

RPTA 22: HAPPINESS, QUALITY OF LIFE, AND RECREATION OVER THE LIFESPAN

In Workflow

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Approval Path

1. Thu, 19 Sep 2019 21:02:33 GMT
Anthony Sheppard (tony): Approved for RPTA Committee Chair
2. Thu, 19 Sep 2019 21:03:25 GMT
Anthony Sheppard (tony): Approved for RPTA Chair
3. Tue, 01 Oct 2019 22:29:36 GMT
Kisun Nam (knam): Rollback to Initiator
4. Tue, 08 Oct 2019 21:59:45 GMT
Anthony Sheppard (tony): Approved for RPTA Committee Chair
5. Tue, 08 Oct 2019 22:48:31 GMT
Anthony Sheppard (tony): Approved for RPTA Chair
6. Tue, 15 Oct 2019 22:24:15 GMT
Kisun Nam (knam): Rollback to Initiator
7. Thu, 17 Oct 2019 16:35:09 GMT
Greg Shaw (sac14077): Approved for RPTA Committee Chair
8. Thu, 17 Oct 2019 17:19:13 GMT
Greg Shaw (sac14077): Approved for RPTA Chair
9. Fri, 18 Oct 2019 19:28:02 GMT
Kisun Nam (knam): Approved for HHS College Committee Chair
10. Mon, 21 Oct 2019 19:46:00 GMT
Mary Maguire (maguirem): Approved for HHS Dean

New Course Proposal

Date Submitted: Thu, 17 Oct 2019 16:30:49 GMT

Viewing: RPTA 22 : Happiness, Quality of Life, and Recreation Over the Lifespan

Last edit: Thu, 17 Oct 2019 16:55:18 GMT

Changes proposed by: Greg Shaw (101062685)

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Catalog Title:

Happiness, Quality of Life, and Recreation Over the Lifespan

Class Schedule Title:

Happiness, Life & Recreation

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Recreation, Parks, and Tourism Administration

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

No

Catalog Year Effective:

Spring 2020 (2020/2021 Catalog)

Subject Area: (prefix)

RPTA - Recreation, Parks, and Tourism Administration

Catalog Number: (course number)

22

Course ID: (For administrative use only.)

TBD

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

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:

Statistics regarding happiness on American college campuses indicate that happiness and the attendant feeling of well-being is on the decline. Anxiety and depression, and most unfortunately suicide are increasing (see Leibou, 2010, UCLA National Norms, 2017). Numerous universities, including such notable institutions as Yale, Harvard, Stanford, and Berkeley all have instituted courses in their curricula that address issues related to happiness in general, but with an emphasis on practical applications for students. The Department of Recreation, Parks and Tourism Administration has a long history of including elements of happiness, life satisfaction, quality of life and similar topics in more than one of the department's general education courses. These themes are integral to leisure education. This course is a continuation of the department's commitment to providing courses that promote academic awareness and practical application of concepts central to a life well lived. Today's student can benefit, perhaps more than ever before, from a course that looks at the role of leisure in helping them optimize their personal growth and development. This course is committed to helping students develop the knowledge and attitudes necessary to draw upon internal and external factors that contribute to their effectiveness in the classroom and the pursuit of happiness and optimal personal growth and development throughout life. Leibow, David, "The Number One Cause of College Unhappiness and What to Do About It," *Psychology Today*. September 2, 2010, (Retrieved: <https://www.psychologytoday.com/us/blog/the-college-shrink/201009/the-number-one-cause-college-unhappiness> (retrieved 2/20/19))
UCLA Institute of Higher Education, National Norms 2016 <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2016.pdf> (retrieved 2/20/19)

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course focuses on the interrelationship between happiness, positive leisure, recreation, one's personal growth and development, and quality of life. Emphasis is placed on the interplay between psychological, physical, and social factors that affect one's development and lifestyle choices. The course offers a survey of philosophical and scientific concepts linked to happiness and well-being as pertains to important components of the life experience ranging from conception to the end of life.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service 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#01 - Large Lecture (K-factor=1 WTU 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: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

At the conclusion of this course students will be able to:

1. Describe relevant conventions and methods in the search for understanding of how recreation, leisure and happiness contribute to the personal growth and development.
2. Define key terms (related to recreation, happiness and quality of life) used in the course.
3. Describe concepts covered in the course that relate to the interplay between select psychological, physical, and social variables that contribute or influence human growth and development.
4. Describe/define the most common and compelling science theories and philosophical arguments to explain happiness.
5. Explain how happiness can be used as a marker for positive growth and development.
6. Give examples of recreation concepts that contribute to happiness over the lifespan.
7. Give examples of leisure as viewed from various perspectives (based on those presented in class lectures and readings).
8. Identify the relationship between leisure and happiness from early times to the present and how both are considered critical to successful personal growth, interpersonal relationships, stress, career, and aging.
9. Based on the readings and course lectures, explain the relationship between happiness and the natural environment as a recreation resource.
10. Demonstrate a personal appreciation for the importance of integrity and personal responsibility in personal and professional undertakings.

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

BIBLIOGRAPHY FOR THIS COURSE.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

The course is evaluated on two papers (described below):

Writing Assignments

There are two written assignments and a student profile "paper" (the latter two are considered part of the word count for the course):

1. A student profile paper (a form is provided on Canvas and also will be made available in the classroom. (10 points).
2. The Happiness Exercise Leisure Packet (HELP): Here you are provided several exercises linked to happiness and done primarily during your leisure. You are to do the exercise followed by a self-assessment of the impact each activity has on your feelings of happiness, intrinsic satisfaction, and well-being. The HELP is found on Canvas. (25 points) It is due at midterm. Contributes to: C3, C4, C10, GE1-3
3. My Leisure Path: This is a creative exercise in which you chart how you plan to increase and maintain happiness throughout your life. Identify certain life events during the life cycle, as well as attitudes and behaviors you see as germane to maintaining and increasing a happy life. In this assignment you are given permission to address the project using any medium, format, or style that you wish. Many of you will choose to complete this assignment in the form of a paper, and that is wholly acceptable; you are encouraged to be creative, for example, you may want to produce a video or slide show. Students who desire may showcase their response to this assignment in front of the class. (25 points) This is due during week 14. Contributes to: C3, C4, C5, C8, C9, C10, GE1-3

Examinations (C1-10)

Two examinations are given during the semester one of which is the final. Exams will primarily be of a multiple-choice variety, with short answers and one essay question. The exams will both be an assessment of student learning, but also viewed as a measure to which course objectives are being met. All exams will be evaluated for reliability and face curricular validity.

Instructor Formative Evaluation

In this course, assessment is not limited to student performance. Instructor performance is also measured. This is accomplished through daily student feedback via Mentimeter a free digital tool (app) that allows for daily formative evaluation of teacher performance. (Instruction on how to participate in the daily teacher evaluation is found on the class website. Participation is voluntary and anonymous.)

Course syllabus indicates where objectives are met in weekly lectures.

For whom is this course being developed?

General Education

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

No

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:

Integrative learning
Personal and social responsibility
Intellectual and practical skills

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

GE Course and GE Goal(s)

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

Yes

In which GE area(s) does this apply?

E. Understanding Personal Development

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

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.

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.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Master Course Outline for RPTA 22 Happiness.pdf

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?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Given that this is a GE course, the exams and written assignments used to meet the course objectives and GE Area E objectives will be constant for all sections of the course.

The course text and mandatory readings will also remain the same for all sections.

Instructors will be given flexibility on choosing supplementary readings that best fit their interests or the interests of their students. Additionally, any current event readings may be used as supplemental readings in the course. These will vary per instructor and between semesters.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The GE Area E objectives are met by the course writing assignments, and the course objectives are met by lectures based on the text and in the writing assignments. Instructors are not permitted to vary the text, tests, or written assignments. Also, please see the answer to the question below...

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The department currently has an RPTA 100/122 coordinator (a position elected annually) that conducts annual meetings for faculty and lecturers that teach RPTA 100 and 122. This course will become part of those annual meetings. The meetings discuss course requirements, the importance of meeting the GE objectives, and effective methods of grading written work (especially important for RPTA 122). Given that this new course fits in smoothly on a thematic level with the existing RPTA 100 and 122, many of the same instructors will teach this class and are already accustomed to following a master course syllabus.

General Education Details - Area E: Understanding Personal Development

Section 1.

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

General criteria:

Demonstrates an understanding of academic content knowledge regarding self-development as a physiological, psychological, and social being.

In this course leisure and happiness are examined in relation to select variables derived from constructs, concepts, and theories constructed from current and past research regarding the role that leisure plays in personal growth and development and the subsequent enhancement of happiness and well-being. Particular emphasis is placed on research from leisure science that shows the overlap and interplay of psychological, physiological, and social variables that relate to successful personal growth and development as indicated by happiness and well-being.

Critically examines prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts.

Research in leisure science has demonstrated that positive leisure is a highly individualized experience and as a consequence becoming self-aware regarding the role that leisure can play in one's life and the importance of effective leisure-choice decision making is critical to one's personal growth and development and subsequent happiness and feelings of well-being. Thus, in this course the student is called upon to examine her/his personal leisure related behaviors from the lens afforded by their understanding of the internal and external factors (physiological, psychological, and social) that impact the quality of their lives, happiness, and well-being.

Applies skills and knowledge regarding development of the self to differing situations, such as real world challenges, an/or to make connections across perspectives

Leisure provides a unique context for students to apply skills and knowledge regarding the self in preparation for challenges they are apt to face in their personal and professional lives beyond the context of leisure activity. Leisure research has shown that leisure provides a safe context for learning to deal with critical life issues, to experiment with important life skills, and generate attitudes and positive emotional responses to adverse situations that can be applied later to critical and disorganizing events in their professional, familial, and interpersonal relations.

Specific criteria:

Students will be able to identify their own perspective and make connections/comparisons across perspectives

Leisure and happiness both vary with the individual. As a consequence this course places great value on encouraging introspection with the goal of identifying values, interests, and intentions regarding the three fundamental perspectives of the course: physiological, psychological, and social factors that contribute to happiness and well-being. Constructing a clear vision of how one can enhance the probability of experiencing a happy and healthy life and the role that leisure plays in such a vision requires critical and creative thinking and the integration of the requisite factors.

Students will be able to plan, monitor, and assess their own learning.

To the extent that is reasonable students are encouraged to be active partners in the learning experience. A course outline provides substantive structure, nonetheless, there is some flexibility extended to the student when it comes to selection of certain learning events (discovery events), presentation style regarding written assignments, and attendance. Students are able to chart their progress via Canvas and participate in daily classroom evaluations via Mentimeter.

Students will be able to set personal and/or professional goals

It is one thing to set goals and another to set reasonable and realistic goals. In this course we encourage students to develop a vision of a life path that is appropriate and achievable. This applies to all aspects of their lives including such important areas health, interpersonal relations, career choice, life long learning, leisure skill acquisition, financial success, and social engagement.

Includes a writing component described on course syllabus

1) 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.]

As a lower division course there is no minimum number of graded writing required. However, in this course the writing requirement is 1000 words. This requirement is satisfied by two writing assignments of 500 words each (the student profile paper is an online form and not counted as part of the word count). Assessment is accomplished through the use of a carefully prepared rubric that stresses both mechanics and reasoning. The first paper is a critical examination of how leisure influences one's personal growth and development. The second paper is an analysis of the degree to which certain strategies have affected the student's level of happiness.

Section 2.

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.

We view this as an excellent course for the lower-division student. The focus of the course will help students deal more effectively with stress, encourage positive self-image, increased confidence, and respect for others. Research from leisure science shows that success in leisure can transfer to diverse real-world situations and is invariably connected to increased feelings of well-being and happiness.

Reviewer Comments:

Kisun Nam (knam) (Tue, 01 Oct 2019 22:29:36 GMT):Rollback: Committee voted to revise & resubmit. Please refer to the discussion at the meeting. Committee members from the department will provide detailed changes to the chair/author. Once re-submitted, Academic Council will review the proposal.

Kisun Nam (knam) (Tue, 15 Oct 2019 22:24:15 GMT):Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Key: 14071