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Preparing Leaders  
Impacting the World  
Shaping the Future



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FROM ACTION COMES IMPACT



### Dear Alumni and Friends:

Sometimes the simplest questions are the hardest to answer. One that occasionally comes my way is "So what does a Dean do?" Assuming this is a question and not some statement disguised as a question, the answer is not so simple – and after 26 years as a Dean, the answer gets more complex.

Without a philosophic discussion or a list of uninteresting management responsibilities, let me respond that the Dean broadly provides leadership, no aspect of which is more important than serving as a "public presence" for Baylor and the School of Education – especially in venues where *influence* and *representation* are critical.

Let me share a few recent examples to illustrate:

- Working with the Greater Waco Superintendents group to develop a common vision (statement) for K-12 education that portrays the roles of schools and communities in educating children;
- Promoting the reputation and efforts of Texas university-based educator preparation, whether through representing Texas in national conversations, leadership in the Texas Association of Colleges

for Teacher Education, or orchestrating statewide collaborative research efforts;

- Advocating for statewide/national efforts like the Military Child Education Coalition and related support efforts for veterans and their families;
- Engaging with Scott & White Health Systems to jointly develop a new/better delivery system of health and educational services for children with autism and their families as well as explore potential future joint research; and
- Planning with members of the School's Advisory Council for ways to strengthen the connections between our health-related programs and the professionals and organizations in the field who share an affinity for their work.

So, aside from other types of leadership, the Dean must be proactive at local, state, national and even international levels, advocating for excellence and the public good as well as connecting public needs, concerns and opportunities with Baylor expertise, thereby "flinging Baylor's green and gold afar."

Jon M. Engelhardt  
Dean, School of Education





# imp*act* **impact** *mpa*

THE BAYLOR

FROM ACTION COMES IMPACT



## In the F**1**RST PERSON



When I first started at Baylor, I was a business major. It was only after working a summer at TBarM Sports Camp that I decided to change my major to Recreation and Leisure Services (RLS) with an emphasis in Church Recreation/Outdoor Education. The degree plan had enough flexibility that all of my business classes fit perfectly into my electives. Both the business classes and those I took in the field of education worked perfectly to set me up for success in my first couple of jobs. I remember camp administration, camp counseling class and lab, advanced first aid, anatomy/physiology and several other courses that were perfect for where I was headed in ministry preparation.

“...I HAVE SEEN GOD USE MY BAYLOR EDUCATION AND EXPERIENCE COUNTLESS TIMES THROUGH CAMPS IN THE U.S. AND INTERNATIONALLY.”

At Fuge Camps, where I currently serve as the manager, we have several different types of camps: *Centrifuge* (traditional church camp with multiple churches sharing the same facilities), *M-Fuge* (ministry volunteer work camp), and *X-Fuge/X-Fuge on Mission* (church camp - church groups remain as independent groups). When I explained these camps to others, it became obvious to me that these three camps were the type of camps I learned about at Baylor. They are textbook examples I now get to see in action: *Centrifuge* is a “centralized camp,” where everyone is doing the same activity at the same time; *M-Fuge* is a “decentralized camp,” where church groups share morning and evening activities together but all groups are doing activities that fit their needs during the late morning and afternoon.

Although many people question recreational ministry, I have seen God use my Baylor education and experience countless times through camps in the U.S. and internationally.

Games and interactive learning activities reach across cultures and language barriers much like music. It helps to find common ground with others. Even at camps in the U.S., we find meeting students at a place of common interest (games, recreation, sports, etc.) opens the door for sharing the gospel and the truths of scripture.

One of my greatest joys was taking a team of our camp staffers to the Czech Republic. Our mission offerings at our camps that summer were dedicated to support ministries for the Roma people across Eastern Europe. We were able to travel to the Czech Republic and minister to the very people who were receiving our missions offering. We used the same games and activities that reach students in the U.S. to reach students and children in another culture.

Recreational ministries helped us reach across barriers that could have divided us. It was also fulfilling to see and to know that all these summer staffers were doing this same type of recreational ministry in their own churches and communities. Their ministries were not just for a summer at camp, but for a lifetime.

At *Fuge Camps* we believe life-change takes place best in the context of relationships. At a church, that can take place over time; at camp we have to accelerate the opportunity for relationships. Recreation is simply one of the best tools we have found to make that happen.

*Joe Hicks is the Manager for FUGE Camps and has worked in student ministry for more than 25 years.*



**Joe Hicks**  
BSED '85

**WEB extra:** For more information on FUGE camps, visit <http://www2.lifeway.com/fuge/>



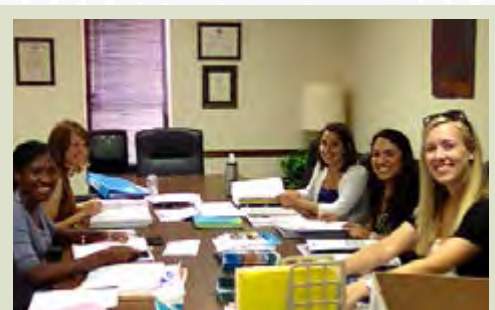
## ENabled FOR A SUCCESSFUL FUTURE: The EnAbleD For College Model

by Dr. Tamara Hodges

Two-thirds of students with disabilities who are able to pursue post-secondary education do not do so. And students with disabilities often live in poverty and are worried about the financial aid process, as is the case in the Waco area. The EnAbleD for College program was developed with the support of the Greater Texas Foundation to transition disabled students from high school to post secondary education.

In EnAbleD for College, graduate students from Baylor's School Psychology program serve as mentors for high school students with disabilities who are interested

in attending college. Mentor Marisa Iorio reflected that one of her greatest rewards is when a student suddenly responds with,



Baylor graduate students plan activities to help their high school mentees transition from high school to college.

"Maybe I can see myself going to college; maybe I can see myself moving forward!" She says many times the high school students go from being skeptical about what Baylor mentors can do for them to growing trusting and enthusiastic about the process.

Mentors meet with individual high school seniors on a weekly basis and help them with career exploration, financial aid assistance, self-advocacy, and study skills. "We basically are helping them work toward being strong advocates for themselves," Ashley Wyatt explains. All mentors agreed with Kelsey Henry when she said, "Best of all is that I get to be part of their excitement when they receive their acceptance letter from college!"

Directed by Dr. Marley Watkins and Dr. Tamara Hodges from the Department of Educational Psychology, the EnAbleD for College program, currently in its third year, has served 78 high school seniors. Over half of these mentees from Waco, LaVega, Robinson, Connally and China Spring school districts have decided to attend college, which is an improvement over the current rates for high school seniors with disabilities. Current mentors in addition to those quoted are Stacy Carter, Brende Gardner, and Denise Zamora. The faculty and mentors involved in the project hope to find additional support to continue this successful and vitally needed program.

For more information, email [Tamara\\_Hodges@baylor.edu](mailto:Tamara_Hodges@baylor.edu)

## THE BAYLOR iCIVICS MODEL: Revitalizing Civics Education

by Dr. Karon LeCompte and Dr. Brooke Blevins

After years of neglect, civics education is gaining national attention. Recent national citizenship reports have suggested the level of civic knowledge in the U.S. has remained unchanged or even declined over the past century. Baylor's School of Education has formed a partnership with the Baylor Law School and local area school districts to explore a new technological innovation that addresses this situation, iCivics.org.

The vision of former Supreme Court Justice Sandra Day O'Connor, iCivics is a web-based education project designed to teach students civics and inspire them to be active participants in our democracy. This free program is aligned to state and national standards and focuses on teaching core civics content.

A teaching associate in elementary education reflected, "... in the iCivics game, 'Do I Have a Right?' clients come in and tell you [as a lawyer] their stories and you have to tell them whether they have a right to do what they want to do...according to the Texas standards, third graders need to know about the Constitution and the Bill of Rights. This game would be a great way for them to apply that knowledge – to see our country's laws being put into action."

Researchers in the School of Education examined the impact iCivics game play had on students' civic understandings. Conducted in 85 classrooms with more than 2000 children, this study suggests that iCivics provides positive gains in students' content knowledge and positive effects in students' attitudes about civic ideals and practices. In April 2012, Justice O'Connor visited Baylor to participate in the Baylor iCivics symposium,

where SOE faculty shared the findings of the first independently conducted research on iCivics, and to meet with local students and teachers who participated in the iCivics study.

Baylor's School of Education and its classroom partners are working on the cutting edge of a new vision in civics education.



Students at Waco High School enjoy iCivics game play while expanding their knowledge of civics.

For information on iCivics or summer camp, visit [www.baylor.edu/soe/iEngage](http://www.baylor.edu/soe/iEngage) or email [iCivics@baylor.edu](mailto:iCivics@baylor.edu)

## EDUCATIONAL ADMINISTRATION: On the Road

by Dr. Laine Scales

The Educational Administration department took its show on the road in July 2012 by offering undergraduate leadership courses in the United Kingdom as part of Baylor in Oxford. The 21 Baylor students who enrolled in the program were offered a variety of courses including "Introduction to Leadership Theory," taught by EDA faculty member Dr. Laine Scales. This course included a survey of British leaders and highlighted Elizabeth I, Henry V and Charles Dickens. Field trips to London, Blenheim Palace and Bath were included, as the course was built around the people and places that helped shape contemporary British society.

Ryan Gerlach, a political science major from Los Angeles, found inspiration from George VI, the subject of the 2010 film *The King's Speech*. "Leaders recognize their own strengths, but they also understand their limitations," Gerlach says.

Baylor senior Dylan Magee said realizing Charles Dickens was an advocate for social change through his writings allowed Magee to rethink his definition of leadership.

For senior Abby Burchfield, Oxford gave her an opportunity to reflect on her own life and her own leadership potential. "I thought being a leader meant being the one in charge," Burchfield says. "I now see that...a true leader is...the one who places the good of others before themselves."

One of the focal points of the course was the idea of "calling," which incorporates all a person is or does. This is much more than just seeking a job. Baylor in Oxford allows students to learn this important distinction not only in theory, but also by seeing how leadership was practiced in Britain.



Baylor in Oxford students stand in front of abbey ruins in Holyrood Park.

Baylor in Oxford will offer two leadership courses in the second summer session of 2013. For more information, please email [Laine\\_Scales@baylor.edu](mailto:Laine_Scales@baylor.edu).

## UNIVERSITY CALL CENTER: Students' Passion for Baylor Shines Through

by Derek Smith

In the evening, as the workday winds down, a quiet bank of phones and computers at Baylor University transforms into a beehive of activity. The room comes alive as student workers put their Baylor spirit on display by calling alumni and friends, extolling their school, raising funds for fellow students and connecting donors with giving opportunities in the School of Education.

Gabrielle Jagen, a senior instrumental music major, is one such student. After a long day student teaching at two schools, she could hardly be blamed for wanting to unwind. But Jagen's passion for Baylor is stronger. As a student caller, she reaches out to Baylor alumni to share the latest news and help raise support for scholarships and campus programs.

"Baylor is the best thing that's ever happened to me," she said. "To be a part of this and see how willing our alumni are to help out is really rewarding."

Jacob Singletary, Assistant Director of Annual Giving, sees the benefits of his students' enthusiasm and perspective.

"Our students communicate tangible ways the money we raise is helping," he explained. "But our mission is two-fold. It's also about maintaining a relationship, especially with people who are not able to visit campus often."

That relationship grows in tangible ways. This fiscal year alone, the call center has raised over \$14,000 for the School of Education, and nearly \$70,000 in the last five years, supporting countless students and programs throughout the department.

The calls can build surprisingly personal connections. Music therapists she meets on the calls have encouraged Jagen, an aspiring music therapist. Others enjoy reminiscing about their time at Baylor. Of course, the students are also trained to be sensitive to the time and the people they call.

"My roommate called a man whose wife was in labor, and he asked if we'd call back," Jagen laughed. "We know people are busy and it's really awesome that they pick up!"

"It's not about a dollar amount," she believes. "It's about letting people know about the opportunities available and sharing the Baylor experience in a personal way."

For more information on supporting Baylor students, contact Marty Wold at (254) 710-2561 or answer a call from a Baylor student in the Call Center this spring.

## IMPACT TOMORROW

Consider establishing your own or contributing to an existing endowed scholarship fund at Baylor's School of Education.

Please contact Marty Wold for more information.

[Marty\\_Wold@baylor.edu](mailto:Marty_Wold@baylor.edu)  
(254) 710-8791 or 800-BAYLOR-U, option 4



Marty Wold

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 students, graduates, faculty, staff, and programs.

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).



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