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SCHOOL OF EDUCATION

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THE BAYLOR
impact
FROM ACTION COMES IMPACT



Dear Alumni and Friends:

For nearly 100 years, the School of Education has prepared educators and, more recently, health/exercise-related professionals. Teachers, educational leaders, school psychologists – and now health, human performance and recreation professionals – educated at Baylor have

carried their missions and practices throughout Texas and beyond.

Yet, the seemingly simple question, “where’s the School located on the Baylor campus?” has had a complicated answer. Pat Neff Hall, Old Main, Burlison Hall, Draper Academic Building, Marrs McLean Gym, to name but a few locations, have all been home to the School at one time or another. The School has changed in size and complexity throughout its history, and technology has dramatically changed what occurs in all classroom spaces – even the most traditional.

All of this, in addition to significant growth in the number of faculty, students, support services, and research expectations for all, has called for changes in space configuration and use. This led to the current situation - where

Education faculty, programs and classrooms are spread across multiple buildings with no easily identifiable location. But this is about to change.

By Fall 2013, all areas of the School of Education will be housed in the newly renovated Marrs McLean Science building and its neighboring Marrs McLean Gym. Following an earlier remodel of Marrs McLean Gym, the School of Education will now be located together in spaces designed to meet the educational, physical and laboratory needs of its undergraduate and graduate students, faculty and programs.

As the School of Education approaches its centennial in 2019, we begin celebrating this milestone by inviting our alums and friends to a grand open house at the “new” Marrs McLean Science building during Homecoming activities this fall (watch for more details as plans for Homecoming are released). Come explore our new spaces and reconnect with fellow SOE alums. I hope to see you there.

Jon M. Engelhardt
Dean, School of Education



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In the F¹IRST PERSON



As a senior in high school, I discovered Baylor University and never seriously considered another school. Consequently, I entered Baylor the next fall with a strong calling to work with students with disabilities. After my bachelor's degree, I earned a master's degree as well, thanks to the encouragement of Dr. Ann Karaffa (then associate dean of the School of Education). My first teaching position was in Arlington ISD as a teacher of students with emotional and behavioral disorders, and I returned to Baylor several years later to be a part of the Hillcrest Professional Development School.

“BAYLOR’S RIGOROUS PROGRAM IS INTENT ON DEVELOPING EDUCATIONAL LEADERS FOCUSED ON SERVICE AND...TAUGHT ME GOOD LEADERS ENABLE GOOD TEACHERS TO CHANGE THE LIVES OF THEIR STUDENTS.”

Today, as Senior Director of Special Populations in the McKinney Independent School District, I work with others (many of whom are also Baylor graduates) to develop programs for students with disabilities. Dr. Tom Proctor and Mrs. Pat Arredondo, the backbone of the Baylor special education teacher preparation program during that time, laid the foundation of my education. Under their tutelage we were steeped in research-based methodologies and were spending time working with real students with real disabilities.

Unexpectedly, Baylor provided me with a strong personal base as well. Our son, Rob, began life typically enough, but stopped talking at the age of 17 months and was diagnosed with autism -- shaking our world to its core. In the mid-1990s, the prognosis for children with autism was dismal. However, the work of a UCLA researcher (Dr. Ivar Lovaas) was gaining attention in autism circles. As I read the research more

carefully, I realized that what is now known as “applied behavior analysis” (ABA) is basically what I learned from Dr. Proctor. Applications had been refined with the research, but I realized my undergraduate and master’s level training had given me what I needed to help my son.

We began a home program with special education teacher candidates from Baylor using the ABA methodology. Rob’s story is yet to be finished, but today we have a 21-year-old son who is in college. Though Rob has his share of struggles as any college student does, he is doing what no one believed was possible at the time of his diagnosis. It is no surprise to me that Baylor now has a graduate specialization in ABA, preparing yet another generation of special educators.

Though I hesitated to consider Baylor for my doctoral work since I already had earned two other degrees there, I was won over by Dr. James Williamson (then chair of Educational Administration). Baylor’s rigorous program is intent on developing educational leaders focused on service and - led by Dr. Williamson and Dr. Betty Jo Monk - taught me good leaders enable good teachers to change the lives of their students.

All of my experiences at Baylor have opened doors to allow me to be both an effective special educator and administrator and, unexpectedly, prepared me as an effective parent. I am now in a position to give other families hope as they struggle with both the blessings and challenges of having a child with a disability.

Paul Foster
BSED '84, MSED '85, EDD '04



WEB extra: To see comments from some of Dr. Foster’s professors, please visit www.baylor.edu/soe/impact

MEDIA LITERACY FOR ALL:

Distinguished Educator Dr. Renee Hobbs

by Dr. Gretchen Schwarz

Last October, Dr. Renee Hobbs was welcomed to Baylor as a Distinguished Educator for the School of Education's lecture series. Dr. Hobbs is an international expert in the area of media literacy education and Founding Director of the Harrington School of Communication and Media at the University of Rhode Island.

In her lectures she reminded all in attendance that media and digital literacy extends beyond print texts to all forms of media. This is particularly important since people today are communicating through YouTube, Facebook, and cell phones in addition to newspapers and books.

Tyler Ellis, a Curriculum and Instruction master's student, remarked of Dr. Hobbs' visit, "Renee Hobbs is a significant and influential figure in the field of media literacy education. After reading her work, it was such an honor to see and hear her first hand."

The School of Education's Department of Curriculum and Instruction supports media literacy education by offering a graduate course in media literacy across the curriculum taught by Gretchen Schwarz, while other faculty include it in their courses in various ways. In addition, all 50 states include media literacy to some extent in their state objectives.

Media literacy goes beyond using new media or technology in the classroom to analyzing, evaluating, and creating media. For

example, how does TV portray teenagers? What messages about lifestyle and values are communicated through ads and how? Are graphic novels useful in classrooms? As Dr. Hobbs commented, "Hopefully all kinds of literacy, from media to print, will simply be called 'literacy' eventually."



Dr. Renee Hobbs demonstrates media influence with quiz on "faces in the news"

ATHLETIC TRAINING EDUCATION PROGRAM:

A Year of Transitions

by Dr. Andrew Gallucci

The past year has been a time of transition for the Athletic Training Education Program. Two new faculty members were welcomed: Dr. Matthea Hungerford, who was named Clinical Coordinator; and Dr. Andrew Gallucci, who now serves as the Director of Athletic Training Education.



New Clinical Coordinator, Dr. Matthea Hungerford, demonstrates client examination techniques

The Athletic Training Student Association has also been reestablished through a collaborative effort of faculty and students. The organization began raising funds to provide current students with opportunities to attend professional meetings.

Later this summer, athletic training will move into the newly renovated Marrs McLean Science building where athletic training students will be able to hone their skills in a new state of the art classroom.

Beginning next year, the program will expand its relationships with area high schools and colleges by giving students an opportunity to spend an entire semester at an off-campus clinical site. This experience will expand learning opportunities for students by offering diverse experiences in the surrounding community.

Finally, students are now being encouraged to seek summer internships in athletic training. This effort has resulted in several students obtaining internship opportunities. Students will be able to intern at a variety of sites including the University of Georgia and Texas A&M University. Junior-level student Shannon Marek anticipates, "I'm most looking forward to being exposed to other clinician's athletic training techniques. It will further diversify my knowledge and education and begin to shape my professional philosophy."

For more information on the Athletic Training Education Program please visit www.baylor.edu/soe/hhpr

FUTURE ADMINISTRATORS: Summer Institute

by Dr. Mary Ann Jordan

Each summer a cohort of graduate students from the Educational Administration Department sojourns in England for a two-week action research study. Working closely with educators from Middlesex University, Eton College, University of Oxford, and various K-12 schools in London, students produce research projects suitable for publication.

Students in the Master's Degree/Principal Certification Preparation Program visit schools first taught in the English language as well as Oxford, the first English-speaking University in the world. Students in the cohort are immersed in the culture of schools and colleges in the United Kingdom and are expected to compare and contrast what they see and hear with the educational system in the United States.

Program graduate Theresa Daniel reported, "The success of the Greig City Academy gave me so much hope about the potential for improvement at my school. Students and teachers seem similar to us, and the charismatic leadership style of Mr. Sutton is similar to that of my principal. I hope to learn more about participatory and consultative leadership styles to further develop myself as an instructional leader."

After completing the 15-month long Principal Certification Program, students often cite the Summer Institute as one

of their favorite times together – experiencing a world-view different from their own, and sharing memories that solidify the cohort.

The cohort experience facilitates bonding and personal friendships among members that last throughout their lifetimes. Following graduation, cohort members continue to call each other to problem-solve and share thoughts during their administrative years.

For more information on this program, please visit www.baylor.edu/soe/eda



Baylor students reading on the tube as if British natives

DON CARPENTER'S STORY: A Family Calling to Serve

by Derek Smith

Don Carpenter (BBA '81) never took a class in Baylor University's School of Education, but he can extol the school's virtues.

"The time (Baylor SOE students) spend in actual public school classrooms prepares them," Carpenter gushed. "It makes the transition to teaching professionally go so much more smoothly."

That Baylor experience is one Carpenter and his wife, Janette, saw up close - twice. Both of their children, Evan (BSED '12) and Paige (BSED '11, MSED '12) are graduates of the School of Education, and both have experienced a successful transition into their careers in the last year at Killeen and Coppell school districts, respectively. The calling to teach even extends to new family members. Evan's wife, Teegan Hendricks Carpenter (BMED '08) is a music teacher in Copperas Cove.

It was the children's experiences that inspired the Carpenters to give back through the establishment of the Carpenter Family Endowed Scholarship in Education. Don, himself a scholarship recipient, wanted to extend the same opportunity to others.

"We've been blessed to be in a position to help," Don said, "and the need is great. We wanted these students to come out with as little headwind as possible, as far as debt goes, as they head out into their careers."

But more than that, the Carpenters want to extend to future generations the calling to serve students.

"There's a multiplier effect," Don said. "If you send out well-prepared, Christian teachers and the people they touch, touch others, you're multiplying that investment. There's no telling how many people a donation can touch."

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.

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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.



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The Carpenter family on vacation: front row, Janette, Paige, Don; back row, Teegan and Evan.