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](mailto: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:**

You must select, at least, one text from the following list of research exemplars:


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 study in Education.
This course will serve as an introduction to qualitative research and methodologies. Methodological origins, theoretical frameworks, literature reviews, and basic methods of data collection and data analysis will be explored in conjunction with an analysis of relevant literature, educational research reports, and ethics in research. Students will apply basic skills of data collection and analysis. Students will differentiate between the types of qualitative research.

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:
Qualitative Inquiry and Interpretivism, Critical Theory, & Poststructuralism
Research Design
Participant Observation, Document Analysis, & Visual Research
Qualitative Interviewing
“Subjectivity”, Ethics, & IRBs
Qualitative Data Analysis and Writing
Arts-Based Research and Applying Qualitative Research
**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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<th>Module 1 Activities:</th>
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<tr>
<td>• Describe the history and nature of qualitative research including methods and procedures [Objective 1].&lt;br&gt;• Critically analyze qualitative theoretical and methodological frameworks [Objective 2].</td>
<td>• Introduce yourselves to the class and meet your classmates [Assignment 1].&lt;br&gt;• Distinguish between ontology, epistemology, and axiology [Assignment 2].&lt;br&gt;• Distinguish between major research paradigms [Assignments 2-4].&lt;br&gt;• Describe various aspects of interpretivism, critical theory, and post-structuralism as research paradigms [Assignments 2-4].&lt;br&gt;• Apply critical theory to your teaching and/or daily life [Assignment 3].&lt;br&gt;• Propose ways to incorporate poststructural theory into your instructional practice [Assignment 4].</td>
<td>Content Module&lt;br&gt;Glesne, Chapter 1&lt;br&gt;Readings in Content Module:&lt;br&gt;• Chapter 1 of Crotty, M. (1998). <em>The foundations of social research: Meaning and perspective in the research process</em>. London: Sage.&lt;br&gt;• MacLeod, K. (2014). Pre-service physics teachers' perceptions of teaching high school physics through a Science, Technology, Society and Environment (STSE) lens: Implications for physics and educational studies. <em>European Journal of Physics Education, 5</em>(1), 1-15.&lt;br&gt;• Duncan-Andrade, J. (2007). Gangstas, wankstas, and ridas: Defining, developing, and supporting effective teachers in urban schools. <em>International Journal of Qualitative Studies in Education, 20</em>(6), 617-638.&lt;br&gt;• Strom, K. J., &amp; Martin, A. D. (2013). Putting philosophy to work in the classroom: Using rhizomatics to deterritorialize neoliberal thought and practice.</td>
<td>Module 1 Activities:&lt;br&gt;• Module 1: Introductions&lt;br&gt;• Module 1: Interpretive Framework&lt;br&gt;• Module 1: Critical Analysis&lt;br&gt;• Module 1: Poststructural Theory in the Classroom</td>
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<tr>
<td><strong>Module 2: Research Design</strong>&lt;br&gt;<strong>(Weeks 3-4: 8.28-9.10)</strong></td>
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<tr>
<td>• Describe the history and nature of qualitative research including methods and procedures [Objective 1].</td>
<td>• Identify criteria for conducting a literature review [Assignment 1].</td>
<td>Content Module</td>
<td>Module 2 Activities:</td>
<td></td>
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<tr>
<td>• Critically analyze qualitative theoretical and methodological frameworks [Objective 2].</td>
<td>• Demonstrate the process for conducting a qualitative literature review [Assignment 1].</td>
<td>Glesne, Chapter 2</td>
<td>• Module 2: Literature Search</td>
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<td>• Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].</td>
<td>• Analyze how the components of qualitative research appear in a sample study [Assignment 2].</td>
<td>Readings in Content Module:</td>
<td>• Module 2: Applying Glesne</td>
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<td>• &quot;Conducting Online Searches for Scholarly Work&quot;.</td>
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<td>• Describe the history and nature of qualitative research including methods and procedures [Objective 1].</td>
<td>• Describe participant observation as a method of qualitative data collection [Assignment 1].</td>
<td>Content Module</td>
<td>Field Observation</td>
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<td>• Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].</td>
<td>• Apply participant observation as a method of qualitative data collection [Assignment 1].</td>
<td>Glesne, Chapter 3</td>
<td>Document Analysis</td>
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<td>• Describe document analysis as a method of qualitative data collection [Assignment 2].</td>
<td>Readings in Content Module:</td>
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<td>• “Qualitative Research Methods: A Data Collector's Field Guide - Participant Observation&quot;.</td>
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<td>• Chapter 6 of Merriam, S.B. (1998). <em>Qualitative research and case</em></td>
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### Course Objectives

- Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].
- Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5].

### Module Objectives

- Apply document analysis as a method of qualitative data collection [Assignment 2].
- Reflect on the qualitative data collection process and self-as-researcher [Assignments 1 & 2].

### Readings


### Assignments

- *Content Module*
  - Glesne, Chapter 4
  - Readings in Content Module:
    - Education Review (website).

- *Module 4 Activities:*
  - CITI Completion Report
  - Module 4: Interview Question Feedback
  - Module 4: Peer Feedback - Research Methods

### Module 4: Qualitative Interviewing (Weeks 7-9: 9.25-10.15)

- Describe the history and nature of qualitative research including methods and procedures [Objective 1].
- Critically analyze qualitative theoretical and methodological frameworks [Objective 2].
- Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].
- Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].
- Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5].

- Describe various components of the qualitative research interview process [Assignments 2 & 3].
- Practice developing interview questions [Assignment 2].
- Evaluate interview techniques according to a set of criteria [Assignment 3].
- Conduct a qualitative research interview [Assignment 3].
- Develop elements of a qualitative research proposal [Assignment 4].
- Apply what you are learning about qualitative research to a research exemplar [Book Review].
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<tr>
<th><strong>Course Objectives</strong></th>
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<tr>
<td><strong>Module 5: “Subjectivity”, Ethics, &amp; IRBs (Weeks 10-11: 10.16-10.29)</strong></td>
<td>• Describe the history and nature of qualitative research including methods and procedures [Objective 1].&lt;br&gt;• Critically analyze qualitative theoretical and methodological frameworks [Objective 2].&lt;br&gt;• Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].&lt;br&gt;• Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5].</td>
<td>• Identify your own subjectivities and how they may impact your potential study [Assignment 1].&lt;br&gt;• Describe how you might respond to ethical dilemmas in qualitative research [Assignment 2].</td>
<td>Content Module&lt;br&gt;• Glesne, Chapters 5-6&lt;br&gt;Readings in Content Module:&lt;br&gt;• Peshkin, A. (1988). In search of subjectivity—one’s own. <em>Educational researcher</em>, 17(7), 17-21.&lt;br&gt;• Roger, K., Bone, T., Heinonen, T., Schwartz, K., Slater, J., &amp; Thakrar, S. (2018). Exploring Identity: What We Do as Qualitative Researchers. <em>The Qualitative Report</em>, 23(3), 532-546.</td>
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<td><strong>Module 6: Qualitative Data Analysis and Writing (Weeks 12-13: 10.30-11.12)</strong></td>
<td>• Critically analyze qualitative theoretical and methodological frameworks [Objective 2].&lt;br&gt;• Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].&lt;br&gt;• Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].&lt;br&gt;• Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the</td>
<td>• Describe procedures for analyzing and writing up qualitative research [Assignment 1].&lt;br&gt;• Practice qualitative data analysis through a coding process [Assignment 1].&lt;br&gt;• Analyze qualitative data to determine initial findings [Assignment 1].&lt;br&gt;• Apply what you are learning about qualitative research to a research exemplar [Book Review].&lt;br&gt;• Develop a qualitative research proposal [Research Proposal].</td>
<td>Content Module&lt;br&gt;• Glesne, Chapters 7-8&lt;br&gt;Readings in Content Module:&lt;br&gt;• Chapter 1 of Saldaña, J. (2009). <em>The coding manual for qualitative researchers</em>. Thousand Oaks, CA: Sage.&lt;br&gt;• Freeman, M., deMarrais, K., Preissle, J., Roulston, K., &amp; St. Pierre, E. A. (2007). <em>Standards of evidence in qualitative research: An incitement to discourse</em>.</td>
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<td>Interview Project Part 2</td>
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**Module 7: Arts-Based Research and Applying Qualitative Research**  
*(Weeks 14-15: 11.13-12.03)*

- Describe the history and nature of qualitative research including methods and procedures [Objective 1].
- Critically analyze qualitative theoretical and methodological frameworks [Objective 2].
- Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].
- Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].
- Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5].
- Construct an arts-based performance using existing qualitative data [Assignment 1].
- Describe how qualitative researchers use language and art to represent their data [Assignment 1].
- Evaluate qualitative inquiry and the self-as-researcher [Assignment 1].
- Defend qualitative inquiry against common challenges [Assignment 2].
- Apply what you are learning about qualitative research to a research exemplar [Book Review].
- Develop a qualitative research proposal [Research Proposal].

**Content Module**

Glesne, Chapters 9-10

**Readings in Content Module:**


**Module 7 Activities:**

- Module 7: Defending Qualitative Research
- Arts-Based Data Performance
- Book Review

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**Research Proposal**  
*(Finals Week: Due 12.07)*

- Critically analyze qualitative theoretical and methodological frameworks [Objective 2].
- Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].
- Develop a qualitative research proposal [Research Proposal].
- None.
- Research Proposal
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</table>
| • Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].  
• Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5]. |                   |          |             |
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 (12 @ 15 points each; 180 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 1-2, 4-5, & 7

2. Field Observation (80 points)
   You will choose a field observation site of your choice that you are interested in observing for 15-30 minutes and develop a research question that you would like to explore at that site. Pay attention to the setting, the participants, the use of the space, events, gestures, movement, and dialogue. Remember to describe the general tenor of the space, “nothing in particular” (Glesne, 2016, p. 72), paradoxes, and problems. As you type up your observation notes, after each observation, recall any details you want to add and designate them with your own system of recognition (i.e. bold, italics, parentheses, etc.). Finally, you will compose a reflection about what you have learned.

   Due: Module 3

3. Document Analysis (80 points)
   You will choose a primary source document that is not researcher-generated for analysis. You may make use of historical or electronic archives, as well as contemporary/current documents
or artifacts. You will first identify the authenticity of the document using the list of questions from Guba and Lincoln (as cited in Merriam, 1998, p. 122). Then, you will engage in content analysis under the guidance of a research question of your choice.

Due: Module 3

4. Interview Project Parts 1 & 2 (80 points for Part 1 & 80 points for Part 2; Total of 160 points)
You will conduct, audio-record, transcribe, and analyze a 15-20 minute interview with an adult that you know or are acquainted with as a class-approved project (this means that you cannot publish or use this interview in any way beyond its application for this assignment). You must conduct a new interview; therefore, you cannot use an interview that you may have already conducted for any other purpose. You must cite Glesne (2016) and other readings as you discuss your experience. Your write-up for Part 1 must include both descriptive and reflective content that indicates a theoretical and practical understanding of qualitative interviewing. Your write-up for Part 2 must include a discussion of your coding process, as well as a summation of your initial findings based on your analysis.

Due: Module 4 & 6

5. Arts-Based Data Performance (80 points)
Using your interview transcript, fieldnotes, or document analysis, you will create an arts-based performance of your data in the form of your choice (Ethnodrama, poetics, fiction, or visual). In addition to submitting your art-based performance, you will write a narrative explaining how you decided on which form your performance would take and how you shifted your qualitative data into your arts-based performance, as well as an overall reflection.

Due: Module 7

6. Book Review (160 points)
You will review one of the books listed as a research exemplar found under the “Required Texts or Technology Resources” section of this syllabus. You will write a review of the book. Examples of published reviews will be provided to you to inform your writing. Your review should be clearly written, well organized, and should address not only the topic of the book but also your reaction and critique.

Due: Module 7

7. Research Proposal (260 points)
You will design a proposal for a potential qualitative research project that could be used in your graduate studies (additional qualitative courses such as EDRS 9100, a research study for a publishable article, a pilot study for a dissertation topic, etc.). This proposal will be modeled after standard formatting for a qualitative research proposal. *Mixed method designs will not be accepted for this assignment.*
Due: 12.07 (Finals Week)

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<th>ASSIGNMENT</th>
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<tr>
<td>Module Activities</td>
<td>15 points each/180 total</td>
<td>Ongoing</td>
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<td>Field Observation</td>
<td>80 points</td>
<td>Module 3</td>
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<td>Document Analysis</td>
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<td>Interview Project Part 1</td>
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<td>Interview Project Part 2</td>
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<td>Module 6</td>
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<td>Arts-Based Data Performance</td>
<td>80 points</td>
<td>Module 7</td>
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<tr>
<td>Book Review</td>
<td>160 points</td>
<td>Module 7</td>
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<tr>
<td>Research Proposal</td>
<td>260 points</td>
<td>Finals Week</td>
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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 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:**


