

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Department of Educational Leadership and Cultural Foundations
ELC 665: APPROACHES TO QUALITATIVE INQUIRY
Course Syllabus, Fall 2003
3 credits; No prerequisites

1. **For Whom Planned:** Research competency course option for doctoral students in educational leadership and other program areas.
2. **Instructor Information:** Dr. Carolyn Riehl, 242 Curry Building, 336-334-3492, cjriehl@uncg.edu, office hours by appointment.
3. **Course Purpose/Catalog Description:** This course is intended to be a general introduction to qualitative inquiry. The primary goal is to help students begin to acquire the knowledge and skills that will enable them to choose and use research methods wisely in their own inquiries. It specifically aims to help students develop skills in empirical research design, in case study methodology, and in interviewing and field observation strategies.

Catalogue description:

Introduction to empirical qualitative research: philosophical foundations, research design strategies, methods for data collection and analysis (especially interviewing and field observation), options for reporting research. Emphasis on skill development.

4. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
5. **Course Goals and/or Objectives/Student Learning Outcomes:** Students who successfully complete this course will be able to:

- Read original qualitative research reports (books and journal articles) carefully and identify and appraise sections related to the choice and articulation of the research question, choice and rationale for the research methods used, data

collection and analysis methods, and conclusions drawn. Students will be able to assess the methodological integrity and quality of published examples of qualitative research.

- Understand and describe different philosophical approaches to the development and use of knowledge; articulate how different examples of research are based on particular epistemological perspectives; and interpret why different philosophical approaches lend themselves to different kinds of research questions and inquiries.
- Articulate a general research topic and, from it, develop a particular research question.
- Understand the uses of conceptual/theoretical frameworks in qualitative research, and be able to conduct a literature search and develop a literature review that presents the conceptual grounding for an empirical research study.
- Design a qualitative inquiry, including specifying a general research question and a particular empirical question; choosing a research strategy; selecting a site and research participants; choosing and designing data collection methods, especially interviews and field observations; developing methods for recording, organizing, and analyzing data; and presenting research results.
- Conduct interviews and field observations, record data from these activities, analyze the data, and present a report of results.

6. Teaching Strategies: Lecture; class discussion; individual assignments with feedback from peer students and the instructor; electronic learning environment for sharing of background material, lecture supplements, etc.; electronic discussion forums

7. Evaluation Methods and Guidelines for Assignments:

As part of this course, students will have the opportunity to practice some of the research design, data collection, and analysis strategies we will be studying. Each student will be expected to complete the following assignments:

1. Write a 1-2 page statement about a general research topic from a personal and particularistic perspective. Select a situation or person that you want to understand better, or a problem that you want to help solve. Describe how this topic caught your attention and why it is important to you. Describe why it may be important to others as well.
2. Using your general research topic, develop a number of research questions on this topic, and choose one that is of great interest to you. Write a 2-4 page document that describes the range of research questions you have identified and explains why you have chosen one in particular.
3. Prepare a brief (8-10 pages) review of relevant literature that enables you to develop a broad conceptual framework to use in your inquiry. Restate your research question to incorporate what you have learned from the literature review and to situate the question within a broad context of facts, concepts, theories, or

interpretations.

4. Re-state your research question as a particular empirical question, explaining the philosophical perspective and the general research strategy you will use, and describing the persons and sites that will be the focus of your inquiry.
5. With the rest of the class, prepare an interview protocol to investigate a topic that will be jointly agreed upon by the class. Using this protocol, conduct an interview with a classmate that lasts approximately one hour. Transcribe the interview, code the transcription, and prepare a brief analysis of one interview. Using your own transcription and two from other students, code the transcriptions and prepare a multi-case analysis of three interviews.
6. Conduct two field observations related to your research question or on a topic jointly agreed upon by the class. Write field notes and side memos. Prepare a brief written analysis of your observations that describes what you observed and begins to interpret it in light of your conceptual tools (theories, concepts, other interpretations, etc.).
7. (Optional) Prepare an alternative representation of your analysis of field observations – a chart essay, a poem or short story, an interactive web page, a picture, etc. – that engages the audience and introduces conceptual interpretations in a novel way.

Each of these assignments will be graded according to several criteria: effort, substance, and style. The rubric on the following page describes how your work will be evaluated.

Grading Rubric

Grade	A	B	C	F
Criterion				
Effort	The student has shown a high level of care in completing the assignment on a timely basis; all aspects of the assignment have been completed thoroughly; all feedback on drafts has been responded to in preparing the final product	The student has shown some care in completing the assignment on a timely basis; most aspects of the assignment have been completed; the student has used some feedback provided to prepare the final product	The student has shown a low level of care in completing the assignment on a timely basis; only some aspects of the assignment have been completed; the student did not respond sufficiently to feedback in preparing the final product	The student has not demonstrated care in completing the assignment; the assignment does not include crucial aspects; the student did not respond at all to feedback before preparing the final product
Substance	The student explicitly has used a wide range of ideas, methods, and materials discussed in class to complete the assignment; the assignment reflects a high degree of learning from the class; the final product is of highest quality in terms of standard components of the assignment (e.g., the literature review is based on high-quality research literature and not journalistic accounts and it utilizes APA format appropriately; the statement of empirical research	The student appears to have used some ideas, methods, and materials from class in preparing the assignment; the assignment reflects a moderate degree of learning; the final product demonstrates acceptable quality in the standard components of the assignment	The student has used only a few ideas, methods, and materials from class in preparing the assignment; the assignment reflects a minimal level of learning; the final product demonstrates minimally acceptable quality in the standard components of the assignment	The student has not made use of ideas, methods, or materials from class in preparing the assignment; the assignment reflects no learning from the class; the final product demonstrates unacceptable quality in the standard components of the assignment

	question provides appropriate information about the research setting and participants)			
Style	The final product shows a high level of stylistic quality in organization, language, and grammar.	The final product shows an acceptable level of stylistic quality in organization, language, and grammar.	The final product shows a minimal level of stylistic quality in organization, language, and grammar.	The final product shows an unacceptable level of stylistic quality in organization, language, and grammar.

Grades

Course grades will be determined as follows: class participation – 20%; research activities – 80% (10% each for the first four assignments; 20% each for the last two). The optional assignment is not for credit but it may tip the scales in the case of a final grade that is on the borderline between, for example, an A and an A-.

8. Required Text(s)/Readings/References: All required readings will be on reserves at the Jackson Library. They are listed in the topical outline below.

9. Topical Outline:

Weekly Schedule

Week 1: Course introduction and overview; What is qualitative research?

Readings:

Denzin, Norman K., & Lincoln, Yvonna S. (2000). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., p. 1-28). Thousand Oaks, CA: Sage Publications, Inc.

Recommended Readings:

Peshkin, Alan. (1993). The goodness of qualitative research. *Educational Researcher*, 22(2), 23-29.

Week 2: Reading qualitative research: What are your observations and questions?

Readings:

Sanders, Mavis G., & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104 (7), 1345-1368.

Auerbach, S. (2002). “Why do they give the good classes to some and not to others?” Latino parent narratives of struggle in a college access program. *Teachers College Record*, 104 (7), 1369-1392.

Week 3: Developing research questions

Readings:

Lareau, Annette. (1989). *Home advantage: Social class and parental intervention in elementary education*. New York: Falmer Press. (Appendix: Common problems in field work: A personal essay.)

Lee, Stacey J. (1996). *Unraveling the “model minority” stereotype: Listening to Asian American youth*. New York: Teachers College Press. (Chapter 1: Asian Americans: The

absent minority, the silenced minority, and the model minority.)

Page, Reba Neukom. (1991). *Lower-track classrooms: A curricular and cultural perspective*. New York: Teachers College Press. (Chapter 1: Regarding school lessons.)

Week 4: Philosophical foundations of qualitative research

Readings:

Denzin, Norman K., & Lincoln, Yvonna S. (2000). Introduction to Part I (Locating the field). In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 31-36). Thousand Oaks, CA: Sage Publications, Inc.

Denzin, Norman K., & Lincoln, Yvonna S. (2000). Introduction to Part II (Paradigms and perspectives in transition). In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 157-162). Thousand Oaks, CA: Sage Publications, Inc.

Recommended Readings:

Greene, Maxine. (1994). Epistemology and educational research: The influence of recent approaches to knowledge. In L. Darling-Hammond (Ed.), *Review of research in education*, (vol. 20, p. 423-464). Washington, DC: American Educational Research Association.

Bredo, Eric, & Feinberg, Walter. (1982). *Knowledge and values in social and educational research*. Philadelphia, PA: Temple University Press.

Fine, Michelle, Weis, Lois, Weseen, Susan, & Wong, Loonmun. (2000). For whom? Qualitative research, representations, and social responsibilities. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 107-131). Thousand Oaks, CA: Sage Publications, Inc.

Pillow, Wanda S. (2000). Deciphering attempts to decipher postmodern educational research. *Educational Researcher*, 29(5), 21-24.

Howe, K. (1998). The interpretive turn and the new debate in education. *Educational Researcher*, 27(8), 13-20.

Schrag, Francis. (1992). In defense of positivist research paradigms. *Educational Researcher*, 21(5), 5-8. (Also, responses from other authors in the same issue.)

Vidich, Arthur J., & Lyman, Stanford M. (2000). Qualitative methods: Their history in sociology and anthropology. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 37-84). Thousand Oaks, CA: Sage Publications, Inc.

Howe, Kenneth R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher*, 17(8), 10-16.

Week 5: Refining research questions

Readings:

Peshkin, Alan. (1991). *The color of strangers, the color of friends: The play of ethnicity in school and community*. Chicago: University of Chicago Press. (Appendix: In search of subjectivity – one's own.)

Burdell, Pat. (1995). Teen mothers in high school: Tracking their curriculum. In Michael W. Apple (Ed.), *Review of research in education* (vol. 21, p. 163-208). Washington, DC: American Educational Research Association.

Week 6: Using conceptual frameworks in qualitative research

Readings:

Brunner, C. Cryss. (2000). Unsettled moments in settled discourse: Women superintendents' experiences of inequality. *Educational Administration Quarterly*, 36(1), 76-116.

Peshkin, Alan. (1986). *God's choice: The total world of a fundamentalist Christian school*. Chicago: University of Chicago Press. (Introduction: The setting, the author, the times.)

Brantlinger, Ellen A., Klein, Susan M., & Guskin, Samuel L. (1994). *Fighting for Darla: The case study of a pregnant adolescent with autism*. New York: Teachers College Press. (Chapter 1: Introduction.)

Metz, Mary Haywood. (1978). *Classrooms and corridors: The crisis of authority in desegregated secondary schools*. Berkeley, CA: University of California Press. (Chapter 1: The schools of Canton, and Appendix: Sources of data.)

Recommended Readings:

Jacob, Evelyn. (1987). Qualitative research traditions: A review. *Review of Educational Research*, 57(1), 1-50.

Harding, Sandra. (Ed.). (1987). *Feminism and methodology: Social science issues*. Bloomington, IN: Indiana University Press.

Marshall, Catherine, & Rossman, Gretchen B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Wolf, Diane L. (1996). *Feminist dilemmas in fieldwork*. Boulder, CO: Westview Press.

Nielsen, Joyce McCarl. (Ed.). (1990). *Feminist research methods: Exemplary readings in the social sciences*. Boulder, CO: Westview Press.

Larson, Colleen L. (1997). Is the land of oz an alien nation? A sociopolitical study of school community conflict. *Educational Administration Quarterly*, 33(3), 312-350.

Week 7: Choosing a research strategy to match your research question and conceptual framework, Part 1
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Readings:

Stake, Robert E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 435-454). Thousand Oaks, CA: Sage Publications, Inc.

Stake, Robert E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications, Inc. (Chapter 4: Data gathering, p. 49-69.)

Recommended Readings:

Carspecken, Phil Francis. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York: Routledge.

Jacob, Evelyn. (1988). Clarifying qualitative research: A focus on traditions. *Educational Researcher*, 17(1), 16-19, 22-24.

Pattillo-McCoy, Mary. (1998). Church culture as a strategy of action in the black community. *American Sociological Review*, 63(6), 767-784.

Sipple, John W. (1999). Institutional constraints on business involvement in K-12 education policy. *American Educational Research Journal*, 36(3), 447-488.

Hamel, Jacques, with Stephane Dufour and Dominic Fortin. (1993). *Case study methods*. Qualitative Research Methods Series #32. Newbury Park, CA: Sage Publications.

Louis, Karen Seashore, Kruse, Sharon D., & Associates. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, CA: Corwin Press, Inc.

Lightfoot, Sara Lawrence. (1983). *The good high school: Portraits of character and culture*. New York: Basic Books, Inc.

Anderson, Gary L., & Jones, Franklin. (2000). Knowledge generation in educational administration from the inside out: The promise and perils of site-based, administrator research. *Educational Administration Quarterly*, 36(3), 428-464.

Paley, Vivian Gussin. (1979). *White teacher*. Cambridge, MA: Harvard University Press. (brief excerpt.)

Week 8: Choosing a research strategy, Part 2

Readings:

Ball, Arnetha, & Heath, Shirley Brice. (1993). Dances of identity: Finding an ethnic self in the arts. In S. B. Heath & M. W. McLaughlin (Eds.), *Identity and inner-city youth: Beyond ethnicity and gender* (p. 69-93). New York: Teachers College Press.

Binder, Amy J. (2000). Why do some curricular challenges work while others do not? The case of three Afrocentric challenges. *Sociology of Education*, 73(2), 69-91.

Recommended Readings:

Kemmis, Stephen, & McTaggart, Robin. (2000). Participatory action research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 567-605). Thousand Oaks, CA: Sage Publications, Inc.

Anderson, Gary L., & Jones, Franklin. (2000). Knowledge generation in educational administration from the inside out: The promise and perils of site-based, administrator research. *Educational Administration Quarterly*, 36(3), 428-464.

Wells, Amy Stuart, and Serna, Irene. (1996). The politics of culture: Understanding local political resistance to detracking in racially mixed schools. *Harvard Educational Review*, 66(1), 93-118. (Reprinted in *Working together toward reform*. Cambridge, MA: Harvard Educational Review, 1996).

Davies, Scott. (1999). From moral duty to cultural rights: A case study of political framing in education. *Sociology of Education*, 72(1), 1-21.

Marshall, Catherine. (Ed.). (1997). *Feminist critical policy analysis I: A perspective from primary and secondary schooling*. Washington, DC: Falmer Press.

Young, Michelle D. (1999). Multifocal educational policy research: Toward a method for enhancing traditional educational policy studies. *American Educational Research Journal*, 36(4), 677-714.

Noffke, Susan. (1997). Professional, personal, and political dimensions of action research. In Michael W. Apple (Ed.), *Review of research in education* (vol. 22, p. 305-343).

Luke, Allan. (1995). Text and discourse in education: An introduction to critical discourse analysis. In Michael W. Apple (Ed.), *Review of research in education* (vol. 21, p. 3-48). Washington, DC: American Educational Research Association.

Robinson, Viviane M. J. (1995). The identification and evaluation of power in discourse. In David Corson (Ed.), *Discourse and power in educational organizations* (p.

111-130). Cresskill, NJ: Hampton Press, Inc.

Gee, P. James & Green, L. Judith (1998). Discourse analysis, learning, and social practice: a methodological study. In P. David Pearson & Iran-Nejad Ashgar (Eds.), *Review of research in education: Vol. 23* (pp. 119-169). Washington, DC: American Educational Research Association.

Week 9: Interviewing, Part 1

Readings:

Fontana, Andrea, & Frey, James H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 645-672). Thousand Oaks, CA: Sage Publications, Inc.

Seidman, I. E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press. Chapter 6: "Technique isn't everything, but it is a lot," and Chapter 7: "Interviewing as a relationship."

Recommended Readings:

Mishler, Elliot G. (1986). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.

Scheurich, James Joseph. (1997). Research method in the postmodern. Washington, DC: Falmer Press. (Chapter 3: A postmodernist critique of research interviewing, p. 61-79).

Spradley, James P. (1979). *The ethnographic interview*. New York: Holt, Rinehart and Winston
Wichroski, Mary Anne. (1997). Breaking silence: Some fieldwork strategies in cloistered and non-cloistered communities. In Rosanna Hertz (Ed.), *Reflexivity and voice* (p. 265-282). Thousand Oaks, CA: Sage Publications.

Casey, Kathleen. (1995). The new narrative research in education. In Michael W. Apple (Ed.), *Review of research in education* (vol. 21, p. 211-253).

Casey, Kathleen. (1993). *I answer with my life: Life histories of women teachers working for social change*. New York: Routledge.

Smrekar, Claire. (1996). The impact of school choice and community: In the interest of families and schools. Albany, NY: State University of New York Press. (Appendix A-F.)

Week 10: Field observation, Part 1

Readings:

MacLeod, Jay. (1987). *Ain't no makin' it: Leveled aspirations in a low-income neighborhood*. Boulder, CO: Westview Press. (Appendix: Fieldwork.)

Oyler, Celia. (1996). *Making room for students: Sharing teacher authority in Room 104*. New York: Teachers College Press. (Introduction, and Chapter 1: Entering Room 104).

Recommended Readings:

English, Fenwick W. (1988). The utility of the camera in qualitative inquiry. *Educational Researcher*, 17(4), 8-15.

Week 11: Interviewing, Part 2

Readings:

Weiss, Robert S. (1994). *Learning from strangers: The art and method of qualitative of interview studies*. New York: The Free Press. (Chapter 6: Analysis of data, p. 151-182).

Recommended Readings:

Errante, Antoinette. (2000). But sometimes you're not part of the story: Oral histories and ways of remembering and telling. *Educational Researcher*, 29(2), 16-27.

Burdell, Patricia, & Swadener, Beth Blue. (1999). Critical personal narrative and autoethnography in education: Reflections on a genre. *Educational Researcher*, 28(6), 21-26.

Witherell, Carol, & Noddings, Nel. (1991). *Stories lives tell: Narrative and dialogue in education*. New York: Teachers College Press.

Barone, Thomas E. (1992). A narrative of enhanced professionalism: Educational researchers and popular storybooks about schoolpeople. *Educational researcher*, 21(8), 15-24.

Kondo, Dorinne K. (1990). *Crafting selves: Power, gender, and discourses of identity in a Japanese workplace*. Chicago: University of Chicago Press.

Kohl, Herbert R. (1967). *36 children*. New York: New American Library.

Kozol, Jonathan. (1967). *Death at an early age: The destruction of the hearts and minds of Negro children in the Boston public schools*. Boston: Houghton Mifflin.

Paley, Vivian Gussin. (1979). *White teacher*. Cambridge, MA: Harvard University Press.

Paley, Vivian Gussin. (1995). *Kwanzaa and me: A teacher's story*. Cambridge, MA: Harvard University Press.

Polakow, Valerie. (1993). *Lives on the edge: Single mothers and their children in the other America*. Chicago: University of Chicago Press.

Ashton-Warner, Sylvia. (1963). *Teacher*. New York: Simon and Schuster.

Behar, Ruth. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Boston: Beacon Press.

Behar, Ruth. (1993). *Translated woman: Crossing the border with Esperanza's story*. Boston: Beacon Press.

Neumann, Anna, & Peterson, Penelope L. (1997). *Learning from our lives: Women, research, and autobiography in education*. New York: Teachers College Press.

Week 12: Field observation, Part 2

Readings:

Janesick, Valerie J. (2000). The choreography of qualitative research design: Minuets, improvisations, and crystallization. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (2nd ed., p. 379-399). Thousand Oaks, CA: Sage Publications, Inc.

Week 13: Analyzing and interpreting qualitative materials, Part 1

Readings:

Strauss, Anselm L. (1987). *Qualitative analysis for social scientists*. New York: Cambridge University Press. (Chapter 1: Introduction, p. 1-39).

Miles, Matthew B., & Huberman, A. Michael. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications. (Chapter 10: Making good sense: Drawing and verifying conclusions, p. 245-287.)

Yin, Robert K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. (Chapter 5: Analyzing case study evidence, p. 102-126.)

Recommended Readings:

Emerson, Robert M., Fretz, Rachel I., & Shaw, Linda L. (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Glaser, Barney G., & Strauss, Anselm L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing Company.

Van Maanen, John. (1988). *Tales of the field: On writing ethnography*. Chicago: University of Chicago Press.

Week 14: Producing research reports. AERA Week. Class will not meet on campus; use Blackboard resources instead.

Readings:

Riehl, C., Larson, C. L., Short, P. M., & Reitzug, U. C. (2000). Reconceptualizing research and scholarship in educational administration: Learning to know, knowing to do, doing to learn. *Educational Administration Quarterly*, 36(3), 391-427.

Week 15: Credibility in qualitative research. Class will not meet on campus; use Blackboard resources instead.

Readings:

Lincoln, Yvonna S., & Guba, Egon G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications. (Chapter 11: Establishing trustworthiness, p. 289-331.)

Week 16: Analyzing and interpreting qualitative materials, Part 2

Class will meet in a computer lab to explore computer-based analytic techniques.

Final Exam Week: Research presentations; Final wrap-up and course evaluation

10. Other Information:

Introduction to the Course

Over the past twenty years or so, qualitative research has gained increased acceptance as an appropriate and useful means of generating knowledge and understanding in education and other social sciences. At the same time, qualitative research methods and strategies have been growing in sophistication, complexity, and variety, so that there are now many different forms of qualitative inquiry, just as there are many different techniques of quantitative analysis. As a result, *qualitative research* is a term that means many different things to different people. In this course, we will try to make sense of these multiple meanings, develop our own understandings of what qualitative research is, and explore practical strategies for how to design and conduct qualitative research. We will spend some time on the epistemological underpinnings of different approaches to qualitative research; we will explore broad qualitative research designs; and we will focus on specific methods for gathering and analyzing qualitative data.

Academic Integrity Policy

Students are expected to adhere to the UNCG Academic Integrity Policy regarding cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. The policy is based on the core values of honesty, trust, fairness, respect, and responsibility. The full policy can be read on the UNCG website at <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html>.

11. Recommended Text(s) and/or Readings:

Qualitative research design: An interactive approach, by Joseph A. Maxwell (Thousand Oaks, CA: Sage Publications, 1996).

Qualitative research and evaluation methods, 3rd edition, by Michael Quinn Patton (Thousand Oaks, CA: Sage Publications, 2002).

Home advantage: Social class and parental intervention in elementary education, by Annette Lareau (New York: Falmer Press, 1989).

Other recommended readings are included above in the topical outline.

12. Alignment with State and National Standards:

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 665
1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.	x
2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.	x
3. Climate: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning climate.	x
4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	x
5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.	
6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.	
7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings,	

planned and guided cooperatively by the institution and school district personnel for graduate credit.	
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UNCG Teachers Academy Conceptual Framework

