

Department of Psychology and Neuroscience: Rules and Guidelines

Previous version approved by faculty vote on May 20, 2013

Revisions approved by faculty vote on November 18, 2013:
Voting Guidelines (p. 22), Performance Expectancies for Instructors (p. 27), Policies and
Standards for Instructor Reappointment and Promotion (p. 37)

Revisions for 2014-2015 AY approved by faculty votes as outlined in Appendix A (p. 51)

Revisions for 2017-2018 approved by faculty vote as outlined in Appendix B (p. 52)

This document provides the policies and guidelines that govern the operations of the Department of Psychology and Neuroscience. They are designed to ensure that the department fulfills its obligation to provide a first-rate undergraduate and graduate education, that its faculty contribute cutting edge research to their disciplines, and that each member of the department has a clear understanding of how the department functions.

Interim Chair. The Interim Chair could be the incumbent Chair. The appointment of the Interim Chair requires approval from a simple majority of eligible voters. Similarly, if it proves impossible for any candidate to achieve a 3/4 approval vote after the initial balloting, the Interim Chair option may be adopted. If an Interim Chair is appointed for this reason, additional attempts to elect a chair will occur until successful.

10. Elections should be conducted on a schedule that will allow the new Chair to work with the outgoing Chair during the outgoing Chair's final semester in office.

GRADUATE STUDENT GUIDELINES

THE PHD

Graduate education in the Department of Psychology is designed to lead to the Doctor of Philosophy (PhD). Because graduate education is organized by program there is considerable variability in the course requirements for individual students. The precise requirements for the PhD are specified in the document provided by each program. There are, however, some important common requirements.

1. The general requirements of the Graduate School must be met by the degree requirements of each program.
2. Every Ph.D. dissertation committee will have at least 5 members. There will be at least (a) one member of the graduate faculty from outside the department (presently required by the Graduate School) and (b) one member of the graduate faculty from within the department but outside the graduate training program to which the student belongs. Note that faculty members with a secondary affiliation in the student's program can serve as the "outside" member of the committee. However, the spirit of the "outside member" is to add diversity of perspectives and expertise within psychology but outside the student's area. Students and faculty are accordingly encouraged to select committee members to fulfill the "outside the program" category that bring this diversity of perspectives to the committee. The remaining 3 members are at the discretion of the program.
3. The Associate Chair/Director of Graduate Education can advise on and shall approve of the "outside of area" psychology faculty member in consultation with the dissertation advisor. The departmental committee membership names shall be placed on file with the Associate Chair/Director of Graduate Education before the review and approval of the dissertation proposal.
4. Once approved by the Associate Chair/Director of Graduate Education, the comprehensive examination form will be kept on file with the Program Area. Once this committee list is

placed on file, removal of any faculty member from this committee shall require approval of the Associate Chair/Director of Graduate Education.

5. Graduate students must receive a grade of B- or better in Psychology and Neuroscience Department courses in order to fulfill department or program course requirements.
6. A maximum of 9 semester hours may be transferred from prior graduate work to the graduate program in the Department of Psychology and Neuroscience, subject to the approval of the Program Director and Associate Chair/Director of Graduate Education. Credit may not be transferred until the student has completed, at the CU Boulder Graduate School, at least six credits of graduate level coursework as a degree-seeking student on the CU Boulder campus with a 3.0 GPA. Transferred credits do not reduce the residence requirement but may reduce the amount of work to be done in formal courses. Transfer credit applications must be received by the final day of the second semester of study at CU Boulder.
7. All graduate students should receive training as part of their degree requirements in responsible conduct in research.
8. All graduate students in the Department of Psychology and Neuroscience who have not been admitted to candidacy must enroll in at least one substantive course (not independent study) in the Department of Psychology and Neuroscience each semester during the regular academic year. Students must enroll in a course in the semester in which they plan to take the candidacy exam.

THE MASTERS DEGREE

Students admitted to graduate school in the Department of Psychology and Neuroscience are expected to complete the PhD. Nevertheless, it is possible for students to complete a Masters Degree on the way to completing the PhD and in some cases students might elect to complete a terminal Masters degree. The guidelines for the Masters degree are provided below.

REQUIREMENTS

1. 24 hours of course work with a grade of B- or better in each course and six hours of master's thesis hours or research practicum hours for Clinical Program students, for a total of 30 hours of credit.
2. A thesis approved by a Psychology and Neuroscience Department faculty committee of three.
3. All requirements imposed by the Graduate School.

POLICY FOR AWARDING TEACHING ASSISTANTSHIPS

1. All graduate students in the Department of Psychology and Neuroscience will be eligible for paid teaching assistantships based in part on merit, in part on years in their program and in part on financial need. Any student, first through sixth year who does not have other sources of support that are equivalent to one-half time work responsibility or level of support may apply for a teaching assistantship.
2. Because the definition of merit differs between programs, initial assignments are made by programs.
3. For advanced students, each program will assign that program's allotment of teaching assistantships based on highest merit among eligible students. Merit may be based on grades, recommendations of academic and/or research advisor and program area director AND on previous performance as a teaching assistant (if any). Programs may develop three levels of merit. Given similar levels of merit, financial needs may be taken into account. Programs may use priority funding based on lower or higher seniority, but must specify the rule. Students beyond year 6 in their Program may receive TA funding if and only if they are in good standing and all other eligible students have received TA funding.
4. For alternates beyond the original allocation to program areas, program area directors will assign numeric rating of quality, which may include academic progress, teaching quality, and financial need. The Associate Chair/Director of Graduate Education of the department will assign additional teaching assistantships as they become available, based first on similar levels of merit, then on need. Students must be competent to teach that specific content area that is available.
5. Continuing to receive teaching assistantship is subject to Rules of the Graduate School and adequate academic progress, as well as teaching quality and performance of teaching assistantship responsibilities.
6. The chair has final approval of TA assignments to meet curricular needs, normally in consultation with the Directors of Graduate and Undergraduate Education.

COMPLAINTS AND GRIEVANCES

STAFF COMPLAINTS

There will be a Conflict Resolution Coordinator appointed by the Chair whose responsibility will be to receive grievances or complaints from staff and to mediate, consult with the chairperson, or present recommendations to the Executive Committee for resolution.

When a faculty member has a complaint with a staff member, the faculty member is encouraged first to discuss the problem with the person involved. As a next step, faculty with a

complaint against a staff member should go to the administrative assistant in the department in charge of staff. If that procedure does not correct the problem, the chair of the department should be consulted. If the faculty member believes that the chair has not resolved the problem, the faculty Conflict Resolution Coordinator should be consulted. Faculty and staff are also encouraged to use the staff Conflict Resolution Coordinator to mediate disagreements between them.

UNDERGRADUATE STUDENT COMPLAINTS

Undergraduate student complaints will be handled by the Associate Chair for Undergraduate Education in consultation with the Chair. Often a complaint is made when the student believes that unfair treatment has led to a lower grade than might otherwise have been awarded. Other undergraduates complain about grades they receive but do not argue that the grade is based upon unfair treatment. Such matters are clearly to be handled by the instructor in the course. To the extent that complaints in this category have broader implications, e.g., influencing graduation, the student should be referred for counseling to the student Conflict Resolution Coordinator.

The instructor in the course is expected to handle all cases in which charges of unfair treatment are made; it is the instructor's responsibility to make every reasonable effort to handle such matters directly. If such efforts fail, the student should be referred to the student Conflict Resolution Coordinator. However, if such referral is made in the absence of effort by the instructor to deal with the student, the student Conflict Resolution Coordinator will return the student to the instructor for discussion of the problem.

Following appropriate referral, the student Conflict Resolution Coordinator will review the complaint with the student and if the charge involves matters that are specific enough to be checked, the Conflict Resolution Coordinator will ask that the complaint be put in writing. When he/she receives the written complaint, the Conflict Resolution Coordinator, in company with the instructor in the course, will check the student's complaints as objectively as possible. At this point he/she may ask the instructor to supply a written statement for the Conflict Resolution Coordinator's use. If the Conflict Resolution Coordinator believes that complaints are not justified he/she will inform the student in writing to this effect. If the Conflict Resolution Coordinator believes they are justified, the Conflict Resolution Coordinator will work out a remedy with the instructor. In the event the two disagree with respect to the degree of justification for the complaints, the department chairperson will be included in the decision about the action to be taken.

If an undergraduate student believes that she or he has experienced or witnessed possible discrimination or harassment, the student should contact the University's Office of Discrimination and Harassment <http://hr.colorado.edu/dh/>

GRADUATE STUDENT COMPLAINTS

Students are encouraged to discuss their concerns first with the faculty member(s) or other parties involved, and then inform the Program Director of the Program to which they were admitted, if their concerns are not adequately addressed. Students may also go directly to the Associate Chair of Graduate Education (or the department Chair) if they prefer.

If a graduate student believes that she or he has experienced or witnessed possible discrimination or harassment, the student should contact the University's Office of Discrimination and Harassment <http://hr.colorado.edu/dh/>

FACULTY GRIEVANCES

The Department Chair, in consultation with the Executive Committee, appoints a Conflict Resolution Coordinator who has the general respect and support of the faculty and will work effectively with the Chair. The term of office of the ombudsman is three years and is renewable.

Because the Conflict Resolution Coordinator represents complaints to the Executive Committee, the Conflict Resolution Coordinator cannot be a member of the Executive Committee.

When a faculty member has a disagreement with the Chair, another faculty member, or a departmental committee that was not resolved to the faculty member's satisfaction, the faculty member may consult with the Conflict Resolution Coordinator. Faculty members also have the option to consult with the Conflict Resolution Coordinator before discussing a potential disagreement with the other party involved. If for any reason the Conflict Resolution Coordinator is not acceptable to the complaining faculty member, that faculty member may petition the Executive Committee to appoint another person as Conflict Resolution Coordinator for that faculty member.

It will be the role of the Conflict Resolution Coordinator to gather information concerning a potential or actual complaint, to facilitate or mediate a resolution with the parties involved, and to advise the faculty member making the complaint. It will be the Conflict Resolution Coordinator's role to try to resolve the grievance. If, and only if, that effort fails to resolve the matter to everyone's satisfaction, and if the concerned faculty member chooses to pursue the matter, then the following procedures would apply: