EDRS 8100: QUALITATIVE RESEARCH I
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:**

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

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:
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. 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)
### Course Objectives, Module Objectives, & Activities:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Module Objectives</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>• Describe the history and nature of qualitative research including methods and procedures [Objective 1].</td>
<td>• Introduce yourselves to the class and meet your classmates [Assignment 1].</td>
<td>Content Module</td>
<td>Module 1 Activities:</td>
</tr>
<tr>
<td>• Critically analyze qualitative theoretical and methodological frameworks [Objective 2].</td>
<td>• Distinguish between ontology, epistemology, and axiology [Assignment 2].</td>
<td>Glesne, Chapter 1</td>
<td>• Module 1: Introductions</td>
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<td>• Distinguish between major research paradigms [Assignments 2-4].</td>
<td>Readings in Content Module:</td>
<td>• Module 1: Interpretive Framework</td>
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<td>• Describe various aspects of interpretivism, critical theory, and post-structuralism as research paradigms [Assignments 2-4].</td>
<td>• Chapter 1 of Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. Sage.</td>
<td>• Module 1: Critical Analysis</td>
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<td></td>
<td></td>
<td>• Strom, K. J., &amp; Martin, A. D. (2013). Putting philosophy to work in the classroom: Using rhizomatics to deterritorialize neoliberal thought and practice.</td>
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**Module 1: Qualitative Inquiry and Interpretivism, Critical Theory, & Poststructuralism**

(Weeks 1-2: 1.06-1.20)
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### Module 2: Research Design
(Weeks 3-4: 1.21-2.03)

- Describe the history and nature of qualitative research including methods and procedures [Objective 1].
- Critically analyze qualitative theoretical and methodological frameworks [Objective 2].
- Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4].

- Identify criteria for conducting a literature review [Assignment 1].
- Demonstrate the process for conducting a qualitative literature review [Assignment 1].
- Analyze how the components of qualitative research appear in a sample study [Assignment 2].
- Develop elements of a qualitative research proposal [Assignment 3].

**Content Module**
Glesne, Chapter 2

**Readings in Content Module:**
- "Conducting Online Searches for Scholarly Work".

**Module 2 Activities:**
- Module 2: Literature Search
- Module 2: Applying Glesne
- Module 2: Peer Feedback - Introduction, Conceptual Framework, & Research Questions

### Module 3: Participant Observation, Document Analysis, & Visual Research
(Weeks 5-6: 2.04-2.17)

- Describe the history and nature of qualitative research including methods and procedures [Objective 1].
- Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].

- Describe participant observation as a method of qualitative data collection [Assignment 1].
- Apply participant observation as a method of qualitative data collection [Assignment 1].
- Describe document analysis as a method of qualitative data collection [Assignment 2].

**Content Module**
Glesne, Chapter 3

**Readings in Content Module:**
- “Qualitative Research Methods: A Data Collector's Field Guide - Participant Observation”.
- Chapter 6 of Merriam, S.B. (1998). *Qualitative research and case*
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<td>• Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5].</td>
<td>• Reflect on the qualitative data collection process and self-as-researcher [Assignments 1 &amp; 2].</td>
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**Module 4: Qualitative Interviewing**  
*(Weeks 7-9: 2.18-3.09)*

| • Describe the history and nature of qualitative research including methods and procedures [Objective 1]. | • Describe various components of the qualitative research interview process [Assignments 2 & 3]. | Content Module | Module 4 Activities:  
• CITI Completion Report  
• Module 4: Interview Question Feedback  
• Module 4: Peer Feedback - Research Methods  
Interview Project Part 1 |
| • Critically analyze qualitative theoretical and methodological frameworks [Objective 2]. | • Practice developing interview questions [Assignment 2]. | Glesne, Chapter 4 | |
| • Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3]. | • Evaluate interview techniques according to a set of criteria [Assignment 3]. | Readings in Content Module:  
• Education Review (website). | |
| • Apply skills of conceptualizing, theorizing, and conducting qualitative research [Objective 4]. | • Conduct a qualitative research interview [Assignment 3]. | | |
| • Explain concepts of planning/managing, gathering, and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5]. | • Develop elements of a qualitative research proposal [Assignment 4]. | | |
| • Apply what you are learning about qualitative research to a research exemplar [Book Review]. | • Apply what you are learning about qualitative research to a research exemplar [Book Review]. | | |

**Module 5: “Subjectivity”, Ethics, & IRBs**  
*(Weeks 10-11: 3.10-3.23)*
<table>
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<tr>
<th>Course Objectives</th>
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<th>Assignments</th>
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</table>
| • Describe the history and nature of qualitative research including methods and procedures [Objective 1].  
• Critically analyze qualitative theoretical and methodological frameworks [Objective 2].  
• 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]. | • Identify your own subjectivities and how they may impact your potential study [Assignment 1].  
• Describe how you might respond to ethical dilemmas in qualitative research [Assignment 2]. | Content Module  
Glesne, Chapters 5-6  
Readings in Content Module:  
• Module 5: Positionality Statement  
• Module 5: Validity and Ethics |

| **Module 6: Qualitative Data Analysis and Writing**  
** (Weeks 12-13: 3.24-4.13) | | |
| • 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 procedures for analyzing and writing up qualitative research [Assignment 1].  
• Practice qualitative data analysis through a coding process [Assignment 1].  
• Analyze qualitative data to determine initial findings [Assignment 1].  
• 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 7-8  
Readings in Content Module:  

<table>
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<tr>
<th><strong>Module 7: Arts-Based Research and Applying Qualitative Research</strong></th>
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EDRS 8100 – Bennett – Master
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<tr>
<td>* Describe the history and nature of qualitative research including methods and procedures [Objective 1].</td>
<td>* Construct an arts-based performance using existing qualitative data [Assignment 1].</td>
<td>Content Module</td>
<td>Module 7 Activities:</td>
</tr>
<tr>
<td>* Critically analyze qualitative theoretical and methodological frameworks [Objective 2].</td>
<td>* Describe how qualitative researchers use language and art to represent their data [Assignment 1].</td>
<td>Glesne, Chapters 9-10</td>
<td>• Module 7: Defending Qualitative Research</td>
</tr>
<tr>
<td>* Identify appropriate methods by which qualitative data can be collected, analyzed, and written [Objective 3].</td>
<td>* Evaluate qualitative inquiry and the self-as-researcher [Assignment 1].</td>
<td>Readings in Content Module</td>
<td>Arts-Based Data Performance</td>
</tr>
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**Research Proposal**  
(Finals Week: Due 5.04)

<p>| • Critically analyze qualitative theoretical and methodological frameworks [Objective 2]. | • Develop a qualitative research proposal [Research Proposal]. | None.                        | Research Proposal |
| • 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 |                                                                 |                             |                              |</p>
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<tr>
<td>and analyzing/interpreting qualitative research under the auspices of ethical practice [Objective 5].</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:

<table>
<thead>
<tr>
<th>Mastery-Based Evaluation</th>
<th>Equivalency to Grading Policies of the Office of the Registrar</th>
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<tbody>
<tr>
<td>Mastery</td>
<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>
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<tr>
<td>Developing Mastery</td>
<td>C</td>
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<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 (1.5% weight each; 18% 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 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 (8% weight)
   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 (8% weight)**
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 (8% weight for Part 1 & 8% weight for Part 2; 16% weight total)**
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 (8% weight)**
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 (16% weight)**
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 (26% weight)**
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: Finals Week

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<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Module Activities</td>
<td>1.5% each/18% total</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Field Observation</td>
<td>8%</td>
<td>Module 3</td>
</tr>
<tr>
<td>Document Analysis</td>
<td>8%</td>
<td>Module 3</td>
</tr>
<tr>
<td>Interview Project Part 1</td>
<td>8%</td>
<td>Module 4</td>
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<tr>
<td>Interview Project Part 2</td>
<td>8%</td>
<td>Module 6</td>
</tr>
<tr>
<td>Arts-Based Data Performance</td>
<td>8%</td>
<td>Module 7</td>
</tr>
<tr>
<td>Book Review</td>
<td>16%</td>
<td>Module 7</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>26%</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:
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. 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:


**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](https://www.library.kennesaw.edu).

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](mailto:okoz@kennesaw.edu). Alternatively, students can make an online or face-to-face appointment with Dr. Koz using the [Library Calendar appointment request form](https://library.kennesaw.edu/calendary/)...

**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](https:// registrar.kennesaw.edu/graduation/). 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](https://library.kennesaw.edu/calendary/).