UNIVERSITY OF BALTIMORE 9/14/06

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

| | | | | |
|---|---|---|---|---|
| **SCHOOL:** LAW ❑ | MSB ❑ | YGCLA X | **Contact Name:** Dr. John Bates | **Phone:** 6560 |
| **DEPARTMENT / DIVISION:** | | | | |
| **SHORT DESCRIPTION OF PROPOSAL** (state name of action item 1-20 and course name, code & number / program affected): | | | | |
| 8 - Add new course to curriculum: PSYC 415 Evolutionary Psychology | | | | |
| **PROPOSED SEMESTER OF IMPLEMENTATION:** | Fall X | Spring ❑ | Year: 2007 | |

| | | | | |
|---|---|---|---|---|
| **Box 1: TYPE OF ACTION** | ADD(NEW) X | DEACTIVATE ❑ | MODIFY ❑ | OTHER ❑ |
| **Box 2: LEVEL OF ACTION** | Non-Credit ❑ | Undergraduate X | Graduate ❑ | OTHER ❑ |

| | **Box 3: ACTION ITEM (check appropriate boxes)** | DOCUMENTS REQUIRED (see box 4 below) | IMPACT REVIEWS (see box 5 on back) | APPROVAL SEQUENCE (see box 6 on back) |
|---|---|---|---|---|
| | 1. Experimental Course [1] | NOP | a, c, e | AC |
| | 2. Course Title | NO | | ABCD |
| | 3. Course Credits | NO | | ABCD |
| | 4. Course Number | NO | | ABCD |
| | 5. Course Level | NO | | ABCD |
| | 6. Pre & Co-Requisite | NO | | ABCD |
| | 7. Course Description | NOP | | ABCD |
| X | 8. New Course | NOP | | ABCDEF |
| | 9. Deactivate a Course | NO | | ABCDEF |
| | 10. Program Requirements | NO | b, c, d, e | ABCDEF |
| | 11a. UG Specialization (24 credits or less) | NO | a, b, c, d, e | ABCDEF |
| | 11b. Masters Specialization (12 credits or less) | NO | a, b, c, d, e | ABCDEF |
| | 11c. Doctoral Specialization (18 credits or less) | NO | a, b, e | ABCDEF |
| | 12. Closed Site Program | NOT | e | ABCDHIK |
| | 13. Program Suspension [9] | NO,5 | a, e | ABCDEGIK |
| | 14a. Certificate Program (ug/g) exclusively within existing degree program | NO | a, c, e | ABCDEFHIK |
| | 14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits) | NOQR, 6 | a, c, e | ABCDEFHJL |
| | 15. Off-Campus Delivery of Existing Program | NO, 4 | a, b, c, e | ABCDEFHIL |
| | 16a. UG Concentration (exceeds 24 credit hours) | NO, 5 | a, c, d, e | ABCDEFGHJL |
| | 16b. Masters Concentration (exceeds 12 credit hours) | NO, 5 | a, c, d, e | ABCDEFGHJL |
| | 16c. Doctoral Concentration (exceeds 18 credit hours) | NO, 5 | a, c, d, e | ABCDEFGHJL |
| | 17. Program Title Change | NO, 5 | a, c, d, e | ABCDEFGHJL |
| | 18. Program Termination | NO, 10 | d, e | ABCDEFGHIK |
| | 19. New Degree Program | NOQR, 3,8 | a, c, d, e | ABCDEFGHJL |
| | 20. Other | Varies | Varies | Varies |

| **Box 4: DOCUMENTATION (check boxes of documents included)** | | | | | |
|---|---|---|---|---|---|
| X | N. This Cover Sheet | | Q. Full 5-page MHEC Proposal | | T. Other |
| X | O. Summary Proposal | | R. Financial Tables (MHEC) | | |
| X | P. Course Definition Document | | S. Contract | | |

1. Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
2. Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
3. Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
4. One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
5. One-page letter with description and rational (MHEC requirement)
6. One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
7. Learning objectives, assessment strategies; fit with UB strategic plan
8. Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
9. Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

| **SCHOOL:** LAW ☐ MSB ☐ YGCLA X |
|---|
| **SHORT DESCRIPTION OF PROPOSAL** (state name of action item 1-20 and course name, code & number / program affected): |
| 8 - Add new course to curriculum: PSYC 415 Evolutionary Psychology |

10. Provide:
    a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
    b. proposed date after which no new students will be admitted into the program;
    c. accommodation of currently enrolled students in the realization of their degree objectives;
    d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
    e. reallocation of funds from the budget of the affected program; and
    f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

| **Box 5: IMPACT REVIEW** | SIGNATURES (see procedures for authorized signers) | DATE |
|---|---|---|
| a. Library<br>☐ No impact ☐ Impact statement attached | Director or designee: | |
| b. OTS<br>☐ No impact ☐ Impact statement attached | CIO or designee: | |
| c. University Relations<br>☐ No impact ☐ Impact statement attached | Director or designee: | |
| d. Admissions<br>☐ No impact ☐ Impact statement attached | Director or designee: | |
| e. Records<br>☐ No impact ☐ Impact statement attached | Registrar or designee: | |

| **Box 6: APPROVAL SEQUENCE** | APPROVAL SIGNATURES | DATE |
|---|---|---|
| A. Department / Division | Chair: | 10-12-06 |
| B. Final faculty review body within each School | Chair: | 11-14-06 |
| C. College Dean | Dean: | 11/20/06 |
| D. Provost and Senior Vice President for Academic Affairs | Provost: | 11/27/06 |
| E. Curriculum Review Committee (UFS subcommittee) | Chair: | 12/4/06 |
| F. University Faculty Senate (UFS option) | Chair: | |
| G. University Council (see # 11 above) | Chair: | |
| H. President | President: | |
| I. Board of Regents – notification only | | |
| J. Board of Regents – approval | | |
| K. MHEC – notification only | | |
| L. MHEC – approval | | |
| M. Middle States Association notification | Required only if the mission of the University is changed by the action | |

UNIVERSITY OF BALTIMORE

# DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

| | | |
|---|---|---|
| **SCHOOL:** LAW ☐ MSB ☐ YGCLA X | **Contact Name:** John Bates | **Phone:** 6560 |
| **DEPARTMENT / DIVISION:** Division of Applied Behavioral Sciences | | |
| **SHORT DESCRIPTION OF PROPOSAL** (state action item 1-23 and course name & number or program affected): | | |
| 8 - New Course PSYC 415 | | |
| **PROPOSED SEMESTER OF IMPLEMENTATION:** Fall X Spring ☐ Year: 2007 | | |

O-1: Briefly describe what is being requested:

Addition of a new course to the PSYC BA program curriculum

| For new courses or changes in existing courses (needed by Registrar) | | |
|---|---|---|
| **OLD** Title: | Course # / HEGIS Code: | Credits: |
| **NEW** Title:<br>Evolutionary Psychology | Course # / HEGIS Code:<br>PSYC 415 | Credits: 3 |

O-2: Set forth the rationale for the proposal:

Evolutionary Psychology is one of the fastest growing and most influential perspectives or schools in modern psychological thought. The basic tenets of EP are that many aspects of human behavior and cognition seem to be demonstrated across the species and independently of cultural context, and that these distinctly human characteristics may be understood usefully as species-wide adaptations to common environmental problems faced by our ancestors. The UB psychology curriculum presently has no course dedicated to exploration of the evolutionary perspective, nor does any of its existing courses offer more than brief mention of EP. Consequently, our students are not receiving an accurate representation of the state of modern psychology, nor are they acquiring the vocabulary and conceptual foundation to prepare them to understand and to evaluate the worth of the various evolutionary hypotheses now being advanced.

University of Baltimore

# Document P: Required Format for Course Definition Document

1. **Date Prepared:** 30 September 2006

2. **Prepared by:** Dr. John Bates

3. **Department:** Division of Applied Behavioral Sciences

4. **Course Number(s), including HEGIS code(s):** PSYC 415

5. **Course Title:** Evolutionary Psychology

6. **Credit Hours:** 3

7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

   Aspects of human psychology are examined from the perspective that current, species-common human thought processes and behaviors may be understood as evolved adaptations to problems faced by our evolutionary ancestors. Topics will include environmental preferences and survival responses, male and female mating and parental attitudes and behaviors, and kinship-based and reciprocal altruism.

8. **Prerequisites:** PSYC 100 and PSYC 300, or permission of the instructor

9. **Faculty qualified to teach course**

   Dr. John Bates, Dr. Deborah Kohl, Dr. Thomas Mitchell, Dr. Elaine Johnson

10. **Course Type / Component ( clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

    Lecture/Discussion

11. **Suggested approximate class size:** 20

12. **Content Outline**

    1. Basic Principles of Darwinian Evolution by Natural Selection

    2. Basic Principles and Research Methods of Evolutionary Psychology

    3. Evolutionary Responses to Early Human Survival Problems and their Influences on Modern Human Habitat and Dietary Preferences

4. Evolutionary Interpretations of Male/Female Similarities and Differences with Respect to Sex and Mating Problems

5. Evolutionary Interpretations of Male/Female Similarities and Differences with Respect to Parenting and Kinship Problems

6. Evolutionary Interpretations of Human Kinship-based and Reciprocal Altruism

7. Implications of the Evolutionary Perspective and Related Evidence for Modern Psychological Theory and Practice

## 13. Learning Goals

By the end of the course, the student should be able to

1. Describe the assumptions, major processes, and psychologically relevant predictions of general evolutionary theory.

2. Evaluate the appropriateness of various research techniques for the identification and study of evolved psychological mechanisms.

3. Discuss current hypotheses regarding the evolutionary basis of human food selection, hunting/gathering behaviors, fears, and other adaptive responses to human survival problems.

4. Discuss evolutionary foundations of, differences between, and relative advantages/ disadvantages of men's and women's sex preferences, short-term sexual strategies, and long-term mating strategies.

5. Describe the evolution of mate preferences, including discussion of the relative advantages/disadvantages of asexual and sexual reproduction, effects of parental investment on sexual selection, and how mate preference may affect actual mating behaviors.

6. Describe Hamilton's Rule of Inclusive Fitness and apply it to examples of kinship behavior in various species and human cultures.

7. Discuss the theory of reciprocal altruism and apply it to examples of friendship and other social behaviors in various species and human cultures.

## 14. Assessment Strategies

All sections of this course should include both in-class and out-of-class writing assignments on topics pertinent to course content and individual student interest, the number and required lengths of which will be at the instructor's discretion. Testing may be via objective or essay format, also at the instructor's discretion.

**15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)**


A & E Television Network (Producer). (2005). *Ape to Man.* New York: The History Channel.

Buss, D. M. (2004). *Evolutionary psychology: The new science of the mind* (2nd ed.). Boston: Pearson.

Evans, D., & Zarate, O. (1999). *Introducing evolutionary psychology.* London, UK: Icon Books.

Hemingway, J., & Nicholasen, M. (Producers). (2001). *Evolution: Darwin's Dangerous Idea* (Narrated by Liam Neeson). Boston: WGBH.

Hemingway, J., & Nicholasen, M. (Producers). (2001). *Evolution: The Mind's Big Bang* (Narrated by Liam Neeson). Boston: WGBH.

Hemingway, J., & Nicholasen, M. (Producers). (2001). *Evolution: Why Sex?* (Narrated by Liam Neeson). Boston: WGBH.

Katz, L. D. (2000). *Evolutionary origins of morality: Cross-disciplinary perspectives.* Exeter, UK: Imprint Academic.

Wright, R. (1999). *The moral animal: Evolutionary psychology and everyday life.* New York: Vintage Books.