HTM 190: INTRODUCTION TO INNOVATION AND ENTREPRENEURSHIP

In Workflow

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Approval Path

1. 2026-10-14T13:19:27Z
   Scott Thompson (irwin.thompson): Approved for HHS College Committee Chair
2. 2026-10-21T07:36:21Z
   Aishah Patterson (patterson): Approved for HHS Dean

New Course Proposal

Date Submitted: 2026-10-06T22:45:17Z

Viewing: HTM 190 : Introduction to Innovation and Entrepreneurship

Last edit: 2026-10-07T16:06:00Z

Changes proposed by: Abhijeet Shirsat (223000375)

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Catalog Title:
Introduction to Innovation and Entrepreneurship

Class Schedule Title:
Innovation & Entrepreneurship

Academic Group: (College)
HHS - Health & Human Services

Academic Organization: (Department)
Public Health

Will this course be offered through the College of Continuing Education (CCE)?
Yes

Please specify:
CCE and Stateside

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
HTM - Hospitality and Tourism Management

Catalog Number: (course number)
190

Course ID: (For administrative use only.)
TBD

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring, Summer

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
On behalf of the Committee for Impactful Innovation and Entrepreneurship in the College of Health and Human Services (HHS), we are proposing HTM 190, Innovation and Entrepreneurship in Health and Human Services, as a new 3-unit upper division course in the Hospitality and Tourism Management (HTM) program, housed in the Department of Public Health. We are requesting approval for GE Area 4, Social and Behavioral Sciences. Any student who has completed GE Subject Area 1 and at least 34 units of coursework may enroll, and no background in business is expected.

We teach students who will spend their working lives in clinics, hospitals, public agencies, nonprofits, community programs, hotels and tourism operations. Nearly all of them will, at some point, be handed a problem no one has solved yet: a program that is not reaching the families it was designed for, a process that wears down patients or guests, a service that no longer fits the community around it. Working through problems like these is innovation, even when it happens inside an established organization. It depends less on business know-how than on understanding people and the conditions that shape their lives. HTM 190 is meant to give students that foundation.

Our campus already offers entrepreneurship courses through the Entrepreneurship (ENTR) subject area, and they do valuable work. Their focus is on starting a business, preparing a plan for investors, and launching and scaling social ventures. HTM 190 asks a different set of questions. Why do some problems get noticed and addressed while others are overlooked? Who does a service actually reach, and who falls through the gaps? Students in this course do not write business plans or build financial projections. They learn to define a problem through the eyes of the people living with it, and to ask honestly whether a proposed solution would serve them. The course also stays rooted in health care, human services, hospitality and tourism, the fields our students are preparing to enter.

These questions belong squarely in the social and behavioral sciences, which is why we are proposing the course for Area 4. Students examine the values behind how services are designed and delivered, use social science methods to study behavior in real settings, consider how human diversity shapes who receives services and who does not, and look at the social dynamics that help or hinder change in institutions and communities. The Area 4 learning outcomes are not an add-on here; they are the substance of the course.

We also designed the course with access in mind. A student from any college can take it to satisfy an upper division GE requirement, and HHS students, whose degree plans are often tightly sequenced, can engage with the subject without adding units. The course is also intended to serve as the gateway to a proposed HHS Minor in Innovation and Entrepreneurship, where it would be the only new course.

The timing matters. The California Workforce Development Board projects that 70 percent of the state's job growth between 2023 and 2033 will come from three sectors, and two of them, education and health services and leisure and hospitality, are where many of our graduates build their careers. Education and health services alone are expected to add 572,600 jobs. At the same time, a 2024 survey of schools of public health recommended expanding undergraduate offerings in innovation and entrepreneurship, noting that most current programming in this area is aimed at graduate students. HTM 190 is a modest, practical step toward meeting both needs.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
This course examines innovation and entrepreneurship as learnable social practices, not personality traits. Students move an idea through four stages: finding problems in service settings, studying the people affected, mapping a theory of change, and presenting it to community stakeholders. Drawing on health, human services, hospitality, and tourism, the course applies public health and

social science methods, including field observation, interviews, community-based participatory research, and logic models, to examine social forces, behavioral patterns, and values that shape which problems get seen and which solutions get built. No business background required.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)
Open to students in all majors; no prior business coursework or background is required.

Does this course have prerequisites?
Yes

Prerequisite:
At least second year standing and completion of all GE Subject Area 1 (English Communication) requirements.

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Analyze where and why innovation is possible in health, human services, hospitality, and tourism, using Drucker's seven sources of innovative opportunity. (GE Area 4 LO 2, 4)	Attendance & participation In-class assignments Assignment 1: Social Problem Analysis Brief Assignment 2: Logic Model and Social Impact Analysis
2	Construct an evidence-based problem statement for a service setting, focused on root causes rather than symptoms, using structured observation, interviews, and secondary research. (GE Area 4 LO 2, 3)	Attendance & participation In-class assignments Assignment 1: Social Problem Analysis Brief
3	Design a service innovation and its logic model for a specific population, accounting for the workforce, regulatory, reimbursement, and community constraints of its sector. (GE Area 4 LO 1, 4)	Attendance & participation In-class assignments Assignment 2: Logic Model and Social Impact Analysis Assignment 3: Stakeholder Forum and Personal Reflection
4	Evaluate how funding models such as public reimbursement, grants, philanthropy, and earned revenue shape who an innovation can serve, including the social assumptions behind those choices. (GE Area 4 LO 1, 3, 4)	Attendance & participation In-class assignments Assignment 2: Logic Model and Social Impact Analysis Assignment 3: Stakeholder Forum and Personal Reflection
5	Defend an innovation proposal before community members and professionals, clearly conveying the problem, the people affected, the proposed solution, its logic model, and how it would be sustained. (GE Area 4 LO 1, 3)	Attendance & participation In-class assignments Assignment 3: Stakeholder Forum and Personal Reflection

Attach a list of the required/recommended course readings and activities:

Final HTM190_Syllabus_GE_Area4_10_06.docx

For whom is this course being developed?

Majors in the Dept
Majors of other Depts
Minors in the Dept
General Education
Other

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:
BS in Hospitality and Tourism Management

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

4. Social and Behavioral Sciences

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Final HTM190_Syllabus_GE_Area4_10_06.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Area 4: Social and Behavioral Sciences

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area 4, the cultural diversity requirements, and writing requirements are met for all course sections.

All sections of HTM 190 will use a common syllabus, learning outcomes, assignments, and rubrics. Each course learning outcome is mapped to the Area 4 learning outcomes and assessed through in#class assignments, individual written work, a team project, and a presentation to community members and professionals, with rubric criteria aligned to the outcomes each assignment measures. Diversity is built into course content and readings, and each major assignment includes a required diversity component that is assessed in its rubric. Each student completes at least 1,500 words of formal, graded writing, evaluated for clarity, organization, development of ideas, and relevance to the assignment, and receives feedback on early writing before completing the major paper. The course coordinator/leader will review syllabi each semester, and faculty teaching the course will periodically review student work to confirm the outcomes are being met and revise the course as needed.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The Department Chair and the HTM Program Coordinator, and course leaders are responsible. They will give instructors the common syllabus and rubrics, review every section's syllabus each semester, and meet with instructors each year to review student work. All sections share the same learning outcomes, required readings, major assignments, rubrics, writing requirement, and grading scale. Instructors may vary supplemental readings, guest speakers, in#class activities, and teaching methods.

Section 2.

Indicate in written statements how the course meets the following criteria for Area 4. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

Students describe and evaluate ethical and social values throughout HTM 190 (CLOs 3, 4, and 5). They examine how social values shape which problems in service settings are recognized and whose needs are treated as worth solving. Students learn to read logic models and funding decisions as statements of values, asking whose needs and outcomes they count. These skills are assessed in every major assignment. Students analyze the values behind how an institution currently responds to a problem, compare the values their own innovation advances with those of the existing system, and defend whether their proposal's values match its funding model before a panel of community members and professionals.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

Students explain and apply social and behavioral science principles and methods throughout HTM 190 (CLOs 1 and 2). The course treats innovation as a social practice and uses Drucker's framework to study how individuals and organizations behave when faced with change. Students learn and practice structured observation, interviewing, secondary research, community#based participatory research, and logic modeling, and they consider how the choice of method shapes what is found. These skills are assessed in in#class assignments, including field observation, and in two major assignments. In the first, students analyze a real service problem using observation, an interview with someone who has direct experience of it, and library research. In the second, teams apply these methods and Drucker's sources of innovation to design a service innovation and map its logic model.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/ disability, sexual identity, gender and gender expression.

Students develop an understanding of the role of human diversity throughout HTM 190 (CLOs 2, 4, and 5). They examine how demographic differences shape service needs and who defines them, who is welcomed and who is excluded in hospitality and tourism, how outreach can build or lose the trust of diverse communities, and how funding and technology choices can include or leave out particular groups. Each major assignment includes a required diversity component. Students analyze who is most affected by a service problem and whose voices are least represented, assess whether their team's innovation serves the full diversity of its community, and answer panel questions about who their proposal includes and who it leaves out.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Students explain and critically examine social dynamics throughout HTM 190 (CLOs 1, 3, and 4). They study how service institutions such as hospitals, public agencies, nonprofits, and hotels respond to change over time, and how power, hierarchy, and organizational culture shape which innovations are pursued and which are set aside. Students analyze how regulation, funding, community trust, and technology determine whether an innovation succeeds and whom it reaches, and they examine who is welcomed and who is excluded in service settings. These skills are assessed in a team project in which students identify and address the social dynamics their innovation must navigate. They are also assessed in a stakeholder forum and individual reflection, where students explain what a social and behavioral science lens revealed that a purely financial or operational analysis would have missed.

Includes a writing component described on course syllabus

I) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

HTM 190 requires each student to complete at least 2,250 words of formal, graded writing through two individual assignments: a Social Problem Analysis Brief (1,500 to 2,000 words) and a Personal Reflection (750 to 1,000 words). A team written analysis adds further formal writing but does not count toward the individual minimum. Writing is staged across the semester. Students first submit a short proposal for the brief, which serves as an early writing sample, and the instructor returns written feedback that students use to revise and develop the full paper. Short written responses in class provide additional informal writing that builds toward the formal assignments. Writing is evaluated together with content. On each formal assignment, 20 percent of the points are based on writing quality, judged on clarity of focus, organization and sentence structure, development of ideas, and relevance to the assignment. These points count toward both the assignment grade and the final course grade.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Happy to provide additional information upon request

Key: 15607