**MY GROWTH AS A STUDENT**

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INTRODUCTION

I find myself thinking about things that are not necessarily topics you hear about every day, such as time travel and space. I usually do not hear people sitting around discussing what lies past the moon, the sun, and whether there is a wall at the edge of the universe. I think about these things a lot, maybe more than I need to. I can spend hours thinking about the beginning of time, was there a beginning, what happened right before the beginning? These are some of the questions that I think about for hours on end.

I also have other questions I think about that are not so maddening, but, probably more important. Why do some kids do well in school? Is it environment or genetics that make someone great? I think about these things too. For my entire life I have wanted to know things that are not necessarily easy to answer. I do not think I am alone in wanting to know some of these answers, the news is full of some of these questions, and you can find groups that are very sure they know the answer to some of these questions as they explain their side of the argument on some news stations.

This is how I found myself for years, listening to other people explain a position or an idea while I thought about the topic they were explaining. I realized I had a problem with this, I feel the need to join in on the conversation, not just listen to what someone else has to say. I also do not want to be wrong, I want to be able to hold up my end of the argument. I also like for things to be beneficial for all, at least everyone should have a fair shot at what the world has to offer, and if I am going to help make the world fair, I need to increase my own skills. The solution for me was to earn a doctorate.

In my own mind I need to realize I could and should take part in these arguments. It is a little daunting to face an argument with someone with the title of Ph.D. at the end of their name; I figured, I would get one of those titles at the end of my name. Realizing I am so close to earning a doctorate has really done things for my confidence, I feel like I belong in the conversation. There is a lot to feeling like you belong, it makes it easier for you to feel worthy enough to pose an argument on some issues. Let’s face it, confidence has a lot to with whether you will succeed or not. Having a degree will absolutely help me feel more confident; confidence makes the world go round.

I’m breaking this paper into sections I believe will demonstrate I have earned the right to continue on with my education and join some of these arguments. I will start by describing what I have learned regarding the topic of research, and why that is so important for what I plan to do. I will also discuss how I have grown with my knowledge of curriculum and instruction, and how my views have changed. I also discovered I really like policy and I will talk about the important things I discovered regarding policy. During the process of working on an Ed. D., I also discovered qualitative research, I’ll talk about the change in how I see qualitative research from when I first started the program. Writing also became something shockingly therapeutic to me, I discovered writing added some advantages to life. Finally, I will pull the information above together in a conclusion and discuss how I would like to proceed with a dissertation.

CHAPTER 1:RESEARCH

Once you get past the idea you are capable of contributing, you then realize the earning of a degree will make you better. I understand how to do things I could not do prior to starting the doctorate program. I can do research now, I know how to author a paper much better than I did before; I have written papers and gotten better at it each semester. Good research is a skill, learning this skill allows me the opportunity to find out things on my own, so I don’t have to depend upon something other people say; I can find the answer myself through my own research. This is an empowering prospect, I can be my own researcher and I like that idea.

My First Research Class

 LS-703 was the first class I took in the program, I was nervous and excited. The class was taught in the fall of 2015 by Dr. Ronald Childress, he was a very hardworking professor and he handed out many assignments and stacks of paper. The first assignment was to answer around 40 questions on topics in the American Psychological Association Handbook (APA), 6th Edition; that was an interesting first assignment.

I remember I had no idea what the answers to the questions were. I emailed Dr. Childress with some vague question about how to start looking for the answers, he replied back in a similarly vague answer that simply said the APA handbook. That was all it took, I settled down and went to the index of the APA handbook and found the topics on the questionnaire, turned to the pages it suggested, and I was off. That was a turning point for me and I instantly understood the purpose of the program was not for someone to tell me the answer, but, to give me enough information to make me able to look for the answer myself. It was the first step for me to learn to do my own research.

Dr. Childress taught me the APA format, qualitative and quantitative research and different types of methodology; it was a tough course because of the amount of work involved. Even with all the work, I can say with no hesitation I loved this class. I came away feeling I had made progress. I remember thinking I wish I had taken the class before I wrote my thesis in 2001 and 2002. The statistics and data collection I completed on the thesis was something I was proud of, but, I know the work on the research for the thesis was lacking. I was not sure how to format the thesis, or even cite properly. If I had the same data set today, I could write a really good dissertation I could be proud of, I am attaching the final paper I completed in that class (Appendix A).

In the summer of 2016, I took EDF-711 Survey Research with Dr. Childress. He really pushed me with a lot of work assignments. I am glad he did, I feel like I understand much more about using surveys in research than I did before; I applied knowledge from the class and created my own survey tool that I presented to my Human Resources Department at work (Appendix B). I had developed a survey tool before while working on my thesis, the EDF-711 class reviewed several of the same tips to developing a survey that I uncovered reading about how to develop a survey in graduate school, but, the 711 class went into much more detail.

One specific thing I learned in the 711 class I did not know before was how to develop internet surveys. Internet surveys was not a well-developed survey process back in the late 90’s and early part of the century. Taking the 711-survey class, along with the CIEC -700 class I took with Dr. Heaton in the fall of 2017, gave me much more insight into how to conduct surveys and research in today’s world of technology. There were other things I learned too, such as where to put certain questions in a survey, how long a survey should be, the importance of random sample in a survey, and how to improve return rates on a survey.

Statistics EDF-517

 In the spring of 2016, I took a statistics class taught by Dr. Meisel, I was excited about this class. I had taken two statistics courses earlier in graduate school while I worked on a master’s degree. Both classes were on the topic of regression, I was very proud I had gotten an “A” in both courses. I had confidence going into the 517 class, felt I could do well. What I did not realize is how well Dr. Meisel could teach, and how easy she would make the class, she is a wonderful teacher with a tremendous grasp on math and how to teach it. I learned much more than just regression.

Before the class was over, Dr. Meisel was able to explain statistics techniques to me other than regression and multivariate regression; such as t-scores, ANOVA, Chi-square, Pearson correlation, and Spearman correlation. I remember leaving the class thinking I can use these techniques if I need to. I am by no means saying I am an expert in statistics, but, I did realize I can work with statistics if I take my time and consult with others. The key is to consult with others to make sure you are using the correct techniques. I found a helpful spreadsheet I often refer to that helps me determine what statistical technique to use (Appendix C).

I also learned how to use web-based sites such as Khan Academy and even YouTube in my statistics course and CIEC-700 class. Almost everything has been questioned before in some capacity, using web-based sites can help you see what others have done, you can also watch people teach subjects at your own pace through video. I recommend watching as many classes as possible to be sure you are getting good information, but, anybody can post information, you should always be careful what you take as fact. That is why it is important to watch as much as possible.

 In the summer of 2017, the state of West Virginia published a description of how the state would determine the funding of clients receiving services through the Title XIX WAIVER funding source. The state put the information in a descriptive handbook that said a contractor of the state determined the rate of reimbursement for the WAIVER clients based on ICAP scores correlated to dollars spent using regression techniques and adjusted R squares.

All the service providers in the state were having mental breakdowns because no one knew what multivariate regression was, much less an adjusted R square. Some state employees read the handouts with glee as if they themselves had figured the statistics out for the new method; meanwhile providers of services were sure the statistical techniques were a sham and designed to reduce Medicaid dollars spent on the program. I on the other hand, was able to describe the process and how it worked to my team letting them know the rates were essentially going to be the same for the first year, the problem would be if we failed to bill appropriately, the next year of revenue will fall.

It was interesting to watch so many organizations completely dismantle the way they did services based on how they interpreted what an adjusted R square was. This is a practical way my education at Marshall has impacted my working career, I know I could develop a system for reimbursement of services in the WAIVER program the same as the states contracted consultants did.

Technology- CIEC 700

How can you do research without technology? Without technology, you cannot do proper research. Dr. Heaton’s CIEC-700 Technology and Curriculum class opened up doors for me regarding where to find research information, and how to store and share it. I do not mind telling you there were a few times I almost tossed my computer out the window or ran into my yard screaming because I could not figure out how to link a portfolio website to PBworks or save information on diigo. On some assignments it was a real struggle to get it done, it was tough on my aged brain, I did it though, and I am a better person for it, see my portfolio website <http://ciec700.pbworks.com/CIEC700-PortfolioCharm> and diigo website at <https://www.diigo.com/user/shrewsbury3>.

I learned confidence in the CIEC- 700 course; I also learned there are several different ways to store and save material. I mentioned PBworks and diigo as two ways, but, you can also use OneNote, Google Drive, Box, and a host of others. I suspect as technology changes; even more products will develop allowing for faster transfer of information and sharing of research. I realized to stay on top of research, you have to stay on top of technology, or, you will fall behind. While I am writing this paper, I am going back to the PBworks webpage we made in CIEC-700 and gathering material I stored there while in the class; I am using the techniques I was taught in the class to write this paper. Most of the artifacts I use for this paper were linked to the PBworks website through a portfolio I made in the CIEC-700 course.

CHAPTER 2: CURRICULUM AND INSTRUCTION

My Big Question

In the fall of 2015, I took CI -702 class with Dr. Campbell. This was such an interesting class and was one of my most enjoyable learning opportunities. There were many reading assignments that helped me understand the educational philosophical arguments. This class is when I first developed an appreciation for John Dewey. I believe I see the world in the much the same way as Dewey. I remember reading parts of *Democracy and Education: An Introduction to the Philosophy of Education* Dewey wrote in 1916. The title captured my attention, the work itself was different from what I thought it would be. The material was written in very simple terms I understood, in a nutshell, I walked away from the book thinking children grow and learn best when exposed to an interesting and safe environment. The environment should have opportunities for self-growth and exploration with enough guidance to ensure security and cohesion for the children to develop (Dewey, 1916). I believe when I asked Dr. Childress for help in my research class, he responded the way Dewey would, he gave me guidance, but, just enough for me to explore my own environment for the answer.

In the spring of 2016, I had another class with Dr. Childress in CI -703. He pushed us to understand the different pedagogical views. This class helped me relate education to psychology, I feel the two fields share a lot of the same researchers, terms and science. There were four large papers and presentations in this class. It was my first real exposure to a truly collaborative classroom setting.

We were required to present as a group with other presenters. I struggle with collaboration, it is not my preferred means of research or presentation. I have learned through the 703 class, and in courses that followed, collaboration is a must. You are better working with others than alone on most topics; as long as your cohorts are reasonably competent! I am glad I had Dr. Childress to push me, helping me learn to engage in collaboration, see an example of one paper in this class, my Non-Directive paper in the artifacts section on my on-line portfolio at https://sites.google.com/site/jeffshrewsburyportfolio/home.)

In the fall of 2016, I had two classes with Dr. Campbell. They were CI -701 and CI-702. There was a lot of writing and reading and I really enjoyed it. The CI -701 class intertwined with the CI -703 class; after having both of the classes my philosophical views on education started to solidify. I started the program with a “*Big Question”,* I wanted to know the best way to learn. I felt as if I was not privy to a big secret the educational world clearly understood, but, the rest of us did not. That really was a big question I had when I started the Ed. D. program, I wanted Dr. Campbell to tell me what the answer to the big question was.

Looking back, I realize I was very naïve; I still probably am, but, I recognize there is not a sure-fire way to teach. There are many different pedagogy’s out there. I think the common theme most of the more accepted pedagogical methods believe in is education must be interesting to the learner, and the learner needs to be engaged in the process. That is what I have accepted as the answer to my big question.

I did study a topic I think was quite interesting regarding teachers’ pay. Teachers pay came up as a topic in several classes, I started to think about what made a good teacher and what made a bad teacher. I wrote a short paper on merit pay and teachers that you can access in the artifacts section <https://sites.google.com/site/jeffshrewsburyportfolio/home>. There are times I think the best way to teach is first get the best teachers, it may have as much to do with who the teacher is as what method is used to teach.

Education and the World

The spring of 2017, I took CI -704 with Dr. Debela. The reading assignments gave me a look at different educational views across the world. It was a wonderful class with opinions from different people that helped me understand the educational struggles in our own country and the world. I began to develop some opinions on education that bothered me. I think I had always realized we as a nation failed to properly pay our teachers, I also believe as a nation we do not place the proper respect upon people that educate; I believe this is across the board in higher education and secondary education.

I realized some places see education differently than in the United States. The Netherlands was an example of a nation that had significantly different views than the United States. For example, students in Finland see the teaching profession in much higher regard than students in the United States; this means more of the top students will work to be teachers in Finland compared to the United States (Jackson, 2016). Finnish educational programs are also combining subject matter together; mathematics and history may be taught simultaneously in classrooms, in efforts to teach topics needed to increase the European Common Market economy (Klein, 2015). From a personal standpoint, realizations like this make me more likely to consider other nations views regarding teaching and not necessarily pigeon hole myself into one particular view. See my paper on the Finnish Educational System in my on-line portfolio in the artifacts section at <https://sites.google.com/site/jeffshrewsburyportfolio/home>.

Education and the States

The spring of 2017, I took LS -714 taught by Dr. Anderson, it truly was a struggle to complete this course. The primary assignment was to complete a collaborative report on the higher education boards in all 50 states. There were 25 different boards I had to study and describe; I honestly do not remember working so hard on a single assignment as I did in this class. I feel I got my first taste of the differences between states and education. What shocked me was the number of different ways states structured governing boards over higher education.

I do not know for certain how other people that took the 714-class viewed what was learned, but, every aspect of the class related to a political movement or presence in my view. As I looked at different states across the country, you could see the political opinions of the state affecting how the boards providing oversight were structured. Depending on the political environment, there were less structure or more structure, there was more money spent per student or less money. This class, like some of the previous courses, was a political class for me, I really enjoyed the study of the different views, even though it was a very difficult class. I walked away understanding more about boards, oversite, appointments to committees, and the role of legislatures and governors.

The class also required I write my thoughts about questions we were presented regarding policy issues. Some of these questions required in depth thinking, I have attached an example in Appendix D. I remember thinking how many different responses could be given on each question, it was a thoughtful process.

CHAPTER 3: POLICY

**Policy**

In the summer of 2016, I took EDF- 635, a policy class with Dr. Childress. This was a very challenging class. It was a lot of research and more papers than I thought was possible in a summer, and I loved it! I left the class feeling like I understood the politics behind large organizations and government. I realized in this class I enjoyed policy, I did not expect to think policy would be interesting. Policy studies sounds so boring and mundane when you hear the word *policy*. Policy is not boring, it is *political*, what can be more interesting than politics?

I wrote a paper regarding foster care policy in the 635 class, it was a topic I chose because of the job I currently have. I learned so much about foster care and it made me see how the legislation across the country and states can be different and follow trends (Allen & Bissell, 2004). I felt closer to understanding the rationale behind state politics while I wrote this paper, it also provided me with an opportunity to interview two people that work for the state in different capacities; one director of a behavioral health committee and one program manager over DHHR. Looking back, this was my first taste of qualitative inquiry, something that did not occur to me at the time. See my on-line portfolio for the foster care policy paper in the artifacts section at <https://sites.google.com/site/jeffshrewsburyportfolio/home>.

I see the 714-class taught by Dr. Anderson in much the same way as I see the 635 class, both take in depth looks into government agencies. If you look closely at the policy development of educational programs you will see it is much the same, if not nearly identical, to the policy development in other state supported programs, such as Medicaid funded programs. I can see the similarities in educational policy initiatives and other government programs reliant on legislative acts and public funding; I can also relate this to the private industry that I am part of. One thing I like about the Ed. D. program is every class relates to my professional career in some way, it was easy and fun, to use what I learned in school at work.

Programming

I again had Dr. Childress in the summer of 2017 in the EDF-627 programming class. I had just taken Dr. Anderson’s class on the structure of boards of higher education across the United States, and I had taken EDF-635 with Dr. Childress in the summer of 2016; the 627-class made me think about how I would evaluate all the policy implementation I had been exposed to in these previous classes. It was a great class and introduced me into the complexities of learning about programs, policy, surveys, government, pedagogy and so much more. I loved this class.

The programming class was also useful in another way, I became better at understanding the roll-out of programs within my own company. I became aware that even though I do work for a capable company, in some cases information and projects are rolled out in ways that are rushed, poorly planned, or ineffective for other reasons. I attended a meeting in late summer of 2017 and was able to argue points regarding the rollout of company objectives more passionately that I had before. I felt more confident and prepared after taking this class, I also see it as a possible way to earn a living in the future.

CHAPTER 4: QUANTITATIVE AND QUALITATIVE

Before Qualitative Research

In the summer of 2017, in Dr. Lassiter and Campbell’s EDF-625 qualitative research class , I learned a new paradigm. It was my first real look into qualitative studies, it opened my eyes to a whole new understanding of research. Qualitative research added a new dimension of research and challenged me philosophically. This class changed my way of thinking and lead me to change how I wanted to continue with my education, and, how I would like to move forward with a research design for a dissertation.

To truly understand what I am saying, you would have to realize prior to the qualitative class I was very much the quantitative oriented researcher. Numbers are solid to me and I still think they are a huge part of research, I’m not changing entirely. What I am changing is the idea that qualitative research alone cannot be good research; I used to think qualitative research would always be biased. I was not considering it is how you gather information and categorize data that can prevent bias, as long as you truly read the data.

I also enjoyed the close and personal contact you have with someone during an interview you might conduct doing qualitative research. It made the experience of gathering data “real”, see my final paper and thoughts about qualitative interviews in my on-line portfolio in the artifacts section at <https://sites.google.com/site/jeffshrewsburyportfolio/home>.

Qualitative Research

 In the fall of 2017, I took the EDF-620 class with Dr. Lassiter; this class continued a shift in the way I think about research. There were two books I read in that class that will stay with me forever; *Middletown: A Study in Modern American Culture*by [Robert S. Lynd](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&text=Robert+S.+Lynd&search-alias=books&field-author=Robert+S.+Lynd&sort=relevancerank) & [Helen Merrell Lynd](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&text=Helen+Merrell+Lynd&search-alias=books&field-author=Helen+Merrell+Lynd&sort=relevancerank)was the first book, and *Flatland: A Romance of Many Dimensions*by Edwin Abbott was the second book.

 The *Middletown* book was a great book, it made me realize things I did not realize before. An example is the proportion of men and women attending church services is much like it is today. I remember thinking this is something I did not expect, this made me think about other things in history, do we as people change that much over time or is life in some ways very similar as in the past? I also remember realizing in the past people were excluded from work based on age, in the 1920’s able bodied people were preferred over older people with worn bodies. I had always wondered why age discrimination laws generally apply around the age of 40, it was clear after reading the book, age was a factor with employment in a way I did not expect to find through the *Middletown* book. I thought about that piece of information, I realized cultural studies are important. Books like *Middletown* can provide insight into history we frankly may not expect, I cannot help but think becoming familiar with cultural studies could help us prevent problems in the future.

 The *Flatland* book was not a fun reading experience, in fact, it hurt me to read it. I do not want to say the book was not a good learning experience, it was just a dark book in my opinion. I think the point of the book was to understand the vantage you have of a situation can determine the degree of understanding you have of a concept. Even though I did not like the book, I have to say it was a wonderful tool to explain to someone that culture and views of people are often skewed because of the position, mindset, or vantage point the viewer has.

I believe it is important to realize a vantage point can be so powerful; in more than just education, but, in all of society. Intellectual resources are a commodity that cannot be inhibited if people are going to prosper. All people, regardless of position and status in life have to be viewed in a way allowing people to rise to their full capabilities. I think this book was sending a message, a good researcher has to see from different vantage points and be able to gather information from different views to be able to determine was the *truth* is. I may not have enjoyed the *Flatland* book, but, the book had a great message.

Part of the class was to explore your own ideas about *truth,* I enjoy writing on topics like this, it provides opportunity for exploration and I had a good time writing about the truth. I am making my truth paper available for review in my on-line portfolio in the artifacts section at <https://sites.google.com/site/jeffshrewsburyportfolio/home>.

I have accepted the idea quantitative data is as likely to be biased as qualitative data, researchers often decide to leave out results, or use a design of collecting data that is poorly designed in quantitative research the same as is possible in qualitative research. What I realized in the 625 class is the ethics and care the researcher takes has more to do with biased results than the type of research conducted. That was a huge shift in the way I thought about research and is probably one of the most important things I realized in the Ed. D. program.

EDF-725

 In the spring of 2018, I made a major discovery, not by choice mind you, it was forced upon me by Dr. Lassiter in EDF 725. I changed in a way I did not expect, I became aware of my own bias. I was always afraid engaging in qualitative research would be biased, that is why I was so critical of qualitative research. Then I discovered the very thing I was fearful of that made me cling to quantitative research was a problem I had, I realized I was biased. I realized during the process of analyzing material Dr. Lassiter provided me, I had some strong views interfering with how I analyzed artifacts. See my final paper for my 725 class in the artifacts section at <https://sites.google.com/site/jeffshrewsburyportfolio/home>.

 I believe the realization I can be biased was a wonderful lesson for me. I want to look into some issues after I graduate from Marshall, when I look into these issues I want to be as unbiased as possible. Realizing the truth, or what is as close to the truth as you can find, is very important to me. I think I will always remember this lesson; there are a few life lessons I have experienced I have carried forever, I think the realization I can be biased is one of these life lessons.

 Aside from my lesson on bias, I did learn a lot about categorizing material in the 725 class. What I learned first, it is not easy! You can spend hours and hours sifting through material you may or may not need. Each piece has to be cataloged in a particular manner allowing you to refer to if you need it.

I also think the act of categorizing can help you learn about a topic. There is something about putting information in a category, it requires you think about the artifact and how that piece of information is different from another piece of information; this activity promotes learning. I enjoyed the process of going through information and putting it into categories; I believe I gained real experience form this class that will serve me in the future when I write about things important to me.

CHAPTER 5: WRITING

The Book

 Dr. Lassiter required I read the book *On Writing Well* by William Zinsser before he would take on the burden of becoming my committee chair. Dr. Lassiter actually said the book was a life changing event for him, I was a little unsure of myself as I left his office the day he told me to read it. I thought to myself “*Why would a book be so life changing?”*

 I figured out why about 3 pages into the book. The book told me in a clear way some of what I was doing wrong when I write; being wordy, using words no one understood, ending a paragraph without a clear ending, starting a paragraph without a clear beginning, just to name a few. I could see why Dr. Lassiter made me read the book, the book made a major difference in how I write. I will always keep this book, I know it will be a book I pick up and read again several times. While I write this paper, I am trying to practice what I read in Zinsser’s book. I am surprised how many times I can read a sentence and change it based on what Zinsser suggests. I realize I am nowhere near perfect with writing, but, this book has given me practical tools I can use to make myself a better writer.

The Process

The Writing for Publication CI- 677 class taught by Dr. Campbell was the whipped cream on top of the sundae; it gave me the realization my education was a process. I loved this class because of the practical experience it gave me; I researched journals and how to submit articles to those journals. I liked the class so much I have a project I will be working on over the next year. I have an idea about a book I will write, and I will submit this book for publishing. My plan to publish a book would not be possible if I had not taken the 677 class.

The 677 class opened a world up to me; I am not sure if I can explain it, but, it gave me a new purpose. Imagine yourself back in high school, did you play football, or was you a standout student in some way? Remember how you felt when you left high school and you lost a little part of that? Some people never get over that loss, high school was the best days of their life. I have been lucky, through the years there have been other things that replaced those things that used to get me excited; working on this Ed. D., getting a master’s degree, a lot of travel, and getting promoted are a few examples of things that has kept life interesting. I have to admit though, I was a little worried about the future; I do not want my experiences to stop when I graduate from the Ed. D. program. The writing class helped me realize it does not have to stop, I will write books. The process alone is exciting, even if I have setbacks, I know it is possible if I keep trying and I feel very excited about this.

Earlier in this paper I said writing provided an advantage in life, the advantage I am talking about is more than just the benefit of producing better work that can get you ahead professionally. Writing also gives you the ability to have a legacy, people can read about how you think and feel long after you are gone. Memories fade over time, but, if you can explain yourself well on paper, you open up the possibility of your thoughts lasting as long as what you wrote is around to read. I like that thought, it makes life more interesting and not so final.

CHAPTER 6: COLLABORATION

Conference and Presentation

In the spring of 2018, I was a co-presenter with Dr. Meisel and Lee Ann Vecellio at the Association for Teacher Educators conference in Las Vegas. This is the first conference I’ve been to outside of my work life. I found it an enjoyable, laid-back conference compared to other conferences I have been to. I enjoyed the atmosphere, and there were several presentations I went to that made me think about policy and curriculum.

One presentation I was excited to attend discussed the state of education on a Navajo reservation. There were several presenters from the Navajo tribe and a few from the Bureau of Indian Affairs. The presentation centered around the lack of funding for the educational system on the reservation and on the hardships associated with finding qualified teachers to teach on the reservation. I found out teachers are provided housing on this particular reservation because of the lack of infrastructure to acquire housing any other way. I also learned the reservation has teacher turnover at or above 100% most years; it seems people cannot adjust to the solitude of the reservation, causing many well-meaning educators to leave. Before I left this presentation, I got the contact information of the educators working on the reservation; I plan to follow up with them in the future.

During the conference I presented with Dr. Meisel and Leigh Anne on the Elementary Mathematics Specialist Program Dr. Meisel was part of at Marshall. It was a process preparing for the presentation and I switched back and forth from nervousness to feelings of curiosity leading up to the conference. I finally settled on curiosity, Dr. Meisel was very reassuring and made preparing fun. I studied and paid attention to Dr. Meisel’s instructions and the presentation turned out well. I had a good time at this conference and I am really happy I got the opportunity to go. See the final presentation in my on-line portfolio in the artifacts section at <https://sites.google.com/site/jeffshrewsburyportfolio/home>.

Teaching a Class

 Dr. Campbell gave me the opportunity to help co-teach the EDF-610 class on current trends in education; this was a web-based class I was able to participate over the blackboard platform. This was the first time I had ever given someone a grade for a legitimate class: I felt a sudden sense of extreme responsibility. What should I give the students? Could I really rate a person on how well they completed an assignment?

 I worked through the fear of grading and got around to reading assignments. I realized teaching was a big responsibility, a person’s decision to continue could be dependent upon what you may or may not say when you grade someone. For that reason, I tried to find something real and solid I could say that was positive about each assignment. There were several people that wrote well, others put it together the night before. Regardless, I looked for content in what was written and even in the assignments that appeared to be thrown together, I could often see a unique idea or thought. I think I learned a lot by reading what these students submitted, it also made me think about my own work. Some of the work I read was good and I could not help but think teachers have a lot of opportunity to learn just by reading assignments.

 I also got to develop a few assignments based on the field I work in. I find a lot of people with social service or education degrees do not realize what the difference is between mental illness and developmental disabilities. I made a few reading assignments that centered around that topic, from the responses I got in the answers I graded, they got the message. I also was pleased to see the students genuinely had a concern for people with disabilities, it was a heartwarming experience for me because it made me realize it is not just my field that cares, there are future teachers out there with a real passion for people with disabilities. See Appendix E for the assignments I developed.

CONCLUSION

 I feel more comfortable saying John Dewey is the educator I identify with most. Dewey felt the child and his education was a sum total of all the child’s experiences beginning at or near birth, with the guidance of members of the cultural group interfering only as needed to effectively guide the young individual, yet allowing for personal growth (Bishop, 2010). In my professional world, this is exactly what I do for a living. I work with people with limitations placed upon them either by way of physical issues or adverse environmental accidents; I work to provide just enough attention and assistance to help a person achieve as much as possible for themselves through their own exploration.

 Providing enough assistance to someone to keep them safe and at the same time allowing them the independence to thrive on their own is a tough task. In the larger context of the world, I see this battle fought on a large-scale in education and social policy. Should the government prescribe to the teacher what to teach the child ,or, should the teacher allow for freedom of exploration and self-learning? It may be a reach to some, but, I believe this is the argument posed for or against government initiatives such as the *No Child Left Behind* *Act* of 2001 and *Every Student Succeeds Act* of 2015. Both prescribed a set of standards to provide the oversight and guidance some feel teachers need to provide a good education. The conflict is the standards may be too restrictive to allow for exploration?

I relate this tug of war in the political world back to Dewey’s thought about democracy, how do we allow exploration and have strict standards? Dewey believed the democratic person acquires *social* intelligence, an intelligence developed through participating and interaction with society and cooperative problem-solving (Biesta, 2007). How do we determine the amount of interaction and control we place on the student as the child progresses through childhood? I personally see this battle daily in my own work and through the actions of our government and cultures; the amount of control applied may be the determining factor behind what pedagogical view you believe in.

The big question I had when I started the Ed. D. is still not entirely answered, but, I can say I am now in a position to argue my position better. I believe education is a process, much like a doctoral program. I am not the same person today I was in August 2015, at the beginning of this program. I have confidence and more structure, structure is important because it provides the framework to complete research.

I want to study several things, one thing in particular I would like to study is who or what parts of society has influence on whether children decide to pursue higher education. I asked a teacher last summer if he preferred to teach boys or girls, he said without a doubt he would prefer to teach boys. I was shocked, I was sure it would be the opposite. I learned something that day, you do not know what someone thinks until you ask them. I also realized I had some questions based on that response. If this teacher preferred to teach boys, does he encourage boys more than girls? I wonder what do other teachers think? This particular teacher said all the teachers he knew agreed with him and also say boys are easier to teach. I am very curious about this, I would like to know if boys and girls are equally encouraged to further their education.

I believe this question is important, the answer could help determine how we guide children to succeed in life. I have no idea what the answer to the question would be, and that makes the question so much more interesting to ask. I would like to take what I have leaned working on an Ed. D. and answer whether boys and girls are encouraged in the same ways to further their education after high school. This has been the question I have been most interested in lately, I hope to find the answer soon.

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APPENDIX A

Teacher Satisfaction and Stressors: Working with Autistic Children

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2015

**Introduction**

 Working in the educational field can be a very difficult job that demands a lot of time and effort on the part of teachers and administrators. Teachers working with special education children have an especially demanding job that can have additional stressors and require training that regular education teachers do not have or need (Skuller, 2011). In particular, working with autistic children poses even greater challenges for special education teachers; there is often extra training and work required to prepare for the instruction of autistic children who often exhibit demanding behavior (Adams, 2003).

 The increase in demands placed on special education teachers suggests even more support and communication is needed between administrators and teachers for special education teachers to be successful; especially those working with children with autism (Burgess, 2003). In regular education classes teachers may feel they have the support of their principals and administrators (Martin, 2010). Because of the nature of autism and the extra demands placed on teachers working with autistic children, the teachers working with autistic children may feel they are supported much less (Skuller, 2011; Adams, 2003).

 Working with autistic children often requires a very stable and consistent routine to be successful. Classrooms that provide the most routine and predictability have been found to be the most satisfying to teachers (Neben, 2009). Considering that developing routines requires time, knowing if the amount of time a teacher spent working with children with autism had an effect on job satisfaction would seem useful (Adams, 2003). Since Skuller (2011) found job satisfaction and predictability are important to the teacher and autistic child, a second problem to study would be the length of time teachers have worked with autistic children and teacher satisfaction with the job. Emotional exhaustion has been linked to job satisfaction in general (Schaufeli & Enzmann, 1998; Goetzinger, 2006) and emotional exhaustion is believed to be on the rise in special education teachers (Teich Sciemca, 2008). This is important because job satisfaction has been linked to whether someone stays with a particular job (Claybone, 2008). Boe and Cook (2006) identified that teacher shortages have been linked to recruitment and retention.

 A third problem is the relationship between emotional exhaustion and job satisfaction between teachers working with or without autistic children in their classrooms. If there is a difference, the difference could provide insight into the level of support that may be needed in classrooms with autistic children. Teachers often do not have the skills, support, or confidence needed to be successful (Skuller, 2011). Because of the difficulty of working with children with disabilities, educators may attribute their dissatisfaction with their job to the child receiving services and in particular the autistic child (Schulz, Greenley, & Brown, 1995).

**Problem Statement**

 The demands special education teachers face when working with autistic children are sometimes especially challenging. Concurrently, new teachers face special challenges when working with autistic children, these challenges require special levels of support from leaders. The importance of these issues in relation to teacher job satisfaction and retention, the potential relationships between teacher age and experience, the relationship between job satisfaction and exhaustion, and the need for support for teachers suggests these as areas in need of further investigation. Research on exhaustion, age, experience and support provided to teachers as it relates to job satisfaction is plentiful, however, there is little specifically dedicated to whether teaching children with autism has an impact on teacher job satisfaction. Therefore, the purpose of this paper will be to examine some of the common factors associated with job satisfaction in the teaching profession in secondary education as it relates to autism.

**Research Questions**

Specific research questions guiding this study include:

1. What are the differences in the levels of emotional exhaustion, if any, between teachers working with children with autism and teachers working with children in general education courses?
2. What are the differences, if any, with the levels of emotional exhaustion based on years of experience between teachers working with children with autism and teachers working with children in general education courses?
3. What are the differences, if any, with the level of job satisfaction between teachers working with children with autism and teachers working with children in general education courses?
4. What are the differences, if any, in the levels of job satisfaction based on years of experience between teachers working with children with autism and teachers working with children in general education courses?
5. What are the differences, if any, with the perceived level of support teachers working with children with autism feel they have from their principal compared to teachers working with general education courses?

**Operational Definitions**

*Emotional Exhaustion* is defined as feeling emotionally drained or emotionally tired.

*Level of job satisfaction* is defined as how satisfied a person feels with their current job.

*Years of experience* is defined as how long a teacher has worked in the teaching profession.

*Perceived level of support* is defined as how much support a teacher feels they are receiving to adequately perform their job.

**Literature Review**

**Job Satisfaction**

 Job satisfaction is how you feel about your job; those thoughts can be positive and those thoughts can be negative; whether the thoughts are positive and fulfilling or negative has to do with how an individual views their environment (Goetzinger, 2006). Job satisfaction can also be described as exhaustion, stress or an inability to handle work stressors; job satisfaction can also be critical to an employee’s job performance (Schaufeli & Enzmann, 1998; Goetzinger, 2006).

 Teachers have a tremendous responsibility in our society. They are looked upon as mentors, coaches, educators, caregivers, and administrators. This is a huge responsibility placed on educators and it requires work and effort to ensure the important job of educating youth is carried out. In particular the demands of working with people with disabilities can be especially challenging (Schulz, Greenley, & Brown, 1995). Children with disabilities require assistance that other children in regular education classes may not require; behavior problems, personal hygiene assistance, life skills coaching, communication assistance and physical assistance to complete tasks are just a few of the additional responsibilities a special education teacher may work with on a daily basis. These tasks are not typically concerns in regular education classes. Couple with those issues a highly regulated environment and educational bureaucracy that require teachers follow guidelines and rules particular to children with disabilities (Ingersoll, 2002). These issues create a highly stressful environment that teachers must deal with on a regular basis (Martin, 2010). The amount of work, level of anxiety and support from coworkers are all related to job satisfaction; as work load and anxiety goes up, satisfaction goes down; as coworker support goes up, satisfaction increases. (Martin, 2010; Mahan, P., Mahan, M., Park, Shelton, Brown, & Weaver, M., 2010).

 Teachers can suffer from emotional exhaustion characterized by feeling fatigued, tired, worn out, and a feeling of being unable to meet the demands of students (Goetzinger, 2006). These feelings are sometimes accompanied by a feeling of separating oneself from the demands of the job and because students with disabilities have in some cases been provided extra protection to guarantee rights of students are respected; teachers sometimes come into conflict with administrators (Conrey, 2004; Goetzinger, 2006). The 108th Congress recognized the stress and demands placed on educators and enacted several pilot projects as part of the Individuals with Disabilities Act (IDEA) to address teacher retention rates and stressors; the additional paperwork generated as a result of the projects increased the paperwork and regulatory requirements placed on teachers and may have exasperated the feelings of frustration that teachers have (Plash & Piotrowski, 2006). This is an example of how complicated the issue is and even attempts to correct the problem can often complicate the issues.

**Age and Experience**

 Age and experience could play a role in job satisfaction. With experience could become familiarity with the job that adds comfort and a level of expectation that could increase positive feelings about your job. Simply developing a routine and consistency working with people with disabilities could make ones job easier (Neben, 2009). This is partially backed up in a study by Lipscomb - Williams (2014) providing evidence that the very youngest teachers and the oldest teachers are more satisfied with their job and work than middle aged teachers (Lipscomb -Williams, 2014).

 In separate studies younger teachers and older teachers were the least satisfied with teachers in the middle aged group having the most job satisfaction. The level of satisfaction was U shaped with job dissatisfaction high at first then dipping with dissatisfaction increasing in later years (Hill, 2011; Langner, 2001; Claybon, 2008). One may think for younger teachers an induction program providing extra training prior to job placement may increase satisfaction in younger teachers, this however was not the case (Veatch, 2006). Other research has indicated that age and years is not a significant predictor of job satisfaction in teachers no matter what the age or stage in career (Johnson, 2005; Schoeneman, 1981; Bilz, 2008).

 Age and experience tends to be a complicated issue and may or may not have a relationship with the job satisfaction a teacher has. One would think that new teachers would have the most stress because of the unfamiliarity with the job and older teachers would naturally be more satisfied because they are more experienced and seasoned. It’s also reasonable to assume that if you did not like your job and were dissatisfied you would leave your job and find other employment. The literature does not clearly support age and experience in any particular fashion.

**Leadership**

 There does appear to be a link between leadership and job satisfaction within educational settings. As the authentic nature of the leader is perceived to go up, so does the satisfaction of the people working under the leader (Sinclair, 2010). This increases the need for the leader or administrator in a school setting to be supportive and present in stressful situations; without this type of leadership the anxiety and feelings of dissatisfaction will likely increase further complicating the relationship teachers have with both administrators and students (Langner, 2001; Hill, 2011). In particular principal support is an important predictor of the satisfaction a teacher may have with their job. As perceived principal support goes down; teacher job satisfaction goes down (Hill, 2011; Fish, 2007; Martin, 2010; Schulz, Greenley, & Brown, 1995).

 Special education teachers have also expressed frustration when regular education teachers and administrators do not attend planned IEP meetings for children (Menlove, 1999). The perceived attitudes of administrators and other employees in the school system appears to have an impact on the special education teacher’s satisfaction. If perceived support goes down so does the teachers job satisfaction (Sands, 2011).

 Stressors affecting special education teachers are often the amount of work assigned coupled with the emotional and physical needs of children and quality leadership (Martin, 2010). A teacher’s perception of the school’s work atmosphere is one of the most important factors affecting job satisfaction. This puts more pressure on the administrative staff to ensure the work environment is supportive for teachers and special education teachers in particular (Zhang, 2006). Teachers report higher satisfaction when principals appear to put effort in the environmental needs of teachers (Johnson, 2005). There also appears to be a relationship between administrator support and teachers decision to stay on the job. As support goes up, so does the decision to stay on the part of the teacher (Claybon, 2008). To add to this, Burgess (2003) found in a study in British Columbia with teachers working with children in the autism spectrum; only 28% of teachers felt somewhat supported and 25% felt they were not supported at all.

**Methods**

**Research Design**

 The research design will be a quantitative study using a questionnaire to gather data. The data will consist of teacher’s feelings of job satisfaction, emotional exhaustion and support provided by the school principal rated on a five point Likert scale. Additional demographic information consisting of years of experience teaching and length of time working with children with autism will be included on the questionnaire.

**Population**

 The sample will consist of all 75 public schools in the largest and most populous county in West Virginia. The schools will include all secondary schools in the county. The groups of teachers will be divided between teachers working with children with autism and teachers working general education students. Permission has been granted by the county board of education to participate in the study. The questionnaires will be mailed from the board of education to each teacher’s last home address with a stamped return envelope for delivery to a neutral site at Marshall University. The instructions will explain not to use any names of schools, teachers, students, and principals. The instructions will also explain the survey is voluntary and confidential.

**Instrumentation**

 Data will be collected using a brief survey consisting of three questions ranked from 1 to 5 on a Likert scale. The Likert Scale will correlate to 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree.

The three questions will be.

1. I feel emotionally exhausted because of my job.
2. I feel satisfied with my job.
3. I am satisfied with the support I am given by my principal.

Two additional questions will be asked for demographic reasons. Those questions are.

1. How many years have you been teaching \_\_\_\_\_\_\_?
2. Do you currently teach children with autism?\_\_\_\_\_\_? If so, how many years and months? Years\_\_\_\_\_\_\_\_ and Months\_\_\_\_\_\_\_\_. (If you have taught autistic children for 1 ½ years put Years 1 and Months 6 )

**Data Collection**

 Once surveys are obtained; each survey will be entered into SPSS 22.0 data table by hand.

**Data Analysis**

 The data will be entered into an SPSS 22.0 data set and analyzed using independent samples, t-test, and ANOVA.

**Limitations**

 The study will be limited to the state of West Virginia and may not generalize to more rural counties within the state or to other counties across the country.

**Significance of the Study**

 The study is significant because it may shed some light on whether years of service is truly a predictor of job satisfaction with teachers whether they work with children with autism or with children in general education. The literature is not clear whether years of experience is a predictor of satisfaction while on the job (Johnson, 2005; Schoeneman, 1981; Bilz, 2008). The study would also help answer if teachers working with children with autism have less job satisfaction in general that teachers working with children in general education classes. The study may also answer a question that has not been identified in the literature. It is clear that leadership plays a role in job satisfaction with teachers (Hill, 2011; Fish, 2007; Martin, 2010; Schulz, Greenley, & Brown, 1995; Zhang, 2006). What is not clear is if teaching children with autism can by itself predict whether a teacher is satisfied with the support provided by their principal. Because of the stressors placed on teachers when teaching children with autism; the level of support provided by a principal may not meet the needs of the teacher regardless of whether the principal is supportive or not. Teaching autistic children may be so demanding that the job of teaching autistic children may be so difficult support may be perceived as too little no matter what.

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APPENDIX B

***ResCare* Orientation Survey**

 **Your Number\_\_\_\_\_**

Thissurvey isdesigned for you to help ***ResCare*** improve orientation training. ***ResCare*** believes strongly that orientation should be as effective as possible and that our greatest strength is our staff.By asking you what you think; it helps ***ResCare*** improve training for you and improve the lives of the people we serve. This survey is strictly voluntary, but we really do hope you participate. You do not have to mark your name or say who you are; simply put your anonymous number in the upper right hand corner. This is the number you drew when you were in orientation. If you forgot your number ask your HR Rep what your number is.Only your HR Rep knows your number! If you want to complete the assessment and not include your number…… that is ok too**.**

 **Thank You for Working With *ResCare*!**

Today’s Date? \_\_\_\_/\_\_\_\_/\_\_\_\_ What was your hire date? \_\_\_\_/\_\_\_\_/\_\_\_\_

*Please circle 1 through 5, how you feel about the training you received in orientation.*

**Documentation**

1. Do you think the training you received in orientation helped you understand HIPPA requirements?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to properly document services provided to the clients you will or have served?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

**Safety**

1. Do you think the training you received in orientation helped you understand the role you will or have played in ensuring that clients are provided proper food and nutrition?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to prepare food in the proper texture?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to keep someone from obtaining a bed sore or skin breakdown?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

**Incident Reporting**

1. Do you think the training you received in orientation helped you understand when to report abuse and neglect?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to report abuse and neglect of a client?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand what a reportable incident is?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to report an incident?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

**Programming**

1. Do you think the training you received in orientation helped you understand what intellectual disabilities are?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand why intellectual disabilities may occur?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to bath someone with intellectual disabilities?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to dress someone with intellectual disabilities?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to change the brief someone with intellectual disabilities may wear?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand how to work with a client that is angry or upset?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand what Active Treatment is?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

**House Rules**

1. Do you think the training you received in orientation helped you understand how to call off for a shift?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation helped you understand who to contact if there is a problem in your worksite?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much s

1. Do you think the training you received in orientation helped you understand how to use Teletime?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Do you think the training you received in orientation explained how to drive a van?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

1. Overall, do you think the training you received in orientation helped you understand how to work with people with intellectual disabilities?

1 2 3 4 5

 Not at all Not likely Neutral Somewhat Very much so

***Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***If you would like to speak to HR about a problem, please contact HR at 304-720-2368.***

**Thank You for taking the time to help ResCare! Your opinion matters!**

APPENDIX C



https://statswithcats.files.wordpress.com/2010/08/selection-methods-8-21-2010.png

APPENDIX D

The Future of Caldron State University - Case Six

Jeffrey Shrewsbury

Marshall University

LS-714

Spring, 2017

**Introduction**

 The purpose of this paper is to examine the needs of Caldron State University (CSU). CSU is situated in a midsize community of approximately 55,000 people; surrounded by a larger community of 90,0000 people. CSU is part of the Widget University system and is currently one of the more respected Widget programs. The school produces the third largest number of graduates in the system and the staff and faculty of CSU take great pride in their school.

 The community CSU is part of has industrial and agricultural business; the community also has a midsize regional airport and an interstate system for easy access. By all accounts the local area is a nice place to live and people enjoy living there. CSU’s campus is a beautiful campus with a 300-acre wildlife area that adds to the beauty of the campus and the community. The community also has ample recreational activities to use by the approximately 10,500 students, 485 FTE faculty, 200 FTE academic staff, and 419 classified staff.

 CSU has a rich history; founded in 1916 as a normal school under the governance of the Board of Regents of Normal Schools. The school is a liberal arts school offering bachelor’s degrees and serving approximately 500 graduate students. The school staff are described as physically conservative; taking budget issues seriously and refusing to take on much debt. The school employees are proud of their school and are willing to learn new things. In fact, they ask for and welcome needed change.

 Even with these bright spots, the school has some of the same issues as other universities in the Widget system. State support has decreased and left CSU and other universities in a precarious position. CSU must navigate through budget cuts from the state and pressures from other schools to compete for resources and students. The purpose of this paper is to examine possible solutions to these problems as if I was planning to be the new chancellor of the university. The problems identified are laid out in the paper with the possible solutions I would provide to work through the issues.

**Financial Issues**

 CSU is known for conservatism and balancing the budget. This is a very good attribute for any school or institution to have. I do think CSU is at a crossroad, requiring some risk taking. To get some things accomplished, the school may need to invest. Distance learning is one way I think the school can have success and the initial infrastructure for this may be expensive; but, it is needed. The school may need to make some sacrifices in some programs to be able to afford new technology needed for distance learning and to modernize the program. The school may also need to acquire some debt. The new chancellor needs to understand how to leverage the revenue coming in and secure the best possible lending solutions.

 Currently the school is paying hotel bills for students, or having students pay the bill. It is very creative the school arranged for housing this way. However, I wonder if they could have anticipated the need for housing quicker? Was there some sign the school would need more housing well before they found themselves securing hotel space? Did the 5-year planning anticipate this need; was the school so conservative it did not invest in property until the students enrolled? Either the school is so well liked it is growing faster than a school usually does or the school did not plan well. I am not sure the school administrators are looking at the right things far enough out to realize when investment should come.

 In research conducted by Kinne, Roza, Murphy& Gross, (2012), several strategies were examined universities have used to survive cuts in state budgets after the great recession. The research suggested for a school to survive a 5% cut in state funds, on average a school would have to increase tuition by 6%. CSU has also began using differential tuition; charging an additional fee on top of an already established tuition (Scott, 2013; Nelson, 2008). The purpose of the differential fee is to increase funds to offset the cost of providing classes traditionally more expensive to teach, such as engineering and other technical classes (Mumper, 2001). State efforts to keep public colleges affordable in the face of fiscal stress was the primary reason for implementing differential tuition (Nelson, 2008). In the school year 2007-08, differential tuition accounted for an average of 10.8% of tuition in schools electing to use this method of funding (Nelson, 2008).

 Traditionally, the use of differential tuition was reserved for medicine and law classes, as well as out of state students; after 1970 the use of differential tuition became more common as universities tried to raise even more money to cover costs that outpaced inflation and state support (Mumper, 2001; Paulsen, 2001). There have been interesting arguments regarding the use of differential tuition, some argue if the practice is used on all students, regardless of what degree they are seeking, then students that aren’t participating in the more expensive classes are being charged unfairly (Yanikoski & Wilson, 1984).

 At first glance the use of differential fees may appear to be a good way to raise money: however, the practice has been linked to decreasing enrollments for women and minorities (Nelson, 2008; Mumper, 2001; Rand Corporation, 1997). This is not what CSU wants; CSU should try to increase enrollment in all areas, including minorities and women. This is another reason CSU may want to think about the use of differential pricing. If students are priced out of an education, students will choose other universities not so expensive.

 The table below illustrates three strategies for surviving a reduction of state support in higher education. The schools represented are flagship schools; the strategies are raising tuition, recruit more international or out of state students, or increase enrollment (Kinne, Roza, Murphy & Gross, 2012). These are three strategies examined by Kinne, Roza, Murphy & Gross, (2012).



 If the school took the path to increase tuition to raise funds, the students would likely not appreciate the increase and enrollment could drop. In fact, as state support has dropped and tuition has increased over the years since the great recession, enrollment has naturally dropped (Buhler, 2014). Raising tuition alone can exclude some people from an education; when a university wants to increase enrollment, raising tuition more than modestly would exclude the more vulnerable and less advantaged in the population and could reduce enrollment (Davis, 2002). The exception to this rule is if the university was so sought after, people would be willing to pay the high price; such as Harvard or Yale. CSU is not in this league and would not be able to raise tuition by very much. Raising tuition can also anger the public and legislatures jeopardizing relationships with the community (Buhler, 2014; Davis, 2002). CSU has a relatively good relationship with the public; endangering the relationship may not be worth it.

 The second strategy is to focus on out of state students. This can be a way to increase enrollment, helping CSU increase revenue. One issue of concern is the number of in -state students would decrease and dorms are already limited, so where would the new students go? The local community may not appreciate the reduction of in -state students. The reduction would be minimal at first; however, over years the number could be significant. Schools would need to weigh the advantage of increasing out of state students against any negative community feelings (Davis, 2002). Decreasing degrees in state would not help the local economy; degree attainment has been tied to positive results for the community (Buhler, 2014; Kinne, Roza, Murphy & Gross, 2012).

 The third strategy is to increase enrollment for all students, in- state and out of state. This strategy has been shown to be more effective with raising revenue and making a school more viable. Some schools, like the University of Washington in 2011, worked to double the size of the international students going from 556 to a little over 1,100 in one year (Buehler, 2014). Other schools work to increase enrollment by having classes on weekends or at other times classrooms are not in use. Increasing the number of students receiving degrees also benefits the community at large. However, it is easy to say you will raise enrollment; how do you do it? CSU currently has the problem of housing students in hotels, as well as a decrease in state funding, so increasing students could be a problem.

 One solution for CSU is to invest in distance learning. Distance learning can be a way for CSU to increase revenue and students, without the need of additional housing units. Many institutions have turned to distance learning to meet enrollment needs and increase revenue under declining state budgets and decreasing student enrollment (Bucci, 2014). Improvements in technology has made it easier to conduct classes online and extend the classroom great distances (Moore & Kearsley, 2011). Distance learning does have challenges, the faculty of the school must buy into the program and the practice of distance learning must be well thought out (Bucci, 2014). With 40% of all higher education institutions participating in distance learning, CSU must consider the option.

 A second way to increase enrollment is to target the local population with the ability to live off campus. The number of local students may not be extremely high with 55, 000 people living in the city and 90,000 in the community at large; however, this is a sizable population if CSU is the only university locally. The current classes at CSU are small; if the current class averages 13 students, would adding one more student to each class make a difference in the quality of education? One more student would make a 7% increase in enrollment; making a huge impact on the viability of the school.

 To increase enrollment from the local community, CSU may consider technical programs the community needs. The community is a medical and technical hub; partnering with local hospitals and business to meet the business needs of the community is a way to attract students. The classes can be taught off campus in high schools, trade schools, etc. This can reduce the pressure on housing. The programs can consist of nursing programs, related medical training, and other skills the community needs in an industrial environment; welders, plumbers, HVAC, etc. These programs can also consist of 2 year degrees or specializations taught in a community college setting. The programs can be thought of as tapping into an underutilized local population needing skills training. This population can also serve as a feeder system into the four- year programs. Nurses with two year degrees will pursue four year degrees, LPN’s will want to be RN’s, welders with a job get promoted and want business degrees. The 2010 Occupational Outlook Handbook predicts the training required for 70% of the most needed jobs between 2008 and 2018 can be provided in programs other than four-year degree institutions (U.S. Department of Labor (BLS), 2010).

**The New Chancellor**

 Based on the needs of CSU, I believe the next chancellor should be someone with a personality that allows some calculated risk taking. The candidate should also be someone that is up to date on the most modern forms of technology, especially media and the use of distance learning. The ability to use media can help in recruitment and the ability to develop distance learning can increase the enrollment. The new chancellor would must be someone that can thrive in a rural environment and understand the small community atmosphere, but bring a big city understanding of how to improve technology.

 A rural environment should not stop the university from expanding nationwide or at least regionally. The chancellor must have the ability to dream and dream big, the chancellor must also possess the ability to make the dreams understood to others; communication skills are a must. The ability to communicate must be proven and not a characteristic the committee charged with finding a chancellor should hope the candidate has.

 The new chancellor must possess a history of guiding institutions through difficult financial times or a proven track record of growth in a similar geographic setting. A good understanding of financial models is a must; the new chancellor must be able to make the most of every dollar and not waste resources; but also, understand when a risk should be taken so opportunities are not missed.

 The new chancellor will face many problems; I am ranking the top five issues the chancellor must face as I see them.

1. The new chancellor must focus on growth. You can gauge growth two ways; more students or more money. For this chancellor, they can be one in the same. Growth equals money in most cases, all growth is not equal. Increasing part time students would see the enrollment go up, but would the revenue go up the same if the new growth was full time students?

 The new chancellor also must figure out what kind of university they want. Growth and revenue are good, but do you accomplish the growth at the expense of education? The school could bring students in and crank out degrees in fields that serve no purpose to the community. The school could recruit for the sake of recruitment, cut for the sake of cutting, and turn into a school people do not admire. For this reason, the new chancellor must know what they want in a school. Because I believe it is the right thing, I am going to present the steps I think a school should take if they are trying to raise revenue and grow, while preserving the usefulness and integrity of the school for the local community and the country.

 Part of this growth means the chancellor will need to decide what he wants the school to contribute to society. Should they do research, education, or something else. I suggest looking at programs the school have that are the most profitable and figure out why they are profitable. Are they profitable because the community needs them and they supply a service; or do students take these courses to get a degree and never accomplish anything with the education.

 I would suggest the new chancellor keep the successful courses, but also examine the community and the larger region for what the area needs. Then slowly transition current programs to the new programs through the five year planning process. You would not be able to transition all at once; but think ahead 5 years and 10 years where you want the school to be. If the current programs are valuable to the community and region; keep them. If a program is of no use; I suggest the chancellor cut it. The attitude of CSU should be to serve the needs of the community, and in return the community will need CSU. The new university can grow by partnering with business to provide the programs the business world needs; CSU can profit by going from simply an academic program, to a leader in innovation (Naik, Kandlikar, & Shirkhedkar, 2009).

2. To increase growth, the chancellor must make CSU known to as many people as possible; the new chancellor must sell the university. Perception is everything, the new chancellor may need to rebrand the school, changing things up to make it appear new and fresh. Since I believe the chancellor should use the attributes of the school to make a better school, not just a profitable school, I suggest rebranding the school in a manner that portrays the school’s current strengths, informing people about programs needed by the region and the community.

 The chancellor needs to capitalize on the school’s ability to bring out of state students to Caldron State. The ability to bring 20% of the student body from another state is encouraging. The new chancellor should work out similar arrangements with other states if possible and direct media toward those areas. Depending on what the geographic educational needs are, and what programs you are looking to support 5 to 10 years down the road, I would direct the media to communities needing those types of skills. Out of state students can also take classes online.

 The chancellor should also look for a new director for university advancement. Getting donors to contribute and believe in the school is a way to regain some money and increase the endowment. The president should also evaluate the team in place that served the last director. If donors have decreased their contributions, what has this group done for the good of the school? The new chancellor may need to evaluate the effectiveness of all the committees on campus; if they haven’t been productive, they may not be the right people for the program.

3. The chancellor’s third most important task is technology. CSU must be innovative, innovation takes technology. If you get your name out there and people respond and want to come to your school, you must be able to provide them with the technical experience they cannot get somewhere else for the same dollar. The school must continue to enhance the computer systems and when possible gear the programs toward technology.

 One growth engine for this school is distance learning; distance learning is a way to increase enrollment both in -state and out of state. Classes can be taught online to thousands more students; and these students do not have to live on campus. The campus at CSU is stretched, it is hard to increase enrollment when you already house students in hotels. By enrolling students and teaching them online, the infrastructure costs needed to house new students is decreased; you need less personnel such as cooks, maintenance staff, security, parking space, etc. I believe directing efforts toward programming taught through technology is a way to increase growth in the very near future; even across state lines. I do not believe the quality of education must suffer because the class is completed on-line. With technology, today, webcams and on-line classes can be a very effective way to teach.

4. The fourth issue to address is the standards of the school. CSU does not want to grow for the sake of growing. The education at CSU should be worth the dollar spent. The standards may not be as high as Harvard, at least not today, but the standards should be high. Instead of decreasing the standards to get into CSU, I believe the standards should not be reduced for admission. The new chancellor should work to make the admissions standards high enough to be challenging, the better the incoming students, the better the overall education experience can be.

5. This was discussed above to some extent; the new chancellor should look at increasing the number of science related programs in the school, including adding graduate and doctorate level programs, the new programs should not only be liberal arts programs. By providing different options for future students, the program stands the chance of growing. Programs should mirror the needs of the community.

 With only 500 people in a graduate program, the school is missing out on people that graduate from CSU and want to increase their education. Increasing science programs at the bachelor and graduate level can provide more opportunities to students and increase students. The graduate courses seem to be low hanging fruit; the community should already have CSU graduates that want graduate degrees.

**Leadership Style**

 When I was a graduate student at the West Virginia Graduate College, I was in a class with one professor opposed to the consolidation of West Virginia Graduate College and Marshall University. I was young and looked up to the professor so I was interested in why he opposed the merger. The professor said it was a takeover and people would suffer, West Virginia Graduate College would not be able to keep the identity it had worked so long for. The professor said I should attend a meeting later that day to talk about the merger and I should express my views on why the two should not merge.

 Eager to please, I went to the meeting; two well-dressed men walked in to the classroom and sat down with me. I was the only student there so I got the whole hour to myself. I cannot remember what I said but I babbled on about Marshall stealing the identity of the West Virginia Graduate College and how it would affect the students. The two men listened and were very polite. One man asked what I did for a living and I told him I worked for a residential program for adults with disabilities. He asked a few more questions about the program I worked for and I explained adults with IDD were taught skills training in group home settings across the community.

 We talked a little longer, the topic changed a few times, then I said something to the effect that Marshall would not treat the graduate college the same as they did the Huntington Campus. I had put a lot of effort into explaining my position and I was adamant the change should not happen. There have been a few times in my life when someone said something that was groundbreaking in how I saw things. When I said “Marshall would not treat the graduate school the same”, one of the men looked at me and said “Do you think all programs should be treated the same”?

 I have no idea why such a simple statement had a profound effect on me, but it did. I suddenly realized all programs, schools, people, do not have to be treated the same. People and schools have different needs, in some cases how you handle the individual is different than how you treat another individual. The ethics behind the decision should stay the same, policies can still be the same; how you approach a conversation, how you provide support, how you push one person or group is different from how you approach other groups or people. In short, different organizations and people within those organizations have different needs. The conversation with those two administrators changed my life, I used that principle throughout my work career and it has helped me in so many ways. I told the men I saw their point and apologized and left.

 I think the chancellor of CSU should be able to change how they respond in different situations, including as the skills of the employee or group changes. When I think about leadership, I think about the ability to think on your feet and change as the environment changes. A chancellor of a university would have to wear different masks. One day you may meet in a committee of townspeople; on the same day, you may meet with faculty opposed to a new curriculum. How you approach each group will be different based upon the groups understanding of the situation and their desire to want to understand. For this reason, I think the new chancellor would have to be flexible, flexible enough to understand how to communicate with one group or person as opposed to another group.

 Situational leadership is the style of leadership I think the chancellor should possess to be able to navigate through a maze of issues. As the chancellor brings different people and groups on board with the goals of the university, the chancellor can adjust his methods of supervision or communication based on the skills and the desire of the person or group they are working with. Situational leadership is more than being able adapt to the different types of people you manage. Situational leadership helps focus on employee’s contribution to the program, taking into consideration the employees ability to perform tasks and their willingness to perform. (Hersey & Blanchard, 1988).

 This means some people are willing to work, but may not have the ability. This type of person needs the leader to “coach” them up. They will need more oversight and direction to get the job done. This type of employee can one day be a very good employee if they develop the skills needed. This type of employee should not be left alone to make decisions of great importance on their own. They need coaching and guiding.

 A second type of employee is the person that is not willing and does not have the ability. This is a bad employee and can hold any organization back. Using situational leadership, and you determine the employee does not want to do the job and they do not have the ability, it is time to cut the employee from the team.

 The third type of employee is someone with ability, yet they are not willing to perform. This type of employee can be very difficult to work with. Because they have ability, they can often disguise their unwillingness by blaming other people, or the “system” brings them down. They are often “nay sayers” smart enough to know what to say to confuse the leadership and stop progress. The new chancellor does not need this person; the new chancellor should cut ties with this person when it is established they are not going to “get on the bus”.

 The fourth type of employee is the best employee; they have willingness to do the job and they have ability. It is possible at one time the fourth type of employee was the willing but not capable employee that was “coached” up by a good leader. I have found you can do more with two motivated people with ability than 10 unmotivated; that is not a scientific finding, just my opinion.

 When the new chancellor comes on board, everyone should be evaluated for their ability and willingness to learn and move the organization forward. This may mean tenured people, administrators with years of experience, and other people without the ability or desire, must go. There may be several people in high positions that leave; donors are down, planning has been poor in regards to innovation and building infrastructure for housing, when the move to distance learning occurs some people may not be able to adapt; it is unfortunate, but they cannot stay.

 The people staying do need to be compensated fairly; a wage study should be completed to examine if they are paid fairly. If the professors, administrators, and office employee are underpaid, it must be addressed to the best of the universities ability. To get talent, it means you must pay for it; talented people can go somewhere else and get paid. To address issues at the university, the new chancellor must evaluate the pay and pay as high as possible without putting the university in jeopardy. It may mean instructors must teach more students, but all that can be done, should be done, to increase pay for those truly underpaid. Base all decisions regarding pay on a wage study and the goals of the university; not tenure or any other emotional issues. The people not performing should be replaced.

 I believe the chancellor should leverage the universities ability to meet the demands of the business in the local community and region; partner with the business world to establish what is needed by the public, seek out the professionals with the ability to renovate the programs the university will provide to the community. CSU may have to pay for the skilled labor. In turn, the community will need the university and enrollment will follow; this cooperation provides a reciprocal relationship between the university and the working world (Naik, Kandlikar, & Shirkhedkar, 2009).

 The people that are effective and “on board” should work in a nice environment and the chancellor should appreciate their efforts. The new chancellor should remember the components of situational leadership and reward the performers. Good employees can leave and often do because of the leader (Webb, 2009). Regular wage studies should be completed to address the compensation issues the school faces. In this way, the school can stay on top of the wage “compression” issue. In turn, the faculty and administrative staff will be expected to perform; salary increases cannot be given without the expectation of performance. Faculty and staff must be willing to do the things to keep students motivated to come to CSU.

 Since the success of the school is dependent upon the faculty, CSU should invest in the growth of professional staff. Faculty and administrators should have regular training; teaching active listening skills, management skills, the purpose of the mission of the school, etc. Those faculty and staff trained how to effectively carry out the mission of the schools are more likely to perform well; raising the satisfaction of faculty and students (Tinto, 1993; Pascarella, Smart & Ethington, 1985).

**Students**

 CSU has done well with recruiting students historically; recently the quality of the students has dipped and some minor complaints have surfaced regarding support from faculty. The new chancellor will need to work on making the college friendlier to the needs of students. Students can be a huge source of recruitment; satisfied students will tell other potential college prospects about their experiences at CSU; this can increase or decrease enrollment.

 Students drop out of programs for various reasons; financial, feelings of not fitting in, academic problems are some examples. Schools that work to assist students with these issues are the most successful (Thayer, 1998). CSU should work to improve student morale; adult and traditional. One way to increase the likelihood a student newly admitted to a program will return for a second semester is a freshman orientation (Thayer, 1998). This introduces students to the faculty and can assign students to an advisor right away. The face- to- face relationship enhances the bond between the student and the school; students feel wanted.

 To grow, CSU will need to take advantage of local students within driving distance that can attend school on weekends and evenings; this type of class scheduling is an excellent way to offer students ordinarily left out of programs a chance to participate (Thomas, 2000). It is a way to increase enrollment and raise satisfaction for local students that need the flexibility. Traditional college age students are decreasing in numbers; adult learners can help schools increase enrollment and at the same time provide a benefit to the community (Thomas, 2000; Thayer, 1998).

 CSU can tap into the local community to attract the older adult learner by concentrating on connecting with the local industry to provide educational opportunities to those in the community wishing to grow professionally. As mentioned, these students will not need a dorm because they are traditionally in the local community working; they just need a school flexible enough to create classes they can attend.

 Learning and academic success are positively correlated with student satisfaction as well as retention (Astin, 1993). To address the academic problems; CSU should first admit students that have a proven track record of success academically. This may sound cruel, but, in the end it saves vital resources and funds. The admittance standard should not be set so high capable students are left out. I would keep the admission standard exactly where it is, or slightly higher at least for now. The school has been relatively successful with this standard and should remain successful.

 Extra support can be provided to students to increase the likelihood they succeed. This is where situational leadership comes in; the faculty that do not provide the support, should have their performance addressed in some way. Each faculty member should be graded at least annually on the support they provide the students. Student retention has been linked to faculty contact; the more the contact the better the retention (Pascarella, Smart & Ethington, 1985). Even in the case of distance learning, faculty can still maintain relationships with students. It is important CSU invest in training and educating faculty in the use of technology related to distance learning; to promote student satisfaction and belonging (Allen & Seaman, 2011; Porter, 2014).

 Student study groups should be organized and scheduled for all difficult classes with the highest dropout rates. The attendance in this study groups should be highly encouraged and made very well known to the students. Faculty participation in the groups should be shared by the teaching staff. It may not be popular with all the faculty; however, it is needed. The most important contact with faculty does not necessarily occur in the classroom, but in informal settings (Tinto, 1993; Pascarella, Smart & Ethington, 1985).

 Financial reasons also have an impact on whether students stick with a program. CSU is fortunate in they have some of the lowest tuition in the Widget System, tuition should not increase except for small amounts if possible. CSU should work with the local community to help students with the ability and time to work meet local business in the community for potential jobs. This can strengthen the relationship with CSU and the local business. CSU can also work to create programming that meets the needs of the local business. This can also offer opportunities for faculty, business, and student to learn from one another; strengthening CSU’s mission for the community. Local business could also participate in real world practical experience, making the learning experience even better (Tinto, 1993). Not only would this help some students financially, it would provide for more interaction between students and university projects; further increasing satisfaction and the likelihood for retention.

 Fitting in can be addressed with some of the solutions above; fitting in can also occur with peer relationships in school. School should be an opportunity for the student to learn and play. CSU should put emphasis on extracurricular activities and activities on campus. As much as possible the activities should mix the local community and faculty in with the events. Event calendars should be placed in areas all students can see.

 The university can also arrange for academic competitive events with other colleges in the Widget System; giving students an opportunity to route for their school. Local community events can be arranged to complete tasks for the community; clean up day, assist elderly day, and other events can be planned by the students in committees. The university should also provide opportunity for students to participate in committees on campus. It allows students to learn how institutional systems work, as well as form relationships with faculty (Tinto, 1993).

**Shared Governance**

 Shared governance is allowing different stakeholders to participate in a decision-making progress (Ehrlinger, 2007). CSU has a history of allowing different groups to participate in the governing and decision making process regarding CSU policy and issues. Shard governance can mean board of trustees, faculty, students, staff, administrators, faculty senate, community and state leaders participate on college committees and other college related activities for the purposes of influencing decisions (Alfred, 2004). It is generally accepted that schools participating in shared governance are better for the practice (Ehrlinger, 2007). By involving different stakeholder’s decisions are not made blindly, trust is built, and the school often profits from the diversity of the decision making (Alfred, 2004).

 The effectiveness of shared governance has been linked to leadership style (Schuster, Smith, Corak, & Yamada, 1994). Leaders must promote and work to include different groups in decision making process’s. In the case of CSU, or any school, shared governance has the potential to slow progress down the same as it does to increase progress. Those members in the group must have the willingness and the ability to provide useful input. For shared governance to be effective, board members, faculty, students, and other stakeholders must understand the issues and be willing to solve problems. CSU, or any school that uses shared governance to an extreme, are putting themselves at risk when no one can agree on a route to take. Some decisions need to be made quickly and do not have the time for long drawn out debate.

 I think situational leadership works well in an environment that advocates for shared governance. The leader does need to know when groups are willing and capable to make decisions. The leader is responsible for providing an environment promoting competent committees and members come together to make policy decisions. In some cases, the situational leader may need to understand when to allow others to make the decision, as well as understand when the leader needs to make the decision.

**Taking the Job**

 If I were asked to take this job I probably would say no; primarily for one reason. I would advocate to the board and the president to keep the best of the administrators; the university system may not be ready for an approach like mine. Tenure and other factors could come into play and slow the process down; taking the focus off the objectives I have outlined. Being in a position for years would not prevent me from relieving someone from a position if there was evidence they could not do the job. This would be the primary reason I would hesitate.

 I would also hesitate if I was in a better position already. Not necessarily more money; I would be more concerned with will I truly enjoy the job. I think the town CSU is in is a plus, as well as the history, and potential the university has. I would need to examine the state legislature and governor to determine what the funding and oversight of the university would be. Could I blend with the board members and the governors view of education. Most importantly would my supervision approach work with the president. After all, the president and board would determine my fate.

**Conclusion**

 Caldron State and most other universities are facing financial pressure since the great recession. In addition, higher education can be a very difficult business to manage with all the stakeholders involved; including state officials, students, communities, and faculty. It is not an easy job, requiring a highly skilled leader capable of leading democratically and at times knowing when to make the decision on their own.

 The chancellor of CSU will need to understand the financial limitations of the school, but also realize when the school should invest in needed technology to compete with distance learning, campus dormitories, and media relations. The chancellor must be able to understand the importance of faculty and staff, and work to pay competitive salaries, while yet expecting performance from the entire program.

 Technology and the inclusion of the community’s needs are a must to improve the programming at CSU. The school’s mission should be to serve the community; providing the community and region with the needed skilled workers to grow the industrial and agricultural business in the surrounding community. This allows CSU to serve the public; at the same time the public will serve CSU.

**Job Description**

Caldron State University seeks a strategic leader who possesses the creativity, passion, energy, and managerial ability to guide Caldron State University through the next stages in its evolution. The successful candidate will bring many of the following qualifications, skills, and experiences to the role:

 A deep and passionate understanding of, and commitment to, CSU’s mission and various disciplines; an ability to help lead the college in a discussion about the future of; a recognition of the growing importance of interdisciplinary and transdisciplinary programs in preparing students to have impact in the world after graduation;

 A record of providing inspirational and accessible leadership, internally and externally; a genuine enthusiasm and ability to serve as a visible and compelling advocate for and embodiment of CSU to a variety of audiences and to engage all members of the community;

Experience working collaboratively with faculty and staff and helping both to achieve productive, meaningful outcomes in their work; an appreciation for the important contributions faculty can make in the growth and development of an institution of higher education;

A proven record of strategic and effective leadership and administrative management in a complex environment;

Knowledge of the relationship between the Widget system and state government, the Widget System, and the Widget System institutions;

The financial background necessary to fulfill short- and long-term financial obligations, efficiently and effectively allocate resources, anticipate future funding needs, and guide an institution, in a fiscally responsible way, through periods of both uncertainty and stability;

Excellent communication skills with the ability to energize and inspire faculty, students, staff, parents, alumni, trustees, and external stakeholders, as well as the media and creative class generally, and to persuade audiences locally, nationally, and internationally to believe in CSU’s future; a collaborative, inclusive, transparent, and good-humored leadership style with a willingness to consult and listen; the highest standards of ethics and integrity;

A proven commitment to diversity and inclusion; experience working with and engaging diverse faculty, students, staff, and communities; and the capacity to create a harmonious environment that welcomes and respects people who represent different racial, ethnic, religious, gender, gender presentation, sexuality, geographic, cultural, ability, and socioeconomic groups;

A commitment to fundraising and the capacity to represent CSU compellingly to prospects and donors and to develop strategies that will support ambitious philanthropic goals; the ability to energize alumni and non-alumni to support and champion an entire institution;

Experience with community-building and civic engagement both inside and outside of an institution in support of proactive and constructive interaction with diverse local, national, and global communities.

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APPENDIX E

I think it is important that teachers understand what developmental disabilities is as opposed to mental illness. It is not uncommon for people to assume mental illness and IDD (sometimes referred to as mental retardation) are the same thing; even college educated people. If you have not been clearly told……how would you know? It is important to know because the treatment for mental illness will be different than how you would work with someone with s developmental disability.

I suggest:

1. Learning what a developmental disability is and learning what a mental illness is. What are the difference?

3. Recognizing you could have both IDD and mental illness….and that is hard to work with.

4. Understanding the effects of institutionalization on children. When could it be beneficial? This is where I can get the video of the parent involved.

5. Then an understanding some trends that are common today…and how to improve.

Start by reviewing these websites:

<http://www.projectidealonline.org/v/intellectual-disabilities/>

<http://www.thearc.org/learn-about/intellectual-disability>

<http://www.thearc.org/learn-about/intellectual-disability/diagnosis>

<http://www.thearc.org/what-we-do/public-policy/policy-issues/education>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4130248/>

History:

<https://www2.ed.gov/policy/speced/leg/idea/history.html>

<http://insider.thearc.org/2017/12/18/education-administration-seeks-delay-idea-racialethnic-disproportionality-rule/>

6. Write a 750 to 1,000-word discussion on what IDD is, a broad view of the history of institutionalization including why institutionalization was targeted for reduction, then what they think about children with IDD taking part in regular classes and what are the pros and cons of inclusion? As a little bonus question, see if you can explain what Learned Helplessness is and explain how inclusion for children with IDD relates to Learned Helplessness.