# HTM 80: INTRODUCTION TO HOSPITALITY AND TOURISM

## In Workflow

1. PUBH Chair (aleta.baldwin@csus.edu)
2. HHS College Committee Chair (irwin.thompson@csus.edu)
3. HHS Dean (patterson@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. GE Crs Rev Subcomittee Chair (heng.xie@csus.edu)
7. Dean of Undergraduate (gardner@csus.edu)
8. Catalog Editor (catalog@csus.edu)
9. Registrar's Office (k.mcfarland@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. 2026-10-06T16:36:33Z
   Aleta Baldwin (aleta.baldwin): Approved for PUBH Chair
2. 2026-10-14T13:29:41Z
   Scott Thompson (irwin.thompson): Approved for HHS College Committee Chair
3. 2026-10-21T07:35:35Z
   Aishah Patterson (patterson): Approved for HHS Dean

## History

1. Sep 18, 2025 by Janett Torset (torsetj)

Date Submitted: 2026-10-06T15:38:36Z

### Viewing: HTM 80 : Introduction to Hospitality and Tourism

### Formerly known as: RPTA 80

### Last approved: 2025-09-18T14:02:35Z

### Last edit: 2026-10-06T15:38:35Z

Changes proposed by: Abhijeet Shirsat (223000375)

**Contact(s):**

| Name (First Last) | Email | Phone 999-999-9999 |
|---|---|---|
| Abhijeet Shirsat | shirsat@csus.edu | 9162787046 |

**Catalog Title:**
Introduction to Hospitality and Tourism

**Class Schedule Title:**
Intro Hospitality and Tourism

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

**Academic Organization: (Department)**
Public Health

**Will this course be offered through the College of Continuing Education (CCE)?**
No

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

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

**Catalog Number: (course number)**
80

**Course ID: (For administrative use only.)**
202693

**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

**This course complies with the credit hour policy:**
Yes

**Justification for course proposal:**
HTM 80 has been a required introductory course for Hospitality and Tourism Management majors. We are revising it for approval in General Education Area 4 (Social and Behavioral Sciences) to open the course to students across the university and to increase enrollment.

Hospitality and tourism are among California's largest employers, and many Sacramento State students already work in these industries. The course offers a strong lens for studying social behavior, labor, community change, and ethics, making it relevant to students in any major.

The course has been redesigned around social science inquiry. Each learning outcome now maps to the Area 4 outcomes. Students interpret federal and state data, conduct observation and interviews, analyze historical access to travel, and evaluate ethical issues from multiple stakeholder perspectives. Human diversity is built into scheduled content and assessed in every major assignment.

The revision will increase enrollment, strengthen preparation for majors, and create a recruitment pathway into the Hospitality and Tourism Management program.

**Course Description: (Not to exceed 90 words and language should conform to catalog copy.)**
Hospitality and tourism are vitally important to California's image and economy, and these two related industries are among the world's top employment providers. This course provides an introductory overview of the broad hospitality and tourism industries, covering several topics, including growth and development, trends and current concerns, and professional employment sectors.

**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

**Does this course have prerequisites?**
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 | Explain the scope, key segments, organizational structure, and professional employment sectors of the hospitality and tourism industries, and their importance to California's economy, using current state and county data. (GE Area 4 LO 2) | Participation, in#class exercises, Research Project |
| 2 | Apply basic social science methods, including interpretation of secondary data, structured observation, and interviewing, to the study of a local hospitality or tourism organization. (GE Area 4 LO 2) | Participation, Research Project |
| 3 | Analyze how demography and community affiliation shape the experiences of guests, workers, and host communities. (GE Area 4 LO 3) | Participation, in#class exercises, Assignment 1, Research Project |
| 4 | Examine how historical conditions, social values, and globalization have shaped the development of hospitality and tourism, including who could travel, who could be served, and the effects on host communities. (GE Area 4 LO 1, 4) | Participation, Assignment 1, Assignment 2 |
| 5 | Evaluate ethical issues in the hospitality and tourism industry from stakeholder perspectives. (GE Area 4 LO 1, 4) | Participation, Assignment 2 |

**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?**

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
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:**

HTM80_Syllabus_GE_Area4.docx
HTM80_Sample Assignments.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 80 will use a common syllabus, learning outcomes, assignments, and rubrics.

Area 4 objectives. Each course learning outcome is mapped to the Area 4 learning outcomes and assessed through in#class exercises and formal written assignments. Assignment rubrics include criteria aligned with the outcomes each assignment measures.

Cultural diversity requirement. Diversity is built into course content and assessed in class activities and written assignments. Rubric criteria measure how accurately students represent the experiences and perspectives of historically marginalized groups.

Writing requirement. Students complete formal and informal writing throughout the semester. All writing is evaluated for clarity, organization, and accurate use of course terms and concepts.

Consistency across sections. The course coordinator/leader will review syllabi each semester. 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, are responsible for making sure every section of HTM 80 meets the Area 4 criteria. Before each semester, they will give instructors the common syllabus, assignments, and rubrics. Each semester, they will review every section's syllabus to confirm compliance, and once a year they will meet with instructors to review student work and assessment results.

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 in their historical and cultural contexts throughout HTM 80 (CLOs 4 and 5). Using historical sources, they examine how social values such as segregation, class, and gender norms shaped who could travel and who was expected to serve, and how that history still shapes the industry today. Students also study how host cultures are represented to visitors and who bears the costs and receives the benefits of tourism. They evaluate industry practices using established ethical frameworks and the perspectives of guests, workers, owners, and residents. These skills are assessed in two written assignments. One analyzes how historical values shaped access to travel for a particular group. The other evaluates a current California tourism issue from multiple stakeholder perspectives, including that of a historically underrepresented group.

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

Students learn and apply social science principles and methods throughout HTM 80 (CLOs 1 and 2). The course introduces hospitality and tourism as social institutions and teaches students how social scientists study them, including what counts as evidence and how to judge its quality. Students apply core concepts such as travel motivation, emotional labor, and destination life cycle models to explain the behavior of guests, workers, and host communities. They practice three methods: interpreting secondary data such as state economic reports and federal workforce statistics, structured observation, and interviewing. These skills are assessed in regular in#class exercises and in a Research Project. In the project, students use all three methods to study a local hospitality or tourism business as a social institution and present evidence#based findings and recommendations.

**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 in society throughout HTM 80 (CLO 3). They examine how race, ethnicity, class, gender, and age have shaped access to travel and hospitality, both historically and today. Using federal workforce data, students analyze the makeup of the hospitality workforce by sex, race, and ethnicity, and they consider how identity shapes the expectations placed on service workers. The course also addresses access and inclusion for guests of different abilities, religions, and cultures, and how diverse host communities are represented to visitors. These skills are assessed in in#class exercises, including a workforce data exercise, and in all three written assignments. Each assignment includes a rubric criterion, worth at least 20 percent of its points, that measures how accurately students represent the experiences and perspectives of at least one historically marginalized group.

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

Students explain and critically examine social dynamics and issues in their historical and cultural contexts throughout HTM 80 (CLOs 4 and 5). They trace how the industry developed and how historical conditions such as exclusion, migration, and globalization shaped relationships between guests, workers, and host communities. Students examine how destinations change over time and how residents' attitudes shift as tourism grows. They also analyze current issues such as cultural representation, housing costs, wages, seasonal employment, and environmental pressure, with attention to which groups benefit and which bear the costs. These skills are assessed in a written assignment on historical access to travel, a Research Project that connects a local business to its community, and a written analysis of a current California tourism issue from multiple stakeholder perspectives.

## Includes a writing component described on course syllabus

**l) 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.]**

There are three formal papers required for this course: a history and access essay (minimum 500 words), a Research Project on a local hospitality or tourism business (minimum 1,000 words), and an ethics analysis of a current California tourism issue (minimum 500 words). Together, these total at least 2,000 words of formal writing. Students will receive feedback on their writing, with opportunities to revise and resubmit, and all papers are evaluated for clarity and accurate use of course terms and concepts.

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: 15378