

**Agenda**  
**CEBS CURRICULUM COMMITTEE**  
**3:00 pm – April 6<sup>th</sup>, 2021**

- I. Approval of Minutes of the March 2<sup>nd</sup>, 2021 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this April 6<sup>th</sup>, 2021 CEBS Curriculum meeting.
- III. **Consent Items**
  1. Proposal to Revise Course Catalog Listing- *PSY 470- Psychology and the Law- Dr. Mel Baker*
- IV. **New Business**

**Psychology**

Undergraduate:

1. Proposal to Create a New Course: *PSY 472- Advanced Forensic Psychology- Dr. Mel Baker*
2. Proposal to Revise a Program: *760 & 760P- Forensic Psychology Concentration- Dr. Mel Baker*

Proposal Date:

**College of Education and Behavioral Sciences  
Psychology Department  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Mel Baker, [melissa.baker@wku.edu](mailto:melissa.baker@wku.edu), 270-745-2199

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: PSY470
- 1.2 Course title: Psychology and the Law

**2. Current course catalog listing:**

Psychological knowledge that is pertinent to the legal system. Emphasis on how human characteristics and psychological factors influence attitudes, decisions, and behavior throughout the legal process. Field trips to off-campus locations will be required. Students are responsible for arranging their own transportation. Note: Permission of instructor may be required.

**3. Proposed course catalog listing:  
(aim for 25 words or less)**

Psychological knowledge that is pertinent to the legal system. Emphasis on how human characteristics and psychological factors influence attitudes, decisions, and behavior throughout the legal process. Note: Permission of instructor may be required.

**4. Rationale for revision of the course catalog listing:**

Field trips to off-campus locations will no longer be a requirement in the course. The proposed course description is a more accurate description of the course.

**5. Proposed term for implementation:** Fall 2022

**6. Dates of prior committee approvals:**

Psychology Department

3/12/2021

College of Education and Behavioral Sciences Curriculum  
Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

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**(Action Item)**

**Proposal to Create a New Course:**

College of Education and Behavioral Sciences

Psychology Department

**Section 1: Proponent Contact Information**

**1.1 Name/Title:** Mel Baker

**1.2 Email address:** melissa.baker@wku.edu

**1.3 Phone #** 270-745-2199

**Section 2: Course Catalog Information**

**2.1 Course prefix (subject area) and number:** PSY472

**2.2 Course CIP code:** 420101 – Psychology, General

**2.3 Course title:** Advanced Forensic Psychology

**2.4 Abbreviated Course title:** ADVANCED FORENSIC PSYCHOLOGY [28 characters]

**2.5 Credit hours/Variable credit:** 3 credit hours

**2.6 Repeatability:** N/A

**2.7 Course Term: Is this course intended to span more than a single term?**

NO

**2.8 Course Catalog Description:** The course will cover research findings, court cases, and legal policies related to the evaluation and treatment of individuals in various parts of the legal system. Topics such as eyewitness stress, psychopaths, insanity, competency, and prisoner rehabilitation will be covered in the course.

**2.9 Prerequisite/Corequisites/Restrictions:**

Prerequisites: PSY210, PSY211, PSY440, PSY470

**2.10 Additional Enrollment Requirements:**

Junior standing or permission of the instructor, must be a Psychology major in the Forensic Psychology concentration

**2.11 Other Special Course Requirements:** N/A

**2.12 Grade Type:** standard A-F final grade

**2.13 Schedule Type:** Lecture

### **Section 3: Description of proposed course**

**3.1 Course Content Summary:**

Subject matter: The proposed PSY472 ADVANCED FORENSIC PSYCHOLOGY course will provide students with an in-depth look into *forensic psychology* – a subfield of the broader field of *psychology and law*. The narrower field of forensic psychology focuses on the research, practice, and application of psychology to the legal system and includes topics such as psychopathy, insanity risk, eyewitness stress, risk assessment, civil commitment, and prisoner rehabilitation. See **Supplemental Document 7.1** for a sample course syllabus and course outline for a list of all topics covered in the course. The specific focus on forensic psychology excludes topics such as eyewitness memory (cognitive psychology), polygraphs (physiological psychology), jury decision-making (social psychology), and child testimony (developmental psychology) which are topics covered in the broader PSY470 PSYCHOLOGY AND LAW course.

Approach: The main approach of the proposed course is to build upon students' general knowledge of psychology and law that they learned in PSY470 and focus specifically on the research, practice, and applications of forensic psychology. Course content will be organized into 5 sections:

- I. The fundamentals of forensic psychology (e.g., What is forensic psychology?, What are the role and responsibilities of forensic psychologists?, etc.)
- II. Violence and forensic psychology (e.g., psychopathy, risk assessment, etc.)
- III. Mental health law and forensic psychology (e.g., insanity defense, civil commitment, etc.)
- IV. Children and family in forensic psychology (e.g., domestic violence, stalking, etc.)
- V. Civil aspects of forensic psychology (e.g., sexual harassment, employment discrimination, etc.)

Methodology: Many methods will be used to explore the subject matter covered in the proposed course. Course material will be facilitated through textbook readings, additional readings (including original research articles), in-class demonstrations, and invited guest speakers.

### **3.2 Learning Outcomes:**

Upon successful completion of this course, students should be able to:

- CLO 1: Demonstrate an understanding of how forensic psychologists impact the legal system
- CLO 2: Recognize the types of forensic evaluations conducted in criminal and civil cases
- CLO 3: Explain and debate landmark legal cases that impact forensic psychology (e.g., *Dusky v. U.S.*)
- CLO 4: Identify ethical challenges that forensic psychologists face (e.g., duty to warn, double-agency)
- CLO 5: Analyze and critique research in the broad area of forensic psychology

### **3.3 Assessment/Evaluation:**

Student achievement of the learning goals described in section 3.2 will be assessed and evaluated in the following ways:

- CLO 1 & CLO 2: Students' knowledge regarding how forensic psychologists impact the legal system and their recognition of the types of evaluations and treatments of individuals within the legal system will be assessed by a pre- and post-test of specific multiple choice questions. A pretest administered to all students at the beginning of the course, these questions will then be included on the applicable exams after each major section.
  - **See Supplemental Document 7.2.**
- CLO 3: Students' ability to explain and debate key court cases will be evaluated by in-class group activities and essay questions on exams.
- CLO 4: Students will participate in class discussions throughout the semester to discuss key ethical dilemmas that forensic psychologists face.

- CLO 5: Students in small groups (2-3 students) will be required to find, analyze, and critique a scholarly research article related to forensic psychology. They will then present their articles to the class in an approximately 10 minute long presentation. This presentation will be assessed using a rubric.
  - **See Supplemental Document 7.3.**

## Section 4: Rationale

### 4.1 Reason for developing this proposed course:

The proposed course is *desirable* because it will strengthen the Forensic Psychology concentration's ability to prepare students for careers and graduate programs related to forensic psychology. Currently, the Forensic Psychology concentration includes only 1 psychology course focused on the legal system (PSY470). The proposed course will be an additional psychology course focused in the legal system, and it will provide students with a more comprehensive understanding of the discipline of forensic psychology. The proposed course will be explicitly focused toward psychology students (particularly those in the Forensic Psychology concentration), while PSY470 is more broadly focused for psychology and other related majors. This belief is also supported with feedback that was provided by current Forensic Psychology concentration students in December 2020. Many students commented on how an additional course in psychology and law would benefit them and better prepare them for a career in the field of forensic psychology. See student comments regarding the forensic concentration in **Supplemental Document 7.4**. Additionally, in February 2021, we surveyed Forensic Psychology concentration students regarding their interest in a new course focused on the research, practice, and applications of forensic psychology. In short, 100% of students endorsed the idea of the new course. See student comments regarding a new course in **Supplemental Document 7.5**.

The proposed course is *necessary* because it will serve as a capstone course for the Forensic Psychology concentration. As previously described in sections 3.1-3.3, the course is designed to expose students to research, practice, and application of forensic psychology. Representative of a capstone course, the proposed course will allow students to apply their general knowledge of forensic psychology acquired in the concentration to the proposed course. For example, a main project in the course will require students to present an article broadly related to forensic psychology. Creating this capstone experience in the proposed course will afford students with practical experiences in forensic psychology that can better prepare them for the workforce (e.g., law enforcement, victim's advocate, etc.) or graduate work in related disciplines (e.g., clinical and experimental M.A./Ph.D programs, joint degree J.D./Ph.D. programs, etc.).

The proposed course *relates to the department's goals* to:

- "Provide applied undergraduate programs that produce practitioner-scholars prepared to serve the Commonwealth of Kentucky and beyond."

- The proposed course is heavily focused on the practitioner side of forensic psychology, while still being based primarily in research and science.
- “Provide high quality teaching, training, and advising of students with an emphasis on rigor, pursuit of continual improvement, and preparation for employment or graduate study.”
  - As stated above, this class will particularly aid students’ preparation for employment and graduate study.

The proposed course *relates to the college’s goal* to:

- “Expand applied learning opportunities for students focusing on social engagement, social justice, and considerations expected of a diverse community.”
  - Many of the topics in the course are social justice and diversity related.

#### **4.2 Relationship to similar courses offered by other university departments/units:**

- Do any other courses already being offered by other university departments/units share content with this proposed course? NO
- Are any of the proposed pre/co-requisites for this course offered by another university department/unit? NO
- If the answer to both questions is NO, simply proceed to item 5.
- If the answer to either of those questions is YES, indicate here who in the affected departments/units was consulted, and the dates of those consultations:

### **Section 5: Projected Enrollments/Resources**

**5.1 How many students per section are expected to enroll in this proposed course?** 30

**5.2 How many sections of this course per academic year will be offered?** 1 section per year

**5.3 How many students per academic year are expected to enroll?** 30

**5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections.** Currently, there are approximately 131 students in the Forensic Psychology concentration. The proposed course will be required for students in this concentration and is intended for those who have junior status and who have already taken PSY470. Based on the total number of students in the concentration and the enrollment requirements stated in 2.9 and 2.10, we project that approximately 30 students would need to enroll in the course per year.

**5.5 Proposed method of staffing:** The current staff are sufficient. Typically two sections of PSY470 are taught per semester (4 sections per year). The proposed PSY472 course will replace one of the sections of the offered PSY470 courses. As a result, one section of the proposed PSY472 course will be offered each year and three sections of PSY470 will be offered each year.

**5.6 Instructional technology resources:** The current instructional technology resources are sufficient to support this course.

**5.7 Library resources:** Will this proposed course require the use of library resources (books, journals, reference materials, audio-visual materials, electronic databases, etc.)? YES

Databases:

Psychology and Behavioral Science Collection

APA PsycInfo

Journals:

Law and Human Behavior

The Journal of Forensic Psychiatry & Psychology

Behavioral Sciences & the Law

Psychology, Public Policy, & the Law

Journal of Personality Assessment

If YES, was a [Library Resources Form](#) submitted to the appropriate collection development librarian prior to consideration at the college curriculum level?

YES - March 3, 2021

**Section 6: Proposed term for implementation:** Spring 2023

**Section 7: Supplemental/Supporting Documentation:** All supporting documents can be found below.

**7.1 Sample course syllabus and outline**



## PSY472 Advanced Forensic Psychology Course Syllabus

**Course Description:** This course focuses on the ways in which forensic psychologists help courts make informed decisions about cases. In this course, we will cover research findings, court cases, and legal policies related to the evaluation and treatment of individuals in various parts of the legal system. Topics such as eyewitness stress, psychopaths, insanity, competency, and prisoner rehabilitation will be covered in the course. Course material will be facilitated through lectures, discussions, in-class demonstrations, and invited guest speakers.

**Required Text:** Huss, M. T. (2014). *Forensic Psychology: Research, Clinical Practice, and Applications* (2<sup>nd</sup> edition). Hoboken, NJ: John Wiley and Sons, Inc.

Additional required readings will be provided on Blackboard: <https://blackboard.wku.edu/>.

### Learning Outcomes:

1. Demonstrate an understanding of how forensic psychologists impact the legal system
2. Recognize the types of forensic evaluations conducted in criminal and civil cases
3. Explain and debate landmark legal cases that impact forensic psychology (e.g., *Dusky v. U.S.*)
4. Identify ethical challenges that forensic psychologists face (e.g., duty to warn, double-agency)
5. Analyze and critique research in the broad area of forensic psychology

### Course Breakdown [Required Components]:

Exams

Group Presentation

**Exams:** [Exams will be up to the individual professor, however, the pre-post questions must be included]

**Group Presentation:** For this course, you will do a group presentation. Groups will consist of 2-3 students per group. Each group will be present a research article on a particular topic in forensic psychology. The goal of this assignment is for you and your group to learn about a particular research study and teach what you learn to the rest of the class. Your group will present the information regarding the research study in the form of a 10 minute presentation complemented with PowerPoint slides. Your group will present on the date listed in the Course Outline; see below. The presentation will be graded according to the 'Group Presentation Rubric' posted on Blackboard. I will also provide a presentation in class as an example, so you and your group will have an idea of what I expect out of your group presentation. You will provide your first, second, and third choice preference from the list of presentation topics below. I will do my best to create groups based on your first and second choices.

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Psychopaths                 | 8. Insanity defense       |
| 2. Risk of violence assessment | 9. Diminished capacity    |
| 3. Sexual offenders            | 10. Domestic violence     |
| 4. Prisoner rehabilitation     | 11. Stalking              |
| 5. Civil commitment            | 12. Juveniles delinquency |
| 6. Criminal competency         | 13. Civil law             |
| 7. Civil competency            |                           |

**Course Outline [Actual Order May Vary]:**

\*Schedule is subject to change with notice.

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
<b>I: Fundamentals of Forensic Psychology</b>		
1	Course Overview and Introduction	Chapter 1
2	Assessment, Treatment, Consultation	Chapters 2 and 3
<b>II. Violence and Forensic Psychology</b>		
3	Psychopaths	Chapter 4 and assigned reading TBD
4	Risk of Violence Assessment	Chapter 5
5	Sexual Offenders	Chapter 6
6	Prisoner Rehabilitation	Assigned reading TBD
<b>III. Mental Health Law and Forensic Psychology</b>		
7	Civil Commitment	Chapter 7
8	Competency in the Courts	Chapter 8
9	Insanity and Criminal Responsibility	Chapter 9
10	Vulnerable Witnesses	Assigned reading TBD
11	Police Stress and Evaluations	Assigned reading TBD

IV. Children and Family in Forensic Psychology		
12	Domestic Violence and Stalking	Chapter 10 and assigned reading TBD
13	Juvenile Delinquency	Chapter 11
V. Civil Aspects of Forensic Psychology		
14	Civil Trial Assessments	Chapter 13
15	Group Presentations	
16	Finals Week	

## 7.2 CLO 1 & CLO 2 & CLO 3 assessment/evaluation – sample pre- and post-test exam questions

### CLO 1

- 1) Which of the following is a difference between normal and clinical forensic psychology?
  - a. **Forensic Assessments are adversarial in nature**
  - b. Forensic assessment involves an active partnership with the client
  - c. Forensic settings do not involve an interview with the client
  - d. Forensic Assessments take the client's statements at face value
  
- 2) Dr. Barker is performing a Risk Assessment. She is trying to determine the client's likelihood of:
  - a. **Recidivism**
  - b. Suicidal Ideation
  - c. Dangerousness
  - d. Malingering
  
- 3) During a custody hearing, Dr. Pietro performed a parental fitness exam on the drug addicted mother of a 4 year old boy. Dr. Pietro then testified in front of the court that according to his findings, she was unfit to take care of her son. Dr. Pietro is acting in what role:
  - a. **Expert witness**
  - b. Therapist
  - c. Character witness
  - d. Rehab counselor
  
- 4) Some of the psychological services provided in U.S. jails include \_\_\_\_\_.
  - a. Suicide prevention
  - b. Group Therapy
  - c. Addiction Counseling
  - d. **All of the above**

### CLO 2

- 1) Which of the following defendant's is likely malingering?
  - a. **Defendant fails to recognize his own name**
  - b. A defendant who hears the voice of his dead father
  - c. A defendant who performs at the intellectual disability level on an IQ test
  - d. A defendant who admits to multiple symptoms of schizophrenia
  
- 2) William Blake Erickson, Jr. was found guilty of murdering his neighbor and sentenced to death. While awaiting execution, he was assaulted by a fellow inmate and suffered a major head trauma resulting in his IQ dropping to 55. Erickson will now likely:
  - a. **Have his sentence switched to life in prison**
  - b. Be executed as scheduled
  - c. Be released from prison

- d. Be deported to Mexico
- 3) Terrance is suffering from severe delusions and believes his lawyer is a minion from Darth Vader. At his arraignment he leaps over the desk holding a pen to fight the judge with his "lightsaber". The judge will most likely call for what sort of evaluation at this point prior to the actual trial?
- a. **Competency to Stand Trial**
  - b. Competency to be Executed
  - c. Insanity
  - d. M'Naughton Standard
- 4) According to current federal guidelines, which of the following individuals would most likely be found Not Guilty by Reason of Insanity?
- a. **A defendant with schizophrenia who was hearing voices that convinced her that she was saving her children from the devil by murdering them**
  - b. A defendant with impulse control issues who was unable to control his anger upon seeing his wife cheating on him and murdered her
  - c. A defendant with severe depression who murdered his parents after suffering years of abuse at their hands
  - d. All of the above

### CLO 3

- 1) The rule that a defendant must understand the legal proceedings, communicate with their attorneys, appreciate their role in the proceedings, make legally relevant decisions is the:
- a. **Dusky Standard**
  - b. Frye Standard
  - c. M'Naughton Standard
  - d. Daubert Standard
- 2) George was being released after serving a 20 year sentence for being convicted of a sex crime. According to the Adam Walsh Act, upon his release if he is determined to be a Sexually Violent Predator he will be:
- a. **Civilly committed in a psychiatric hospital**
  - b. Released due to rules of double jeopardy
  - c. Immediately rearrested and put in prison
  - d. Placed in mandatory outpatient rehab
- 3) According to Jackson v. Indiana, what is the most an individual stay in treatment when found incompetent to stand trial?
- a. **Maximum sentence for the crime**
  - b. Indefinitely
  - c. One year
  - d. Minimum sentence for the crime

- 4) Which of the following is NOT a major change brought about by the Insanity Defense Reform Act of 1984?
- a. **Added irresistible impulse as a reason**
  - b. Burden of proof placed on the defense
  - c. Eliminated diminished capacity
  - d. Limited the scope of expert testimony

## 7.3 CLO 5 assessment/evaluation – sample research presentation grading rubric

Group Name: \_\_\_\_\_

Date: \_\_\_\_\_

Starting time: \_\_\_\_\_

End target: \_\_\_\_\_

Ending time: \_\_\_\_\_

### Title (5 pts)

Unacceptable	Below Average	Average	Above Average	Excellent
1	2	3	4	5

- Includes an APA-style citation of research article
- Clearly states the research question
- Identifies the type of study (i.e., experiment, correlation, quasi-experiment, review article, etc.)
- 1 slide
- 1-2 minutes

### Introduction (20 pts)

Unacceptable	Below Average	Average	Above Average	Excellent
0.0–12.7	12.8–13.9	14.0–15.9	16.0–17.9	18-20.0

- Provides a **brief summary** of the article's introduction
- Explains the rationale underlying the research question (i.e., why are the researchers asking this specific question?)
- 1-2 slides
- 1-2 minutes

### Methods (25 pts)

Unacceptable	Below Average	Average	Above Average	Excellent
0.0–15.9	16.0–17.4	17.5–19.9	20.0–22.4	22.5–25.0

- If your article has multiple experiments, identify which experiment you are presenting (i.e., Experiment 2)
- Describes the study sample
- Identifies the design of the study (i.e., identify the independent variables, or the experiment conditions, in the study)
- Identifies the dependent variable(s)
- Describes the procedure of the study – be very descriptive (i.e., what did participants in the study do?)
- Provides an illustration of the procedure** – this could be shown through a chart, table, or bulleted list (i.e., be **very descriptive** and report what participants did in the study)
- 2-3 slides
- 4-5 minutes

### Results (25 pts)

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Unacceptable	Below Average	Average	Above Average	Excellent
0.0–15.9	16.0–17.4	17.5–19.9	20.0–22.4	22.5–25.0

- Reports and explains the results of the study – you do not need to include inferential statistics here, rather report what results were found in the study
- Illustrates the results (i.e., bar graph, pie chart, table, etc.)
- Illustrates the results using charts / graphs / tables designed **by you** (do not simply copy and paste the results from the research article)
- 2-3 slides
- 1-2 minutes

### Conclusion (20 pts)

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Unacceptable	Below Average	Average	Above Average	Excellent
0.0–12.7	12.8–13.9	14.0–15.9	16.0–17.9	18-20.0

- Discusses any important limitations, avenues for future research, etc. that were discussed in the article
- Explains why the results are important
- Explains how the study relates to the **content we cover in class**
- 1 slide
- 1-2 minutes

### Delivery / Organization (5 pts)

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Unacceptable	Below Average	Average	Above Average	Excellent
1	2	3	4	5

- Presenter speaks with appropriate professionalism (i.e., the Presenter is not too casual)
- Presenter speaks clearly and intelligibly
- Presenter speaks with appropriate pacing
- Presenter speaks loudly enough
- Presenter speaks without unnecessary exclamations or pauses (e.g., “uh”, “um”, “like”)
- Presenter uses appropriate non-verbal behaviors
- Presenter avoids unnecessary behaviors (e.g., rocking, playing with hair)
- Presenter avoids simply reading notes or slides
- Presenter involves the audience in the presentation
- Presenter is receptive to the audience’s feedback, comments, and questions



- Group members to instructor with any questions and/or concerns about the presentation in-advance of the presentation date
  - Emails a copy of the presentation to the instructor prior to class period in which the presentation is due
  - Each presenter contributed to the oral presentation
  - Total of 7-10 slides
  - Entire presentation was approximately 10 minutes
- 

**Total Points**

\_\_\_\_\_/100

**Notes:**

## 7.4 Forensic Psychology Concentration students' general comments about the concentration

Students were told: "We are very interested in knowing your opinions regarding the Forensic Psychology concentration. If you have any additional comments regarding the concentration, please type your comments in the textbox below." Below are their answers:

- "I love the fact that forensic psychology is offered, but I think we need more focus on it as a whole in the actual psychology dept. I feel like I've learned more from my minor in criminology."
- "I really wish there was more documentation understanding which classes went towards the Forensic Psychology Concentration. During my time at Western, it has felt like only a select few of the classes were geared towards the concentration, rather to psychology as a whole."
- "I am graduating this semester, so I have completed all of the necessary courses for the current concentration. With this being said, I can safely say I enjoyed having the forensic concentration and that the courses within that field have been the most interesting. I do have a couple of issues, though. One being- I don't feel there is enough emphasis on what a student can do with a forensic concentration besides work that is closely related to criminology. It wasn't until my legal psychology course that an option combining both psychology and criminology came up, which leads to my next issue. My Psychology and Law course was one of the only courses that I felt combined the two well. The only other time forensics came up was in criminology courses and so I feel it would be neat to have more courses in the psychology major that are more forensic concentrated."
- "would love more guidance on the right pathway of classes and what career options will be available with this degree"

## 7.5 Forensic Psychology Concentration students' comments about the possibility of adding a new course in psychology

Students were told, "We would like to know your level of interest in new course idea for the Forensic Psychology concentration. The new course would focus on the clinical topics in the legal system. Some topics covered in the course would include: vulnerable eyewitnesses, police stress, psychopaths, competency, insanity, risk assessment, and prisoner rehabilitation. Please answer the questions below regarding the possibility of creating this new course. Please indicate whether you agree or disagree with the statements below." 50 Students completed the survey. Below are their answers:

- If offered, I would like to enroll in this yes. 98% agreed.
- This course should be added to the Forensic Psychology concentration. 98% agreed.
- This course will improve the Forensic Psychology concentration program. 100% agreed.
- The content covered in this course would better prepare me to use my degree after I graduate. 100% agreed.

Students were also told, "We are very interested in knowing your opinions regarding the Forensic Psychology concentration. If you have any additional comments regarding the concentration, please type your comments in the textbox below." Below are their answers:

- "I'm currently a Forensic Psychology major, graduating in May. Most of my classes under this major have pertained to developmental aspects of psychology, which I love, but I wish I had the opportunity to have learned more about the legal side of psychology."
- "More courses delving into the depths of criminal psychology on a clinical scale rather than entirely criminological"
- "I believe all of the additional topics listed above are pertinent to this concentration. If we are to fully prepared for a career in this field, they are necessary."
- "I feel as though I'm not fully prepped in the field of forensic psychology as maybe I should be. It's almost like I didn't know that's what my classes were helping me with, but rather just normal psychology."
- "I feel like adding this course will give people with this concentration a more vivid image of the career path that they could go down. It would also define forensic psych a lot better too."

**Proposal to Revise a program:**

**College of Education and Behavioral Sciences**

**Psychology Department**

**Section 1: Proponent Contact Information**

1.1 Mel Baker, Assistant Professor

1.2 melissa.baker@wku.edu

1.3 Phone # 270-745-2199

**Section 2: Program Information**

2.1 Current Program reference number: 760 and 760P (seeking admission); Forensic Psychology reference is PSFP

2.2 Current Program title: B.A. in Psychology – Forensic Psychology Concentration

2.3 Current total number of credits required in the program: 40

**Section 3: Proposed program revisions and rationales**

**3.1 The required Forensic Psychology concentration courses were revised.** The original required psychology concentration courses included 3 courses (9 hours; PSY350 Social Psychology, PSY440 Abnormal Psychology, and PSY470 Psychology and Law). In the revised concentration, the PSY350 and PSY440 courses were removed from the concentration and added back into their respective category (PSY350 in Group Behavior and PSY440 in Behavioral Change). A new course (PSY472 Advanced Forensic Psychology) will be added to the revised concentration. This proposed revision to the required psychology concentration courses will include 2 courses (6 hours; PSY470 and PSY472). This change is necessary to make the forensic psychology concentration more applicable to majors and afford students with more experience and study in the field of forensic psychology.

**3.2 The restricted electives from other departments were revised.** The original restricted electives required studies to complete 2 courses (6 hours) from other departments and included CRIM101 Intro to Criminal Justice, CRIM456 Homicide and Serial Homicide, PHIL211 Why are Bad People Bad?, and PS220 Judicial Process. In the revised concentration, 3 additional courses were added to the above list: CRIM330 Criminology, PHIL427 Philosophy of Law, and PS328 Criminal Justice Procedures. In the revised concentration, students will be required to complete 3 courses (9 hours) of restricted electives. We believe that this change will improve the concentration in at least two ways.

First, the additional courses will provide students will more elective options that are pertinent to the field of forensic psychology – students have voiced concern over the availability of the some of the courses only being offered every other semester. Second, the addition of the above courses and increase of the required hours will afford students with more interdisciplinary experience in forensic psychology.

#### **Section 4: Consultations**

Do any of the proposed revisions in section 3 above involve or in any other way impact other departments/units? YES NO

If NO, simply proceed to item 5.

If YES, identify those revisions here, referring to them by the numbers assigned in section 3 above, and for each, indicate who in the affected department/unit was consulted, and the date of that consultation:

Yes – In section 3.2, we proposed 3 additional courses to be added as restricted elective options from other departments in the revised concentration:

CRIM330 Criminology – I communicated with both Drs. Drummond (Chair) and Trojan in the Criminology and Sociology Department about the prospect of adding CRIM330 to our concentration. I was informed that the addition was fine with their department.

Email correspondence on dates: 11-10-2020 with Drs. Drummond and Trojan

Zoom meeting on date: 11-11-2020 with Dr. Trojan

PHIL427 Philosophy of Law – I communicated with Dr. Price (Chair) in the Department of Philosophy and Religion about the prospect of adding PHIL427. I was informed that the addition was fine with their department.

Email correspondence on dates: 11-10-2020 with Dr. Price

PS328 Criminal Justice Procedures – I communicated with Dr. Lasley (Chair) in the Political Science Department about the prospect of adding PS328. I was informed that the addition was fine with their department.

Email correspondence on dates: 11-10-2020, 11-12-2020 with Dr. Lasley

Zoom meeting on date: 11-12-2020 with Dr. Lasley

#### **Section 5: Proposed term for implementation: Fall 2022**

**Section 6: Approval Flow Dates:**

**Proposing department/unit: 3/26/2021**

**CEBS College Curriculum Committee:**

**Undergraduate Curriculum Committee:**

**University Senate:**

**Section 7: Required Appendices: Current & proposed program descriptions:**

**7.1 Current Program Description**

**7.2 Proposed Program Description**

**7.3 Growth of the Forensic Psychology Concentration**

## 7.1 Current B.A. in Psychology, Forensic Psychology Concentration

Forensic Psychology Concentration (B.A.) *requires an additional major or minor* and requires a minimum of **40 non-duplicated semester hours**.

### **Required core courses (13 hours):**

- PSY or PSYS 100 Introduction to Psychology (Grade of C or better)
- PSY 210 Research Methods in Psychology
- PSY 211 Research Methods in Psychology Laboratory (1 cr.)
- PSY or PSYS 313 Statistics in Psychology
- PSY or PSYS 481 History of Psychology

### **Applied Development and Behavior (3 credit hours; Select one):**

- PSY 220 Introduction to Lifespan Developmental Psychology
- PSY 422 Adolescent Psychology
- FACS 191 Child Development
- GERO 100 Introduction to the Aging Experience

### **Foundations of Behavior (3 credit hours; Select one)**

- PSY 331 Psychology of Learning
- PSY 412 Psychology of Motivation & Emotion
- PSY 436 Applied Cognitive Psychology
- PSYS 333 Cognitive Psychology
- PSYS 363 Psychology of Sensation & Perception
- PSYS 450 Psychology of Personality

### **Group Behavior (3 credit hours; Select one)**

- PSY 355 Cross-Cultural Psychology
- PSY 371 The Psychology of Sales Behavior

### **Behavioral Change (3 credit hours; Select one)**

- PSY 340 Sport Psychology
- PSY 442 Beginning Skills in Psychological Interviewing
- PSY 443 Behavior Modification
- PSY 445 Introduction to Clinical and School Psychology

### **Required Forensic Psychology Concentration Courses (9 credit hours):**

Concentration Courses may not be counted as category courses.

- ~~PSY 350 Social Psychology~~
- ~~PSY 440 Abnormal Psychology~~
- PSY 470 Psychology and the Law

**Restricted Electives from Other Departments (~~6 credit hours, Select 2~~):**

- CRIM 101 Intro to Criminal Justice
- CRIM 456 Homicide and Serial Homicide
- PHIL 211 Why are Bad People Bad?
- PS 220 Judicial Process

**BA in Psychology, Forensic Psychology concentration**

**40 credit hours**



## 7.2 Proposed B.A. in Psychology, Forensic Psychology Concentration

Forensic Psychology Concentration (B.A.) *requires an additional major or minor* and requires a minimum of **40 non-duplicated semester hours**.

### **Required core courses (13 hours):**

- PSY or PSYS 100 Introduction to Psychology (Grade of C or better)
- PSY 210 Research Methods in Psychology
- PSY 211 Research Methods in Psychology Laboratory (1 cr.)
- PSY or PSYS 313 Statistics in Psychology
- PSY or PSYS 481 History of Psychology

### **Applied Development and Behavior (3 credit hours; Select one):**

- PSY 220 Introduction to Lifespan Developmental Psychology
- PSY 422 Adolescent Psychology
- FACS 191 Child Development
- GERO 100 Introduction to the Aging Experience

### **Foundations of Behavior (3 credit hours; Select one)**

- PSY 331 Psychology of Learning
- PSY 412 Psychology of Motivation & Emotion
- PSY 436 Applied Cognitive Psychology
- PSYS 333 Cognitive Psychology
- PSYS 363 Psychology of Sensation & Perception
- PSYS 450 Psychology of Personality

### **Group Behavior (3 credit hours; Select one)**

- **PSY 350 Social Psychology**
- PSY 355 Cross-Cultural Psychology
- PSY 371 The Psychology of Sales Behavior

### **Behavioral Change (3 credit hours; Select one)**

- PSY 340 Sport Psychology
- **PSY 440 Abnormal Psychology**
- PSY 442 Beginning Skills in Psychological Interviewing
- PSY 443 Behavior Modification
- PSY 445 Introduction to Clinical and School Psychology

### **Required Forensic Psychology Concentration Courses (6 credit hours):**

Concentration Courses may not be counted as category courses.

- PSY 470 Psychology and the Law
- **PSY 472 Advanced Forensic Psychology**

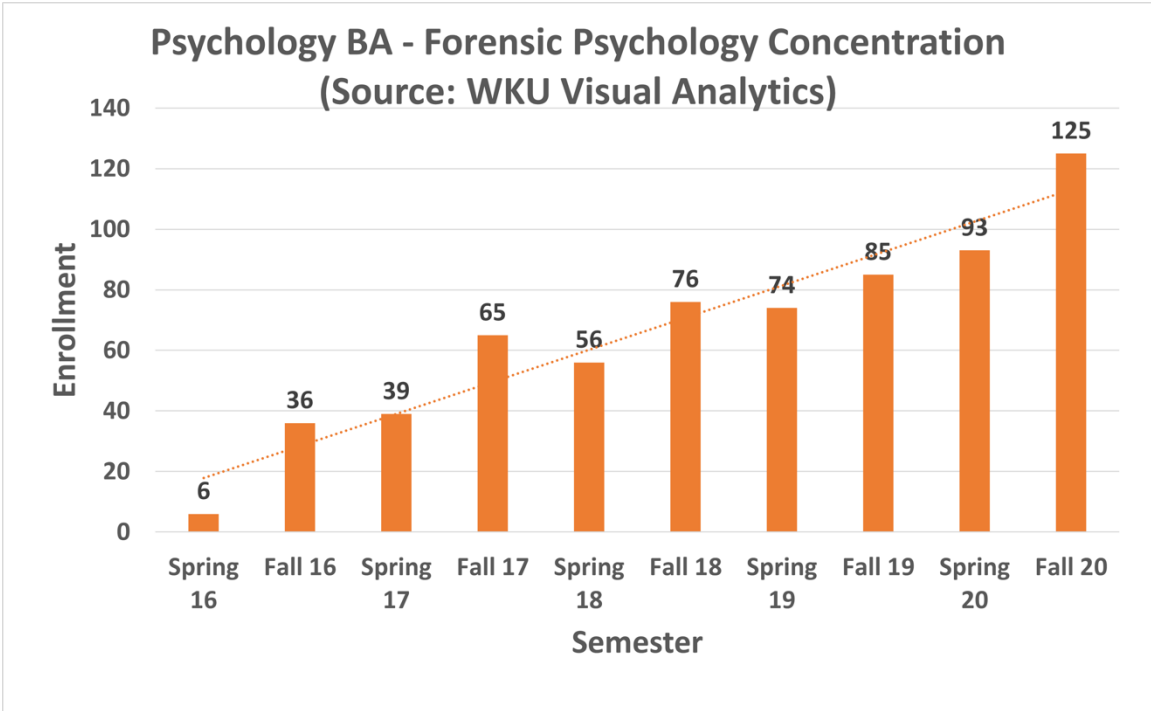
**Restricted Electives from Other Departments (9 credit hours, Select 3):**

- CRIM 101 Intro to Criminal Justice
- CRIM 330 Criminology
- CRIM 456 Homicide and Serial Homicide
- PHIL 211 Why are Bad People Bad?
- PHIL 427 Philosophy of Law
- PS 220 Judicial Process
- PS 328 Criminal Justice Procedures

**BA in Psychology, Forensic Psychology concentration**

**40 credit hours**

**7.3 Growth of the Forensic Psychology Concentration**



## Four-Year Course Sequence

### Psychology, Forensic Psychology Concentration (760)

#### First Year

<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
ENG 100	3	COMM 145	3
HIST 101 or HIST 102	3	MATH 183 or PHIL 215	3
PSY 100 or PSYS 100	3	World Language 102 (if needed) OR General University Elective	3
Colonnade: Natural & Physical Sciences	3	Colonnade: Arts & Humanities	3
World Language 101 (if needed) OR General University Elective	3	Colonnade: Natural & Physical Sciences with lab	3
	15		15

#### Second Year

<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
PSY 210	3	PSY 313 or PSYS 313	3
PSY 211	1	PSY 440	3
CRIM 101	3	PSY Category Course	3
PS 220 (fulfills major and Colonnade: Connections (Systems))	3	2nd Major/Minor/Elective Course	3
2nd Major/Minor/Elective Course	3	2nd Major/Minor/Elective Course	3
Colonnade: Literary Studies	3		
	16		15

#### Third Year

<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
PSY 470	3	PHIL 211 (fulfills major and Colonnade: Connections (Social and Cultural))	3
PSY Category Course	3	PSY 472	3

2nd Major/Minor/Elective Course	3	PSY Category Course	3
Colonnade: Writing in the Disciplines	3	2nd Major/Minor/Elective Course	3
Colonnade: Connections (Local to Global)	3	2nd Major/Minor/Elective Course	3
	15		15

**Fourth Year**

<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
PSY 481	3	2nd Major/Minor/Elective Course	3
CRIM 456	3	2nd Major/Minor/Elective Course	3
PSY Category Course	3	2nd Major/Minor/Elective Course	3
2nd Major/Minor/Elective Course	3	2nd Major/Minor/Elective Course	3
2nd Major/Minor/Elective Course	2	2nd Major/Minor/Elective Course	3
	14		15

Total Hours 120