensive gastronomic background through a Swiss Chef Certification. A Food and Beverage and Hotel Management Diploma earned at Lausanne Hotel School led him to work in the hospitality industry where he held numerous operational, administrative, and managerial positions with Hilton International in Switzerland and Australia. His academic credentials include a Master of Education from Endicott College (USA), a Certification as Adult Trainer (FSEA), and a Hospitality Educator Certification (CHE, not renewed). His main research interests relate to wine heritage and oenotourism. His education and experience as a wine specialist allow him to participate in wine events as a jury member and as a member of the sensory panel of the School of Engineering at Changins (HES).
Paul Chappel, MEd
Lecturer
Mr. Chappel’s background is one of hospitality management and, in particular, the food and beverage specialization. Originally from the UK, he has been in Switzerland since July 2008 working on both the Bulle and Glion campuses, taking up his role as Associate Degree Semester 4 Program leader from July 1, 2009. He is currently head of department responsible for academic product innovation and initiatives. His career has allowed him to travel, and, in 2003, he left Grenada in the Caribbean after spending 3 years there establishing a training facility based within a five-star property. Classically trained, he spent a number of years in F&B operations as well as owning his own restaurant for some time, which enjoyed award winning recognition. Mr. Chappel’s academic career has been over the past 15 years, and this has given him the opportunity to work in three UK colleges as lecturer, program manager, and head of school. He is a regular attendee of hospitality education events and is often asked to act in an ambassadorial role on behalf of GIHE. Mr. Chappel is at the completion stage of his Master in Education qualification.

Laury Chatonnier, MSc
Lecturer
After graduating with a Bachelor’s in Corporate Communication, Laury Chatonnier started her career in hospitality within the Four Seasons Hotels & Resort Company. After opening three of their properties, and working in a total of four of them, Laury evolved in the rooms division, from reception to front office manager and revenue manager. In 2011, she had the opportunity to join the team in the Glion Institute of Higher Education, to teach Rooms Division, in order share the experience gained over her years in the industry. Through the Master of Science in Instructional Design and Technology, obtained from Walden University in June 2014, Laury gained new skills applicable in her day-to-day activities, skills that allow her to adapt to the constantly changing student needs and educational approach within the undergraduate, postgraduate, and master’s programs.

Marija Lazarev, MA
Lecturer
Marija Lazarev holds an MA in Tourism from University of Derby, and was previously a faculty member of SHMS, Leysin. Marija’s research has focused on tourism—she has submitted, coauthored, and presented papers at many European and international conferences (ATLAS). Marija currently teaches Transport Systems and International Tourism Planning and Development in the undergraduate program and prepares students for their Applied Business Projects in the postgraduate programs. As a dissertation lead at the LRG University of Applied Sciences, she assists students in publishing and presenting research at various conferences. Marija is currently Chair of the GIHE Ethics Committee.

Michael Cubbin
Lecturer
Michael Cubbin spent the initial part of his career working in hotels and restaurants in both kitchen and food service departments, in mainly Europe and Australia. For the past 20 years he has taught in three different hotel schools in Switzerland covering F&B related topics, in both practical and theoretical lessons. Practical banqueting and franchise coordinating duties were also performed, as well as consulting courses in Bulgaria, Tunisia, and Morocco. Michael is presently teaching Food and Beverage along with helping students on a self-study program. He is class tutor for two classes while also assisting in the Wine Club.

Jini Heller, MSEd, MA
Lecturer
Jini Heller is lecturer in Economics, Luxury Brand Management, Marketing, and Organizational Communications. She holds an MSc in Education, Nova Southeastern University, Florida, 2006; an MA in Economics with specialization in Monetary Economics and International Trade, University of Bombay, 1989; and a BA in Economics from University of Bombay, 1986.
Christelle Herbin, MP
Lecturer
Mrs. Herbin is a proportional lecturer in Rooms Division. She holds a Maîtrise Professionelle in Hotel Management, Strasbourg Management School, France, 1992; and a BA in Hospitality Management, Strasbourg Management School, France 1990.

Marc Herbin, Dip
Lecturer
Mr. Herbin is a full-time lecturer in Food and Beverage Operations. He holds a Diplôme de Technicien Supérieur en Hôtellerie et Restauration, EHL, Switzerland, 1994.

Patrick Julian Huwyler, BA (Hons)
Lecturer
Patrick Julian Huwyler holds an Open BA (Hons) from the Open University in England, where he read English Language, English Literature, and Creative Writing. Apart from his BA, he has also read (at postgraduate level) Creative Writing at the University of Oxford and published a small collection of short stories. Patrick is a fully qualified and experienced EFL teacher with a background in hospitality. He now specializes in Academic English, Business English, and English for Hospitality. Patrick’s leisure interests include playing chess, playing the guitar, and reading.

Egidio Marcato, MBA
Lecturer and Head of Glion Alumni Relations
Mr. Marcato holds an MBA from Endicott College, Beverly, MA, and previously graduated from SHS (Swiss Hotel Society) with a Diploma in Hotel and Restaurant Management. Prior to his employment at GIHE, Egidio had been working for 22 years in hospitality businesses, mainly at front desk in deluxe, five-star hotels in different European countries. A member of the AICR (Amicale Internationale des Chefs de Réception et Sous-directeurs des Grands Hôtels) since 1989, Egidio became Swiss president of this association between 1992 and 1996. His dedication to the hotel reception environment brought him to co-found, in 1995, the Swiss Contest for the Best Receptionist of the Year, successfully running ever since as the “Bucherer Trophy.” Since its creation, Egidio is one of the main role-players of the competition. In 2014, he was appointed chief international judge at AICR International Contest of the Best Receptionist of the Year. From 2000 until 2010, Egidio occupied a leading role as subject leader for Accounting and Finance. While completing his MBA studies in 2004, Egidio created a new course for GIHE third-semester students titled “Introduction to Entrepreneurship” that soon became a cornerstone course within the curriculum. Starting in January 2014, Egidio has been appointed Head of Glion Alumni Relations with overall responsibilities for the alumni community, counting over 11,000 members worldwide.

Ana Paiva, MSc
Lecturer
Ana Paiva holds a MSc in Mathematics Teaching in the Third Cycle of Basic Education and Secondary Education, where she researched and presented her thesis under the theme “Fractals.” Ana also holds BA in Mathematics–Education branch, from the Department of Mathematics, Coimbra University – Portugal, where, as result of her internship, she presented a lecture under the theme “Quaternions Visualization.” Ana started teaching mathematics in public and private schools in Portugal in 1998, and also worked there as a trainer in maths and information technology areas. Ana currently teaches Information Technology, Information Technology in Business and Society, and Maths Support in the undergraduate bachelor program.

Drazen Raguz, MSc
Lecturer
Mr. Raguz holds an MSc in International Project Management from the Ecole Supérieure de Commerce, Clermont-Ferrand, France, where he graduated with the highest honors. Additionally, he has Bachelor of Science in Hotel and Resort Management from the American College of Management and Technology in Dubrovnik, Croatia. Mr. Raguz is certified in Executive Coaching. His professional career has been focused
on the cruise line industry. Currently, he is lecturer in Managing Rooms Revenue and Contemporary Issues in Hospitality Industry.

**George Cocker, LLM**
Lecturer
Mr. Cocker holds an LLM from the University of London in addition to being a barrister of the Bar of England and Wales. Given his considerable commercial and professional experience, he is at present engaged in the promotion of a better understanding and application of the European Convention of Human Rights to both individuals and corporate entities. He shares his passion for the subject matter with his students in both the LRG and GIHE degree programs.

**Jackson Dang, MSc**
Lecturer
Of Chinese descent, born and raised in Brazil, educated in the United States, French by marriage and by choice, it goes without saying that he thrives in multi-cultural environments. For Professor Dang, contact with people of different backgrounds has been a source of personal growth. His educational and professional background is just as diverse. After a Bachelor’s in Mathematics and French, he completed a Master’s in French and then an MBA. After working for 3 years as a financial analyst for an American insurance company, he obtained a Master’s in Finance and is currently writing the dissertation for his PhD. He has taught finance, accounting, economics, mathematics, and languages for more than 15 years, at both the undergraduate and graduate levels.

**Helen de Haan, MA**
Lecturer
Helen de Haan holds a Master’s in Sports Management from the IE Business School in Madrid, as well as a Corporate Law degree from the University of Utrecht in the Netherlands. She has had a long-standing career at the world governing body of football (FIFA), where she gained work experience in the areas of sports law, marketing, licensing, sponsorship, hospitality, and communications. She also participated in various roles at FIFA’s worldwide events, including the 2002 FIFA Congress, the 2005 and 2009 FIFA Confederations Cups, the 2006 and 2010 FIFA World Cups, and the 2011 FIFA Women’s World Cup. Based on her education in sports management and her 12 years of professional experience in the sports industry, Helen currently teaches Principles of Sports Management, and International Media and PR Management, as well as Sport Retail and Merchandising courses in the undergraduate ESE program. Besides her work as a teacher at GIHE, Helen is certified to teach Cultivating Emotional Balance (CEB), working as a trainer for mindfulness-based emotional balance and stress reduction techniques.

**Lester Downing, MSc, CPA**
Lecturer
Mr. Downing is part-time lecturer in Finance. He holds a Master’s in Finance and Accounting, University of Kentucky, Lexington, Kentucky, USA, 1974. He is a certified public accountant, USA, 1977, and completed postgraduate work in accounting, University of Alabama, Tuscaloosa, Alabama, USA, 1977.

**Paul Fynn, MA**
Lecturer
Mr. Fynn is a full-time lecturer in System Analysis, Tour Operations, and Visitors Attractions Management. He holds an MA in Education, John Ruskin University, 2006; a PGCE Post-Compulsory Education, Anglia Polytechnic University, 2001; and a BA (Hons) in Social Sciences CNAA, Hatfield Polytechnic, UK, 1984.

**Peter Goedkindt, PhD**
Lecturer
Dr. Goedkindt is a full-time lecturer. Dr. Goedkindt holds a PhD in Experimental Physics (Brussels University). He worked at the European Commission and at several large international research laboratories throughout Europe. As of 1999, he participated in several IT start-ups in Switzerland. Later he joined Orange Communications specializing in the integration of IT systems with new business requirements: operational and analytical CRM, billing, document management, campaign management, retention, and direct sales. As
IT director of a hedge fund, he developed automated trading technology for wealth management. He worked as an external consultant for Pictet private bank. Prior to joining Glion and throughout his career, he has been teaching physics, IT security, e-business, math, and research. He holds several industry certifications. His current research interests are exploring data science applications in the tourism and hospitality industry. His academic publications (all fields) have been cited 564 times. He has 5 years of hospitality background as a member of the executive committee overseeing the activities of a mountain lodge.

Peter Juskiw, MA, MCIPD
Lecturer
Mr. Juskiw is a PhD candidate at Walden University, Minneapolis USA, currently writing up his dissertation on “Measuring the Effectiveness of Internal Branding Training Programs in the Hotel Industry.” Mr. Juskiw has been a full member of GIHE faculty since January 2005. Before joining the faculty, he lectured in the UK at various academic institutions, such as West Hertfordshire College, on courses accredited by the University of Hertfordshire, he was also program leader for the professional institute of training and development. He was also visiting lecturer at Middlesex University, Thames Valley University, and North Hertfordshire College in human-resources-related subjects on mainly professional and postgraduate courses. Before going into the lecturing profession, Peter worked as a human resources manager at Hewlett Packard and other blue chip companies. His research interests include human capital theory, career development, performance improvement, and knowledge management. His research interests are in internal branding, industry-education collaboration, and cross-cultural communications. His recent papers in internal branding and cross-cultural communications have been presented in various European cities. Peter currently teaches Human Resource Management and Cross-Cultural Management in the master's programs, preparing students for their Applied Business Projects and Dissertations.

Simonida Kohler, MSc
Lecturer
Having more than 10 years of teaching experience, Simonida Kohler was working in universities of applied sciences in Geneva, Bern, and Zürich as a lecturer and has covered almost all existing economic fields—micro- and macroeconomics, political economics, organization, accounting, quantitative methods, finance, and so on. After her Master in Political Economics and Finance in 2003, Simonida worked in private banking and in the mortgage departments of Credit Suisse, UBS, and ABS. Before that, she had work experience in auditing, human resources, and IPO-financing. As scholarly activity in 2014, she acquired a Certificate in Sustainability and Destination Management.

Anu Laukkala, MBA, MSc
Lecturer
Anu Laukkala holds both an MBA and an MSc in Marketing from Helsinki School of Economics and Business Administration (Aalto University). For the past 8 years Mrs. Laukkala has been lecturing in hospitality schools in Switzerland with a focus on marketing at undergraduate and graduate level. Before entering the world of academia, she worked in the total quality management department of the Finnish Foreign Trade Association (Finpro), before moving on to act as a consultant in public sector procurement and supply chain management, as well as being a key account manager for Hansel.

Mike MacDonald, MSc
Lecturer
Mike MacDonald teaches Marketing and Conference and Event Management. He holds a BSc (Hons) in Business and Computing, Abertay University, Aberdeen, 1999; and an MSc in Sport Management, Loughborough University, Scotland, 2009.

Olga Novitskaya, PhD
Lecturer
Olga Novitskaya holds a PhD from Fribourg University and an MBA from Glion, Switzerland. Olga’s doctoral research is focused on international human resource management (IHRM) and transfer of HRM practices to emerging markets. Several articles with preliminary research findings have already been presented and published in Russia and Ukraine. As a part of her research, Olga was involved in the management of the International Institutional Project, sponsored by the Swiss National Fund, aimed at the
development of a curriculum in IIHRM for executive MBA education in Ukraine. As a result, the case book with teaching notes was published and presented at the 2014 EuroMed Conference in Portugal. Olga obtained related industry experience in tourism and hospitality during her international assignments for the tour operator Kuoni Group (via the acquisition of Russian UTE Megapolis). As a resort representative and destination manager, Olga successfully managed travel operations in India, Tunisia, Croatia, Austria, and Greece. Later Olga founded a travel agency in Crimea and consulted its management remotely. Olga has also consulted for Ukrainian hotels on marketing and business development issues. Currently, Olga teaches Human Resource in the Hospitality Industry for the undergraduate program and supervises dissertations.

Ed Schofield, MA
Lecturer
Ed Schofield is a member of the Bulle faculty and has a background of 25 years in hotel management with British national hotel companies, Swallow Hotels and Whitbread Hotels, in addition to having managed two Renaissance hotels for the Marriott Corporation. Having taken a Master’s in International Hospitality Management, and allied to his extensive industry experience, Ed currently leverages that experience in his teaching in the postgraduate program in Operations Management and Customer Service. His main responsibility is in the undergraduate program teaching Business Research Methods in the students’ penultimate semester, and preparing them for their final semester capstone project of an Independent Research Study, for which he has been the lead tutor for the last 5 years.

Darren Sleeman, MBA
Lecturer
Mr. Sleeman is a full-time lecturer in Marketing. He holds an MBA in Hospitality Marketing (in conjunction with La Universidad Europea de Madrid), Les Roches Swiss Hotel Association School of Hotel Management, 2005; a Diploma in Tourism Studies, Instituto San Martin del Perú, 1991; and a BA (Hons) in Latin American Studies, University of Portsmouth UK, 1989.

Josephine Underwood, MA
Lecturer
Ms. Underwood holds a master’s degree from the London Metropolitan University (formerly known as the University of North London). Josephine has been a member of the Glion faculty for the past 12 and one half years. Teaching a wide range of courses from Tourism, Research Methods, and Economic Impact of the Sports Industry, to Entrepreneurship, Financial Management, and Financial Accounting. Josephine developed the finance courses for the LRG program and developed systems for students with learning difficulties researching the special nature of the international students that attend Glion. Josephine spent 6 months working with the internship department and industry partners in connection with the Event, Sport, and Entertainment program. Josephine is part owner of TCM acupuncture sarl, an alternative health company based in the Valais. Prior to working at Glion, Josephine was instrumental in establishing various businesses based in Verbier and before that worked extensively in Australia, New Zealand, Hawaii, Denmark, Finland, France, and England in the areas of finance, hospitality, sport, and tourism. Currently, Josephine leverages all the experience from her wide range of past work to enhance the teaching of Financial Accounting, and she hopes to one day make this subject the students’ favorite.

Claudio Zucco, Licence ès lettres
Lecturer
Claudio Zucco is a Tourism and Event Management lecturer. His main research interests include transportation, events, and innovation development in tourism destinations; in particular, he researches the linkages and collaboration between stakeholders, which can, when effectively managed, facilitate the spreading of new ideas and enhance sustainability and competitiveness. His favorite quote about travel is taken from Flaubert (1853): “Travel makes one modest. You see what a tiny place you occupy in the world.”
London Branch campus

Georgette Davey, MEd candidate
Dean of Undergraduate and Postgraduate Programs, London Campus;
Georgette currently pursues a Master’s in Education in International Hospitality Management. She completed postgraduate work in Education, University of East Anglia, 2000; and postGraduate work in Hospitality Management, Sheffield Hallam University, 1998.

Edward Brandt
Lecturer
Edward has spent most of his teaching career teaching varied ages and ethnicities in two of the most well-known English language schools in London. While at International House, he taught ESL teaching techniques to secondary school English teachers from South Korea, helping them create more interactive and learner centered classes for their students. His research background is strictly in the creative industry, where he worked on a number of high profile projects for Proctor and Gamble, Unilever, and Gillette. This research was primarily ethnographically focused but was built upon thorough secondary research. His master’s thesis focused on the impact that design can have for clean-technology companies looking for venture capital investment, which combined his interest in design, the environment, and business strategy.

Bruno Levasseur
Lecturer
Bruno Levasseur holds a PhD in French Studies from the University of Birmingham (2010). After teaching in France, America, and Australia, he is a visiting lecturer at Glion London. He works on French language, culture, and politics in contemporary France. Aspects of his research appeared in peer-reviewed academic journals including Contemporary French & Francophone Studies, Modern & Contemporary France, New Cinema, and Francosphères.

Debra Adams
Lecturer
Debra Adams is the head of professional development for arena4finance and is an experienced educator and facilitator. She has a background in catering management and is a qualified management accountant with a master’s in Education. Debra has been delivering courses in finance, accounting, and related topics for over 25 years. After a period spent working for a hotel and catering company as a finance controller, she spent 11 years at Bournemouth University as a senior lecturer, leaving in 1999 to work in training and development. She formed her own company specializing in professional development for the hotel and restaurant sector in 2004. Debra has been head of education for the Hospitality Professionals Association for the past 15 years, developing courses in accounting topics and revenue management. She delivers courses for a range of clients in hotels, restaurants, and food service organizations, as well as holding visiting lecturer roles at a number of European hotel schools.

Yaneal Patel
Lecturer
Yaneal Patel is a visiting lecturer in Information Technology and Maths Support who joined the Glion team in 2014. Yaneal has a Bachelor’s in Business Management with Accounting and is now studying a Master’s in Accounting and Finance. He also has A Levels in Maths, Business, and Information Technology. Yaneal has great experience within the accounting field and has worked in various companies, including the Chartered Institute of Personnel and Development (CIPD).

Jenn Keen
Lecturer
Jenn Keen is a co-owner of Total Revenue Solutions Ltd., a specialist team who focus on commercial and revenue management, service delivery, and profit enhancement strategies for the hospitality industry. Hailing from Canada, Jenn has over 20 years’ experience in the hospitality industry, in both operational and revenue management roles, including roles such as director of revenue development and training EMEA, IHG, working with c. 650 hotels across the region delivering revenue management consultancy and training.
Recent consulting clients cover a wide span, including international hotel chains, private boutique hotels, spa and golf resorts and organizations, tour operators, technology specialists, and even the House of Lords.

Zeynep Sentek
Lecturer
Zeynep Sentek holds an MA in Conflict, Security, and Development from University of Sussex, UK. She has experience in international consultancy in Turkey and in teaching in the Netherlands and Turkey. She is currently a PhD candidate in Global Studies at University of Sussex, and her research interests include international security, Gramscian theory and methodology, civil-military relations, and Middle East politics. She also assists Centre for Investigative Journalism in London on journalism projects and is also initiating the establishment of an investigative journalism center in Turkey. She currently teaches Geopolitics to undergraduate students at Glion.

Miguel Stucchi
Lecturer
Miguel Stucchi has double nationality, Swiss and Peruvian. He has a Certificate in Teaching Spanish as a Foreign Language from International House Barcelona, an MA in Business Administration from Lima University, and an MBA from Maastricht School of Management in Holland. After more than 10 years in the corporate world he discovered his real passion lies in teaching and helping people discover more about this beautiful world through the Spanish language. As a trained language teacher with MBA qualifications, he can offer a unique blend of knowledge, methodology, and motivation based on his rich experiences in different sectors and schools throughout South America, North America, Europe, and the Caribbean. As an entrepreneur he has created businesses such as My Language Class, and a business advisory service specialized in business strategies and expense management. Mr. Stucchi is also member of the Swiss Master Athletics Team, with more than 25 years practicing athletics.

Zoe Conlon
Lecturer
Zoe Conlon is a lecturer in People Management. She graduated from Oxford Brookes University in 2000 with a 2:1 in Hotel and Catering Management. Upon graduation, she secured her first management role in meetings and events at the Carlton Mitre Hotel in Hampton Court. She then moved on to the world of Michelin-starred restaurants, managing events at Marco Pierre White restaurants. After spending a year travelling in Australia and Asia, she moved in to revenue management for etc. venues. And then relocated to Yorkshire and became sales and marketing manager at Radisson in Leeds. Her move in to lecturing came in 2008 when she started teaching at Huddersfield University; it was here she gained her MA in Higher Education Practice before moving to Manchester Metropolitan University in 2012. She also is an online tutor for University of Derby. She is very passionate about hospitality and loves teaching it.

Michael Heyward
Lecturer
Michael Heyward is a hotel consultant, delivering business process improvement and profit optimization for the hospitality industry. Having lived in Australia, Malaysia, and the UK, he has over 25 years’ experience in the hospitality industry, in both hotel operations and corporate roles. This encompasses IHG, Accor, and independent hotels, from three to five stars across Europe, Asia, and the Pacific. With an MBA (Hospitality and Tourism) from Victoria University in Australia, Michael is developing his academic activity with lecturing at the Glion Institute of Higher Education (London campus), as well as mentoring hospitality and tourism students from Oxford Brookes. As a fellow of HOSPA, Michael sits on the Revenue Management Committee and is a regular contributor to industry conferences, seminars, and educational events. With a passion for doing difficult things well, with and through others, Michael has a track record for leading teams of highly skilled, diverse, competitive people to deliver outstanding performance.

Julie-Anne Smith
Lecturer
Julie-Anne has a BA in Speech, Communication, and Dramatic Theatre from the University of Hull. An actress and improviser for over 20 years, Julie-Anne directs and performs both in Europe and the UK; credits include Calendar Girls, Oliver!, An Ideal Husband, Remembrance, and King Lear. She also performs as a
solo artist for public, private, and corporate events. Her 20-plus years of theatrical experience on three continents, combined with a natural talent for comedic timing and performance, provide Julie-Anne with a unique offering: communications consulting/management training through improvisation, presentation/performance/communication skills (100% success rate preparing candidates for drama school auditions), workshops (for actors and nonactors), and team-building events. She is passionate about helping others find new perspectives, inspiration, and increased confidence. She manages this through acting and directing, together with customized communications coaching and educational workshops.

Melissa Ronaldson
Lecturer
Melissa Ronaldson is a member of the National Institute of Medical Herbalists and runs her own business, The Herbal Barge Company, a floating herbal medicine clinic, apothecary, and teaching space. Melissa works with local charities, community organizations, the local council, and institutions, such as the Natural History Museum, to deliver courses, events, workshops, guided plant walks, etc., around the theme of herbal medicine. She works as guest lecturer/outside examiner/locum clinic supervisor on herbal medicine degree courses at Lincoln, Westminster, and the University of East London.

Mark Jones
Lecturer
Mark Jones holds an MBA in International Hospitality and Service Industries Management from Glion Institute of Higher Education, where his final dissertation focused on “The Relevance of the Star Rating System for London Boutique Hotel Sector.” This academic research is underpinned by practical experience gained from working in the independent hotel sector for more than 12 years and covering such brands as Preferred Hotels Group, Great Hotels of the World, and WorldHotels. Mark is often a panelist and speaker at industry conferences such as the Boutique & Lifestyle Hotel Summit and the Annual Hotel Conference, where he speaks on issues related to the hotel sector. Outside his academic commitments, Mark is an independent marketing and management consultant, and he joins Glion London as a guest lecturer in the area of marketing.

Richard Allen
Lecturer
Richard Allen holds a BA in Philosophy from Kings College London and has been an English language teacher for nearly 20 years. In this time, he has worked in a number of countries in a number of roles. After a successful spell in educational management and syllabus development, he went back to college to complete his DELTA in 2012, and since then he has found himself back in the classroom helping students prepare for IELTS and the rigors of academic study at undergraduate and postgraduate level. He is a practicing IELTS and Trinity examiner.

Jean Tellwright
Lecturer
Out of the cultural revolution of the 1960s and 70s came Jean Tellwright's passion for equality, diversity, and the right to have choice. These ethical constructs became channeled through teaching and involvement in mental health institutions and organizations (1982–1988). Jean’s experience of teaching in London, Nottingham, and Norwich secondary schools, and working as an occupational therapist in the big psychiatric “bins,” brought together what were to be the underpinning themes of her career path: education, mental health, and art (1990–2005). Courses in counselling, occupational therapy, transactional analysis, art therapy, and many other mental health subjects, culminated in achieving a position as senior Therapist and group facilitator in a therapeutic community in Cornwall run by the Richmond Fellowship. Following this, Jean used her therapeutic skills in private practice alongside teaching transactional analysis for North Cornwall Adult Education. From 2003 to the present day, Jean has taught transactional analysis alongside facilitating experiential art groups as part of the General Education program at Glion Switzerland. The course is explorative in understanding the human condition. Jean is an artist in her own right.
PROFESSIONAL INSTRUCTORS in Kitchen, Service, and Rooms Division

Jean Pierre Sottili
Food and Beverage Applied Learning Manager
Executive Certificate in Hotel Management and Finance

Eric Jouve, BA (Hons)
Applied Learning Rooms Division Manager
Full-time Front Office Instructor
BA (Hons) in International Hospitality Management, University of Derby, 2001; Brevet de Technicien Hôtelier, mention «Réception», Lycée technique Savoie et Léman, Thonon les Bains, France, 1988

Stéphane Besnard, Dip.
Applied Learning Senior Service Manager
Stéphane Besnard is currently a deputy F&B Applied Learning manager at GIHE. His academic and professional experiences reflect his interests in luxury hospitality, with a deeper focus on food and beverage service. He also enjoys taking restaurant revenue management courses. He graduated from a hotel school in France, and received a teaching diploma and a restaurant management diploma, both held at Swiss institutions. Stéphane has a variety of experience in the hospitality industry, most specifically in F&B service, and past employers include the Hilton Park Lane in London, Hyatt International, Swissotel Metropole in Geneva, Concorde Lafayette in Paris, and Maritim Hotel in Germany.

Patrice Oriol, MEd
Applied Learning Senior Service Manager Assistant
Patrice Oriol holds a Master’s in Education in Hospitality and Training from GIHE, Switzerland. Patrice’s main research has introduced variables related to waiter implications in a suggestive fine dining room selling process: a hospitality case study.

Carlos Da Silva; MEd candidate
Applied Learning Service Instructor

Tanguy Fertil, Brevet de Technicien
Applied Learning Service Instructor
Brevet de Technicien Superieur, Ecole hoteliere de Dinard, France 1993

Mathieu Gilbert, Dip.
Applied Learning Service Instructor
Mathieu Gilbert has a sommelier diploma from Ecole hoteliere de Laval in Montréal. He has strong experience in food and beverage departments in five-star hotels and different restaurants across Canada and Europe. He was selected as second-best waiter in sales and customer satisfaction in 2002 from Keg Steakhouse Company, which owns 80 restaurants in Canada. Since 2014, Mathieu has been in charge of the new restaurant outlet, Place to Go, for the postGraduate degree. At the outlet, he teaches Restaurant Service and Wine Matching.

Stéphane Joumard, BTS
Applied Learning Service Instructor
Full-time Service Instructor; BTS Mercantique et Gestion Hôtelière, Ecole de Bordeaux Talence, Bordeaux, 1995

Fabrice Nicolot, Dip.
Applied Learning Service Instructor
Juror expert on sensory analysis applied to wines HES Changins Wine list designer and selection. He is passionate about cooking and molecular cocktails. He holds a teaching certificate BFFA.
Frédéric Blandin, MEd
Applied Learning Kitchen Instructor

François Eichenberger, Brevet Federal
Applied Learning Kitchen Instructor
Brevet Fédérale de formateur pour Adulte (BFFA), Martigny ; 2014 brevet fédéral de cuisinier en hôtellerie et restauration, 2002.

Mariano Palma Canenâ, Cert.
Applied Learning Kitchen Instructor
FFA, Lausanne, Switzerland, 2015
Certificat de Cuisine, Centre de Formation Continue pour Adultes, Geneva, CH,

Julien Boutet, BEP-CAP
Applied Learning Kitchen Instructor
FFA, Martigny, Switzerland, 2015.

Clive Ramsay, Cert.
Applied Learning Pastry Instructor
City & Guilds of London, UK., 1980.

Pascal Sendron, Brevet Federal
Applied Learning Kitchen Instructor
FFA, Martigny, Switzerland, 2015.
Teaching Skills certificate, intern Glion, 2012.
Certificat de cuisine, centre de formations professionnel, St Brieuc France 1985

Beat Röthlisberger, Brevet Federal
Applied Learning Kitchen Instructor
brevet fédéral de maître d’apprentissage, Switzerland, 1972

Flavia Van der Donk, MEd
Applied Learning Rooms Division Instructor
Full time Housekeeping Instructor; Master in Education, Glion Institute of Higher Education, 2013; 2006 Northwood University USA - BBA (dual Major) in Business Management and Hotel & Resort Management, Hotel Institute Montreux, Switzerland. 2002 Swiss Higher Diploma University Center Cesar Ritz

Baxas Jerôme
Applied Learning Kitchen Instructor
BEP-CAP Hôtellerie-Restauration Option Cuisine,
Bac professional restauration TECOMAH, Versailles, France.

Colella Rafael
Applied Learning Kitchen Instructor
certificate in gastronomy at Centro Universitario SENAC, Brazil - 2007

Furgerot Eric
Applied Learning kitchen Instructor
BEP CAP BAC PRO Kitchen 1996 Paris
Olivier Godart
Instructor
Mr Godart started his career at the Hilton Brussels. He went through many different departments at the Hilton Brussels, experiencing each for relatively short periods of time as the hotel’s general manager let motivated youngsters learn a lot quickly. After that experience, Mr. Godart, joined Mercure Hotel du Parc (which became Vatel Switzerland) as front office manager / front office instructor. A year later, he was promoted to assistant general manager.
GENERAL EDUCATION

Andrew KEOHANE, DEA, MSc
General Education Coordinator
Andrew Keohane holds a DEA in Etudes Anglaises from Université de Nancy II, France, and was previously Head of Languages at LaSalle Beauvais Engineering School in France. Building on his practical experience in teaching English in many different contexts, Andrew’s current main interests are teaching English through the use of literature and developing the use of online courses and blended courses.

Judith Fynn, MEd
Lecturer
Ms. Fynn holds and MEd (Distinction), Glion Institute of Higher Education, 2009; and a BSc (Hons.), University of East Anglia, 1990. She is a proportional lecturer in Community and Sustainable Development.

Dr. Anna Bloch-Mechkour, PhD
Lecturer
Dr. Mechkour holds a PhD in Physical Chemistry, University of Fribourg, Switzerland, 2011. She is a proportional lecturer in Statistics and Chemistry.

Crystal Cavin, MEd
Lecturer
Mrs. Cavin holds a Master’s of Education degree with a specialization in educational technology from the University of San Francisco and has over 28 years of teaching experience. Her professional experience includes educational project leadership and academic management. She has experience in instructional coordination, professional development, curriculum development, educational technology, blended learning, and assessment design and development. Since 2008, Crystal has been teaching Geopolitics to second semester students and has recently designed a new course called Contemporary Geopolitical Issues for fourth semester students. She has also served the Glion faculty as the GIHE faculty chairperson since 2013.

Dr. Diane Clayton, PhD
Lecturer
Diane earned holds a B.Sc. (Hons.) in Biochemistry from the University of Bath in the UK and a PhD in Biochemistry with Nutrition from the University of Fribourg in Switzerland. Diane has over 30 years of international experience as a scientist and manager within the food and nutrition industry. She has occupied leadership positions in both large corporations, and in US- and European-based biotechnology start-ups. Diane has also served as an expert panel member for the European Union research proposal assessment board and has been the coordinator of international research projects involving major European universities and SMEs. In 2007, she was appointed to the Scientific Advisory Board of a US-based nutritional and lifestyle products company. Since 2007, she has taught various science subjects at GIHE within the General Education program, currently teaching both Nutrition and Health and Wellness at undergraduate level, as well as Gastronomic Nutrition to postgraduates. Today she plays an active role in health promotion activities towards sustainable healthcare solutions in the local community and with the Swiss Society of Public Health. Diane maintains extensive contacts with the international academic and business world and is a member of several nutrition and public health societies.

Margaret Godwin, MEd
Lecturer
Ms. Godwin holds a BA Hons , NUI, UCD, Dublin, Ireland, 1965; and an MEd, Endicott College, USA, 2008. She is a part-time lecturer in English and Principles of Geopolitics
Katarzyna Grinberg, MSc
Lecturer
Ms. Grinberg holds a PhD candidate, University of Fribourg, Switzerland; and holds an MSc in Economics, European University Viadrina, Frankfurt(Oder), Germany, 2000. She is a full-time lecturer in Statistics and a Dissertation Lead Tutor;

Susan Landtwing, MBA
Lecturer
Susan holds an MBA with a specialization in Hospitality from Oxford Brookes University, and has an extensive background within the Canadian hospitality industry, where her leadership in convention management led to assistant hotel manager and general manager positions. Susan’s passion for the hospitality industry and desire to assist in the development of professionals within the industry inspired her to pursue a career in hospitality education. She has taught within diploma and degree programs in international hospitality schools within Switzerland. Susan currently teaches Ethical Decision Making in the undergraduate degree program, and tutors student Independent Research Studies and Dissertations.

Dr. Denise Shelley-Newnham, PhD, MPhil
Lecturer
Dr. Shelly holds a PhD, University of Bath, UK, 2012; an MPhil, University of Bath, UK, 2007; a Masters in Educational Science, Unimail University of Geneva, Switzerland, 2005; a BA (Hons.) in Educational Anthropology, UNISA, 2003; and a BA in Psychology, Anthropology and English Analysis, UNISA, 2001. Denise has been interested in learning and development for the past 20 years. Her quest began with the fields of psychology and anthropology. Denise felt that an amalgamation of these concepts was more productive and turned to socio-cultural historical theories of learning in society, where she selected further concepts from philosophy. These fascinating studies drive the basis of her research interests and in her doctoral thesis she developed the concept of political ideologies and social learning. As a facilitator/lecturer, Denise makes use of a multitude of concepts and practical situations to produce learning spaces that are dynamic and interactive. Her basic philosophy is that knowledge should serve a purpose outside of formal learning institutions. Denise is a full time lecturer in Psychology and Sociology, and she will be taking on the task of teaching applied research methods preparing students on the undergraduate programs and master’s program for dissertations. She also teaches Leadership and Social and Developmental Psychology.

Maya Ramati, MBA
Lecturer
Maya Ramati holds an MBA from Liverpool University and a BSC in Communications from Boston University. She has over 19 years of teaching experience ranging from audiovisual communications skills, acting, and sales and distribution, to English language teaching to all ages and levels. Equally experienced in management, having worked for the World Television Forum and David Films, Ms. Ramati is constantly looking for new challenges that will make full use of her knowledge and capabilities. She currently holds the position of Semester 2 Lead at GIHE, working closely with the Program Manager. Having designed and taught Aspects of Non-European Cultures through Film and Literature, she has also taught the following subjects at GIHE: Upper Intermediate English, Advanced English, Advanced English for PG students, Psychology of Leadership, and Organizational Communications. She is currently teaching Critical Reading and Writing and Personal Development and Academic Skills.

Lilia Sauvageat-Contla, BSc
Lecturer
Mrs. Sauvageat-Contla holds a BSc in Oceanology from the University of Baja California, México. After she finished her licence as an Oceanologist, she went to Cancún to study the flora of an ecological reserve in the State of Quintana Roo, developing research strategies in botanical fields. Thanks to her experience in science she worked as a laborotist and as a chemist for the Smith Kline laboratory in San Francisco, California. Lilia has a Mexican heritage and lived in California where Spanish is the second language. She was hired as a Spanish teacher and teacher’s assistant in math and science. She was a role model for the Spanish community; she assisted with several leadership workshops to help the Latino community. She has not forgotten her science; she participated in the workshop of the University of Berkeley for developing strategies for children’s reading sciences. Lilia currently teaches Spanish at beginner, elementary, and
intermediate levels in the foreign language programs, preparing students to develop the languages skills for their lives and the powerful importance of the language.

**Sabine Thambipillai, License es Lettres**  
Lecturer  
Proportional time lecturer in the French Language; License es Lettres, Geneva University, Switzerland, 1978.

**Susan Warburton, MEd**  
Lecturer  
Susan holds a Master of Education in Hospitality Organizational Training and Management, June 2012, and is also Language Coordinator at GIHE. Building on her master’s studies, she is interested in researching cultural differences and how they influence academic studies. Susan currently teaches EAP and Critical Reading and Writing, Personal Development and Academic Skills, and Advanced Academic Support in the undergraduate program, preparing students for their future projects and dissertations.
EVENT, SPORT, AND ENTERTAINMENT MANAGEMENT

Michelle Wells, Master’s Evt Conv.
Lecturer
Michelle is an internationally experienced hospitality professional and educator who also has a background in event management and holds a Master’s in Convention and Events Management from Southern Cross University, Australia. She has worked in hospitality education as a program manager and lecturer at Glion Institute of Higher Education, Les Roches, Hotel Management School, and has also worked as a facilitator in Mexico and the Ukraine. She is a dissertation supervisor for BBA and MBA students in UK universities. Her professional career in hospitality has taken her from resorts in Greece to the UK and to the Maldives, with stops in Switzerland along the way. Most recently she has worked as an independent hospitality consultant and trainer for companies worldwide. She has firm knowledge and experience in management and takes the most pleasure as a facilitator to learning, where she can put her creativity, energy, and language and people skills to use. In her free time, Michelle enjoys sports such as volleyball, skiing, squash, and tennis, and is a certified diver.

Mike Abson, BA
Lecturer
Mr. Abson holds a BA Marketing & Communications, Carlton University, Ottawa, Canada, 1974.
He is a full-time lecturer in Event, Sport, and Entertainment subjects.

Bernd Rosenthal, BBA
Lecturer
Mr. Rosenthal holds a BBA, Fachhochschule Frankfurt, Germany 1991. He is a full-time lecturer in Events, Sport, and Entertainment subjects.

Giovanni Manfredini, MBA
Lecturer
Mr. Manfredini holds a Master’s in Marketing, Communication and Sales Management, Bocconi and Cattolica Universities, 1989. He is a full-time lecturer in Event, Sport, and Entertainment subjects.

VISITING LECTURERS

Programs are regularly enhanced by visiting lecturers. The following are currently involved with the bachelor degree programs offered:

Melissa Ronaldson, BSc
Lecturer
Part-time lecturer in Models for Medicine. BSc (Hons) in Middlesex University, 2000. Melissa is a herbal medicine practitioner working for a number of organizations and running her own business which specialises in developing themed projects.

Julie-Anne Smith, BA
Lecturer
Part-time lecturer in Drama. BA, University of Hull, UK, 2002.

Jean Parsons Tellwright, BEd
Lecturer
Counseling Certificate, Exeter University, UK, 1996; BEd, University of London, UK, 1972. Mrs. Tellwright is a Lecturer in Transactional Analysis. Her past experience includes positions as Counselor and Art Therapist at various establishments and being an Art teacher at a number of Secondary schools and institutions.
CAMPUS-BASED MASTER'S PROGRAM

Dr Martin Senior, PhD
Executive Dean for Graduate Studies
Martin Senior started his early career in the UK hospitality industry before moving onto training and then education. He obtained a BSc in Catering Management, an MA in Distance Education, and a PhD in Marketing. He has focused his teaching mainly on Change and Innovation Management and Consumer Behavior, and he has taught face-to-face, at a distance through correspondence, as well as online using e-learning, principally for international students. Dr. Senior’s current research interests revolve around the challenges faced by managers and students working together online across country and cultural boundaries.

Alain Gervaix, MBA
Lecturer
Alain Gervaix is a lecturer of Economics, Managing Service Operations, and Global Strategic Management for the Graduate Program at the Bulle Campus. His teaching experience includes accounting and finance, quantitative methods and international management at Lausanne Hotel School, where he was also academic coordinator and dissertation supervisor. Alain benefits from international management experience in service sectors including, hospitality, real estate, trading, and retailing, in Switzerland, Saudi Arabia, and Thailand. He possesses a Master’s in Economics and Master’s in International Management (MIM) from the University of Lausanne, and holds a Diploma in Hospitality Management from Lausanne Hotel School.

Pia Huh, DBA candidate
Lecturer
Pia Huh is a full-time faculty member at the Bulle campus and is currently pursuing a Doctor of Business Administration at Edinburgh Business School, Heriot-Watt University, Edinburgh, UK. She has obtained a Master of Banking and Finance, Université de Lausanne, Lausanne, Switzerland, 1999, a Master of Professional Studies, Cornell University, Ithaca, New York, USA, 1994, and a Bachelor of Science in Hotel Management, New York University, New York, USA, 1988. Ms. Huh had hotel operation and consulting experiences in the USA and Switzerland before she joined GIHE as a Finance lecturer, dissertation leader and Finance subject leader in 1999. She developed various finance courses and taught Glion MBA online course. Recently, she has taken a role of Program Leader for the new Glion Master of Science in International Hospitality Finance. She has contributed to conference papers, and she coordinates a working paper series at GIHE.

Antonis Anastassiades, MBA, BA
Lecturer
Antonis Anastassiades, GIHE faculty member and managing director at Anadixis Hospitality, holds a Master in Business Administration (MBA), University of Liverpool, UK, 2010; and a BA in Hospitality and Finance, Glion Institute of Higher Education, Switzerland, 2006. Antonis began his career in the field of congress and meetings management and later transitioned into the electronic market industry, working for a large international hotel chain. Antonis’ skill set includes managing portfolios of hotels within the various electronic market channels and increasing efficiency. Through his experience, Antonis moved on to creating his own company, Anadixis Hospitality, which, among others things, focuses on providing various e-commerce solutions and services for hotels. Antonis joined Glion Institute of Higher Education taking a role of lead faculty member for the Hospitality, Services, and E-Marketing module.

Peter Juskiw, MA, MCIPD, Cert Ed
Lecturer
A PhD candidate at Walden University, Minneapolis USA, Mr Peter Juskiw has been a full member of the GIHE faculty since January 2005. Before joining the faculty he lectured in the UK at various academic institutions (such as West Herts College on courses accredited by the University of Hertfordshire, and, as a visiting lecturer, at Middlesex University and Thames Valley University) in human resources related subjects in mainly professional and postgraduate courses. Before going into the lecturing profession he worked as a human resources manager at Hewlett Packard and other blue chip companies. His research interests include human capital theory, career development, performance improvement, and knowledge management.
Henri Kuokkanen, MSc
Lecturer and Research Fellow
Henri Kuokkanen holds an MSc in Economics (Helsinki School of Economics) and he is a PhD candidate at Leeds Beckett University. He is a full-time research fellow at Glion Graduate School, where he also teaches Revenue Management and Corporate Social Responsibility. His industry experience includes treasury and business control management in the global telecom industry. Before joining Glion, he was a partner in a consulting company focusing on transforming corporate social responsibility (CSR) into a competitive advantage. His main field of research and PhD candidacy encompasses the role of CSR in tourism and hospitality, in particular the business potential that responsibility offers from a consumer perspective. He has also published in the area of revenue management, with a focus on the potential the discipline can offer in tourist destinations. Mr Kuokkanen heads the Applied Business Projects (ABP) for Glion’s online MBA program and he is co-responsible for the campus-based commissioned student research partnerships with leading international hospitality companies.

Raffi Chammassian, DBA candidate, MIBS
Lecturer
Raffi Chammassian is a DBA candidate, Grenoble Ecole de Management; and holds an MIBS, Columbia SC, 1999. Raffi was head of EEA business planning for NCR for 11 years, leading business planning, financial optimization and controls, regions programs, and projects for various operations and subsidiaries in 38 countries within Europe, the Middle East, and Africa (EMEA), and 65 countries globally in various other positions. He also has experience with UNICEF and has worked as a consultant coaching in large multinationals, small- and medium-sized enterprises (SME); nonprofit organizations; and academic and professional training institutions. He is a full-time lecturer in Finance.

Sami Raisanen, MSc
Lecturer
Sami Raisanen holds a Masters of Sciences in Economics, University of Tampere, Finland, and he is a qualified chartered accountant. He is a Finance Group manager in the Procter & Gamble Company in London, UK, and in Geneva, Switzerland. He has an experience as a manager, financial planning and analysis, business and manufacturing control, real estate financial analysis, and accounting. He is a part-time lecturer in Economics.

Peter Baumgart, PhD
Lecturer
Peter Baumgart holds a PhD from the University of Bonne, Germany. He is head of Group Pricing and Revenue at Kuoni. He is former senior manager at Accenture and head of Revenue Management at Lufthansa. Peter has been visiting faculty for MSc Financial Leadership since 2014.

Sue Clark, MSc
Lecturer
Sue Clark holds a BSc (Hons) in Politics and Sociology from the University of Bristol and an MSc in Tourism from the University of Surrey. Sue is also an adjunct professor at Indiana Perdue University at Fort Wayne’s off-campus-based semester on the Gulf Coast of Florida and an external examiner on tourism courses for NHTV (National Institute for Tourism Studies), Breda, Netherlands. Sue has several years of working experience as a tourism manager and as a freelance tourism consultant. One of her main involvements is the PAN (Protected Area Network) Parks Foundation. She has been visiting faculty for the Bulle campus since 2001 for MBA Tourism.
POSTGRADUATE PROGRAM

Eric Mabilon, MEd
Postgraduate Coordinator
Eric Mabilon holds a Master of Education in Hospitality Organisational Training and Management. Eric dedicated his first 15 years of work at GIHE to the teaching of Rooms Division / Rooms Division Management to undergraduate students, as well as the development of the corresponding practical activities. He then started to teach in the postgraduate program. Building on his teaching experience, he is now leading this specific program and is in charge of developing it.

Bertrand Ehret, MEd
Lecturer
Bertrand Ehret holds a Master of Education in Hospitality Organisational Training and Management from Glion Institute of Higher Switzerland. He is currently Deputy Program Leader for the Post Graduate Program. Bertrand currently teaches Introduction to Food and Beverage, Food and Beverage Administration and Food and Beverage Management classes on the graduate and on the under-graduate. He is also an active member of the enology club in GIHE and he regularly participates as “dégustateur” to the selection of the vins Vaudois contest.

Dominique Ernotte, MEd
Lecturer
Dominique Ernotte holds a Bachelor of Hospitality Management from Ecole Hôtelière de Lausanne and a Master of Education from Endicott College, MA, USA. Dominique has worked for 20 years in the hospitality industry, mainly in the rooms division field, including managing his private establishment. Dominique joined GIHE initially as a lecturer in Rooms Division, Human Resources, Hospitality and Tourism, and Applied Learning, before taking the role of Assistant Dean of the Glion campus. He now works as Head of Academic Systems and Logistics over GIHE’s two Switzerland campuses.

ONLINE MASTER’S PROGRAM

Some online faculty are profiled below:

Jan Williams, MBA
Lecturer
Jan Williams is an adjunct professor as well as the president of a small e-based, management consulting business that emphasizes the integration of information technology with global business strategies. Prior to the start-up of her company, she managed large hardware and software development projects for aerospace giants Honeywell, Loral, and Lockheed Martin. Since the late 80s, she has used the Internet to manage product setup and to manage the outsourcing of critical product developments to team members in the UK and Japan, where large potential markets for the products exist. Jan earned a BA in languages and economics at MacMurray College, USA, 1968, an MBA at Boston University, USA, 1978, and studied executive management of high-tech companies at Stanford University, USA, 1983.

Kris Iyer, PhD, MBA
Lecturer
Kris Iyer has a PhD in Economics and Applied Econometrics, a Master’s in International Economics and Finance, an MBA, and a Bachelor’s in Commerce. His areas of specialization include international trade, investment and business, economic policy, survey design, and research methods. He has authored several journal articles, technical reports, and policy papers. Kris has served as Chief Advisor, Research at the Ministry of Economic Development, Government of New Zealand. He is a well-known consultant holding a senior role in one of New Zealand’s leading consulting companies and also owns a successful analytics services firm. Kris and his family live in Auckland, New Zealand. He joined GIHE in 2010 as a lecturer for the new Glion Online MBA.
Marco Albarran, MBA
Lecturer
Marco Albarran, an adjunct lecturer for Glion Online MBA for Hospitality, is the founder of Remarkable Hospitality, Inc., an international hospitality social site where service and hospitality professionals have the opportunity to share their service recovery stories and results, and jointly operates as a consulting and educational firm that assists companies to perform successfully by developing and continuously improving guest service standards, by means of education, training, observation, and professional advice. Recently, Marco joined HotelExecutive.com as contributing editor for the Hotel Business Review. Before launching Remarkable Hospitality, Inc., Marco worked with HVS, working on national and international consulting projects, including market and feasibility studies for proposed and existing lodging facilities. Prior to this, he was the academic program director for hospitality management for Florida Metropolitan University, a subsidiary of Corinthian Colleges, Inc. Marco has also worked with various hotel management companies and quality assurance companies, focusing on service analysis, management and consulting. Marco studied hospitality management at Lynn University in Boca Raton, FL, where he earned an MBA with an emphasis in hospitality management. He is fluent in Spanish and Portuguese. Marco has 15 plus years of experience in the hospitality industry with a focus on service, hotel/restaurant operations, hospitality real estate consulting (market and feasibility studies), quality assurance, and education/training.

Antonis Anastassiades, MBA, BA
Lecturer
Faculty member, Managing Director at Anadixis Hospitality, Master in Business Administration (MBA), University of Liverpool, UK, 2010; BA in Hospitality and Finance, Glion Institute of Higher Education, Switzerland, 2006. Antonis began his career in the field of Congress and Meetings Management and later transitioned into the electronic market industry, working for a large international hotel chain. Antonis’ skill set includes managing portfolios of hotels within the various electronic market channels and increasing efficiency. Through his experience, Antonis moved on to creating his own company, Anadixis Hospitality, which amongst others, focuses in providing various e-commerce solutions and services for Hotels. Antonis joined Glion Institute of Higher Education taking a role of lead faculty member for the Hospitality, Services, and E-Marketing module.

Kate Buchanan, MA
Lecturer
Kate is the former Program Director of the Glion Online MBA responsible for oversight of academic operations for the purpose of ensuring quality and consistency of program, faculty, and student experience. She holds an MA in Mass Communication from the University of Leicester and a BA (Hons) in French Studies from the University of Manchester, as well as language teaching diplomas in English and French. Kate began her career in the hospitality industry before moving into education. She has extensive experience in hospitality education in particular, having worked in various leadership roles in the field of digital marketing for Glion Institute of Higher Education, Les Roches International School of Hotel Management (in Switzerland and the branch campuses in both Spain and China), Blue Mountains International School of Hotel Management, and Australian International Hotel Management School. She has also been involved in consulting and training for Business and Information Technology School (BiTS - Die Unternehmer-Hochschule), Ecole Centrale d’Electronique (ECE), and Universidad Europea de Madrid (UEM). She also teaches marketing at undergraduate and graduate level.

Andrea Luoma, PhD, MA, BA
Lecturer
Andrea Luoma holds a PhD in Leadership, 1999, and an MA in Organizational Communication and Training and Development, 1992, from Washington State University, Pullman, Washington; and a BA in International Relations and Political Science, 1988, from St. Cloud State University, Minnesota, USA. Dr. Luoma’s current full-time role is as lead faculty at San Diego Mesa College. Having additional hospitality and tourism academic experience, she has taught at the master’s, bachelor’s, and associate levels, and her teaching also extends into the industry certificate programs. She is a curriculum development expert at six higher education institutions, some in a consulting role. Dr. Luoma’s hospitality-related experience was as an event manager in the higher education sector. She has a variety of corporate experience from several multinational companies, including Microsoft and Honeywell. Additionally Dr Luoma is an ambassador for industry.
partnerships and has assisted students in gaining industry experience with key organizations such as Marriott International and Starwood Hotels.

Marvee L. Marr, DBA, MBA (Mentor / Monitor)
Dr. Marr holds a Doctorate in Business Administration (DBA), Argosy University, 2011; an MBA, Human Resources Concentration, Inter American University 2000; an MFA in Creative Writing and Teaching of Writing, Columbia College of Chicago, 1996; and a BA in Communications and Women’s Studies, University of Missouri, 1987. Dr. Marr has been teaching in higher education for 15 years, and is currently an assistant professor at City University of Seattle–Europe. In addition, Dr. Marr has a background in corporate human resources and worked for seven plus years in the hospitality industry. In conjunction with teaching, Dr. Marr also does consulting and training in the human resources and organizational behavior fields.

Noëlle O’Connor, PhD
Lecturer
Noëlle is a graduate of the Institute of Technology Athlone, the Michael Smurfit Graduate School of Business (University College Dublin), Dublin Institute of Technology, and Fáilte Ireland (the National Tourism Development Authority). Currently, she is the senior lecturer in Tourism and Hospitality Studies and the course director for the Bachelor of Arts (Honours) in Business Studies with Event Management Program at the Limerick Institute of Technology (Ireland). Previously, Noëlle was the acting head of Department of Languages, Tourism, and Hospitality in Waterford Institute of Technology, and she lectured for many years in other Irish higher-education institutes, including Dublin Institute of Technology. She is currently an external examiner for the University of the West of Scotland and Bath Spa University (UK). She has a wide range of industrial experience, having worked in the Irish, British, French, and Austrian hospitality industries. She edited the book; Tourism and Hospitality Research in Ireland (2007) and also published A Film Marketing Action Plan for Film Induced Tourism Destinations - Using Yorkshire as a Case Study (2010). She is presently on the editorial review board for many of the leading tourism journals such as Annals of Tourism Research and Tourism Management. Her research focus is in the area of film-induced tourism, celebrity endorsement of tourism destinations, destination branding, and tourism education. She has presented her research findings at many international conferences (Australia, Belgium, Greece, Ireland, Northern Ireland, Switzerland, the UK, and the United Arab Emirates) and in referred journals (namely International Journal of Tourism Research, Journal of Vacation Marketing and Tourism, Culture & Communication).

Michael Stutler, MBA
Lecturer
Michael Stutler is originally from West Virginia, USA, where he earned his undergraduate degree in business administration from West Virginia University. Michael has spent the majority of his business career as a leader in the retail and hospitality industries. Since he started teaching in 2007, Michael has led courses in marketing, organizational leadership, and hospitality. He holds an MBA and a Master’s in International Business from Webster University. Michael and his family currently live in Florida, USA, and enjoy traveling in their spare time.
STUDENT AFFAIRS

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RELEVANCE OF INFORMATION STATED IN THE SCHOOL CATALOG

We make every effort to assure completeness and accuracy in the catalog. Inevitably, due to the changing nature of listings and policies from year to year, possible errors, misprints, or omissions may occur for which the institution shall not be held liable.

The provision of this catalog should not be considered as an irrevocable contract between the student and the institution. GIHE reserves the right to change any provision or requirement, including fees, contained in this catalog at any time with or without notice.
CHARTER

Students come to GIHE to acquire knowledge, techniques, and competence but also to share the “Glion Spirit,” the manifestation of a philosophy that has proved its value since the inception of the institution in 1962.

The demands of life in a residential environment, the obligation to accomplish various tasks linked to the fundamental hospitality or leisure services, an intensive learning rhythm: all these lead to students’ professional development and personal growth. The Glion Spirit highlights the performance of competent, ethical, open-minded, and adaptable individuals.

Throughout a student’s life at GIHE, he or she will be challenged to implement and reinforce the individual values that are indispensable to his or her professional success:

- Personal presentation
- Professional attitude
- Motivation
- Team spirit

The Charter presents the student with the integrated values underpinning the rules of life in this community: the roles of customer and employee, and the respect of equipment and the environment.

Students are encouraged to develop a Swiss work ethos, as defined by the following statement: “GIHE develops the concept of Swiss work ethos by seeking to inspire its staff and students to adapt the values of precision, diligence, quality, and service excellence.”

In craft-based learning (CBL) areas, it is important for all students to play the part of a customer taking advantage of various benefits but at the same time students submit to certain constraints.

LIFESTYLE IN THE INSTITUTION

_This section introduces the human elements of the Glion Spirit—the first visible signs of a professional approach._

**Professional Code of Conduct**

GIHE has a reputation within key service industries for producing well-rounded graduates who not only have significant knowledge and skills but have already developed a sense of professionalism.

With reference to various GIHE statements, including the Mission and Charter, the Professional Code of Conduct is intended to frame student behavior and community values, ultimately assisting the development of professionalism amongst the student body.

For a visitor at a GIHE campus (parents, future employers, etc.), the first positive impression comes from two essential elements: professional greetings and professional dress code.

**Professional Greetings**

This is appreciated by visitors, just as it is by guests or clients. It is therefore natural for students to train themselves, from the beginning of their stay on campus, to greet visitors, professors, and staff cordially and with a smile. When the person’s surname (family name) is known, use it; it will be greatly appreciated.

**Professional Dress Code**

Students must be formally dressed, in compliance with the requirements of a position in the hospitality industry (for example at reception or in a restaurant). This dress code applies during the working day: from Monday through Friday, from the start of and until the end of all classes. During evenings and weekends there are fewer visitors at GIHE campuses (unless banquets or other special events are organized); then, students may wear more casual clothing.
Dressing properly, whether in everyday or professional clothes, includes taking care of them (clean, pressed, shoes polished) and paying attention to the style and color. During practical classes in kitchen, service, or sports, the professional kitchen, service, or sports outfits will be worn as instructed by the relevant instructors. The uniform is a visible sign of professionalism. Personal hygiene is essential in service professions and it requires continuous attention.

**Discipline**
Fair and transparent GIHE disciplinary, grievance, appeal, and ombudsperson processes underpin the GIHE Charter and are considered to have an important role in ensuring a healthy and respectful community. Details of these processes can be found in the GIHE Campus Rules, Regulations, and Policies and are also available from the Student Affairs Manager.

**Behavior Outside the Institution**
The reputation of our institution is communicated by the behavior and attitude of students outside the campuses. Students are therefore expected to behave well even when off the institution’s grounds.

Remarks or complaints about students’ behavior made by persons outside the institution, if verified, may lead to disciplinary action.

**Probation/Suspension of Studies**
We reserve the right to place on probation any student whose conduct is unsatisfactory. The institution further reserves the right, subject to procedures outlined in this document, to require a student to withdraw at any time.

Upon departure, suspension, or dismissal from the institution, only fees covering accommodation and board are reimbursed, subject to remaining weeks in the semester. In the event that fees are not fully paid, the balance will immediately become due.

**Residential Areas**
Campus residential life at Glion is an important element of the student experience. It provides new or younger undergraduate students the opportunity to focus on their studies and their integration into the campus community without the challenges of finding or maintaining external accommodation.

We also believe that sharing rooms or a residence with other students from all over the world is a fantastic opportunity to learn from each other and form relationships that will last a lifetime.

**SECURITY AND SAFETY**
It is our aim to promote a safe and secure campus environment that recognizes and is respectful of the diverse nature and needs of the institution’s community. We believe this kind of environment is an important element of student success. The security team’s role is wide ranging and involves, amongst other tasks, the following:

- Patrolling campus facilities outside of regular operating hours
- Running security and safety prevention activities like fire drills
- Investigating security and safety incidents
- Liaising with local security and safety agencies
- Giving advice on security and safety matters, like personal safety and safe winter driving

Please refer to the GIHE Campus Rules, Regulations, and Policies for more information.

**MEASURES AGAINST ADDICTION**
Addiction to products such as drugs, alcohol, and medication is a major problem in our society and a reality to which we are very attentive. Drugs forbidden by Swiss laws are, of course, forbidden at the institution.
Consumption, possession, and dealing of any such substances, inside or outside the institution, are strictly prohibited. This applies to the internship period in Switzerland and elsewhere, as long as the student is enrolled in the institution. Students guilty of breaking this rule are subject to immediate expulsion or suspension from the institution and may be subject to legal action.

Consumption of alcohol must remain within reasonable limits everywhere and in all circumstances. Any signs of over-indulgence will lead to action by the management of the institution, which may result in dismissal from the program.

Students may gain advice and assistance if necessary from the Student Counselor or the Health Advisor. This is a confidential service.

**Smoking on Campus**
The campuses are nonsmoking environments. Smoking is forbidden in all bedrooms and public areas on campus for students, faculty, and staff. Designated smoking areas are available around the campuses and buildings.

Please refer to the GIHE Campus Rules, Regulations, and Policies for more information.

**STUDENT SUPPORT SERVICES**

**Student Affairs Department Mission**
Serving the overall GIHE mission, the Student Affairs Department’s aim is to ensure students are the main focus for decision making in relation to the development of the student experience. The Student Affairs Department aims to provide a holistic residential experience that nurtures the Glion Spirit and promotes well-being, personal and leadership development, respect of cultural differences, and social and environmental responsibility, while supporting the learning experience and the aims of the Academic Department.

**Integration**
Integration programs are run on GIHE campuses for new students. The program provides a support structure for integrating students into their new environment (e.g. campus life, academic program, local culture) as quickly and efficiently as possible. By integrating and understanding their new environment, new students should be better equipped to focus on their studies.

**Student Wellness**
On GIHE campuses a Student Counsellor and Health Advisor are available to students for confidential consultations and advice. The Student Counsellor and Health Advisor are able to recommend and interface with local doctors, hospitals, psychologists, etc., if the need arises.

Students who have arrived at GIHE with a significant medical condition, or develop a significant medical condition while studying, are required to communicate this information to either the Student Counselor or the Health Advisor. All such communication and information is confidential.

**Learning Differences**
Currently GIHE can provide the following support to students with learning differences (e.g. dyslexia, dyscalculia, dysgraphia, dysorthographia, dyspraxia, dysphasia, aphasia, ADHD, ADD) that are confirmed by a specialist:

1. 25% extra-time in all written exams on both campuses (except for quizzes at the Bulle campus: This is due to schedule restrictions; however marks are adjusted accordingly.)
2. An allowance for spelling mistakes and handwriting in all written exams
3. Use of a special, authorized calculator

Any additional support, such as the use of a computer during exams, is not available.
Students who wish to benefit from the above mentioned support should contact the GIHE Student Counselor during their application process or once on campus. A valid assessment report is needed (done generally by a psychologist, a speech therapist, or psychiatrist) and translated into either English or French.

**Cocurricular Program**

Serving both the GIHE and Student Affairs missions, the GIHE cocurricular program provides students with a vehicle for recreation and fun in a social context while presenting opportunities for personal and leadership development. The GIHE cocurricular program will be driven by student needs and will attempt to cater for minority groups, where possible, while allowing students to discover the local region and culture. The majority of the cocurricular program is fully subsidized by GIHE, though sometimes a small fee might be requested in an attempt to ensure reliable attendance.

**Special Social and Cultural Activities**

Individual or group initiatives to organize special activities, outside of the regular cocurricular program, are welcomed on each campus. Provision is made for students to organize special activities; however authorization should be obtained from the Students Affairs Manager for such special activities. Support and resources for the activities can be found from either the Student Government Association (SGA) and/or the Cocurricular Program Manager.

**STUDENT REPRESENTATION**

**Professional Excellence Program (PEP)**

The Professional Excellence Program (PEP) provides students opportunities to demonstrate their commitment to their profession and institution and, by doing so, develop both professionally and personally.

All students, from semester 1 through semester 7, are automatically enrolled in this program.

Throughout the semester, internal stakeholders (such as teachers, Student Affairs staff, housekeeping, maintenance, and any other staff) are all requested to contribute feedback regarding students’ professional and personal conduct at Glion. This informative and constructive feedback is tabulated, and a final semester score is given to each student, allowing them to gain percentage merit points on their semester final average grade.

**Tissot Leadership Program (TLP)**

The Tissot Leadership Program’s (TLP) main objective is to provide students with leadership and professional development opportunities through engaging students in the wider school community. TLP aims to empower students to become effective and positive global citizens through community engagement, self-reflection, and ethically minded practices. Students will develop lifelong leadership skills, which will be applicable in any service-oriented, multicultural business setting; ultimately increasing the students’ CV value and employability potential.

**Student Government Association (SGA)**

The Student Government Association (SGA) officially represents the student body. Elected on a semester-by-semester basis, the SGA is a link between the student body and senior campus management. The SGA consists of a committee that acts as the student governing body in accordance with their constitution. The SGA committee is empowered to organize a wide range of activities bringing students together.

**General**

Other student organizations include the Campus Life Leader (CLL) program, the Peer Assisted Learning (PAL) program, the Buddy program and the Eta Sigma Delta (ESD Honor Society). Students are encouraged to take leadership roles in the running of the co-curricular program activities.

Individual volunteering is encouraged and available through a range of campus based events and activities such as Welcome Day, the Cultural Fair, Open Days, VIP visits and intake weekends.