

ALS 104: HAPPINESS, WELL-BEING AND THE GOOD LIFE

In Workflow

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Approval Path

1. Wed, 06 Nov 2024 20:37:04 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
2. Thu, 14 Nov 2024 22:08:28 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

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Viewing: ALS 104 : Happiness, Well-Being and the Good Life

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Changes proposed by: David Toise (101012115)

Contact(s):

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Catalog Title:

Happiness, Well-Being and the Good Life

Class Schedule Title:

Happiness, Good Life

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Arts and Letters

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

Yes

Please specify:

CCE Only

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ALS - Arts and Letters

Catalog Number: (course number)

104

Course ID: (For administrative use only.)

202654

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

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:

The course is aligned with GE area D outcomes, and we are hoping to have that reflect in the catalog. This course is ONLY available to CCE students in CCE's degree completion programs and is not available to students matriculated stateside.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course will examine the conditions and characteristics of living a good life, how happiness and well-being contribute to it, and its value as expressed in a range of human activities. Students will examine happiness, well-being and the good life in at least two historical periods or cultural settings.

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):

Discussion

Discussion Classification

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

Discussion 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 various objective and subjective approaches to defining happiness, well-being and the good life.	quizzes/exams and/or informal or shorter formal writing assignments.
2	Critique the contributing factors empirically and theoretically associated with well-being and happiness	shorter formal writing assignments; analytical paper (longer formal academic writing).
3	Evaluate expressions of happiness as they are conveyed and communicated in various cultural media.	shorter formal writing assignments; analytical paper (longer formal academic writing).
4	Apply the content of this course to reflect on what makes a good life.	informal or shorter formal writing assignments; analytical paper (longer formal academic writing).

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

ALS 104 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?

No

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

Programs:

BA in Arts and Letters

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:

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

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?

D. The Individual and Society/4. Social and Behavioral Sciences

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

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

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:

ALS 104 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 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.

Typically, there is only one course offered per semester for CCE students in degree completion programs; this course is not available to matriculated stateside students. The section is staffed and overseen by the Arts and Letters Dean's Office. The Dean and/or their assignee review syllabi and course offerings.

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 Dean's Office of the College of Arts and Letters provides potential faculty for this course with learning outcomes and relevant GE learning outcomes and ensures that these outcomes are listed on syllabi. Again, typically one section is offered per semester or per academic year and individual syllabi are reviewed by the Dean, Associate, and/or their assignee.

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.

The course description indicates that the course examines "the conditions and characteristics of living a good life, how happiness and well-being contribute to it, and its value as expressed in a range of human activities." Similarly, learning outcome require students to "explain various objective and subjective approaches to defining happiness, well-being and the good life" and "critically evaluate the contributing factors empirically and theoretically associated with well-being and happiness." Outcomes are supported by a range of diverse theoretical and historical readings and are assessed by quizzes, shorter academic writing, and a longer analytical paper.

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

Using academic writing (historical, social sciences, and philosophy) the course examines individual and social behavior as it relates to well-being.

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.

Readings present the idea of happiness and well-being from a variety of perspectives and cultural contexts, both historical and contemporary, including questions of class, race, and gender. For example, readings on the sample syllabus include "Feminism and Well-Being," Jules Holroyd and "Health, Disability, and Well-Being." Drew Schroeder. (The course description requires at least 2 historical or cultural settings—but the sample syllabus provides several more.) These readings are relevant to learning outcome #1: "explain various objective and subjective approaches to defining happiness, well-being and the good life."

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

Historical and contemporary readings are situated in cultural and historical contexts; this includes a variety of cultural media.

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.]

Formal academic writing totals over 3,000 words. At least one longer paper (2,000 words) is drafted and revised. In the sample syllabus the 2,000 word analytical paper is drafted, subject of a teacher-student conference, and then revised for a final grade. This paper develops one of the student's shorter papers, also graded by the instructor prior to its further development as the longer analytical paper.

The analytical paper is a substantial portion of the final grade (32% in the syllabus provided) and is graded by a rubric published on Canvas.

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.

Please note that this course is only available to students in the CCE degree completion programs and is not available to stateside matriculated students.

Please attach any additional files not requested above:

ALS 104 Syllabus.pdf

Reviewer Comments:

Rebekkah Mulholland (rebeccak.mulholland) (Wed, 06 Nov 2024 19:47:22 GMT): Thanks for your course change request. Here are some changes: - ELOs- 2 and 3 remove "critically"; also, they both use evaluate; 2 use critique and 3 keep evaluate: - On the syllabus align the ELOs with their corresponding assignments; - include the following title IX language: - "The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services." - Include the following links: - Drop and Withdrawal Policy - Grading Policy - Academic Advising - Information Resources and Technology - Support Centers and Programs - Reading & Writing Center - Student Rights and Responsibilities

Jacqueline Irwin (irwin) (Wed, 06 Nov 2024 20:37:01 GMT): Melinda - Please see comments from Scott above and make these changes before moving forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 65