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**impact**  
FROM ACTION COMES IMPACT



### Dear Alumni and Friends:

Most of us value our relationships with others – with family, with friends, with our church, and especially with God. We value these connections because they contribute to something greater than any of us individually. In a similar way, organizations

benefit from partnerships with other organizations.

After some years of study and reflection on organizational partnerships, I have come to understand that organization-to-organization relationships have the greatest potential for becoming strong partnerships when the two symbiotically share common and complementary goals. Specifically, each potential partner has (or accepts) as one of its secondary goals, the primary goal of the other organization. To provide a quick example, partnerships between schools of education and school districts can be quite strong and natural where shared priorities are high quality education of children and high quality preservice preparation of teachers.

When these partnerships are well developed, both organizations benefit from the common conversations; they validate each other's efforts and provide common resources and support networks. Each partner contributes to something greater than its own organizational reach, and both become better for their efforts than they might have independently. The School of Education has many such partnerships and in this issue of *Impact* we share some of the work of these partnerships with you. These partnerships contribute to a greater purpose and to the betterment of Baylor's School of Education and its partners.

Jon M. Engelhardt  
Dean, School of Education





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## In the F<sub>1</sub>IRST PERSON



In spring 1998, I was a senior at Baylor about to graduate with my BBA in management and unsure of my next step. I worked for recreational sports all four undergraduate years, and I became close with my boss, Deb Kelo. Taking my interest to heart, she mentioned that Jeanne Nowlin, the associate athletic director for women's sports, needed a graduate assistant to start in June. If I worked for Jeanne, I could enroll in the School of Education's sport management graduate program and continue working toward a job in professional sports. I contacted Jeanne and got the assistantship. I had no idea what an impact staying at Baylor for graduate work would have on my life.

When I started courses in June, I knew this was where I was supposed to be. The courses in the sport management program were so relevant to the business side of sports. Class sizes were small, and our group of classmates became a tight-knit family. Our professors were part of that family, and I truly believe this led to a richer learning experience.

At the end of my coursework, I knew that an internship would be the best in-road to a career in professional sports. In November 1999 I drove to the Astrodome to interview with

the vice president of ticket sales. Although he already had hired one intern, I got an internship. It was the beginning of my career with the Astros. I came to the Astros four months before the organization

**Leigh Ann Perry Dawson**  
BBA, 1998; MEd, Sport Management, 2000



moved to a new ballpark, which is now known as Minute Maid Park. It was an extremely busy time that proved to be an immeasurable learning experience. The internship led to a full-time position as the conference center coordinator for the Astros shortly before the move to the new ballpark.

My nine-and-a-half year career with the Astros included many wonderful experiences. I was part of hosting 400 to 500 events a year, including Super Bowl events for Coca-Cola, Halliburton, and Fox Sports. There were concerts by Jimmy Buffett and Madonna. The Baylor board of regents, the Scott & White hospital board of directors, and the Coca-Cola board of directors all held meetings in our conference center. Memorable events include planning the League Championship Series Gala and Major League Baseball's All-Star Gala in 2004 and the World Series Gala in 2005 (the Astros' first appearance). Outside of baseball, the 41@80 birthday party for former President George H.W. Bush was a spectacular experience.

“I HAD NO IDEA WHAT AN IMPACT STAYING AT BAYLOR FOR GRADUATE WORK WOULD HAVE ON MY LIFE.”

Being a part of the Astros organization changed my life. I met my husband and fellow Baylor Bear, Kyle Dawson, at the Astros, and I eventually became the mom of a little girl with a passion for baseball just like her parents. I left the Astros in May 2009 in order to have more time with my family. Working in sports is a lifestyle, and one I am proud I chose. My time at Baylor in the sport management master's program and working in the Athletic Department helped prepare me for my career at the Astros and for that I will always be thankful.

**WEB extra:** To see comments from some of Leigh Ann's instructors, please visit [www.baylor.edu/soe/impact](http://www.baylor.edu/soe/impact).

## BARC GROWS COMMUNITY PARTNERSHIPS

# Events, Resources, Research to Help Those Touched by Autism Spectrum Disorders

One of the growing, prominent partnerships in the School of Education is found in the educational psychology department between the Baylor Autism Resource Center (BARC) and several area community agencies.



BARC staff and campers celebrate the successful camp.

BARC provides direct services (in the form of social skills training) and resources (books, handouts, and materials) to children, parents, and professionals in the community who are affected by Autism Spectrum Disorders (ASD).

Several recent events highlight the university-community partnerships associated with BARC.

The educational psychology department,

along with the Heart of Texas Autism Network and the ARC of McLennan County, co-sponsored the Second Annual Autism Awareness Walk held at Baylor University in April. The event welcomed more than 300 participants and raised more than \$6,000 for local children and their families.

BARC also conducted the first Baylor Autism Summer Camp in June. Co-sponsored by the Children's Special Needs Network, the 20 slots filled quickly with children and teenagers from several communities in central Texas. The camp should become an annual event.

The research component of BARC is an important aspect. In conjunction with a family meeting of Children's Special Needs Network, data were collected from parents of children with special needs asking how they cope with challenging situations. The survey information was collected in Belton, Texas, in February and the results were presented at the National Association of School Psychologists conference in Boston, Mass. In return, Drs. Julie Ivey and Eric Robinson made several presentations to parents at the Children's Special Needs Network meeting in October.

For more information about BARC, please visit: [www.baylor.edu/soe/autism](http://www.baylor.edu/soe/autism).



## THE SHAPE OF RESEARCH: GEOMETRY DOWN UNDER

# Extending Local Research Through Study Abroad



What do Australian kindergartners know and understand about geometric concepts? Under the direction of SOE faculty Betty Ruth Baker, Trena Wilkerson, and Pat Tipton Sharp, undergraduate teacher education candidates extended a study originally implemented at Hillcrest Professional Development School and Parkdale Elementary.

Education interns Jordan Sandefur, Allison Macari, Julie Leary and Kimber Fowler conducted the study as part of the SOE's teaching abroad program. Pam Dunbar, deputy principal of the Camp Hill State Infants and Primary School in Brisbane, Queensland, Australia, obtained permission for the study in a classroom with 5- and 6-year-olds.

The study progressed over 12 one-hour sessions. The lessons included Getting to Know Geometric Solids, Moving Through Shapes, and an outdoor shape hunt. Children worked with positional words while learning about armadillos. "It was great for them [the children] to see that geometry is everywhere in their world," Jordan Sandefur recalled. "It is all over their playground, which they see and play on every day."

Data collection included observations, scripting of responses, video reviews, and candidate reflection. "I noticed that physically walking the shapes was really helpful. This is an activity that I would like to use in the future," Julie Leary said.

The post assessment analyzed geometric thinking after children engaged in a variety of hands-on manipulative and real-life experiences. Data indicated children increased in language development, including descriptive math vocabulary. Children also displayed the ability to connect two- and three-dimensional shapes, and they expanded their experiences with positional words.



Jordan Sandefur works with students in an Australian classroom.

## Students' Living-Learning Experiences Enhanced Through OA-LLC

By Matthew Bates

The Outdoor Adventure Living-Learning Center (OA-LLC) is a partnership among three departments: Heath, Human Performance and Recreation in the School of Education, Outdoor Adventure in Campus Recreation, and Campus Living & Learning in Student Life.

Each department works collaboratively to make the program a success. Designed to provide like-minded students an opportunity for personal growth, intellectual stimulation, and leadership development through outdoor adventure experiences, the OA-LLC is a distinctive opportunity at Baylor based on the principle that outdoor adventure experiences can and do accelerate students' learning about themselves and others.

Outdoor adventure experiences get students out of their "comfort zones" to face challenges that help students develop life skills and traits to be successful in college and beyond. While all OA-LLC activities have educational components, some activities of the LLC also focus on the social, service, leadership, and spiritual aspects of a student's life.

"Last spring break I went on a camping trip with the OA-LLC to the Grand Canyon. It was such a wonderful experience, and I know a great deal of the success of the trip had to do with how well the leadership teams from Outdoor Adventure and HPPR worked together. It was a trip of a lifetime," said Ashley

Thornton, a McAllen, Texas, senior and member of the OA-LLC.

Students in the OA-LLC live in the North Village Residential Community and participate in one cohort class each semester. Participants must submit applications and reference forms for the limited-space, two-year program.

Faculty and staff of the Outdoor Adventure LLC include Dr. Dale Connally, associate professor in HHPR; Kelli McMahan, assistant director of campus recreation; and Matthew Bates, OA-LLC program director.

The OA-LLC partnership extends beyond the Baylor campus to include working with the Waco Parks and Recreation Department, other universities' outdoor adventure programs, and many professional recreation organizations.

For more information about OA-LLC, visit: [www.baylor.edu/campusrec/oa/llc](http://www.baylor.edu/campusrec/oa/llc).



OA-LLC members pause for a photo during their spring 2009 Grand Canyon trip.

### A SENSE OF RESPONSIBILITY

## Dutch Schroeder Scholarship Assists Exercise Physiology Student

By Charis Chapman

Osmin Guevara was 13 when his mother told him how proud she would be if he could attend a university like Baylor. Coming from someone who, also at 13, had left behind her home country and her chance for an education to work for a better life, Osmin remembered what she said.



Osmin Guevara

Now a senior exercise physiology major at Baylor, Osmin is a young man with a clear purpose. He wants to coach collegiate sports, but what he is most determined to accomplish is to "pass on a sense of responsibility" to athletes he will work with in the future.

"I want to be a mentor to young men," Osmin reflected. "I have always felt that I need to pay back what I have learned through my mentors."

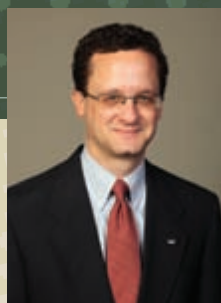
Who are these mentors? His parents, family, and the coaches he has worked with while interning for Baylor's athletic teams. But there is another – a man whose life as a mentor, coach, and Health, Human Performance and Recreation professor at Baylor made such an impact on students and those who loved him that they established a scholarship fund in his name: the E.E. "Dutch" Schroeder Endowed Scholarship.

As a recipient of this scholarship, Osmin was empowered to finish his undergraduate degree; he is already dreaming of earning a master's and investing in the lives of others. How remarkable that at such an important crossroad in Osmin's academic career at Baylor he received financial assistance from the Dutch Schroeder scholarship, named for someone who had shared and passed on his "sense of responsibility."

If you would like information about existing endowed scholarship funds you can support or want to learn how you can establish a new fund at Baylor's School of Education, please contact Cody Knowlton at 1-800-BAYLOR-U, option 4, or [Cody\\_Knowlton@baylor.edu](mailto: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](mailto: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](mailto:BaylorImpact@baylor.edu).