

Curricular reform: Tourism administration, BUAP as a strategy for regional development

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Abstract

The city of Puebla, was conceived as a social, economic and religious experiment. This was an early growth what was considered the second most important city in the Viceroyalty; This allowed the establishment of religious orders such as the Jesuits who, in 1578, founded the College of the Holy Spirit antecedent of the Autonomous University of Puebla. The city of Puebla in the 80's became as an educational enclave of the Gulf-central part of the country, settling in its territory higher education institutions private court. They began to teach the tourist discipline in its various forms. Given this educational dynamics, the Autonomous University of Puebla, considered important tourist aperturar the discipline and in August 2000, the Bachelor implemented in Tourism Administration. Today has an enrollment of over 1,500 students and is one of the five options enrollment. Tourism represents an important development tool strategy for our country, the update is relevant university curricula for students to have better knowledge and updates, allowing make tourism a strategic element.

Curricular Reform, Tourism, Regionalization, Curriculum

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Introduction

The Tourism Management Program emerged within the Benemérita Autonomous University of Puebla as a response to the region's social demand, taking into account the facts and tendencies of the region to adapt its contents and achieve, through its graduates, a positive impact on The society, that is materialized in the increase of the productivity and professionalism of the tourist services. (Perea Balbuena & Lopez Palacios, 2008)

This educational program was authorized by the H. University Council in May 2000 and began its implementation in the fall 2000 period (August 2000). This plan was integrated into two general areas: Administrative Area and Tourism Area, complemented by common university subjects.

The current curriculum for the Tourism Administration career dates back to 2009, the date of the last reform. "A year in which a curricular reform was carried out based on the Institutional Development Plan (PDI) 2001-2009 of the Autonomous University of Puebla (BUAP), which expresses the commitments that will respond to the challenges that Come from the global changes, derived from the process of globalization and internationalization; The situation of higher education in Mexico and the specific conditions within the institution." (Vice-rectory of Teaching, BUAP, 2007)

Sample of the above is the planned, inclusive and participatory work that was achieved during the design of the University Model Minerva (MUM), approved by H. University Council in the session of December 13, 2006. The degree in Tourism Administration of the University Model Minerva was implemented in the autumn 2009 (August 2009) with the following criteria:

Mission of the Educational Program

It is an Educational Program that attends to the needs of the tourism sector, with a multidisciplinary approach towards the new trends, challenges and globalizing processes presented by tourism systems, having a commitment based on human and moral values, achieving a social, economic, Environmental and cultural.

Vision for the 2014 Educational Program

To be an Education Program accredited by its quality and social relevance, leader in the training of professionals of the tourist area, that recognizes the strategic importance of the sector for the national economy; As well as obtaining and maintaining level 1 of the CIEES, with a certified teaching plant and infrastructure in accordance with the requirements of the program.

General Objective of the Educational Program

To form in a comprehensive way graduates in tourist administration with knowledge, skills, attitudes and values to exercise social and entrepreneurial leadership, capable of boosting the tourist activity; With equity between practical experience, the search for new knowledge, civic co-responsibility and social justice, contributing to the improvement of the tourism sector through research, the application of human values, community development in the framework of social balance, The sustainability of resources and the conservation of the natural and cultural heritage of mankind.

Specific Objectives of the Educational Program

The student:

- Develop leadership skills that enable them to manage tourism organizations.
- You will get entrepreneurship tools for the creation and management of tourism companies.
- It will promote community development through its incorporation into training programs and social integration with equity and respect for cultural diversity and the environment.
- It will apply administrative techniques for decision-making aimed at meeting the economic, social and cultural needs that society demands.
- It will strengthen their human and social formation for their personal development and professional practice.
- It will learn techniques, procedures and policies that allow it to promote the balance between tourism development and the conservation of the natural and cultural heritage for the achievement of sustainability.
- Develop research techniques focused on improving the tourism sector.

From then on, the professional practice of the Bachelor in Tourism Administration has been developing rapidly, considering the environment in which it is developed, so it is important to incorporate the elements that, due to technical and technological advances, Market and the evolution of the educational process itself, make it necessary to adapt the current academic program.

Based on articles 18, second paragraph, of the Law of the Autonomous University of Puebla, 102 and 106, fractions V and XXIII, of the Organic Statute of the Autonomous University of Puebla and 31 of the Basic Rules for Interim Integration And the functioning of the Academic Unity Councils, and in accordance with the Curricular Reform Agreement of the Academic Unit Council, dated February 10 of the current year, in order to continue and promote and develop a deep and responsible process of Comprehensive curriculum reform at the undergraduate level of its Educational Programs, the Faculty of Administration (FA) of the Autonomous University of Puebla (BUAP), convened the members of the academic community of this academic unit: teachers, researchers, students and non As well as to the graduates of this faculty, to participate individually and / or collegiate, in the process of curricular reform of the plans and programs of study of the degrees: Business Administration, Public Administration and Political Sciences, Commerce International, Tourism Administration, Gastronomy and International Business. Under the following premises:

I. The principles to be considered for the improvement of curricula are: identity, originality, innovation, competitiveness and social commitment.

II. Teachers, researchers, students, non-academic workers, graduates, employers, evaluators and social actors can attend without any limitation the following activities: Forum, Conferences and Seminars.

III. Participation in the activities indicated in the previous point may also be made through presentations and / or proposals, which must be submitted in writing to the General Coordinating Committee and / or Special Commission by Degree.

IV. Teachers will be able to participate in the specific work commissions for each Degree, will be composed of 3 or 5 teachers. Any member of the Degree may participate, regardless of their category, educational modality and campus, always under the principles of responsibility, compliance and volunteer work.

General objective

Analyze, organize and compare the different curricula of the leading institutions at the national and international level in the field of tourism to identify subjects and areas of knowledge in order to contribute to the curricular redesign of the Bachelor in Tourism Administration.

Specific objectives

- Analyze the national, regional and local tourist market in order to be able to respond to the needs of social development.
- Sort the corresponding subjects by area of knowledge.
- Examine existing subjects to assess their relevance.
- Select subjects according to the needs of the current tourist market.
- Assemble the Institutional Development Plan BUAP with the tourist growth of the entity.

Justification

Tourism is a phenomenon in constant evolution, integrated with a series of components that manage to form a complex system by the elements that take part in it: individuals in society with the need of displacement, but also receiving societies, settled in territories, possessors of heritage Natural and cultural, in many occasions with high power of attraction. On the other hand, the processes of displacement to these territories and the specialized services in the same.

Tourist activity also involves subjective elements related to the individual himself and his circumstances such as experience, happiness, leisure time and recreation. Tourism has managed to consolidate over time as an object of study, which migrated from travel to an activity that generates economic, social and environmental processes.

The World Tourism Organization (UNWTO) reported 25 million international arrivals in 1950, this activity has continued to grow despite the economic and social crises targeted in some countries.

Tourism activity in recent years has grown significantly, according to data from the UNWTO World Tourism Barometer, in 2014 international tourist arrivals totaled 1,138 million, an increase of 4.7% over the previous year (OMT, 2015).

This sector generates a relevant economic spill, to the degree that the nations have seen in it an opportunity for the generation of jobs, economic diversification and an alternative to the economic crises that have appeared in the last years.

Tourism in Mexico is considered the third source of foreign exchange after petroleum and remittances of the compatriots, represents 8.4% of the Gross Domestic Product (GDP) and 6.8% of the jobs depend on it (Vargas del Río, 2014).

In 2014, 29.1 million international visitors were registered, almost 5 million more than in 2013 and reached a record international foreign exchange rate of 16 thousand 257.9 million dollars (SECTUR, 2015).

Not a surprise for a mega country like Mexico. According to the United Nations Environment Program (UNEP or UNEP) it puts the concept of mega-diversity on the global agenda. There are 17 mega-diverse countries: Bolivia, Brazil, China, Colombia, Costa Rica, Ecuador, the Philippines, India, Indonesia, Kenya, Madagascar, Malaysia, Mexico, Peru, Democratic Republic of Congo, South Africa and Venezuela.

UNDP is a program that describes access to genetic resources and the fair and equitable sharing of the benefits derived from their use, highlights in point 6 the importance of biodiversity in America:

The region of Latin America and the Caribbean is distinguished by its particular richness in terms of biodiversity since it accounts for 40 percent of the world's biodiversity, bringing together 8 of the 25 recognized biologically richest terrestrial ecosystems in the world. Taken together, they contain more than 46,000 vascular plant species, 1,597 amphibian species, 1,208 reptiles, 1,267 birds and 575 mammals. More than half of the member countries of the Allied Mega Group of Countries, where 70 percent of the planet's biological diversity and 45 percent of cultural diversity are found, belong to Latin America (8 of 15 countries) (UNEP, 2003)

The strategic location of Mexico along with its natural and cultural wealth make it an attractive country for tourists of the mute.

Tourism in the country is based on the current tourist policy based on cluster and competitive groupings, one of the instruments most used to measure tourism competitiveness based on indicators commensurate with the Travel and Tourism Index of the World Economic Forum which has information available from 2007 in 139 countries around the world.

This index groups 70 indicators, based on three sub-indices: regulatory framework, business environment and infrastructure, human, natural and cultural resources. Mexico, under the lens of this instrument has had the following places in the international ranking and in the region of the Americas.

Mexico in the world		
Year	Internationposition	Position in the americas region
2007	49	
2009	51	6°
2011	43	4°
2013	44	5°
2015	30	4°

Table 1 Global position of Mexico according to the Travel and Tourism Index of 2007-2015
Source: World Economic Forum (WEF, 2015)

In the case of Mexico in the year 2014, a record number of international tourists was generated, who visited the country, reaching 29.1 million foreign visitors, generating 16.3 billion dollars (SECTUR, 2014).

The 2015 was configured as the year with more international arrivals registered in the history of the country with 32.1 million international arrivals. The latest results from the National Statistical Information System of the Tourism Sector of Mexico, Sectur noted that from January to September the average monthly expenditure of international visitors increased 0.5 percent at annual rate. The report reported that in those months (January to September) the arrival of domestic tourists to hotel rooms exceeded 38.8 million, which meant 75.9 percent, while the remaining 24.1 percent of arrivals to hotel rooms were tourists Foreigners (CANACO-SERVYTUR, 2016).

The arrivals of passengers in the airports that received the largest number of international visitors in that period were: Cancún with 5 million; Mexico City with 2.5 million; Los Cabos, 940 thousand 248; Puerto Vallarta, 857 thousand 475 and Guadalajara, with 570 thousand 048, which represent 90 percent of total movements in air terminals (CANACO-SERVYTUR, 2016).

For the state of Puebla, the number of national and international visitors in 2014 was 12,072,739 tourists and the economic spill of 11,203 million pesos. (Sector Puebla, 2014) this translates into an increase of 18.3% over the previous year and 22.64% respectively. According to INEGI, transportation services contributed 16.8% of the value; Handicraft and other goods production activities 15.5%; Restaurants, bars and nightclubs with 10.1%, among others.

During 2014 the value added by tourism in the economy grew 2.2%, a rate similar to the 2.1% reported by the economy as a whole, according to the results of the "Tourism Satellite Account of Mexico 2014.

The main results of the Satellite Account indicate that the Gross Value Added Tourism (VABT) at basic prices represented 8.6% of the total Gross Value Added (GVA) of the country during 2014, at current values. (CANACO-SERVYTUR, 2016)

The gross tourism value added was integrated as follows: transport services contributed 16.8%; Handicraft and other goods production activities 15.5%; Restaurants, bars and nightclubs with 10.1%; Accommodation 8.8%; Timeshare and second homes 4.6%, and the rest of the services contributed 44.2% of the total.

The biggest contribution of jobs in the sector was in the services of restaurants, bars and nightclubs with a contribution of 36%, "other services" 25.5%, transport 16.3%, handicrafts and other goods 13.1 %, And accommodation services, recreation services, second homes and timeshare 9.1 percent (CANACO-SERVYTUR, 2016)

The importance of tourism in the national context is evident in Mexico, the tourism strategy accounts for its growth and is expected to guide the development of tourism.

Problem statement

In the State of Puebla there is a great offer of higher education with programs in tourism: 53 public and private universities have programs related to tourism and 38 of them are located in the Municipality of Puebla. The degree programs can be grouped in: Tourism, Tourist Administration, Gastronomy, International Tourism, Tourism Business Administration, Gastronomic Arts, Gastronomic Business Administration, Hospitality, Gastronomy and Restaurant Management, Hotel and Restaurant Management, University Higher Technician In Food and Beverage, Gastrotechnology, Advertising Communication, Institutional Nutrition, Tourism Management and Development.

The postgraduate programs are: Master's Degree in Social Sciences in the Tourism Management Area, Diploma in Senior Management of Restaurant, Hospitality and Ecotourism, Master's in Gastronomy and Master's in Hospitality, Master's in Management and Management of Tourism Companies, Management of Industry Hospitality and Tourism Business Management.

It should also be noted that the City of Puebla has a strategic location with respect to its markets of origin and the tourist routes of the east, south and southeast of the country.

It has the necessary infrastructure and urban services to support the development of tourism. It has a legal framework in its institutions and resources to develop tourism. It is the biggest destination of the World Heritage Cities. Its tourist influx is increasing and its visitors are mostly national, in the family and cultural segments; with a high educational level; Come from the Federal District and neighboring states motivated by closeness, culture and gastronomy; Are transported by land and have a high repeatability.

It has an offer of attractions and cultural tourism products some of them of international relevance, the most important being the city itself declared a World Heritage City. This offer is complemented by new attractions oriented to other segments of the market, such as: the Linear Park and its "Estrella de Puebla", the Convention Center, the Exhibitor Center, the Parque Africam Safari and others, also relevant, located in its surroundings.

Due to its size and economy, the offer of recreational activities, leisure and recreation of quality that is within reach of visitors. The offer of accommodation is sufficient and also of quality and is diversified by what is available to the different socioeconomic strata. It has means for the promotion and commercialization of its products. Derived from the above, the Benemérita Autonomous University of Puebla, being a leader in the higher education of the state and the region, raises the need to carry out a curricular reform in its curriculum, within which is the Bachelor of Tourism Administration, Which will implement in its restructuring the new tourism trends and the particular and regional needs of tourism.

Kind of investigation

In this research the Exploratory type was used, in order to familiarize ourselves with the study problem, to select the available resources and procedures, having done a Benchmarking of the curricula of the most recognized universities at national and international level, as well as Certifying bodies, which gave an overview of the pertinence of the subjects that are given in these areas.

In a second stage, descriptive research was used, which aims to expose the characteristics of the phenomena and has a diagnostic character. An analysis of the subjects that make up the 2009-2015 curriculum was carried out to determine the changes in the Curriculum that requires the tourist activity and the professional of today.

As far as the applied research methods were the Inductive and the Analytical that consists of decomposing the whole in parts to understand its scope and complexity, the contents of all the subjects of the curriculum of the aforementioned curriculum were carefully reviewed to determine which subjects must remain, In which it is necessary to change some contents to enrich them and to update them, as well as which they must be introduced in the curricular reform.

Subjects

In order to carry out this research, different actors that resort to the tourism sector were used, such as professionals, entrepreneurs of the sector, professors, academic researchers, students and graduates.

Instruments and / or Materials

For documentary research the following sources of information were used; The national and state regulations and the institutional normative framework to give legal support to the present document, as well as sources of a technological nature such as visits to websites of agencies and institutions in the tourist area. The instruments for the field research: direct observation, interview and questionnaire that provided the necessary information for the achievement of the objective, which is to achieve the modification of the study programs that improve the outgoing profile required by the current tourism market.

Procedure

Two internal forums were held: "Internal Forum within the Framework of Curriculum Reform; The Future of the Faculty of Administration. A prospective of the Faculty in the XXI century "and Seminar of the Curricular Reform" Our plans of study ". Reengineering: New design, added value, innovation, social commitment and competitiveness, having participated teachers, students and administrative staff of the Faculty of Administration (Ciudad Universitaria and Regional Campus). Also, two external events were held: "External Forum in the Framework of Curriculum Reform; Cycle of Conferences, a look towards our programs. The external vision ", and Permanent Seminar of Tourism" Tourist Destinations in Heritage Areas "; These activities included academics, researchers, professionals, employers, opinion leaders and graduates. It is important to note that the curricular structure considers the area of Disciplinary Integration, which promotes the relationship between theory and practice, is made up of two sub-areas: Critical Professional Practice and Integrative Subjects, in addition to considering two categories of elective subjects.

The disciplinary and complementary, with the purpose of offering the student the opportunity to specialize and deepen in the areas the disciplinary knowledge and to improve the integral formation of the student, according to the new trends of the tourism, these subjects can be studied in other Institutions Of Higher Education, in the national and international scope through the program of mobility and academic exchanges. BUAP offers the Tutoring System for Integral and Pertinent Student Training (SITFIPE), composed of Academic Tutors (teachers) and students, under the scheme called Mentoring, who will support students in the achievement of the Learning objectives set out in the EP in order to achieve their academic and personal goals.

Final product

The design of the organization of the study of the professional discipline of Tourism Administration to obtain the title of Graduate in Tourist Administration is based on the University Model Minerva: it establishes as central axis: the integral and pertinent formation of the student; With a participative pedagogical social teaching orientation (socio-cultural constructivism).

The structure of the curriculum reform is based on the correlated and transversal curriculum; The first one favors the vertical links between the basic, formative and specialization levels, as well as horizontal links between the contents of the subjects that make up the areas of knowledge of the Educational Program (PE); So that students will gradually integrate the knowledge, attitudes, values, skills and abilities to exercise an entrepreneurial leadership, with creative capacity to boost the tourism system, as established by this PE's graduation profile.

The second consists of six transversal axes to strengthen education for life, in a human and social way; It will also empower students to manage their own knowledge and education for research in disciplinary training, the use of information and communication technology (ICT) skills and the use of a foreign language.

The curriculum of the Bachelor in Tourism Administration is integrated in the three levels: basic, formative, optional specialization and areas of knowledge in relation to each level; of the 59 subjects contemplated by the EP, 55 (93.22%) are compulsory.

The basic level is intended to establish the theoretical and methodological bases of general and disciplinary training, is composed of 21 compulsory subjects (35.59%).

The Formative level has the purpose of constructing the theoretical-methodological elements that support the professional development of the Graduate in Tourism Administration composed of 41 compulsory subjects (62.5%).

Results

The results of the research carried out from February to May 2016, both documentary and field, were as follows:

After analyzing the curricula of the universities with which the Benemérita Autonomous University of Puebla has an exchange agreement for both students and teachers, there are 16 European universities, 10 South American universities and 10 national universities, as well as curricula Of the Complutense University of Madrid and the University of Cornell in New York, as well as 8 universities whose curricula have been certified by the Ted Qual program of Themis Foundation belonging to the World Tourism Organization.

It is concluded that the program of study does not differ too much from the curricula of these universities, but that if it is necessary to introduce some subjects and expand the contents of others in relation mainly to the use of new operating systems, subjects in English language, Of regional programs, accessible tourism, tourism competitiveness, oral and written communication, reinforce and delimit the areas of research, finance, accounting, entrepreneurship, consulting and law.

In the analysis carried out the majority of these universities present specialization programs mainly in what concerns tourist services and strategic planning, so this supports the project of the new curriculum created, which proposes two specialties with optional subjects that Students can choose according to their preferences or vocation from the seventh and eighth semesters of a total of nine periods.

In order for students to obtain a specialization they must take subjects only from one of these areas of specialization, which will be chosen by themselves, having previously advised by their tutors, having to take a total of 6 subjects in each area, these areas contemplate Compulsory disciplinary subjects (6 subjects) and complementary subjects (4 subjects), the latter may or may not be taken depending on whether the student wishes to continue this specialization.

It should be mentioned that channels of communication, collaboration and feedback should be established among teachers, mainly linking the subjects to develop projects based on sustainable development to bring them to reality and fulfill the commitment that the university has with society.

It was considered that some of the new subjects to be included in the curriculum are very adequate to the needs of the Regional Units, mainly those of the area of Specialization of Tourism Planning considering the type of students, and options to develop taking into account the idiosyncrasy Of the communities, respecting and adapting to it, although according to their preference and professional development they will be able to choose if they so decided the area of specialization of Tourist Services.

Another point considered was related to the low terminal efficiency of the graduates, the weakness of the area of languages and the subjects related to the investigation, reason for which it was decided to include two subjects imparted completely in the English language, considering that the Starting from the 2015 generation, the students have four levels of English through the General University Training (FGUM) subjects, as well as having three subjects related to research to promote through them a greater terminal efficiency.

Primordially it is necessary to promote the academic mobility of students and teachers, with the purpose of reinforcing the training and updating of the same, which is a reiterated point in all the activities carried out around Curriculum Reform by both teachers and students.

It was suggested that the number of practical hours be increased to 400 so that students can take the knowledge acquired in the classroom and that they define their work profile, considering that some of them get employment in the place where they performed their professional practices, Which included the subject Case study for tourism companies, in which the Social Service and / or Professional Practice can link, making a portfolio of evidence that will allow them to access the degree.

The labor demands in the field of tourism mentioned in the activities carried out within the framework of the Curricular Reform in relation to the competences that the graduates should have are mainly the ability to have communication skills, planning skills, knowledge and business sense, Know how to work a team structure, have tools to know how to make decisions and solve problems and conflicts, have the ability to communicate verbal and non-verbal and oral and written with people inside and outside an organization, plan, organize and prioritize the Work to analyze quantitative data, have technical knowledge related to work, domain of specific software package, know how to generate and / or edit written reports, possibility to sell and influence others, always have a positive attitude, all attitudes, skills And values that are considered to be developed through the subjects included in the new curriculum.

The need to update the current curriculum, including the required subjects and the specialization according to the vocation of each student, is evident so that future generations compete for a changing tourist market, establishing the potential of tourism in our country and which requires Of excellent professionals prepared not only academically but also with values and passion for the service, providing the opportunity and support to students, which will result in greater recognition and prestige at the national and international level.

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