**RSED 8986**

**Research Project for Rehabilitation Leadership and Management Program**

**Auburn University**

**Spring Semester 2013**

**Instructors:** Dr. E. Davis Martin, Jr.

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 *Department of Special Education, Rehabilitation, and Counseling*

 George Littleton

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**Instructional**

**Associates:** Shannon Byrd, MEd, CRC

 *Graduate Assistant*

 *Rehabilitation Leadership and Management Program*

**Course Purpose and Objectives:**

This doctoral level research course has been designed to provide a structure for the objective and analytical analysis and reporting of an organizational leadership or management issue that occurs in public or private non-profit sector organizations. The purpose of this course is to provide participants with an opportunity to conduct secondary research on a leadership/management issue or a professional area of inquiry in rehabilitation, education, or health care.

The developed paper has the capability to serve as the foundation for your qualifying paper at an appropriate point in your doctoral program. A qualifying paper serves as a comprehensive (50-75 typed pages) review of a professional area of study that allows a researcher to define all aspects of an area of inquiry, which leads to the development of a researchable problem/issue.

The nature of research with reference to the qualifying paper may be characterized as:

* The completion of a comprehensive literature review (chapter two of the dissertation).
* Leading the researcher to the refinement of a suspected problem into research questions that are generally presented in chapter one of the dissertation.
* The development of a detailed methodological proposal to conduct primary research to answer the research questions (chapter three of the dissertation).

Chapters four and five of a dissertation present the findings or results of the research (chapter four) and within chapter five an analysis and synthesis of the results with what is known (chapter two) yielding conclusions, implications for practice, and recommendations. It is suggested that each person review several dissertations to get a feel for how this was accomplished by others. Dissertations may be accessed on line, through interdepartmental loan from the Auburn University library, or through our department on a check out basis.

**Instructional Objectives**

* To review the elements of good writing.
* To review the process of developing a qualifying paper and the relationship between the qualifying paper and the dissertation process.
* To review several dissertations related to an area of inquiry that interests the researcher.
* To develop a comprehensive issue paper that may serve as the foundation for a qualifying paper.

**Required Textbook:** (Please purchase this on Amazon.com or a comparable web-site.)

Galvan, J. L. (2009). *Writing Literature Reviews: A Guide for Students of the*

 *Social and Behavioral Sciences (4th ed.).* Glendale, CA: Pyrczak Publishing.

**Suggested Textbooks:**

Cheney, T. A. R. (2005). *Getting the words right* (2nd ed.). Cincinnati, OH:

 Writer’s Digest Books.

Kendall-Tackett, K. A. (2007). *How to write for a general audience: A guide for*

*academics who want to share their knowledge with the world and have fun doing it.* Washington, DC: American Psychological Association.

Littleton, G. (2010). Lecture notes for RSED 7446: Residency in Leadership and

Management. *The writing process.* Auburn, AL: Auburn University.

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). Boston:

 Allyn & Bacon.

**Instructional Methodology:**

Instructional methodologies employed in this course will be lecture, discussion, and critiques. The class is structured for independent research with written feedback as the comprehensive issue paper is being developed.

Each participant should select a person(s) in your particular area of professional interest to serve as a *mentor*. This relationship or relationships to be developed should be a permanent feature of your strategic plan to lead an organization in a rehabilitation or educational setting dependent upon your specific professional goals.

**Course Structure/Schedule:**

A. By January 28, 2013, each person will submit to Dr. Martin a five page précis of your proposed comprehensive issue paper.

B. Attendance at “The Elements of Good Writing” seminar to be held at the Center for Disability Research and Service on January 12, 2013. George Littleton, a faculty member in Auburn University’s Department of English, will conduct the seminar.

C. By February 18, 2013, each person will submit to George Littleton an expanded version of your proposed comprehensive issue paper. George Littleton/Shannon Byrd will provide feedback to you.

D. By March 25, 2013, each person will submit to George Littleton a completed first draft. George Littleton/Shannon Byrd will provide feedback to you.

E. By April 24, 2013, each person will submit the final copy of your comprehensive issue paper to Dr. Martin. George Littleton/Shannon Byrd will provide feedback to you.

**Course Evaluation:**

A. Attendance at “The Elements of Good Writing” seminar (20 per cent).

B. The completion of the comprehensive issue paper (80 per cent).

 C. Grading Scale

 The grading structure for this class is “Satisfactory” or “Unsatisfactory”.

**Programmatic Accommodations:**

Participants who need accommodations are asked to arrange a meeting (on-site or via telephone for those who reside more than 50 miles from campus) with the course instructor during the first week (or prior) of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To arrange this meeting, please contact me by E-mail. Bring or send me a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility, 1244 Haley Center, (334) 844-2096 (V/TT).

**Academic Honesty:**

It is each participant’s responsibility to become familiar with the provisions contained in Auburn University’s policy regarding academic integrity or honesty.