



inside:

- **IN THE FIRST PERSON**
REACHING AND TEACHING A WORLD AWAY
- **SPORTS MANAGEMENT**
PROGRAM STRETCHES TO NEW HEIGHTS
- **MEET THE FACULTY**
WELCOMING SIX NEW FACES IN EDUCATION

THE BAYLOR

impact
FROM ACTION COMES IMPACT



Dear Alumni and Friends:

As a newcomer to Baylor and the School of Education, I am frequently asked a variety of questions. Following the almost obligatory “How do you like Baylor?” or “What brings (or attracted) you to Baylor?” question, comes “So, what are your goals for the School?” The last of these always brings a little

internal conflict for me. I have long been a believer and proponent of “servant leadership” where the goal is, significantly, to help the organization grow and develop to meet its own aspirations or, in the absence of such aspirations, to orchestrate discussion to define those. Yet, leaders are not devoid of goals and are typically expected to articulate those goals for the organization.

Having met one-on-one with nearly every faculty and staff member in the School and a sampling of alumni and other constituents, I have begun identifying a variety of goals and issues that I believe define future directions for the School of Education. Besides several organizational issues that need tending, these include:

- Ensuring all programs are world-class,
- Creating new and renewed programs, especially doctoral programs,
- Increasing enrollment in existing programs (especially those with capacity to prepare professionals in high-need and shortage fields),

- Advancing the School’s research profile while maintaining and enhancing its commitment to high-quality undergraduate education and its Christian orientation,
- Enhancing the School’s visibility and reputation,
- Promoting the development of the Waco community, especially K-12 schooling and relevant aspects of community health and human development, and
- Securing needed human and fiscal resources.

For now these are Dean-formulations and, in the spirit of collaborative leadership, they will be scrutinized and, no doubt, revised as broader ownership and consensus is sought. We hope you will be part of the formation and realization of these dreams. These statements do begin, I believe, to address the question of broad goals and aspirations for the School.

In accordance with the name of this newsletter, the broadest goal of the School of Education, dare I say mission, is “impact.” In this issue, we introduce you to new faculty in the School and share some examples of how our programs have made a positive impact. As you read these, I do hope you will join us in celebrating and sharing them.

Jon M. Engelhardt
Dean, School of Education



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FROM **action** COMES **IMPACT**

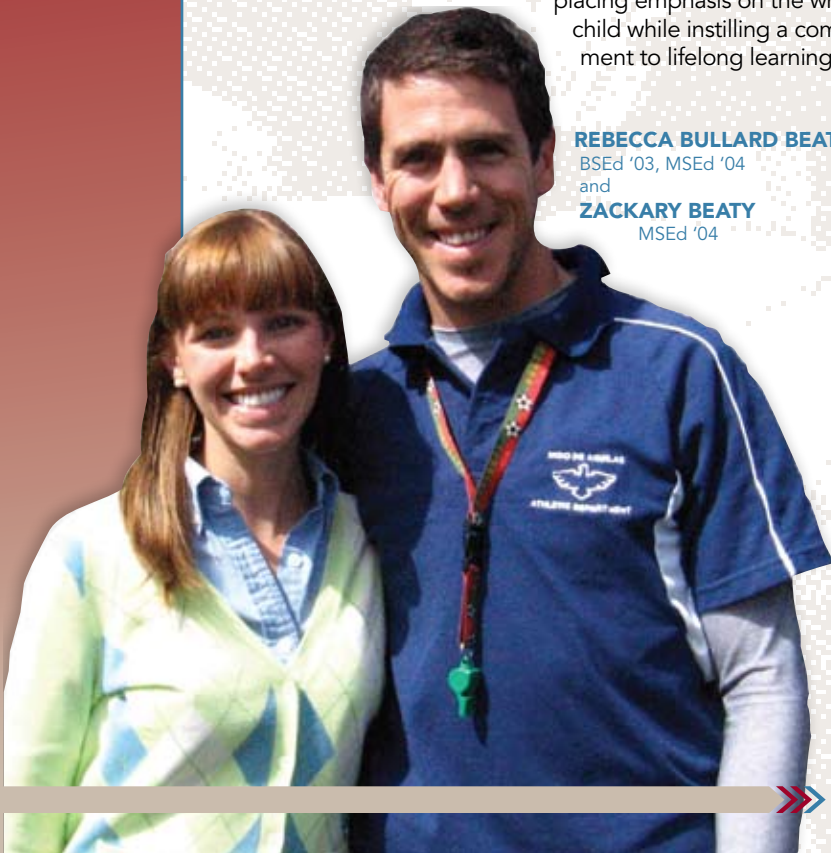
In the F**1**ST PERSON

When Rebecca and I first accepted third grade and middle school PE positions, respectively, at the International School Nido de Aguilas in Santiago, Chile, we couldn't comprehend how much our lives would change in just a few short, extremely busy months.

Thanks to some helpful advice from a few Baylor professors, we were able to pursue teaching careers in International American schools in Latin American countries through a job fair in Atlanta organized by the Association of American Schools in South America (AASSA). We interviewed with several schools, but after our interview with Nido, it was clear that our choices were to move to Santiago, Chile, or remain in Waco to teach. Moving across the world to teach sounded amazing, but we were not willing to do so without a passion linking us to the school and its purpose. Throughout the application and interviewing process for teaching positions within the international schools, Rebecca and I remained firmly grounded in beliefs established during our time studying educational theories at the Baylor School of Education. After our interview with the Nido director, we knew this was the perfect place for us to satisfy our desire to teach internationally,

placing emphasis on the whole child while instilling a commitment to lifelong learning.

REBECCA BULLARD BEATY
BSEd '03, MEd '04
and
ZACKARY BEATY
MEd '04



Perhaps the desire for teaching internationally came from positive experiences teaching a diverse student population within Waco Independent School District. I taught Spanish for four years at Waco High School and Rebecca taught third grade at Parkdale Professional Development School for three years. However, after a few years of developing our teaching strategies and techniques, Rebecca and I began to feel the call to seek experiences beyond our immediate comfort zones.

At Nido de Aguilas, Rebecca and I are now working with students and teachers from 35 different nationalities. Many of the teachers are native Chileans, while others have taught in schools all over the world. All primary instruction occurs in English, and all students take a Spanish language course each year as well. This school truly encourages its students and faculty to learn and think from a global perspective. Baylor's cooperative learning focus in the curriculum and instruction department prepared us to be confident in our skills and to be willing to listen to the knowledge of others in the field of education.

“REACHING AND TEACHING A WORLD AWAY”

We have settled into our new home, located about 30 minutes from downtown Santiago, the metropolitan capital of roughly 5 million people (one-third of the country's population). Santiago has a strange mix of fast-paced city life along with old-world Latin values centered on family, friends and relationships. “Diverse” defines Santiago better than any other word. The landscape is a pure image of this diversity: the Pacific Ocean to the West, the Andes mountains to the East, the driest desert in the world, the Atacama, to the North, and fields of glaciers to the south. Over the years of being a country with four immensely intimidating and beautiful natural borders, Chile has retained an amazing amount of native influence and pride while accepting immigrants and incorporating cultural traditions from all over the world, most especially Asia, other South American countries, and Europe. Most often, when outside of the school community, people speak to us in Castellano (Chilean Spanish) because they do not recognize we are American, not Chilean. We are truly happy to add to the diversity here in Chile and have felt welcomed by the community. Through the wisdom imparted to us by many talented educators, we feel blessed to have begun this new adventure in our own educational journeys.

MEET THE FACULTY

Welcoming six new faces in education

DR. ALEX BEAUJEAN

Educational Psychology

Measure how long it takes you to compute 1+2. Now test your reaction time calculating 2-1. This is psychometrics, one field of expertise for Dr. Alex Beaujean, assistant professor in the Department of Educational Psychology.

"Psychometrics is basically the study of how you measure human psychological traits," he said. Psychometrics measures traits such as personality and intelligence.

Last summer, Beaujean applied psychometrics to math education by undertaking an experiment (in conjunction with the University of Missouri) to measure reaction times in precocious sixth graders.

"We wanted to see if they are faster than college students with math disabilities, but we also have this comparison group of regular college students, and they [the sixth graders] are either the same or faster than the regular college students in these math tasks," Beaujean said.

He said the sixth graders were able to give the answers automatically, so complex problems can be solved faster. "I think that's part of what giftedness, what intelligence is, the speed of information processing."

In between earning his two PhDs, Beaujean worked in a psychology lab that studied reaction times of pilots. He also did research at a youth-based Community Mental Center.

This semester Beaujean is teaching mostly graduate level classes including statistics and psychometrics.

Editor's note: Dr. Beaujean joined the faculty in fall 2006, but we wanted to take this opportunity to introduce him with other new faculty in the School of Education.

DR. CRISTA FORCE

Curriculum and Instruction

While working on her dissertation, Dr. Crista Force visited with a recognized paleontologist, a female aerospace engineer, a genetics professor and a doctor who started a world-renowned neonatal unit. Force wanted to disprove a myth that someone with a learning disability couldn't become a top scientist.

"When I was a teacher I would have students walk into my classroom and say, 'I can't do science. I'm stupid. I have a learning disability.' They're not stupid, they just learn a different way," Force said. "In my research, I interviewed successful people with learning disabilities to see exactly how they overcame them. I want to apply this to students in school and other areas. I want to help people with learning disabilities to get through their education and to overcome the challenges that may be put in front of them."

Force, an assistant professor in curriculum and instruction, completed her PhD at Texas A&M with an emphasis in science education. She was a chemist for three years and taught high school science prior to pursuing her PhD.

Force is implementing her research in the classroom by showing her students different methods of teaching science to better accommodate students with learning disabilities.

DR. PAUL LA BOUNTY

Heath, Human Performance and Recreation

"For my entire adult life, I have been interested in the body and how it works," said Dr. Paul La Bounty, assistant professor of anatomy, physiology and nutrition.

He is excited that his assistant professorship allows him to explore how nutrition relates to sports performance and overall health. La Bounty is involved in research labs in the Heath, Human Performance and Recreation department that assess resting metabolism and treadmill stress testing in student athletes. He also is involved with examining molecular aspects of skeletal muscle physiology and nutrition in the exercise biochemistry lab.

La Bounty holds a master's degree in physical therapy, a background that is not common among the HHPR faculty at Baylor. But it is the department's unique make-up that allows the program to explore new, and sometimes uncharted, territory.

"This doctoral program is one of the first ones that I know of in the country that blends nutrition with exercise and preventive health," La Bounty said.

A recent graduate of Baylor's exercise, nutrition and preventive health PhD program, La Bounty will teach human anatomy and human physiology. He fills the position of retired, long-time faculty member Dr. Richard "Dick" Couey.

DR. TAMARA HODGES

Educational Psychology

"I've got one foot in the Baylor door and one foot in the community," Dr. Tamara Hodges said. Hodges, a full-time lecturer, travels around the state with the Center for Learning and Development, a non-profit organization that helps struggling students in public schools. "I'm one of the main presenters who trains teachers and administrators," Hodges said. "I am also a consultant to some of the schools to make sure they are implementing programs correctly."

In both roles, Hodges is trying to give teachers the skills and resources they need to help their students succeed.

"More demands are put on our schools with fewer means to meet those needs, so I feel like teachers are really struggling. Good people are trying to do right, but they just don't have good resources."

In her private practice, Hodges works with people suffering from depression and anxiety and diagnoses learning disabilities. Previously, Hodges was a consultant for seven school districts. She also taught in the school system and worked as a counselor. Hodges's dissertation researched social skills in children. "I learned probably as much as they did," Hodges said.

Hodges is teaching master's level classes in the School Psychology program.

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

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DR. MATTHEW COOKE

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DR. TAMARA HODGES

DR. MATTHEW COOKE

Health, Human Performance and Recreation

After completing his PhD in muscle physiology and nutrition at the University of Victoria in Australia, Matthew Cooke came to Baylor to complete a postdoctoral fellowship.

"I basically handed in my thesis, jumped on a plane and came here," Cooke said. As an assistant professor of exercise physiology and nutrition, his courses include advanced exercise physiology for graduate students and clinical exercise physiology for undergraduates.

Being an Australian in the heart of Texas attracts interesting comments. "First thing that obviously comes to mind: Steve Irwin, kangaroos, koalas, all the usual stuff," Cooke said. "The accent is a giveaway. I do get, 'Ah are you from England? Or 'Are you from New Zealand?'"

His research and interests are in the "mechanisms that control muscle hypertrophy and also muscle atrophy, in other words, muscles getting bigger and smaller," he said. Cooke is also interested in the aging process.

"As people get older, muscles get smaller and decrease in size. I'm looking at ways to slow down that process and the mechanisms, either through training intervention or nutritional intervention," he said. "The population is getting older now, so we need to find ways to give people a better quality of life."

DR. SANDRA COOPER

Curriculum and Instruction

Dr. Sandra Cooper believes in a hands-on approach to teaching. Cooper's PhD dissertation in math education compared students who learn in a traditional education program with students who learn in a professional development setting, which are characterized by constant classroom interaction. It is exactly what her students are getting as teaching associates in Waco schools.

Cooper is teaching two sections of math in elementary grades. As part of the class her students are assigned to Waco elementary schools as teaching associates. After gaining hands-on experience in the mornings, her students come to campus for her class.

Before coming to Baylor, Cooper served as a faculty member at Texas Tech where she also taught math education. She describes her move to Baylor as "a God thing."

"I have been visiting with my students and asking them what motivated them to come to Baylor," she said. "Many of them say, 'I walked on campus. I just knew this is where I wanted to come.' I had a similar experience when I came here to interview and I walked on campus. It was this feeling: 'Oh this is a wonderful place. This is really where I want to be.'"

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SPORTS MANAGEMENT

Program stretches to new heights

The sports management program, like all major programs in the Health, Human Performance, and Recreation department in the School of Education, is experiencing tremendous growth, and the reason, according to its graduates, is its success.

"The Sport Management program at Baylor University was a huge stepping stone into my personal business endeavors," said Glen Oskins (MSEd '06), who now works as the Client Services Coordinator for the National Football League's Houston Texans. "I have always wanted to be involved in sports from a business perspective, and the Sport Management curriculum prepared me for what the real world has to offer."

Another recent graduate, Cody Hall (MSEd '07), agrees. "Less than one week after graduating from the program I was hired," he said. "The sport management program at Baylor is the sole reason for landing my dream job in athletic administration."

A master's program within the HHPR department in the School of Education, sports management takes from 18 months to two years to complete. In addition to taking courses in research and statistics, students take courses

in ethics, management, marketing, legal issues, public relations, issues and trends, facility and event management, sport sociology and sport psychology. A student's program culminates with either an internship or a thesis; most students choose an internship. Current internship assignments include Baylor University and the United States Olympic Committee in Colorado Springs, Colorado.

It was the legal and personnel core that sparked an interest in Derek Long (MSEd '04), who is now in his third year of law school at Southern Methodist University. "The legal issues class in the sports management program helped me make the decision to go to law school," Long said. "My interest was peaked when I engaged in class discussions regarding Title IX, tort liability, and sports contracts. When applying to law school, many schools were impressed with the sports management degree, its requirements, and the unique subject matter."

Baylor's sports management program is one of only 29 programs in the nation (three in Texas) approved by the American Alliance for Health, Physical Education, Recreation, and Dance. Established in the 1980s, the program is designed to provide profession-

als for a variety of sport settings — college and university, high school, professional and recreation — and positions — facility and event manager, general manager, supervisor, sales, marketing, community relations, and personnel.

Graduates of the program work in a variety of employment settings such as Major League Baseball, National Basketball Association and NFL teams. Many graduates work in college settings including the NCAA and the Sugar Bowl. But for some graduates, their career path leads back to an academic setting.

Dr. Kimberly Sutton Miloch (MSEd '97) is now an assistant professor of kinesiology at Indiana University.

"The sport management program at Baylor has prepared me for the challenges I face as a faculty member in sport management," she said. "It provided me with the necessary foundation to conduct high-quality research and to perform well in the classroom. My professors in Baylor's program have continued to mentor me, and this has proved invaluable as I advance my career. It is a top notch program, and is highly regarded among faculty and students throughout the nation."



For more information about the Sports Management Program, contact Dr. Andy Pittman at Andy_Pittman@baylor.edu or visit the website www.baylor.edu/soe/graduate/Sport_Management