

## NEW COURSE PROPOSAL GUIDELINES

- A. **NEW COURSE PROPOSAL FORM:** Use this for establishing a new undergraduate or graduate course as a program requirement or elective.
- B. **PROPOSAL SUBMISSION BY THE DEAN OR CHAIR TO PROVOST'S OFFICE:** Proposals originating from the academic unit are to be submitted electronically to the Provost Office/Executive Director of Academic Programs by the Dean or Chair on behalf of the department.
- C. **LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS:** If the Curriculum Committee requests these letters, attach them to the back of your proposal.
- D. **COURSE PROPOSAL SUBMISSION DATE:** Proposals may be submitted throughout the year, but *they must be received no later than November 15 if they require action for implementation for the following academic year.* Proposals received after the deadline may not be acted upon in time for implementation the next academic year.
- E. **CURRICULUM COMMITTEE MEETINGS:** The Curriculum Committee meets on the fourth Tuesday of each month.
- F. **2<sup>nd</sup> TUESDAY OF THE MONTH.** Proposals submitted to the Provost's Office/ on or before the second Tuesday of the month will be on that month's agenda. The last possible date to submit a new course proposal for the academic year is the 2<sup>nd</sup> Tuesday in January.

## New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

**COURSE PROPOSAL NUMBER:** Click or tap here to enter text.

**REVISION** (label Revision #1, #2, etc.): Click or tap here to enter text.

### SECTION 1: PROPOSAL INFORMATION

Name:	Moshe Machlev
Title:	Assistant Professor
E-mail Address:	mmachlev@fairmontstate.edu
Phone Number:	304-367-4833

College:	College of Liberal Arts
Department:	Behavioral Sciences
Program Level:	Undergraduate
Date Originally Submitted:	9/17/2024
Implementation Date Requested:	Fall 2025

### APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Liberal Arts	<i>James Matthews</i>

### ADDITIONAL COMMENTS:

## New Course Proposal

### SECTION 2: COURSE CATALOG INFORMATION

1. <b>Course Subject Prefix and number (e.g., ENGL 1101):</b> Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	PSYC 3380
2. <b>Course Title:</b> The title of the course as it will appear in the course catalog.	Psychology of Humor
3. <b>Number of Credit Hours:</b> Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. <b>Repeatability (number of repeat credit hours):</b> Students can repeat the course for credit.	No
5. <b>Course Prerequisites:</b> Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	PSYC 1101
6. <b>Course Co-requisites:</b> Include subject prefix and course number.	
7. <b>Course Cross-listings</b> (e.g., PSYC 2230 and SOCY 2230)	
8. <b>Course Restrictions</b> (e.g., Seniors only)	
9. <b>Grade Type:</b> Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. <b>Requirements:</b> Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Elective
11. <b>Course Terms:</b> In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall only
12. <b>Writing Intensive:</b> Does this course fulfill the Writing Intensive major requirement?	No
13. <b>Core Curriculum:</b> Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

### SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

Psychology is seeking to offer courses that illustrate how different fields of study can be examined by using psychological themes and concepts. This class will serve as an elective for the psychology major or for student in any other major that are interested in understanding this perception of psychology. This class was offered once before (Spring 2023) and will be offered (as part of a curriculum course) starting in Spring 2026).

### SECTION 4: COURSE SYLLABUS

**Attach the course syllabus or at minimum the following course components:**

**Catalog Course Description:** Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

The course will explore how psychologists historically have conceptualized the nature and functions of humor and have explained humor-related experiences in terms of (1) social context, (2) underlying cognitive-perceptual processes, (3) emotional responses, such as mirth, and (4) outward vocal-behavioral expressions, such as laughter. The course will also explore the contributions of humor research within the subdisciplines of cognitive, social, personality, biological, developmental, and clinical psychology.

**Course Learning Outcomes:** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

**Course Outcome 1-**

Students will evaluate the different psychological theories of humor. Bloom's Level 5

**Course Outcome 2-**

Students will explain how humor can inform several psychological subfields such as physiological psychology, cognitive psychology, and social psychology. Bloom's Level 2

**Course Outcome 3-**

Students will evaluate how different ideas and concepts that are related to humor and how this could be interpreted within the field of psychology. Bloom's Level 5

**Assessment:** Describe generally how students' achievement of the course learning outcomes will be assessed.

**Course Outcome 1 (assessment)**

Students will be able to explain humor by using psychological theories.

**Course Outcome 2 (assessment)**

Students will explain the relationships between humor and various physiological processes.

**Course Outcome 3 (assessment)**

Students will examine how humor is used in a variety of settings, such as classrooms, healthcare, work, etc (this will be achieved by writing a literature review about a subfield in psychology and the role that humor might fulfill within that subfield).

Course Outline: Attach a course content outline consisting of at least two levels.

**1. What is humor?**

- A. Definition
- B. The Cognitive-Perceptual Processes
- C. Mirth
- D. Types of Humor
- E. Categories of Humor

**2. Theories of humor**

- A. Relief theory
- B. Psychoanalytic view of humor

### C. Superiority theory

D. Incongruity theories

### **3. Personality and Humor**

A. Hans Eysenck definition of humor

B. Franz-Josef Hehl and Willibald Ruch individual differences in sense of humor

C. Cattell and Luborsky study of jokes

D. Luborsky and Cattell amusement study