Dear Alumni and Friends,

One of the School of Education’s most critical activities takes place during the last weeks of March each year. Faculty committees meet to award financial scholarships for the coming academic year. Scholarship recipients are recognized at a ceremony in April.

We couldn’t do this without the support of alumni, families, friends, faculty, staff, and others who give generously to Baylor and specifically to School of Education endowed scholarship funds. Your support has a direct impact on School of Education students. Thanks to the fifty-eight endowed scholarship funds established in the School of Education, 136 undergraduate students (70% of those who applied and qualified) received financial support to pursue their degrees.

I would like to take this opportunity to thank all of you who give regularly to Baylor University and the School of Education. We are especially grateful to the following individuals who funded new endowed scholarships during the past year:

Suzanne Roper established the Roper Family Endowed Scholarship for students pursuing a degree in recreation.

Mark and Jennifer McCollum established the Mark and Jennifer McCollum Endowed Scholarship in Education for teacher education students.

Weldon Walker established the Patricia Walker Smith Endowed Scholarship for teacher education students.

Bobby Brock established the Bobby R. and Paula Coody Brock Endowed Scholarship for teacher education students.

Because of your contributions, more students will be able to attend Baylor University and enroll in programs in the School of Education. Our students, faculty, and staff are grateful for your support.

However, we need to do much more. The average scholarship award is about $1,600 annually. Students in the School of Education who finance part of their educational costs with loans will graduate with debt loads that average more than $30,000. That is a tremendous burden to place on a first-year graduate whose starting salary may be only slightly higher. We would love to have the opportunity to visit with you about ways that you can contribute to the work of the School of Education. Please don’t hesitate to contact me at Doug_Rogers@baylor.edu or (254) 710-3111, or Carole Menefee, the School of Education’s Director of Development, at Carole_Menefee@baylor.edu or 800-BAYLOR-U (800-229-5678), option 4.

Thanks again for your support,

Douglas W. Rogers
Interim Dean of the School of Education
In the FIRST PERSON

While choosing Baylor was ultimately the best decision I made regarding my education, deciding on Health Science Studies through the Health, Human Performance, and Recreation department allowed me to focus on the areas of study that mattered most to me. I knew coming to Baylor that I wanted to become a physical therapist someday, so my eventual goal was to receive my degree in that field, but I was not clear on my plans for a bachelor’s degree.

After career counseling and discussing options with an advisor, I concluded that a degree through the HHPR department suited me best. Finally after four years of hard work and determination my dream of physical therapy school was achieved.

However, I cannot take all the credit for being accepted to school. The professors of the HHPR department showered me with knowledge and worked with me on a personal level. The faculty was very personable and would work with any situation I had.

Not only were the faculty well aware of me during class, but they knew me well enough to write personal recommendations for physical therapy school. I even found myself visiting my professors in their offices and talking about everything going on in my life and school.

The classes in the HHPR department offer a well-rounded degree for its students. The core classes that all HHPR students must take were taught by exceptionally educated professors who were interested in teaching their subjects. The electives presented by the department were beneficial for any student, and no other classes like these were offered by any other department at Baylor. I found myself thriving in all the classes due to great professors and an interest in the subject.

My degree through the HHPR department has left me feeling prepared and excited for graduate school. I know that I was taught well and will be able to achieve great things in physical therapy school. Many students feel the need to take a year off after undergrad to regroup and relax, but many of the classes I took in the HHPR department have left me feeling rejuvenated and ready for the next phase in my life.

I found myself thriving in all the classes due to great professors.

Jacquelyne Craft
BSEd, Health Science Studies, Pre-Physical Therapy, 2007
Autism, a complex neurobiological disorder, is characterized by varying degrees of impairment in communication skills, social abilities, and repetitive behaviors. Specifically, autism is one of six disorders that are categorized under the title of Autism Spectrum Disorders (ASD). Once viewed as rare, Autism Spectrum Disorders (ASD) are more prevalent today than before. The American Psychiatric Association estimates the national prevalence rate of ASD is approximately six persons per 1,000. It is estimated that as many as 132,000 Texans have some form of autism. Based on statistics from the U.S. Department of Health and Human Services, more children will be diagnosed with autism this year than with AIDS, diabetes, and cancer combined.

Prevention, identification, and intervention for children with ASD are some of the many tasks of the school psychologist. Dr. Julie Ivey, a faculty member in the School Psychology Program within the School of Education, focuses her research on ASD with an emphasis on autism. Dr. Ivey teaches her school psychology graduate students to gather data from families of children with autism in order to have an impact on the local community.

In addition to the research that can increase community awareness and involvement, the School Psychology Program is involved in an intervention project at Baylor. Social Circles is a new project that current school psychology graduate students are facilitating with children who have been diagnosed with ASD. It is a collaborative effort with the Speech and Language Clinic at Baylor.

In this project, a school psychology graduate student works individually with a child with ASD on a weekly basis on tasks that improve communication, enhance emotional learning, and foster relationship building.

Graduate student Christie Powers reiterated the importance of the project. Social Circles has allowed me to see first hand about this special population as well as apply knowledge that I have learned from my graduate training. This semester we have been working with Kevin on morning routines and teaching him the importance of hygiene through reading stories and engaging in interactive activities.

Jillian Weaver, another graduate student, explains that working with Kevin has been a great opportunity for us to gain practical experience with children with Autism Spectrum Disorders, and we are grateful that his mother allows us to work with him each week.

Several research projects are under way regarding ASD in the School Psychology Program.
Dr. Jon M. Engelhardt, who currently leads the College of Education at Wichita State University, will become dean of Baylor’s School of Education July 15.

“From the outset of our search for a dean for the School of Education, the university team has been unwavering in its commitment to finding a Baylor 2012 dean to lead the School,” Dr. Randall O’Brien, executive vice president and provost at Baylor, said. “Jon Engelhardt comes to Baylor 100 percent committed to building upon our twin pillars of academic and Christian excellence an ever greater Christian research university.”

“I am enormously pleased and honored to become part of Baylor University and its School of Education,” Engelhardt said. “Broadly respected for its strong programs in educator preparation and in health, human performance, and recreation, the School is poised to be recognized as world-class. I look forward to joining the Baylor team, working with faculty, staff, and the wider community to serve students as well as advance professional practice and extend its knowledge base.”

Engelhardt has served as dean of Wichita State’s College of Education since 1997. During his tenure, he focused the College’s programs, resources, and directions around a common mission, while strengthening the sense of community, program quality, use of technology, diversity, assessment and accreditation, resource development, partnerships, and research.

In addition to his administrative service at Wichita State, Engelhardt was executive director and dean of The Center for Excellence in Education at Northern Arizona University from 1992-1997, and dean of the College of Education at the University of Texas at El Paso from 1988-1992. For more than a decade, he served at Arizona State University in several capacities, including coordinator of the Mathematics Learning Center from 1974-1987, assistant/associate chair of the Department of Elementary Education from 1979-1982, department chair from 1982-1985, assistant dean (acting) for professional teacher preparation from 1985-1986, and college coordinator (director) of Teaching Centers from 1986-1987.