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THE BAYLOR

impact
FROM ACTION COMES IMPACT



Dear Alumni and Friends:

One of the more refreshing aspects of the academic world is its cycle of new beginnings. For teachers and students, each semester or year brings an opportunity to start afresh. For students, each new semester/year brings an opportunity to set aside old habits or attitudes, to recommit to worthy academic

goals, and to redirect or devote new energies toward those goals. For teachers (including university faculty), it is likewise an opportunity to try new approaches, to revise curricula, and to apply what was learned from prior teaching experiences. As a long-time educator, I have seen dramatic changes in students and teachers who took advantage of the opportunities that new beginnings have brought.

For those having the privilege of serving in educational leadership roles, the same cycle is evident, albeit less related to time (semester or year) than to position or educational institution. While broad stability of leadership is important, oftentimes a new school principal brings new energy, perspective, and experiences to a school, energizing students, faculty, and the community.

Those following development at Baylor University may be aware that I have recently joined the Baylor family as dean in the School of Education. Previously serving as education dean at three other mid-sized universities and being both a person

of faith and nationally active in my field, I bring a variety of leadership experiences and learning to Baylor. I am excited about the challenges and opportunities at Baylor. This is an especially important and critical time in the life and history of the university and its School of Education, and I will be working with faculty, students, alumni, community, and university leadership to help Baylor and its School continue on the path of excellence, national prominence, and Christian faithfulness by:

- Preparing those called to public service as educators or health and human performance professionals
- Addressing the challenges and bases for professional practice
- Providing leadership and influencing professional practice and policies

While there is much to cherish and value at Baylor and the School of Education, this is also a time to capitalize on opportunities that new beginnings bring. I invite you to join in the excitement and commitment to these goals of excellence, prominence, and faithfulness. Please join in any of our School events this coming year and feel free to drop me a note at BaylorImpact@baylor.edu. I look forward to sharing my thoughts and perspectives with you in the years to come.

Jon M. Engelhardt
Dean, School of Education

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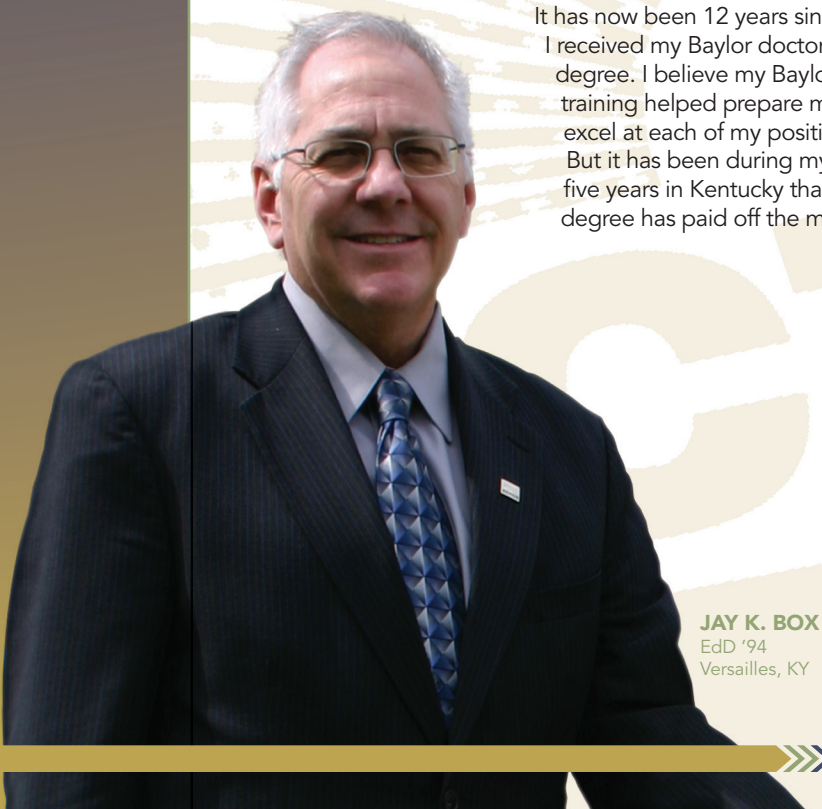


In the F¹IRST PERSON

»» "To create a comprehensive community and technical college system recognized as the nation's best" is the challenging vision statement of the Kentucky Community and Technical College System (KCTCS). It was that vision that five years ago convinced me to accept the position of president for Hazard Community and Technical College – one of the 16 comprehensive community colleges within KCTCS – and most recently to accept a promotion to the System Office where I serve as vice president for technology solutions.

It was a similar vision that attracted me to enroll in Baylor's new Collegiate Scholars of Practice doctoral program in 1991. Although there were many higher education doctoral programs across Texas from which to choose, none of them professed to provide aspiring community college administrators with a combined theoretical and practical approach to community college leadership. Baylor, however, stepped up to the plate and established an innovative doctoral program for higher education that was built upon their highly successful public school administrators' program – the Scholars of Practice. The result was a comprehensive leadership training curriculum that has produced some of the nation's best community college leaders.

It has now been 12 years since I received my Baylor doctoral degree. I believe my Baylor training helped prepare me to excel at each of my positions. But it has been during my last five years in Kentucky that this degree has paid off the most.



JAY K. BOX
EdD '94
Versailles, KY

When I assumed the presidency of Hazard Community and Technical College (HCTC) in July 2002, I knew that my number one challenge was to expand access to higher education. That challenge was magnified in Hazard, located in rural eastern Kentucky, high in the Appalachian Mountains. Isolation and poverty have caused this area of the state to lag far behind the state and national average of individuals with high school diplomas, associate degrees, and bachelor's degrees.

During my first few months as the HCTC president, I met with community leaders in the four major counties that HCTC serves. I asked what the college should be doing to improve the quality of life in eastern Kentucky. "Improve access to a four-year degree" was the number one answer. Since no four-year state university campus was closer than a two-hour drive, I began working with area university presidents to find a solution.

The result was the establishment in July 2003 of the University Center of the Mountains (UCM), a consortium of six colleges and universities that provides seamless transfer of coursework earned at HCTC (or other KCTCS colleges) directly into a bachelor's degree program.

“I AM FOREVER THANKFUL FOR THE LEADERSHIP PREPARATION.”

After just three years of existence, the UCM has expanded to offering 20 bachelor's degrees and seven master's degrees, and now has over 500 students enrolled. During the same time period, enrollment at HCTC also has grown to nearly 4,000 students. Progress in increasing access to higher education has definitely been made in Hazard and its surrounding communities.

Since January 2007, I have served as a vice president for the Kentucky Community and Technical College System. As one of four KCTCS vice presidents, I provide leadership for administrative systems, network operations, distance learning technologies, and visualized learning and innovation. A large part of my job is to help KCTCS expand and enhance access to higher education through the use of technology. Thus, I am most excited about our future work with online learning as we are currently in the design phase of a new virtual learning initiative that we believe will become the nation's best online delivery of classes and services.

I am forever thankful for the leadership preparation I received through Baylor's Collegiate Scholars of Practice doctoral program. It has truly inspired me to be the best leader I can possibly be.

PROJECT PROMISE

A Program for Gifted Students From Low-Income Backgrounds

Not just any student can enroll in a university after the 6th grade, but that was the case for Brittany Anderson, now a senior in Baylor's School of Education. She first came to Baylor as a participant in the Project Promise program during summer 1999. Brittany enrolled in the University for Young People (UYP), which prepares low-income students in kindergarten through 12th grade for college, and thus began her journey at Baylor.

Baylor's Center for Community Learning and Enrichment provides this opportunity for students like Brittany. The city of Waco awards scholarships to the program, which identifies children's interests and possible career goals, matches students with classes that meet their interests, and provides activities for students, their parents, and teachers.

Brittany graduated valedictorian of her high school in May 2004 and began her official education at Baylor. Next year she'll graduate with a BS in education and apply for her teacher certification in Early Childhood – 4th grade Generalist with a supplemental certificate in English as a Second Language (ESL).

Brittany said, "My Baylor experience in the School of Education has been amazing and has allowed me to have more hands-on experiences than at other universities." Brittany will have a year-long internship this year and would enjoy opening a school or community center in a low socio-economic area. "Low-income kids seem to need and want help, and they need good role models."

A Baylor study of the program revealed that students who continue in Project Promise have better perceptions about themselves, their relationships with peers and mentors, and perceived parental sup-



port than students who do not continue in the program. Over ninety percent of students who stay in the program continue on to higher education. Of the 16 former UYP Project Promise students who graduated from high school within the past two years, 15 are first-generation college students, and three are at Baylor.

Zachary Gamez, a Baylor freshman engineering major, joined in the program's inaugural year of 1999. During a recent Baylor orientation, Zachary and his father stopped by the Center and Mr. Gamez told the current mentors of their value to students like his son, "Here is living proof of what someone just like you did for Zachary."

Project Promise was the only recipient in Texas awarded the 2006 Audrey Nelson Community Development Achievement Award from the National Community Development Association.

WEB extra

To learn more about the Center and how you can help students like Brittany or Zachary, visit www.baylor.edu/soe/ccle.

MATH MEASURES

Baylor Students Teach Waco ISD Students

This summer, Waco-area 6th- through 8th-graders have been on the football field, not to get rough and tough, but to see how Baylor's Floyd Casey Stadium measures up dollar for dollar.

Students were there as part of Project STOMP (Summertime Travels Opening Mathematical Possibilities). Tasks included the million-dollar activity of taking a dollar bill and determining which of five different methods, such as covering the entire field or stacking the bills to the height of the press box, would result in the most money. Another activity was to determine how long it would take to sit in every seat in the stadium.

Project STOMP engages students and their teachers in mathematics and science concepts as articulated in the Texas Essential Knowledge and Skills (TEKS) state curriculum. Other math matters during the four days of activity included sloshing around in the lake, designing and constructing kites, and using the latest hand-held technologies and computers to explore the world.

The partnership is funded by a U.S. Department of Education grant program called GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which ensures that students in the Waco Independent School District have access to rigorous courses that prepare them for college. One middle school student said, "I improved on my measuring skills. It became much easier for me because of all the activities using the

tape measure." In addition to the School of Education, the fun was made possible by the mathematics department, the Waco Wetlands Project, the Mayborn Museum, and Texas State Technical College-Waco.

School of Education graduate and undergraduate students provided supervision and instruction. Graduate student Matt Singleton said, "Project STOMP has provided me with an outlet to practice the things that I am passionate about as an educator and as a person of faith. ... [It] has personally impacted my concepts of service, social responsibility, and community." Undergraduate teacher education candidate Meredith Casas "was amazed to see these students using their math skills with the activities here at Baylor."

While the Waco ISD students were exploring the community, their mathematics teachers attended the Summer Mathematics Teacher Institute on the Baylor campus. Working with many of the same group of mathematicians, educators, and scientists who planned Project STOMP, the teachers learned to incorporate technology-rich environments and develop engaging instruction for implementation during the academic year.

WEB extra

Web Extra: For more pictures of STOMP activities, visit www.baylor.soe/impact.



ADVANCING ATHLETIC TRAINERS

New Graduate Program First in Texas

Baylor offensive lineman Mike Miller had plans to go pro like many athletes. Lucky for him the injury he sustained wasn't major. "I never really understood how valuable an athletic trainer is to the team and to me until I was injured," said Miller.

Athletic Trainers are allied health professionals who provide health care to an active population in the prevention, evaluation, and treatment of injuries. To meet the needs of a growing and aging population, Baylor's School of Education is the first in Texas to offer a master's program in athletic training for advanced study and is one of only 13 in the country. "Offering this program at Baylor will allow Texas students who are interested in seeking a graduate degree in athletic training to stay in state and offers another option to students nationally," said Dr. Lori Greenwood, director of the graduate athletic training program.

The program's mission is to educate athletic trainers in the orthopedic rehabilitation and reconditioning of individuals across the lifespan and to prepare them as educators, researchers, administrators, and practitioners.

Baylor was already offering athletic training at the undergraduate level and the Department of Health, Human Performance and Recreation offers a PhD in Exercise, Nutrition and Preventative Health.

The graduate athletic training program provides students research opportunities and a variety of on- and off-campus clinical settings. This includes work as teachers and supervisors for undergraduates and working with Baylor Athletics and a variety of secondary schools.

WEB *extra*

Learn more about the master's degree in athletic training at www.baylor.edu/soe/graduate/Athletic_Training.

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 BaylorImpact@baylor.edu, Dr. Doug Rogers, editor.

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