EDRS 8000: APPLIED QUANTITATIVE & QUALITATIVE RESEARCH
MASTER SYLLABUS

FACULTY AND COURSE INFORMATION

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

INSTRUCTOR CONTACT INFORMATION:
Office: BEB 348
Office Phone: 470.578.2249
Mobile:
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 the Kennesaw State University (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 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**

**GENERAL EXPECTATIONS:**
If you have never taken an online course before, you will find that online courses allow for independent learning that eliminates the drive time and “seat time” on campus while working within a framework that is both rigorous and structured. If you do not set aside specific time each day to complete your work, it can become easy to get behind. Review the assignments and modules carefully to 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. You are strongly encouraged to complete assignments ahead of the due date in
order to avoid unforeseen technology difficulties. In fact, it is a good idea to have two (2) 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 involving human subjects at variance from or extending beyond a class assignment must consult with their faculty advisor or instructor about securing KSU Institutional Review Board (IRB) approval. Research involving human subjects cannot be conducted without supervision by a faculty advisor and IRB approval and oversight. Moreover, student-researchers must contact any IRB-type organization available in their research setting for approval and oversight. Additionally, student-researchers will be required to complete human subjects ethics training through an online training program before any research activity is allowed to begin in the research setting. Collaborative Institutional Training Initiative (CITI) provides the official certification program for KSU-affiliated personnel and students.

For those in education, it is important to remember that every school district or local education agency has a federally mandated requirement for review of IRB applications for conducting research in public schools. It is up to each student-researcher to learn the appropriate IRB procedures that need to be followed in the research setting. More specifically, student-researchers are required to complete any needed IRB forms, follow accepted policies, and gain approval in writing, consistent with the guidelines set by their research setting, prior to beginning any assigned research project. For more information, visit [KSU’s IRB website](#).

**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. Please do not submit PDFs, as it is difficult to provide thorough feedback on these documents. All formal written work should be submitted following APA (7th 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 STANDARDS AND COURSE OUTLINE
This course is part of the Educator Preparation Program (EPP) at Kennesaw State University that is guided by or accredited by the following organization and standards:

Georgia Professional Standards Commission – Education Preparation Providers and Programs Rule

Georgia Professional Standards Commission – Program Area Rules

Georgia Professional Standards Commission – Ethics Standards

Interstate Teacher Assessment and Support Consortium (InTASC)

Candidate Assessment on Performance Standards (CAPS)
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<th>Readings</th>
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| **Module 1: Introduction to Social Research**  
(Week 1: 1.06-1.13) |  |  |  |
| • 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: 1.14-1.20) |  |  |  |
|------------------|-------------------|----------|-------------|
| • 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 | • 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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| and close achievement gap [Objective 2]. | • Debate the role of reflexivity in research [Assignment 1].  
• Complete Collaborative Institutional Training Initiative training for Social/Behavioral Researchers [Assignment 2]. | | |
| **Module 3: Getting Started Designing a Project**  
(Weeks 3-4: 1.21-2.03) | | | |
| • 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]. | Content Module  
Leavy, Chapter 3  
Readings in Content Module:  
• “Conducting Online Searches for Scholarly Work”. [OPTIONAL]  
• Literature in a research area of your choice. | Module 3 Activities:  
• Module 3: Starting Your Design |
| **Module 4: Quantitative Research Design**  
(Weeks 5-9: 2.04-3.09) | | | |
| • 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 | • 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]. | Content Module (Parts 1 & 2)  
Leavy, Chapter 4  
Readings in Content Module:  
• A peer-reviewed journal article that employs quantitative methodology. | Module 4 Activities:  
• Module 4: Quantitative Research Article Analysis - Part 1  
Quantitative Research Article Analysis - Part 2 |
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<td>disenfranchised students) [Objective 1].</td>
<td>• Apply quantitative paradigms, methods, and design to a research area of interest [Assignment 3].</td>
<td>• Literature in a research area of your choice.</td>
<td>Quantitative Research Design Proposal</td>
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<tr>
<td>• Demonstrate a solid understanding of qualitative &amp; quantitative paradigms [Objective 4].</td>
<td>• Summarize the results of statistical analysis in narrative form following APA guidelines [Assignments 4-6].</td>
<td>• Kemp, S. E. (2006). Dropout policies and trends for students with and without disabilities. <em>Adolescence, 41</em>(162), 235. [OPTIONAL]</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>
<td></td>
<td>• Shaha, S. H., Glassett, K. F., &amp; Copas, A. (2015). The impact of teacher observations with coordinated professional development on student</td>
<td>Correlation Analysis</td>
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<td>Independent Analysis</td>
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<td>Paired Samples Analysis</td>
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<td><strong>NOTE:</strong> The analysis assignments need to be completed in a Windows environment. Please use a Windows laptop or desktop to complete the assignments.</td>
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<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>• Develop 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), 12</em>(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 abbreviated format [Assignment 3].</td>
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<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>
<td>Qualitative Research Article Analysis - Part 2</td>
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<td>Readings in Content Module:</td>
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<td>Qualitative Research Design Proposal</td>
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<tr>
<td></td>
<td>• A peer-reviewed journal article that employs qualitative methodology.</td>
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<td>• Literature in a research area of your choice.</td>
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<td>Readings</td>
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<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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<td></td>
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<td>• Stake, R. E. (2010). <em>Qualitative research: Studying how things work</em>. Guilford Press (Chapter 1).</td>
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<tr>
<td>Module 6: Mixed Methods, Arts-Based, &amp; Community-Based Participatory Research Design (Weeks 14-15: 4.14-4.27)</td>
<td>• Describe the various types of mixed methods research design and their effects on other aspects</td>
<td>Content Module: Leavy, Chapters 6-8</td>
<td>Module 6 Activities: • Module 6: Mixed Methods Reading Discussion</td>
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<td>Course Objectives</td>
<td>Module Objectives</td>
<td>Readings in Content Module</td>
<td>Assignments</td>
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<td>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].</td>
<td>• 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.</td>
<td>• Module 6: Arts-Based Reading Discussion</td>
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<tr>
<td>• Engage in courageous conversations to increase equity and close achievement gap [Objective 2].</td>
<td>• Apply mixed methods research design to a research area of interest previously proposed as a quantitative or qualitative project [Assignment 1].</td>
<td>• Schneider, B., Scissors, 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.</td>
<td>• Module 6: Community-Based Participatory Reading Discussion</td>
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<tr>
<td>• Demonstrate a solid understanding of qualitative &amp; quantitative paradigms [Objective 4].</td>
<td>• Describe the various approaches, genres, and practices in arts-based research design and their effects on other aspects of the research process [Assignment 2].</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>• Apply arts-based research design to a research area of interest previously proposed as a quantitative or qualitative project [Assignment 2].</td>
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<td>• Critique the self-as-researcher in arts-based research [Assignment 2].</td>
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<td>• Describe the principles of community-based participatory research design [Assignment 3].</td>
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<td>• Compare the principles of community-based participatory research design to other research designs [Assignment 3].</td>
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<td></td>
<td>• Apply community-based participatory research design to a research area of interest previously proposed as a quantitative or qualitative project [Assignment 3].</td>
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**Assignments**
- Module 6: Arts-Based Reading Discussion
- Module 6: Community-Based Participatory Reading Discussion
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<td>quantitative or qualitative project [Assignment 3].</td>
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<tr>
<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 using a weighted (100%) mastery-based evaluation that will be converted to conform to the Grading Policies found in the Graduate Catalog. The evaluation & grading scale is as follows:

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<tr>
<th>Mastery-Based Evaluation</th>
<th>Equivalency to Grading Policies of the Office of the Registrar</th>
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<tr>
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<td>Grade</td>
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<tr>
<td>Mastery</td>
<td>A</td>
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<tr>
<td>Approaching Mastery</td>
<td>B</td>
</tr>
<tr>
<td>Developing Mastery</td>
<td>C</td>
</tr>
<tr>
<td>Mastery Not Demonstrated</td>
<td>D</td>
</tr>
<tr>
<td>Mastery Not Attempted*</td>
<td>F</td>
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</tbody>
</table>

*Assignment not completed.

ASSIGNMENTS/REQUIREMENTS
NOTE: All requirements for assignments will be explicated within modules and assignment guides.

1. Module Activities (2.5% weight each; 17.5% weight 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 assignments in this course. 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 assignments; and
   - Obtain peer and instructor feedback about elements of assignments.

   Due: Modules 1-3 & 6

2. CITI Completion Report (7.5% weight)
   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 (10% weight)
   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 (20% weight)**
   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 (7th 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 (5% weight each; 15% weight 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 (10% weight)**
   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 (20% weight)**
   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 (7th 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:
Students should possess basic computer (literacy) skills and must have access to both a laptop/desktop and the Internet. University Information Technology Services (UITS) provides students, faculty, and staff with the technology support, training, and services necessary for academic collaboration, research, and innovation. Students can receive technical support from UITS by calling 470.578.3555 or emailing studenthelpdesk@kennesaw.edu. Additionally, students in need of technical support can submit an online Service Request Form. For more information, go to the UITS website.

This course will require students to use several educational technologies, including technologies that exist outside of the learning management system. Below is a list of common educational technologies, as well as links to the accessibility & privacy statements for these technologies:

- Adobe (Acrobat Reader) [Accessibility | Privacy]
- Chalk & Wire [Accessibility | Privacy]
- Desire2Learn (D2L) [Accessibility | Privacy]
- Google & YouTube [Accessibility | Privacy]
- Microsoft (Office Suite Products) [Accessibility | Privacy]
- VoiceThread [Accessibility | Privacy]

Prior to logging in to D2L, students should perform a browser check using USG’s BrightSpace Browser Checker to determine if the browser being used is compatible with D2L.

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 ______. The last day to withdraw without academic penalty is ______.

**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. 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 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.

**ACCESSIBILITY:**
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Student Disability Services (SDS). Students requiring such accommodations are required to work with SDS rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, the student must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information, go to the [SDS website](#) or call 470.578.2666 for the Kennesaw campus office or 470.578.9111 for the Marietta campus office.

**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. Students are solely responsible for knowing the information outlined in the Federal, BOR, and KSU Student Policies, including:

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 EPP Policy Statements are located on the [Bagwell College of Education website](http://www.bagwellcollegeofeducation.edu). Students are solely responsible for knowing the information outlined in the EPP Policy Statements, including:

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:


Stake, R. E. (2010). *Qualitative research: Studying how things work*. Guilford Press. (Chapter 1).

**ADDITIONAL RESOURCES:**


GRADUATE PROGRAMS POLICIES ADDENDUM

ACADEMIC WRITING:
In many Bagwell College of Education (BCOE) graduate programs, students are required to use the American Psychological Association (APA) in-text citation, reference, and format style. Students may find an overview of this style at the Purdue Online Writing Lab (OWL).

Additionally, graduate students must often cite research and scholarly writing in their academic writing in BCOE graduate programs. The Purdue OWL also offers guidelines for quoting, paraphrasing, and summarizing sources. Inadvertent mistakes with source credit and citation may lead to charges of plagiarism. Students should refer to the discussion on Cheating & Plagiarism on the Department of Student Conduct and Academic Integrity’s website for more information.

CONTINUOUS ENROLLMENT POLICY:
Students enrolled in a graduate degree program must register for, at least, one course in, at least, one semester per academic year in order for the original program requirements for their degree to remain unchanged unless a Leave of Absence has been approved. All students who have registered, at least, once for courses titled thesis, dissertation, or project must be continuously enrolled every semester thereafter, including the semester of graduation. Students are not eligible to receive thesis, dissertation, or project guidance nor use campus resources during any term for which they are not registered. Graduate students must be registered for, at least, one semester hour in the semester they plan to graduate. Summer registration is not required unless summer is the graduation term. If a student has completed all degree requirements and will no longer require any of the campus resources or faculty time, the student may request an enrollment waiver. See the Graduate Catalog for more information.

DOCTORAL FORMS AND RESOURCES:
For resources related to required doctoral forms, BCOE Doctoral Policies and Procedures Handbook, dissertation deadline dates, and other helpful resources for doctoral students, visit the Doctoral Forms & Resources website.

GRADUATE CATALOG:
All graduate students should keep apprised of all graduation requirements for the degree they are pursuing. Students have the responsibility to read the KSU Graduate Catalog and know the policies governing their programs. See the Graduate Catalog for current and archived catalogs.

GRADUATE COLLEGE RESOURCES:
For a list of helpful resources for graduate students, visit the Graduate Orientation Resources website.

LEAVE OF ABSENCE:
A leave of absence provides a mechanism for graduate students experiencing unusual circumstances to be exempt temporarily from the continuous enrollment policy. A leave of absence requires approval of the Graduate Program Coordinator and The Graduate College. Review the Leave of Absence Form for additional information.
LIBRARY SERVICES:
The KSU Library System assists all students, faculty, and staff with their research needs, including using library databases, accessing books and other materials, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, one-on-one research appointments, and 24/7 via library chat. For more information on library locations, hours, and services, please visit the KSU Library System website.

Additionally, each college at KSU has a designated graduate librarian to support the research needs of students, faculty, and staff. Dr. Olga Koz serves as the library liaison for graduate level programs in the BCOE. Dr. Koz may be contacted via email at okoz@kennesaw.edu. Alternatively, students can make an online or face-to-face appointment with Dr. Koz using the Library Calendar appointment request form. Dr. Koz has also created the KSU Education Library Portal that provides information on library resources, tutorials, guides, and services for graduate students enrolled in BCOE programs.

PETITION TO GRADUATE:
Graduate students should submit a Petition to Graduate during the semester prior to the semester that they plan to graduate. Petition deadlines are firm and are posted on the KSU Office of the Registrar’s Graduation website. A Petition to Graduate is valid for two semesters: the semester for which the petition is submitted and the following one. Students who miss their deadline must complete an appeal form and submit it, along with supporting documentation, to the Registrar’s Office. To obtain the appeal form, contact the Registrar’s Office. For students who miss the petition to graduate deadline and are not granted an appeal by the Registrar’s Office, the degree will still be awarded on time, but their commencement ceremony will be delayed until the next semester.

RESEARCH CONSORTIUM:
Graduate student who may require assistance with research projects may contact the Research Consortium. The Research Consortium is a faculty-driven organization intended to provide support to faculty and graduate students for research design, implementation, and data analysis. To request services, please speak with your faculty advisor and then request support using the Research Consortium request form.