Dear Alumni and Friends:

The word “scholarship” conjures up different images for different people. Some see it as financial support for academic studies, and others see it as academic studies itself. Certainly the former is critically important for many of those intending to pursue a college education (and, yes, all scholarship gifts are welcome), however, I wish to address the latter — what constitutes academic pursuits (i.e., scholarly work) in colleges and universities.

In the academy (i.e., the university) the nature of scholarship can be, and often is, the subject of intense discussion. Typically we find it has a robust meaning that includes knowledge creation, dissemination and application as generally implemented through research, teaching and service.

In this issue of Impact we feature articles that highlight scholarly work in the School of Education. While it may be convenient to think of research, teaching and service activities (and the scholarship demonstrated by such) as distinct and separate, the practical reality is that these often blur together in any given initiative. For example, our creation of a new doctoral degree (PhD) in curriculum and a...
In the First Person

While completing my undergraduate work in psychology at Texas A&M University, I began reconsidering my academic future. I knew I would pursue graduate school, but my interests seemed to be fluctuating among several areas. After realizing that my current career goals may not be the best fit for the life I had imagined on both a professional and personal level, I began exploring other areas that had interested me over my lifetime. Immediately, the thought of working with children came to mind. As a teenager and college student, I volunteered with children who had special needs, and I developed a specific interest in autism through a project during my senior year at Waco High. Shortly thereafter, a family friend mentioned a school psychology program offered in the Department of Educational Psychology at Baylor. The program concluded with an Educational Specialist degree (ESD) and would enable me to sit for the exams to become a Licensed Specialist in School Psychology (LSLP). The degree would allow me to support children with special needs, as well as those who worked most closely with them, their teachers.

I learned quickly that the program focused on three primary areas of instruction: psycho-educational assessment, academic and behavioral intervention, and professional consultation. Additionally, I realized that not only did this degree course offer traditional classroom instruction, but also many opportunities for application of skills through a practicum component and internship experience. The more I investigated this prospect, the more the school psychology program sounded like both a great professional and personal fit.

Following graduation from A&M, I moved back to Waco and began a new phase in my life. I immediately connected with the six other members of my school psychology cohort, as it was labeled, and I developed strong relationships with my professors. The intimate size of our group made classes so comfortable, complete with open dialogues and opportunities to explore different perspectives and opinions. Within our small group, we encompassed a variety of personal and professional backgrounds and ideas about the future, yet we all yearned to broaden our horizons by looking within and reaching out. In preparation for graduate school, I never dreamed I would form such lasting friendships with both my classmates and professors.

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At the start of our internship year, we took many different paths to pursue professional goals and careers. I was fortunate to embark on my final year locally at Midway ISD and to begin working with an outstanding team of professionals within the special education department. Less than a year later, my current position was created, and I was offered the job as district Autism and Behavior Specialist. If someone had asked me five years ago the direction my career would take, I never would have imagined anything could work out so perfectly. Now in my third year at Midway, I reflect upon, with great appreciation, the unique graduate experience offered by the school psychology program at Baylor, which fostered relationships upon which I continue to rely and formed the foundation of my career.
New Program Advances SOE
Baylor’s PhD in Curriculum and Teaching

Approved on Feb. 13, 2009, Baylor SOE’s new PhD in Curriculum and Teaching program will prepare graduates for university-based leadership in the field of curriculum and teaching. PhD graduates will serve as university faculty members who conduct research, prepare teachers, and perform all duties necessary to thrive as university faculty members.

I feel that I need to give myself all the opportunities that I can to grow and extend my knowledge of curriculum and teaching," mark montgomery, PhD candidate says. “For this reason, I chose to enter into the PhD in Curriculum and Teaching program to better prepare myself for a future university position as a mathematic educator.”

The SOE’s program is distinctive in the way it integrates Baylor’s historic Christian commitment. Students are taught to integrate theory, practice, and faith in all aspects of their work. All PhD students complete coursework that addresses how faith impacts the field.

Students in Baylor’s program will specialize in a field such as literacy, mathematics education, English education, science education, social studies education, foundations of education, or moral education. The program enrolled its first students in summer and fall 2009.

For more information, visit www.baylor.edu/soe/ct or email Wesley_Null@baylor.edu.

Connecting with Students
Back to the Future: Faculty Find Home in Campus Residence Halls

Perhaps “faculty living in the residence hall” sounds like a foreign idea; however, the earliest colonial colleges were built on the English model where faculty were intimately involved in all aspects of their students’ education, including living with them on campus. Baylor Professor Albert H. Newman and his wife lived with students in Georgianna Burleson Hall, which served as a women’s residence hall when it opened in 1888.

During the past five years, Baylor’s faculty-in-residence initiative encouraged the return of faculty to residential life. Seven faculty members now call residence halls home. Dr. T. Lane Scales, professor of educational administration and associate dean of graduate studies and professional development, and her family moved into Kokernot Residence Hall in 2008.

Kimberly Gibson, a Kokernot resident from College Station, Texas, notes, “it is a brilliant idea to connect students personally with Baylor faculty in a comfortable setting. I have enjoyed getting to know Dr. Scales and her family through invitations to talk in their home, to attend book club discussions, and to take group trips to the theatre. The experience has been wonderful.”

Discover more about ways to assist students or programs in the Baylor School of Education by contacting Cody Knowlton, senior executive director for university development, at: Cody_Knowlton@baylor.edu. For more detailed information about how you can support the School of Education, visit www.baylor.edu/give.

Impact Tomorrow
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While influencing students is the catalyst for the program, it makes an impact on faculty, too. “I have loved the difference living on campus makes for our family, particularly our teenage daughter.” Dr. Scales says. “It is a great way to experience first-hand the education of the whole student, and to extend our family to include 187 first-year residents.”

Preventing Leaders — Impacting the World — Shaping the Future

INVESTING IN THE FUTURE
Rainy Day Fund Sustains Many SOE Opportunities

"Thank you" to those who supported this fund. Because of you, our students are building upon their calling through a Baylor education, and we hope others will join with you.

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School of Education • Baylor University • One Bear Place #97304 • Waco, TX 76798-7304 • 254-710-2317 • Baylorimpact@baylor.edu • www.baylor.edu/soe/impact

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