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Dear Alumni and Friends:

One year ago I wrote about “new beginnings” and the opportunities afforded by such actions. In a subsequent issue of *Impact*, I highlighted several important goals and directions for the School of Education.

And while it seems like only yesterday, I am pleased to report outstanding progress in many areas, some of which will be mentioned here.

The School of Education continues to attract increasing numbers of mission-motivated students, and each year academic quality indicators continue to rise for both undergraduate and graduate students.

While the School already has an exceptional faculty, we added a half-dozen outstanding faculty members each of the last two years and will be seeking to hire an additional seven or eight during the coming year. Unique and critical to program quality, Baylor seeks to hire faculty who have a strong Christian commitment, who are scholars (or practitioner experts) in their fields, and who are committed to quality teaching. The increased emphasis and support for faculty scholarship has generated

a rise in the number of grant proposals to and prominence of funding agencies.

With Baylor’s move to school-based development personnel and the work of Carole Menefee, our director of development, School alumni and friends increasingly are including the School of Education in their philanthropy priorities. I hope you will consider the School to be one of your gift priorities, too.

Perhaps the most observable progress has been program developments. Undergraduate programs in leadership studies and an Engaged Learning Group on Hispanic Families in Transition are at the heart of university-wide initiatives. Added to existing niche programs in school psychology and exercise nutrition are a renewed program emphasis on recreation leisure, a new school principal preparation program, and a proposal for a new doctoral program.

As you peruse this issue, I hope you will look beyond the stories we present to see the “impact” the School is having on our students and the lives of service they lead after leaving Baylor and the School of Education.

Jon M. Engelhardt
Dean, School of Education

imp*act* **THE BAYLOR** *imp***act**

FROM action COMES IMPACT



In the F1RST PERSON

Just six years ago I did not know where my career would lead me. When I got my shot to come to Baylor as a graduate student, I was fortunate enough to be given an assistantship to teach some activity classes that would ultimately be the answer to my prayers. I realized after the first semester that I loved being in the classroom and teaching. I also was learning so much in my HHPR classes that I began to get excited about my field. Through many prayers and conversations with my professors and family I made the decision that I would pursue a PhD and start my career as a university faculty member.

Just as I decided to pursue a terminal degree, I learned of the plans to start a new PhD program in our department. I was ecstatic at the possibilities. Of course I had to be accepted, but the idea of staying at Baylor a few more years was very exciting. I would soon become a member of Baylor's inaugural class of

PhD students in exercise nutrition and preventive health.

Once I got close to graduation I knew where I wanted to go. I wanted to go back to the University of

**COLIN
WILBORN**
PhD, 2006



Mary Hardin-Baylor (UMHB) and teach at the school where I had graduated in 2001. What were the chances that UMHB would have an exercise science job open at the same time that I graduated? My wife thought the chances were good, but I told her it was one in a million. I guess her faith was stronger than mine, because in May 2006, three months before I graduated, my dream came true and I was hired at UMHB.

Since arriving at UMHB I reflect almost daily on the impact my professors at Baylor had on my life and my career. In five years at Baylor I had personal relationships with almost all of my faculty members. I try to take that same approach now at UMHB. My door is always open, and I am never too busy to talk with a student. This is how my mentors made me feel, and I hope now my students feel the same about me.

Accepting the position at UMHB I knew that my primary responsibility was teaching. However, I had no idea how soon I

**“MY DOOR IS ALWAYS OPEN,
AND I AM NEVER TOO BUSY
TO TALK WITH A STUDENT.”**

would be able to use the research skills I acquired at Baylor and how rewarding those experiences would be for my students. The doctoral program at Baylor prepared me to do significant research and to open up new opportunities at UMHB. I am now directing a graduate program and research lab that are growing exponentially and providing students and faculty opportunities that did not previously exist.

There are not enough words to describe the impact that my professors at Baylor had on my life. I can only say that I am proud to be a Baylor Bear and that I am living a dream teaching at UMHB. Sic'em Bears!

WEB extra

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

EDUCATIONAL ADMINISTRATION

Undergraduate Leadership Studies Program Answers
Call to Encourage Better Citizenship

With the beginning of the fall 2008 semester, the School of Education became the academic home for two undergraduate courses in leadership studies: Introduction to Leadership and Advanced Leadership Theory.

Leadership education in higher education is the focal point of much discussion at the national level. A 2000 W.K. Kellogg Foundation report, *Leadership Reconsidered: Engaging Higher Education in Social Change*, called upon colleges and universities to do more to fight the erosion of leadership qualities in the United States. The report encourages higher education to find ways to nurture institutional traits central to developing



leadership, including the ability to respectfully disagree, authenticity, collaboration, commitment to change, competence, empathy, self-knowledge, and shared purpose.

The Baylor Department of Educational Administration believes efforts to develop leadership studies courses will be a significant contribution to this end. Baylor 2012 articulates individuals have moral and ethical obligations to communities. Leadership education draws upon academic learning across the disciplines and emphasizes the importance of human institutions, promotes an understanding of responsible participation in economic and social systems, and fosters an ethic of citizenship and service to others in the name of Christ.

"I think that by studying leadership in a classroom setting, I can learn from others and become more effective in both my major and in life as a whole," Baylor sophomore Kent Klaras says.

The School is exploring the possibility of offering a minor in leadership studies as early as fall 2009.



ENGAGING EDUCATION

Hispanic Families in Transition: An Engaged Learning Group

SOE faculty participated in and led one of the first Engaged Learning Groups, a university-wide initiative developed during the Southern Association of Colleges and Schools re-accreditation 10-year review.

Engaged Learning Groups (ELGs) combine interdisciplinary teams of faculty with cohorts of entering freshman to participate in three semesters of study and work around a thematic focus. Goals for the ELG program include increasing interactions between freshman students and Baylor faculty; supporting students' initial transition to University life; developing active learning that connects classroom experiences to current issues; and encouraging undergraduate research opportunities.

The School of Education houses the Hispanic Families in Transition ELG, one of three ELGs initiated in fall 2007, with leadership from Dr. Randy Wood, director and professor of curriculum and instruction; Dr. Doug Rogers, SOE associate dean for student and information services; and Dr. Mona Choucair, senior lecturer in English.

The Hispanic Families in Transition ELG explores the "front page" issue of immigration, the urgent need for immigrants to learn English, and the significant force of the educated Hispanic population in Texas and across the United States. Students who complete the three-semester course receive English 1304 credit. ELG students also receive community service credit, CCS 1100, for their participation in the nationally recognized Learning English Among Friends (LEAF) adult literacy program at three local middle schools.

"The opportunity to build a family unit and study at the same time is a great way to start my college education," Caleb Henrichsen, an ELG participant, said. The class meets weekly to discuss literature readings, research documents, and articles related to immigration, literacy, minority education, and poverty. Developing good research and writing skills will help freshmen be better equipped for the duration of their Baylor experience.



WEB **extra**

For more information about ELGs see www.baylor.edu/elg and for more information about LEAF see www.baylor.edu/soe/leaf.

SCHOOL PSYCHOLOGY

Dynamic Program Prepares Students to Make a Difference

One of Baylor's advertising slogans is "Above. Beyond." — simple phrasing that finds a home in SOE's School Psychology program.

"The School Psychology program at Baylor University has helped me realize the difference one person can make in the lives of children," Kristen Mainor, second-year student, says.

Baylor's 64-hour school psychology program leads to the Educational Specialist (EdS) degree. The program complies with the standards of the National Association of School Psychologists (NASP), as well as the Texas State Board of Examiners (TSBEP). The Baylor program consists of two years of graduate study (58 semester hours) followed by an internship in the third year (6 semester hours). The program is conditionally approved by NASP and will apply for full approval in September 2009.

The role of the school psychologist often is confused with two other fields in education — the school counselor and the educational diagnostician. While there are some similarities between the three disciplines, there are also several differences. For example, the school counselor typically provides counseling services for students as well as academic guidance for college at the high school level, while the educational diagnostician is trained to evaluate students suspected of having a learning or cognitive disability.

The school psychologist also provides counseling services to students, but typically works with the more challenging cases such



as students diagnosed with an emotional disturbance. The school psychologist also evaluates students suspected of having a learning or cognitive disability — similar to the diagnostician — but also evaluates students suspected of having a behavior or emotional disorder.

"This program has given me the skills to serve a population that truly appreciates the help I can offer. I feel truly blessed to have found this career and daily strive to be an advocate for children by applying the knowledge and skills I have acquired from the Baylor School Psychology program," says Christie Powers-Mitchell, a third-year student.

In addition to the counseling and evaluation roles, the school psychologist works from a prevention model in that they consult with teachers, parents, and administrators to create programs and opportunities for students to be successful prior to the need for an evaluation and subsequent placement in special education.

"After being here for a year, I've talked to other school psychology students from other programs and was amazed how different the programs could be (cohort size, teacher/student ratio, etc.). Baylor just feels like the perfect fit to me," Ryan Burnett, second-year student, adds.

The program at Baylor averages 6–10 students in each cohort and participants receive a combination of theoretical and practical experiences during their first two years. This includes coordinating and implementing weekly social skills programs for students with autism spectrum disorders in the Baylor Autism Resource Center during their first year, and 8–10 hours of weekly practice in local public schools during their second year. In addition, many of the students complete research projects during their time in the program and have made numerous presentations at the Texas Association of School Psychologists and National Association of School Psychologists conferences.



CAROLE MENEFEE
Development Officer

IMPACT TOMORROW

Discover more about ways to assist students or programs in the Baylor School of Education by contacting Carole Menefee, the school's development officer. She may be contacted at Carole_Menefee@baylor.edu or 800-BAYLOR-U, option 4.



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.