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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

teaching could be thought of primarily for the teaching that occurs, but students and faculty engage in research on the preparation of teachers as part of that program. The faculty-in-residence initiative at Kokernot residence hall might appear to be a service to students (applying knowledge on young adult development), but informal curriculum and teaching are critical elements as well. The results of research on preventing sexual abuse are also of great practical importance and application.

I hope, as you read this issue, that you recall my words in an earlier *Impact* that historically the core mission of great American universities, such as Baylor, significantly includes “educating citizens for a democratic society, addressing the problems of society, and fostering in students a mission for personal and community service.” As you read this edition, we hope you will join us in celebrating the ways that the Baylor School of Education is impacting the world.

Jon M. Engelhardt
Dean, School of Education

impact

THE BAYLOR

FROM action COMES impact



In the F¹IRST 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 (EdS) and would enable me to sit for the exams to become a Licensed Specialist in School Psychology (LSSP). This 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 everything 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.



Kristal Lowry
EdS, LSSP 2007

WEB extra To see comments from some of Kristal's instructors, please visit www.baylor.edu/soe/impact.

NEW PROGRAM ADVANCES SOE Baylor's PhD in Curriculum and Teaching

by Wesley Null

With a long history of preparing highly effective teachers for Texas schools, the Baylor School of Education is undertaking the logical next step — the preparation of faculty who will provide leadership for teacher education at other universities.



PhD candidate Mark Montgomery, right, after making a presentation at a national mathematics education conference

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



The PhD in Curriculum and Teaching joins two other PhD programs offered in the School of Education

Curriculum and Teaching program to better prepare myself for a future university position as a mathematics 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.

RESEARCH TO HELP OUR COMMUNITIES

Primary Prevention of Sexual Abuse and Sexual Assault



By Loeen Irons and Dr. Beth Lanning

While the country pours millions of dollars and hours of education into prevention messages — "Keep your doors and windows locked." "Always park in well-lit areas." — sexual assault and abuse continues to occur.

Community Health faculty Beth Lanning and Loeen Irons received a grant from the Advocacy Center for Crime Victims and Children to develop primary prevention programming aimed at preventing assaults and eliminating circumstances that create abusers.

Using guidelines established by the Centers for Disease Control, Baylor researchers conducted group interviews in Bosque, Falls, Freestone, Hill, Limestone and McLennan counties. Graduate students Brittany Devereaux and Emily Spangler rendered transcripts from each group.

When asked why sexual abuse/assault occurs in one's county, participants revealed a number of issues in their responses:

- "Because within that culture abuse of women is tolerated."
- "Because children in our county do not understand when to say no."
- "Because predators in our county find ways to be involved in unsupervised child care."

Compiled data fuels two initiatives. One targets young men in fraternities and in athletics, emphasizing that men are key to prevention. The second initiative revisits two area counties to talk about cultural norms which influence and model behaviors within communities. Sometimes, cultural norms perpetuate sexual assault/abuse by reinforcing community member beliefs about traditional gender roles, power, violence or privacy. Example: The cultural norm "Boys will be boys" frequently is used to excuse abusive behavior.

The project's goal is to equip the Advocacy Center with data and programs to enhance primary prevention strategies.



Loeen Irons, second from left, and Beth Lanning, far right, visit with Advocacy Center staff

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Preparing Leaders — Impacting the World — Shaping the Future

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 Georgia 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. Laine 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.”

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.”



Faculty-in-residence Laine Scales, center, visits with students in her family's residence in Kokernot Hall

INVESTING IN THE FUTURE

Rainy Day Fund Sustains Many SOE Opportunities

By Courtney Dale Norwood

Restore and replenish, that’s what we do when it rains; and to keep up with the demands of providing excellence inside and out of the classroom, we rely on our “rainy day fund” to help along the way.

Summer is a time when we send students abroad to places such as Brazil, where they perform community health projects and share Christ. Making ends meet for these trips can be tricky, and for extra support, we look to our rainy day fund.

For students, professional conferences provide invigorating opportunities that enhance a Baylor education. Traveling to these conferences can be burdensome. To lighten the load, we look to our rainy day fund.

Our commitment to excellent education within the classroom often includes a dependence on technology. When we need to upgrade, we go to our rainy day fund.

Much like our faculty and students, our rainy day fund — better known as the School of Education’s Excellence Fund — must be replenished continually. In fact, recently you may have received a call from a Baylor student asking you to help replenish the School of Education’s Excellence Fund.



“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.

If you are interested in supporting the School of Education’s Excellence Fund, make your gift online at www.baylor.edu/give. For more detailed information about how you can support the School of Education, contact Cody Knowlton at 254-710-2561 or Cody_Knowlton@baylor.edu.



IMPACT TOMORROW

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 (254) 710-2561 or 800-BAYLOR-U, option 4



Cody Knowlton

The Baylor Impact is published four times a year by the School of Education at Baylor University to inform alumni and friends of the ongoing work and contributions of the School, its programs, faculty, staff, students, and graduates.

Our cover story was a result of feedback from readers like you. If you know of a story connected to Baylor’s School of Education that needs to be told, please let us know about it. Your story might be our next feature. Send your ideas and comments to Doug Rogers, editor, BaylorImpact@baylor.edu.