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

In Workflow

1. AHS Chair (andrea.becker@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. 2026-09-28T19:37:02Z
   Andrea Becker (andrea.becker): Approved for AHS Chair
2. 2026-10-07T18:24:26Z
   Scott Thompson (irwin.thompson): Approved for HHS College Committee Chair
3. 2026-10-13T01:27:41Z
   Aishah Patterson (patterson): Approved for HHS Dean

History

1. Apr 20, 2021 by Greg Shaw (shaw)
2. Jun 23, 2022 by 302822325
3. Sep 17, 2025 by Janett Torset (torsetj)
4. Sep 24, 2026 by Katie Dickson (katiedickson)

Date Submitted: 2026-09-28T19:28:18Z

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

Formerly known as: RPTA 22

Last approved: 2026-09-24T20:29:37Z

Last edit: 2026-10-07T18:23:54Z

Changes proposed by: Andrea Becker (101053364)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Andrea Becker	andrea.becker@csus.edu	916-278-4949

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)
Allied Health Sciences

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

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

Subject Area: (prefix)
HLTH - Health

Catalog Number: (course number)
22

Course ID: (For administrative use only.)
203482

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:
HLTH 22 previously fulfilled CSU General Education Area E. With the elimination of Area E, the course no longer carries a GE designation despite its longstanding value as a broadly accessible course addressing happiness, quality of life, leisure, recreation, and well-being across the lifespan. The proposed revision will thoughtfully reposition HLTH 22 within Area 1B: Critical Thinking by preserving its most meaningful content while strengthening its emphasis on logical reasoning, evidence evaluation, and argumentation.

The subject matter is especially well suited to critical thinking. Claims about happiness, wellness, recreation, technology, relationships, and the “good life” are shaped by competing philosophical perspectives, cultural assumptions, commercial interests, popular media, and scientific evidence. Students need the ability to evaluate these claims rather than accept them uncritically.

Critical thinking is embedded throughout the revised course’s learning outcomes, assignments, and assessments. Students will identify premises and conclusions; apply inductive and deductive reasoning; distinguish facts from opinions; evaluate source credibility and disciplinary methods; identify fallacies, biases, and unstated assumptions; distinguish correlation from causation; and consider counterarguments and alternative interpretations. Through argument mapping, comparative analysis, media critique, discussion, and evidence-based research, students will compose and critique logically sound and rhetorically effective arguments.

Approval for Area 1B will also support a planned dual-enrollment partnership with local high schools. The course’s content is highly relevant to adolescents navigating identity, social connection, digital media, stress, recreation, mental health, and future life choices. High school students will engage in authentic college-level critical thinking while earning transferable college credit, making progress toward CSU General Education requirements, and reducing the future time and cost of completing a degree.

The partnership will benefit Sacramento State by strengthening relationships with regional high schools, expanding college access, improving college readiness, and creating an early pathway into the University. It will introduce prospective students to Sacramento State’s academic expectations and programs while demonstrating the University’s commitment to regional engagement and educational opportunity.

Revising HLTH 22 for Area 1B is therefore more than a response to the elimination of Area E. It is an opportunity to modernize a successful GE course, preserve its accessibility and relevance, and use topics students genuinely care about to develop essential reasoning skills. The revised course will provide a rigorous critical-thinking experience while strengthening educational pathways between local high schools and Sacramento State.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
This course critically examines happiness, quality of life, and recreation across the lifespan. Drawing on cultural, historical, philosophical, social, and scientific perspectives, students analyze competing claims about the relationships among leisure, happiness, health, and well-being. Students apply principles of sound reasoning to construct and critique rhetorically effective deductive and inductive arguments, identify fallacies, biases, and errors in reasoning, and evaluate the methods, facts, and opinions used to support conclusions.

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	Identify definitions of happiness, flourishing, quality of life, and leisure across philosophical, historical, and cultural perspectives.	Lifespan Reels Comparative Perspectives Video Blog Joy Journal The Flourishing Forum Quizzes

2	Explain the relationship between leisure and happiness, health, and well-being across the lifespan.	Lifespan Reels Comparative Perspectives Video Blog Evidence-Based Research Argument Joy Journal The Flourishing Forum Quizzes
3	Evaluate subjective and objective determinants of happiness using facts, opinions, and discipline-appropriate evidence from the humanities and related fields.	Digital Visual Argument Map & Critical Collage Lifespan Reels Comparative Perspectives Video Blog Evidence-Based Research Argument Joy Journal The Flourishing Forum Quizzes
4	Identify fallacies, biases, assumptions, and errors in reasoning when evaluating claims about recreation, happiness, and quality of life.	Digital Visual Argument Map & Critical Collage Lifespan Reels Evidence-Based Research Argument The Flourishing Forum Quizzes
5	Apply inductive and deductive reasoning to compose and critique rhetorically effective, logically sound arguments about the value of leisure and happiness in contemporary society.	Digital Visual Argument Map & Critical Collage Lifespan Reels Evidence-Based Research Argument The Flourishing Forum Quizzes
6	GE ELO #1: Identify and apply the elements of sound logical reasoning to compose and critique deductive and inductive arguments.	Digital Visual Argument Map & Critical Collage Lifespan Reels Comparative Perspectives Video Blog Evidence-Based Research Argument The Flourishing Forum Quizzes
7	GE ELO #2: Identify and critique fallacies, biases, and errors in reasoning.	Digital Visual Argument Map & Critical Collage Evidence-Based Research Argument The Flourishing Forum Quizzes
8	GE ELO #3: Identify and evaluate the use of facts and opinions as evidence in the construction of arguments.	Digital Visual Argument Map & Critical Collage Lifespan Reels Comparative Perspectives Video Blog Evidence-Based Research Argument Joy Journal The Flourishing Forum Quizzes
9	GE ELO #4: Identify and evaluate methods and reasoning appropriate to the discipline associated with the course.	Digital Visual Argument Map & Critical Collage Lifespan Reels Comparative Perspectives Video Blog Evidence-Based Research Argument Joy Journal The Flourishing Forum Quizzes

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

HLTH_22_Happiness_Quality_of_Life_Recreation_Sample_Syllabus.pdf

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:
Minor in Health and Human Flourishing

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

Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)

HLTH_22_Course-accessibility-checklist.pdf

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
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?

1B. Critical Thinking and Composition

Which GE objective(s) does this course satisfy?

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

HLTH_22_Happiness_Quality_of_Life_Recreation_Sample_Syllabus.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?

No

General Education - Area 1B: Critical Thinking and Composition

Section 1.

Indicate in written statements how the course meets the following criteria for Area 1B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Students study about and consciously develop skills in critical thinking.

Critical thinking is an explicit focus of the course description, learning outcomes, weekly topics, and assessments. Students learn to evaluate claims about happiness, leisure, recreation, and well-being; distinguish facts from opinions; assess evidence and disciplinary methods; identify assumptions, biases, fallacies, and errors in reasoning; and construct and critique logically sound arguments.

Knowledge through logical analysis and argument construction is pursued throughout the course.

Logical analysis and argument construction are integrated across the semester. Students begin with the foundations of critical reasoning, progress to argument structure, inductive and deductive reasoning, rhetorical appeals, fallacies, cognitive biases, correlation and causation, and research quality, and conclude by developing and defending evidence-based arguments about happiness and flourishing.

Instruction develops understanding of logical relationships between premises and conclusions.

Students receive direct instruction in identifying claims, premises, conclusions, assumptions, and supporting evidence. The Digital Visual Argument Map requires students to visually represent the relationship among a conclusion, its supporting premises, evidence, counterarguments, and unstated assumptions. These skills are reinforced through the Flourishing Forums and Evidence-Based Research Argument.

Instruction develops ability to recognize more common formal and informal fallacies.

The course explicitly examines formal and informal fallacies, cognitive biases, misinformation, persuasive language, and errors in reasoning. Students apply these concepts by evaluating contemporary wellness claims, social-media content, advertisements, news stories, and public arguments and by revising arguments that rely on weak evidence or faulty reasoning.

Grading reflects emphasis on logical processes.

Logical reasoning and evidence evaluation are central to the grading criteria for the course's major assignments. The four major projects and Flourishing Forums account for 700 of the course's 1,000 points and assess argument structure, logical development, evidence quality, assumptions, fallacies, biases, counterarguments, disciplinary reasoning, and the strength of students' conclusions. Quizzes provide an additional 200 points assessing students' understanding and application of course concepts and evidence-based principles.

Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.

1) Skill in evaluating the validity, strength and relevance of arguments.

2) A sense of logical structure of both inductive and deductive forms.

3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.

4) Skill in handling a variety of arguments in variety of contexts.

5) Ability to argue fairly and to handle bias, emotion, and propaganda.

1) Students evaluate whether conclusions follow from the reasons and evidence presented and whether sources are credible, relevant, and sufficient. Assignments require students to assess evidence quality, identify limitations, consider competing explanations, address counterarguments, and determine how an argument could be strengthened.

2) Students receive explicit instruction in inductive and deductive reasoning and apply both forms in argument maps, discussions, presentations, and written work. They distinguish valid and invalid deductive reasoning from strong and weak inductive reasoning and select the form of reasoning most appropriate to a particular claim or body of evidence.

3) Students examine how definitions of happiness, flourishing, quality of life, leisure, and wellness vary across philosophical, historical, scientific, and cultural contexts. They analyze ambiguous terminology, emotionally charged language, rhetorical appeals, framing, and persuasive wellness messages to determine how language can clarify, distort, or manipulate an argument.

4) Students analyze scholarly research, philosophical positions, cultural perspectives, advertisements, podcasts, public-service campaigns, news stories, social-media posts, and popular cultural messages. They communicate their reasoning through written arguments, online discussions, visual argument maps, presentations, video blogs, and simulated social-media Reels.

5) Students identify personal and cultural assumptions, cognitive biases, emotional appeals, misinformation, and persuasive techniques. Course assignments require them to represent alternative perspectives accurately, consider meaningful counterarguments, distinguish evidence from opinion, acknowledge limitations, and defend conclusions without misrepresenting opposing positions.

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, bemevaluated 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.]

HLTH 22 is a lower-division course with substantial formal and informal writing. The Evidence-Based Research Argument is a graded 10- to 12-page paper using eight to ten credible scholarly sources. It is completed in stages through a research proposal, annotated bibliography, thesis and argument map, draft, peer review, and final revision, allowing students to receive feedback and improve their reasoning and writing.

Students also complete four written Flourishing Forum discussions that require a defensible position, scholarly evidence, analysis of assumptions or limitations, consideration of a counterargument, and substantive responses to classmates. Eight Joy Journal entries provide additional informal writing and reflection on course concepts. Written work is evaluated for clarity, accurate use of terminology, logical organization, evaluation and integration of evidence, treatment of counterarguments, rhetorical effectiveness, and application of course concepts.

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 on PP. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

HLTH 22 previously satisfied General Education Area E. Following the elimination of Area E, the course was intentionally redesigned for Area 1B by retaining its interdisciplinary examination of happiness, quality of life, and leisure while substantially strengthening its instruction and assessment in logical reasoning, argument construction, fallacy recognition, evidence evaluation, and written composition. Critical thinking is therefore not an added unit or isolated assignment; it provides the organizing framework for the entire course.

The course also advances Sacramento State's broader General Education objectives by preparing students to comprehend complex scholarly material, construct sound arguments, recognize fallacious reasoning, locate and evaluate information, understand diverse cultural perspectives, and examine the social institutions and conditions that influence people's lives. Its combination of philosophical, cultural, social, and scientific perspectives supports the University's baccalaureate goals related to knowledge of human cultures and the natural world, intellectual and practical skills, personal and social responsibility, and integrative learning.

The course's subject matter makes rigorous critical thinking accessible and meaningful to students across majors. Students routinely encounter claims about happiness, wellness, mental health, technology, recreation, and the good life as citizens, consumers, professionals, and users of digital media. HLTH 22 gives them the reasoning skills necessary to evaluate these claims responsibly rather than relying on misinformation, persuasive messaging, or unexamined assumptions.

If approved for Area 1B, the department also plans to partner with local high schools to offer HLTH 22 through dual enrollment. The course will provide high school students with relevant college-level instruction in critical thinking, transferable university credit, and early progress toward CSU General Education requirements. The partnership will strengthen college readiness and access while creating a meaningful educational pathway between regional high schools and Sacramento State.

Key: 14071