Applied Cognition and Development
Policies and Procedures

Change of Advisor

In keeping with the policies of the Applied Cognition and Development (ACD) program, this notice is sent annually to describe the procedures for changing ACD advisors. The advisor/advisee relationship is too important to have a less-than-optimal match. While students are assigned a temporary advisor when they enter the program, students might have had a change of research interests. Alternatively, there may be another advisor who might better meet a student's program needs and goals. The procedure for change of advisor is as follows:
1. Decide who in the ACD program might better suit your needs. The program does not normally allow faculty outside the program to serve as major professors, but will make exceptions in some cases. The student must make a strong case for an outside advisor. In this case, it would be expected that the new major professor would serve as the research advisor and a program faculty would serve as the academic advisor advising the student through the appropriate coursework.
2. Talk to the prospective advisor regarding his or her willingness to serve as major professor.
3. The student and the prospective major professor must send the ACD coordinator emails agreeing to the switch.

Change of Degree

Students may move from the MA or PhD program to the MEd or EdS program with the permission of their advisor. Students wishing to change their degree objective from MEd or EdS to the MA or PhD degree must first complete one semester in the program in which they were admitted. After they have successfully completed one semester the student must submit a formal Graduate School Application that will be assessed and voted on by program faculty to be admitted to that MA or PhD program. This application involves submission of a new Graduate School application, an updated rationale for the program provided by the student indicating the reason for the change in degree objectives, and a vote by the ACD faculty.

Requirements for On-campus MEd Program

Students in the on-campus MEd program must take at least one three-credit course on campus (face to face) each academic semester. Students whose coursework is entirely online must switch to the online MEd program.

Requirements for the on-line MEd Program
Students in the online M.Ed. program must take a minimum of one course each term, unless there is a request from the student in writing submitted to the advisor indicating the reason for discontinuous enrollment. Students will also need to adhere to the Graduate School's continuous enrollment policy.

Requirements for Thesis and Dissertation Committees

At least one ACD faculty member must be on the thesis committee and at least two ACD faculty members are required on ACD doctoral committees.

Annual Evaluation for ACD Students

The ACD program evaluates students annually in March. As a part of this evaluation, students will be given feedback about their progress in the program and feedback about progress towards professional goals.

MEd students will be evaluated on their progress in the program and their course performance.

For MA and PhD students, students should complete and turn in a vita to their advisor. The vita should be a description of the entire time in the ACD program (so build on last year's vita). The vita should include the following:

1. Research. List the projects and faculty involved, and contributions to each research project. List presentations, publications, grants, and authorship on these (use APA style). Indicate whether presentations or articles are based on your thesis or comprehensive exams.

2. Coursework and grades. The program collects this information.

3. Assistantships and Internships. For teaching assistantships, list the courses taught during the past academic year and provide copies of teacher evaluations. For research assistantships list duties and name of individual responsible for oversight of duties. For internships list activities and accomplishments.

4.Leadership and Service. List leadership positions in professional organizations.

5. Awards. List any awards that you have won in the past year.

6. Progress in general degree requirements. Indicate progress, as applicable, toward completing the thesis proposal (if applicable), master's thesis defense, the doctoral written comprehensive exams, doctoral oral comprehensive exams, dissertation proposal, and dissertation defense.

7. Your professional goals. Describe professional goals (e.g., to work at a teaching college). You will receive formative feedback on your progress toward your goal.

8. Students who fail to submit the required materials will automatically be placed on probation.

Criteria for Satisfactory Progress

To remain in the ACD Program students must complete these requirements according to the schedule that follows; most students finish in a shorter time frame. The deadlines below apply to full-time students only. Part-time students may exceed these timelines by 50%.

M.A. Degree
All Years
*   Predominantly As in coursework.
*   Successful completion of required and elective coursework.
*   Successful performance of teaching/research assistantship responsibilities
*   Demonstration of ethics and a professional attitudes as well as engagement in the intellectual life of the department.
 Year 1
*   Formation of thesis committee. One of which must be ACD Area faculty.
Year 2
*   Steady and productive thesis research (grade must be S)
Year 3
 *   Completion and successful defense of thesis.

Ph.D. Degree
All Years
*   Predominantly As in coursework.
*   Successful completion of required and elective coursework.
*   Successful performance of teaching/research assistantship responsibilities
*   Demonstration of ethics and a professional attitudes as well as engagement in the intellectual life of the department.
Year 1
*   Formation of doctoral committee that must include four graduate faculty, two of whom are members of the Applied Cognition and Development Program. The committee, together with the student, decides the number and format of the comprehensive exams.
Year 2
 *   Steady and productive dissertation research (grade must be S)
*   Successful completion of written and oral comprehensive exams by the end of the second year.
Year 3
*   Steady and productive dissertation research (grade must be S)
*   Dissertation prospectus should be approved by the end of the third year after admission to the PhD Program.
Year 4
 *   Steady and productive dissertation research (grade must be S)
Year 5
*   Steady and productive dissertation research (grade must be S)
*   Dissertation defense should be approved by the end of the fifth year after admission to the PhD Program.

Probation and Dismissal Procedures

General Educational Psychology Departmental Statement on Probation and Dismissal
       A student who exhibits a pattern of behaviors that are judged very likely to hinder the student's performance as a professional will also be reviewed for possible dismissal. The faculty will use, as guides, behaviors described in the professional standards that guide our four respective areas of scholarship. These guidelines include ethics and professional behaviors and dispositions codes from the American Psychological Association, the National Association for Gifted Children, the National Association of School Psychologists, and the Georgia Professional Standards Commission. Our professional standards also inform our programs in substantive areas. As such our students should also align their practice to the Standards for Educational and Psychological Testing (AERA/APA/NCME). In rare circumstances, student behavior might be considered a serious enough breach of ethical, professional, or academic standards as to warrant immediate dismissal from the program.

Applied Cognition and Development (Approved March 4, 2016): Students, not meeting the expectations for student performance or exhibiting conduct not befitting the ethical and professional standards (e.g., academic dishonesty), will be reviewed for possible dismissal from the ACD Area of Emphasis. Following a negative review, the ACD faculty has the option of putting the student on probation. If the Area of Emphasis puts the student on probation, the student will receive a letter indicating what must improve, a deadline for improvement, and the consequences for failing to improve. It is the responsibility of the student to meet the deadline for improvement.