FACULTY AND COURSE INFORMATION

INSTRUCTOR:
Dr. Ann M. Bennett, Assistant Professor of Reading Education
Department of Secondary & Middle Grades Education

INSTRUCTOR CONTACT INFORMATION:
Office: BEB 348
Office Phone: 470.578.2249
Mobile: [redacted]
Email: ann.bennett@kennesaw.edu

CLASS LOCATION:
Online (D2L)

CLASS MEETING TIMES:
There are no official meeting times for this class.

COURSE WEBSITE:
Online (D2L)

COURSE COMMUNICATIONS:
Please use my faculty email (ann.bennett@kennesaw.edu) as my primary contact. Emails will receive a reply within 48 hours, except on weekends. If you use the D2L email system to contact me, you can expect a response time of up to five days. For emergencies and questions that require an immediate, short answer, please TEXT me on my mobile. Office hours will be held virtually by appointment only using Google Hangouts.

ELECTRONIC COMMUNICATIONS:
The University provides all KSU students with an “official” email account with the address “@students.kennesaw.edu”. As a result of federal laws protecting educational information and other
data, this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.

**Student Safety Statement:**
In case of an emergency, please call KSU police at 470.578.6666 or use the LiveSafe app. LiveSafe is a free app that is user-friendly and can be used to submit emergencies, safety issues, or general questions straight to KSU Police in real-time. The Office of Emergency Management (OEM) offers free training to faculty, staff, and students year-round. For more information, go to the OEM’s website or email the OEM at oem@kennesaw.edu. You can also follow OEM on Twitter (@ksuoem) and Facebook (@kennesawstateOEM) for up-to-date information on campus closures, delays, and other important information.

**Required Texts or Technology Resources:**

Additional readings provided to you within the course modules on D2L. A complete list of the additional readings can be found at the end of this syllabus.

**Recommended Resources:**

Membership in professional organizations, such as the American Educational Research Association, Mid-South Educational Research Association, and the Georgia Educational Research Association. Student rates are available.

**Course Description, Credit Hours, and Prerequisites**
*Prerequisite: Admission to graduate program (M.Ed., Ed.S., Ed.D.) in education or permission of the advisor.*
Candidates will develop a functional understanding of quantitative and qualitative research as applied to the educational arena. Emphasis is placed on candidate’s acquisition of analytical and interpretive skills.

**General Course Expectations & Requirements And Course Outline**

**General Expectations:**
If you have never taken an online course before, you will find that online courses allow for learning on your “own time”, eliminating the drive time and “seat time” on campus, but all within a framework that is both rigorous and well thought out. It can be easy to get behind if you do not set aside specific time each day to get work done, so look through the assignments and modules carefully and get a sense of how you will need to apply time management. At minimum, set aside, at least, four (4) to five (5) hours each week to complete class readings and assignments. Please plan on getting online, at least, three (3) times a week to work on assignments. Assignments are due by 11:59 p.m. on the due date listed, and all deadlines are firm. I strongly encourage you to complete assignments ahead of the due date to avoid
instances of technology difficulty. “My computer crashed” or “my Internet was down” are not acceptable excuses for late assignments. In fact, it is a good idea to have two (2) backup ways of accessing a computer and the Internet, such as a friend or neighbor. Late assignments will not be accepted, except in extreme circumstances or emergencies (documents or evidence of such occasion are required for requests of extended deadlines).

REQUIREMENTS FOR STUDENTS CONDUCTING RESEARCH:
Student-researchers who conduct projects at variance from or extending beyond a class assignment must consult with their faculty instructor about securing KSU IRB approval and must contact any IRB-type organization available in their research setting.

For those in teacher education, it is important to remember that every district has a federally mandated requirement for IRB review of proposals for conducting research in public schools. It is up to each student-researcher to learn the appropriate IRB procedures to be followed in his/her district. More specifically, KSU teacher education candidates are required to complete district-level IRB forms or to follow accepted policies and gain approval in writing, consistent with school/district guidelines, prior to beginning any assigned research project.

COURSE CONTENT:
Introduction to Social Research
Ethics in Social Research
Getting Started Designing a Project
Quantitative Research Design
Qualitative Research Design
Mixed Methods Research Design
Arts-Based Research Design
Community-Based Participatory Research Design

FINAL EXAM:
There is no formal final exam for this course.

OTHER REQUIREMENTS:
All written work should reflect careful organization of material and the high standards of investigation associated with graduate-level studies. All work is submitted digitally, using Microsoft Word or its equivalent, and saved as either .doc or .docx files. All formal written work should be submitted following APA (6th ed.) guidelines. Manuscripts must be proofread to ensure accuracy in spelling, punctuation, and grammar.

DISCLAIMER:
This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.
**Course Outline, Course Objectives, Module Objectives, & Activities:**

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<tr>
<th>Course Objectives</th>
<th>Module Objectives</th>
<th>Readings</th>
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</table>
| **Module 1: Introduction to Social Research**  
*(Week 1: 8.13-8.20)* | • Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes (i.e. culturally responsive school and classrooms for traditionally marginalized or disenfranchised students) [Objective 1].  
• Engage in courageous conversations to increase equity and close achievement gap [Objective 2]. | • Introduce yourselves to the class and meet your classmates [Assignment 1].  
• Describe how individuals develop beliefs and knowledge [Assignment 2]  
• Distinguish between the five approaches to research design [Assignment 2].  
• Distinguish between paradigm, ontology, and epistemology [Assignment 2].  
• Analyze a paradigmatic lens for alignment with personal philosophical beliefs [Assignment 2]. | Content Module  
Leavy, Chapter 1  
Readings in Content Module:  
• None. | Module 1 Activities:  
• Module 1: Introductions  
• Module 1: Reading Discussion |

| Module 2: Ethics in Social Research  
*(Week 2: 8.21-8.27)* | • Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes (i.e. culturally responsive school and classrooms for traditionally marginalized or disenfranchised students) [Objective 1].  
• Engage in courageous conversations to increase equity | • Describe the three dimensions of the ethical substructure of research and how these dimensions interact [Assignment 1].  
• Apply the three dimensions of the ethical substructure of research to a potential study [Assignment 1].  
• Identify and critique the code of ethics in a disciplinary field [Assignment 1].  
• Analyze the role of objectivity in research [Assignment 1]. | Content Module  
Leavy, Chapter 2  
Readings in Content Module:  
• None. | Module 2 Activities:  
• Module 2: Reading Discussion  
CITI Completion Report
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<tr>
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<td>and close achievement gap [Objective 2].</td>
<td>• Debate the role of reflexivity in research [Assignment 1].&lt;br&gt;• Complete Collaborative Institutional Training Initiative training for Social/Behavioral Researchers [Assignment 2].</td>
<td>Content Module</td>
<td>Module 3 Activities:&lt;br&gt;• Module 3: Starting Your Design</td>
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**Module 3: Getting Started Designing a Project**  
(Weeks 3-4: 8.28-9.10)

- Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes (i.e. culturally responsive school and classrooms for traditionally marginalized or disenfranchised students) [Objective 1].
- Engage in courageous conversations to increase equity and close achievement gap [Objective 2].
- Develop ability to effectively read, access, and interpret research literature [Objective 3].
- Propose a possible area of research after reviewing disciplinary trending topics [Assignment 1].
- Summarize and synthesize the literature in an area of research interest [Assignment 1].
- Construct research purposes, questions, and hypotheses using various approaches to research design [Assignment 1].

**Module 4: Quantitative Research Design**  
(Weeks 5-9: 9.11-10.15)

- Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes (i.e. culturally responsive school and classrooms for traditionally marginalized or disenfranchised students) [Objective 1].
- Identify the research design used in a peer-reviewed journal article based on the methods employed [Assignment 1].
- Apply basic research literacy skills through analysis of quantitative research [Assignment 2].

**Readings in Content Module:**
- Leavy, Chapter 4

**Readings in Content Module:**
- “Conducting Online Searches for Scholarly Work”. [OPTIONAL]
- Literature in a research area of your choice.

**Module 4 Activities:**
- Module 4: Quantitative Research Article Analysis - Part 1
- Quantitative Research Article Analysis - Part 2
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<td>• Engage in courageous conversations to increase equity and close achievement gap [Objective 2].</td>
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<td>• Develop ability to effectively read, access, and interpret research literature [Objective 3].</td>
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<tr>
<td>• Demonstrate a solid understanding of qualitative &amp; quantitative paradigms [Objective 4].</td>
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<tr>
<td>• Explore aspects of qualitative &amp; quantitative research and examine their impact on educational reform [Objective 5].</td>
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<tr>
<td>• Influence the organizational behavior of others as they improve curriculum, instruction, and assessment [Objective 6].</td>
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<tr>
<td>• Develop a research proposal that focuses upon school improvement and student learning in a number of situations within school/class [Objective 7].</td>
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<th>Module Objectives</th>
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<tr>
<td>• Apply quantitative paradigms, methods, and design to a research area of interest [Assignment 3].</td>
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<tr>
<td>• Develop a quantitative research design project proposal in an abbreviated format [Assignment 3].</td>
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<td>• Analyze data for statistical significance [Assignments 4-6].</td>
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<td>• Summarize the results of statistical analysis in narrative form following APA guidelines [Assignments 4-6].</td>
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<td>• Literature in a research area of your choice.</td>
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<tbody>
<tr>
<td>• Quantitative Research Design Proposal</td>
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<td>• Correlation Analysis</td>
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<td>• Independent Samples Analysis</td>
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<td>• Paired Samples Analysis</td>
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**NOTE:** The analysis assignments need to be completed in a Windows environment. Please use a Windows laptop or desktop to complete the assignments.
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<tr>
<td>• Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes (i.e. culturally responsive school and classrooms for traditionally marginalized or disenfranchised students) [Objective 1].</td>
<td>• Identify the research design used in a peer-reviewed journal article based on the methods employed [Assignment 1].</td>
<td>performance: A 27-state program evaluation. <em>Journal of College Teaching &amp; Learning (Online)</em>, 12(1), 55. [OPTIONAL]</td>
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<tr>
<td>• Engage in courageous conversations to increase equity and close achievement gap [Objective 2].</td>
<td>• Apply basic research literacy skills through analysis of qualitative research [Assignment 2].</td>
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<tr>
<td>• Develop ability to effectively read, access, and interpret research literature [Objective 3].</td>
<td>• Apply qualitative paradigms, methods, and design to a research area of interest [Assignment 3].</td>
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<tr>
<td>• Demonstrate a solid understanding of qualitative &amp; quantitative paradigms [Objective 4].</td>
<td>• Develop a qualitative research design project proposal in an abbreviated format [Assignment 3].</td>
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<tr>
<td>• Explore aspects of qualitative &amp; quantitative research and examine their impact on educational reform [Objective 5].</td>
<td>Content Module</td>
<td></td>
<td>Module 5 Activities:</td>
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<tr>
<td>• Influence the organizational behavior of others as they improve curriculum, instruction, and assessment [Objective 6].</td>
<td>Leavy, Chapters 5</td>
<td>• Module 5: Qualitative Research Article Analysis - Part 1</td>
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| **Module 5: Qualitative Research Design**  
(Weeks 10-13: 10.16-11.12) | Readings in Content Module: | Qualitative Research Article Analysis - Part 2 |  |
<p>|  | • A peer-reviewed journal article that employs qualitative methodology. | Qualitative Research Design Proposal |  |
|  | • Literature in a research area of your choice. |  |  |</p>
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<tr>
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<tr>
<td>• Develop a research proposal that focuses upon school improvement and student learning in a number of situations within school/class [Objective 7].</td>
<td></td>
<td>• Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. <em>Educational Technology Research and Development</em>, 29(2), 75-91. [OPTIONAL]</td>
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</table>

**Module 6: Mixed Methods, Arts-Based, & Community-Based Participatory Research Design**  
* (Weeks 14-15: 11.13-12.03)  

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<tr>
<th>• Develop commentary that considers assumptions about, and implications for, teaching and learning</th>
<th>• Describe the various types of mixed methods research design and their effects on other aspects</th>
<th>Content Module</th>
<th>Module 6 Activities:</th>
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<tr>
<td></td>
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<td>Leavy, Chapters 6-8</td>
<td>• Module 6: Mixed Methods Reading Discussion</td>
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<td>Course Objectives</td>
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<td>learning; distributed leadership; or improved P-12 learning outcomes (i.e. culturally responsive school and classrooms for traditionally marginalized or disenfranchised students) [Objective 1].</td>
<td>of the research process [Assignment 1]. • Apply mixed methods research design to a research area of interest previously proposed as a quantitative or qualitative project [Assignment 1]. • Develop an integrated set of mixed methods research questions [Assignment 1]. • Describe the various approaches, genres, and practices in arts-based research design and their effects on other aspects of the research process [Assignment 2]. • Apply arts-based research design to a research area of interest previously proposed as a quantitative or qualitative project [Assignment 2]. • Critique the self-as-researcher in arts-based research [Assignment 2]. • Describe the principles of community-based participatory research design [Assignment 3]. • Compare the principles of community-based participatory research design to other research designs [Assignment 3]. • Apply community-based participatory research design to a research area of interest previously proposed as a quantitative or qualitative project [Assignment 3].</td>
<td>Readings in Content Module: • Cranston, J., &amp; Kusanovich, K. (2017). Engaging Pre-Service Teachers in the Drama in Teacher Leadership. <em>Art/Research International: A Transdisciplinary Journal</em>, 2(2), 60-86. • Schneider, B., Scissons, H., Arney, L., Benson, G., Derry, J., Lucas, K., ... &amp; Sunderland, M. (2004). Communication between people with schizophrenia and their medical professionals: A participatory research project. <em>Qualitative Health Research</em>, 14(4), 562-577. • Scott, C., &amp; Sutton, R. E. (2009). Emotions and change during professional development for teachers: A mixed methods study. <em>Journal of Mixed Methods Research</em>, 3(2), 151-171.</td>
<td>• Module 6: Arts-Based Reading Discussion • Module 6: Community-Based Participatory Reading Discussion</td>
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<td>Course Objectives</td>
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<td>Readings</td>
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<td>quantitative or qualitative project [Assignment 3].</td>
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<td></td>
<td>• Critique the self-as-researcher in community-based participatory research [Assignment 3].</td>
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**Evaluation & Grading Scale**
Your grade in this course is determined based on a 1000 point scale. The grading scale is as follows:

A: 900-1000 points  
B: 800-899 points  
C: 700-799 points  
F: Below 700 points

**Assignments/Requirements**
**Note:** All requirements for assignments will be explicated within modules and assignment guides.

1. **Module Activities (7 @ 25 points each; 175 points total)**  
   As this is an online course designed for you to work at your own pace, yet within the framework of learning modules, you are required to check into the course, at minimum, three (3) times a week. You will be required to participate in online module activities on a variety of topics related to both the course readings and the final project in this course, the Research Proposal. A detailed explanation will be provided outlining the requirements for these activities within each module. Students must complete the module by the module end date listed on the syllabus. The purpose of each module activity is to:
   • Draw your attention to key elements in the readings;
   • Encourage engagement and reflection;
   • Ensure that you have mastered the content well enough to engage in a scholarly discussion with others;
   • Assist you in moving theory into praxis;
   • Ensure successful progress towards completion of the Research Proposal; and
   • Obtain peer and instructor feedback about elements of the Research Proposal.

   *Due: Modules 1-3 & 6*

2. **CITI Completion Report (75 points)**  
The Bagwell College of Education requires that all undergraduate and graduate students involved in research complete a basic training course in IRB procedures and research ethics through the Collaborative Institutional Training Initiative (CITI) with a focus on Social and Behavioral Research and working with human subjects.

   *Due: Module 2*

3. **Quantitative Research Article Analysis - Parts 1 & 2 (100 points)**  
   Based on Leavy's (2017) discussion of what a good quantitative research design requires, you will locate a peer-reviewed journal article that employs a quantitative research design and summarize and critique the article's research design, findings, limitations, and validity and reliability. *Articles using a mixed methods research design are not appropriate for this assignment.*
Due: Module 4 (Part 1)

4. **Quantitative Research Design Proposal (200 points)**
   Using the topic that you developed in Module 3, you will design a proposal for a potential study on that topic using the quantitative approach to research design. Use both chapters 3 & 4 of Leavy (2017), as well as the content modules, to guide your completion of a template. Although you are expected to write formally and use APA (6th ed.) guidelines, when necessary, this is not a formal research proposal. Many sections within the template can be completed with bulleted lists (where appropriate) or one to three paragraphs (with the exception of the literature review section).

   *Due: Module 4 (Part 1)*

5. **Correlation Analysis, Independent Samples Analysis, and Paired Samples Analysis (50 points each; 150 points total)**
   You will complete three statistical analyses (one correlation and two t-tests) using Microsoft Excel. You will also follow all steps of hypothesis testing and submit an APA write-up of the results of your analyses.

   *Due: Module 4 (Part 2)*

6. **Qualitative Research Article Analysis - Parts 1 & 2 (100 points)**
   Based on Leavy's (2017) discussion of what a good qualitative research design requires, you will locate a peer-reviewed journal article that employs a qualitative research design and summarize and critique the article's research design, findings, limitations, and trustworthiness. Articles using a mixed methods research design are not appropriate for this assignment.

   *Due: Module 5*

7. **Qualitative Research Design Proposal (200 points)**
   Using the topic that you developed in Module 3, you will design a proposal for a potential study on that topic using the qualitative approach to research design. Use both chapters 3 & 5 of Leavy (2017), as well as the content modules, to guide your completion of a template. Although you are expected to write formally and use APA (6th ed.) guidelines, when necessary, this is not a formal research proposal. Many sections within the template can be completed with bulleted lists (where appropriate) or one to three paragraphs (with the exception of the literature review section).

   *Due: Module 5*
COURSE POLICIES

ATTENDANCE POLICY:
Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

MAKE-UP AND LATE WORK POLICY:
Late work will receive a five point deduction per day late, including weekends. Students should consult with me directly about make-up work.

QUIZ/EXAM POLICY:
There are no quizzes in this course. There are no exams in this course.

COURSE TECHNOLOGY:
As this is an online course, students must have access to both a laptop/desktop and the Internet.

FEEDBACK/REPLIES IN A TIMELY MANNER:
Emails and phone calls will be returned within 48 hours, except on weekends. With small assignments, feedback and grades will be made available to students within 14 days of submission, not including weekends. For more substantial assignments, students may expect their grades within three weeks. Should a delay in grading occur, you will be notified via email.

COURSE WITHDRAWAL:
The Drop/Add period ends on August 19th at noon. The last day to withdraw without academic penalty is October 3rd.

ACADEMIC INTEGRITY:
Every KSU student is responsible for upholding all provisions of the KSU Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section 5c of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of

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<tr>
<td>CITI Completion Report</td>
<td>75</td>
<td>Module 2</td>
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<tr>
<td>Quantitative Research Article Analysis - Parts 1 &amp; 2</td>
<td>100</td>
<td>Module 4 (Part 1)</td>
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<tr>
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<td>Module 4 (Part 2)</td>
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<td>Module 4 (Part 2)</td>
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<tr>
<td>Paired Samples Analysis</td>
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<td>Module 4 (Part 2)</td>
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<tr>
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<td>Module 5</td>
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<td>Qualitative Research Design Proposal</td>
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alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY:
Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit Student Disability Services and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

FEDERAL, BOR, & KSU POLICY STATEMENTS:
The following Federal, BOR, and KSU Policy Statements are located on the Academic Affairs website. Additionally, should students need additional resources regarding syllabus policies and statements, students may visit the KSU Student Resources for Course Syllabus website, which is maintained by the Office of the Provost.

1. KSU Academic Integrity Statement
2. KSU Disruption of Campus Life Policy
3. KSU Web Accessibility Policy Statement
4. KSU Reasonable Accommodations Policy
5. KSU Enrollment Management/Course Attendance Policy
6. KSU Military Withdrawals Policy
7. Copyright Law
8. Protecting Students’ Privacy (FERPA)
9. KSU Sexual Misconduct Policy
10. KSU Course Withdrawal Policy
11. KSU Graduate Course Auditing Policy (Graduate Courses Only)
12. Academic Feedback
13. Netiquette: Communication Courtesy
14. Inclement Weather Policy

EDTPA INFORMATION AND EPP POLICY STATEMENTS:
Important information about edTPA and the following EPP Policy Statements are located on the Bagwell College of Education website.

1. Purpose and Rationale: Conceptual Framework
2. Knowledge Base
3. Use of Technology Statement
4. School-Based Activities Statement
5. EPP Diversity Statement
6. Campus Resources for Writing
7. Accessibility
8. Teacher Education Program Requirement: edTPA
9. edTPA Handbook/Materials Candidate Access

ADDITIONAL READINGS:


**ADDITIONAL RESOURCES:**


