Technology, Testing, and Teacher Leadership

Bring Your Idea to Life
With Real-World Advice

Using Social Media
to Promote Your Cause

Volunteering is Like Dieting
Says Social Entrepreneur
Blake Mycoskie
ON BEHALF OF EVERYONE AT WALDEN, THANK YOU FOR YOUR UNWAVERING SUPPORT. It is your energy and willingness to share your experiences that motivates our entire learning community.

As we embrace 2011, I hope you'll consider how Walden can contribute to your own success. Many of you volunteer and serve others in your personal and professional lives. Now we'd like you to share how Walden can be of service to you.

An excellent way to start is by completing your online profile in the new alumni portal. Consider myWaldenAlumni your gateway to a professional network of fellow graduates who can serve as collaborators, mentors, clients, and even potential employers and employees. The alumni portal can connect you with a host of services and resources as well, including access to our new Alumni Library and enhanced career resources.

We have a number of exciting initiatives planned for 2011, including a mentoring program that puts you, our alumni, directly in touch with current and prospective students. After all, only you can speak to the complete Walden experience, from when you first inquired about a program to your life as a student and how you now navigate the workforce as a graduate.

As we celebrate this fifth anniversary issue of our magazine, I look forward to meeting more of you, learning about your latest achievements, and promoting them within these pages. And remember, whenever you need to advance your career and promote your passions, we hope you'll turn to Walden first.

Warmest regards,

Valescia Lee-Collick
Office of Alumni Relations

Visit www.myWaldenAlumni.com today to join fellow alumni and friends.
Erasing the Past, Embracing the Future

Dr. Joy Bliss ’92 is chief operating officer at a Honolulu plastic surgery center that removes gang member tattoos

By Pamela Corante-Hansen

MINUTES AFTER THE LAST SOCIALITE OF THE DAY HAS RECEIVED HER LASER FACIAL and driven off into Honolulu traffic, the next patient is escorted into the waiting area at Aesthetica Plastic & Laser Surgery Center. Shackled and flanked by prison guards, he takes a seat. Dr. Joy Bliss emerges, wearing a white lab coat and a radiant smile. She guides the young man into a treatment room and gently touches his shoulder. “This may hurt,” she says.

During the past 15 years, more than 1,000 ex-gang members have gone under Bliss’s laser to remove tattoos in hopes of starting over. “Generally, these are kind men and women who have made mistakes,” she says. “I try not to judge them as lost causes just because they’re in prison.”

Bliss’s philosophy of nonjudgment runs deep. Raised in Canada during a time when aboriginal peoples were stigmatized by the non-Indian population, she learned at age 40 that she herself had Métis and Cree roots. It was a secret her parents and grandparents had kept buried to protect the family from prejudice and marginalization. “I think this is why I can look beyond a tattoo symbolizing number of people killed and see a human being on a path of heartbreak,” she says.

bereavement consultant, marketing director, and manuscript editor—Bliss married into her current line of work. Shortly after completing her Ph.D. in Administration/Management at Walden, she and her husband, Dr. Greg Caputy, M.D., moved to Hawaii and opened their plastic and laser surgery clinic. Her degree allowed her to assume the role of chief operating officer. While pregnant with her second son, she read a newspaper article about a 12-year-old boy born with a disfiguring port-wine stain on his face. Inspired, Bliss and her husband volunteered to treat the boy at no charge.

True to Walden’s mission of social change, this experience was the seed that grew into Aesthetic Community Services, Inc., the clinic’s nonprofit arm, in 1996. Dr. Caputy then founded the Hawaii chapter of the X-Tattoo Program, a national organization that removes tattoos from former gang members. Committed to helping men and women erase “a reminder of a time in their lives that wasn’t the best,” Bliss’s efforts garnered the Hawaii Governor’s Award for Outstanding Community Service in 2000. She says her only disappointment is not always knowing what becomes of her patients. There is, however, one notable exception.

Someone had chopped down a tree on our property, and we called the police to investigate,” she recalls. “The officer who responded looked at us and said, ‘Remember me? You took my tattoo off.’ He had come full-circle. It helped validate that what we do is worthwhile.”

To tell us about your Beyond the Degree career, email MyWaldenImpact@waldenu.edu.
Using Social Media to Promote Your Cause

CREATING A STRONG PRESENCE on social media sites such as Facebook and Twitter is one of the best ways for nonprofit organizations to solidify relationships with their supporters—and attract new ones. But with some 250,000 social media networks clogging the market, wading through your options can be tricky. Which sites should you use? How can you maximize their potential? Here, J. Anthony Snorgrass, a professor of strategic media and CEO of a consulting firm specializing in business solutions for nonprofits, offers his tips for making the most of today’s online landscape.

1. STAY AHEAD OF THE GAME. There’s a generation of digital natives out there—young people who have grown up embedded in this online culture—who are waiting to donate their time and money to nonprofits if only we would reach out to them in the form they know best: social media. The challenge is to keep up with technology as it’s advancing. Much of what we consider new media is now old. Blogging and email are old. Facebook, Twitter, and Flickr are new, and the emerging form is mobile apps. Invest time, resources, and training—whatever it takes—to be sure you’re getting the most out of new and emerging media.

2. DO YOUR HOMEWORK. Before you dive in, you need to be clear about your goals. Are you looking to market? Recruit volunteers? Fundraise? Or all of the above? Once your goals are clear, visit the social media sites you hope to join. Before you set up your profile, note the differences in the sites’ styles. Some, like Facebook, tend to be casual, while others, like LinkedIn, have a more professional tone.

3. BE SELECTIVELY BOLD. Choose to invest in just a few sites and establish a strong presence on them. Post items that lend themselves to viral sharing, like videos, photos, and Flash animations. You want people to see your profiles and say, “Wow!” and then pass them along to all their friends.

4. LOSE CONTROL. Creating a straightforward profile on Facebook is probably your worst enemy, because the information sharing is one-way. Instead, create a Facebook fan page, which allows you to have back-and-forth communication with your supporters. Both your supporters and detractors will post comments on your page—and that’s okay. Digital natives want transparency and honesty, and the best way to enable that is to let the conversation flow.

5. KEEP IT FRESH. Remix the content on your social media pages regularly. This is something many nonprofits fail to do, but it’s vital—why would anyone want to come back to a static site? Post photos, event listings, and even questions with comment boxes to help generate conversations on your page. Make your page a resource, not just a profile. After we build pages, we often forget that we still have to promote them.

ON MY NIGHTSTAND

How to Work in a Changing World

As chief academic officer of Walden University, David Clinefelter often thinks about how the Internet and other advances in communications technology are changing the way we work. When he does, he turns to books that help him recognize Walden’s potential and use technology effectively.

Moneyball: The Art of Winning an Unfair Game
by Michael Lewis

More than a book about baseball, Moneyball offers insights about the culture of organizations and using the right metrics to make sound business decisions. Entertaining and well written, this book can help you understand and improve your own organization.

The Long Tail: Why the Future of Business is Selling Less of More
by Chris Anderson

This is both a cautionary tale for vulnerable industries and a call for optimism for the entrepreneurs among us. As technology causes mass marketers to decline, the “long tail” phenomenon—which accounts for the large number of products that sell in smaller quantities but at a higher profit—allows more people to become producers and profit from smaller markets. Whether you wonder about your industry’s future or want to take advantage of new opportunities, this is thought-provoking reading.

Understanding by Design
by Grant Wiggins and Jay McTighe

Although written for K–12 teachers, this book offers practical ideas and timeless principles for educators at all levels and anyone who wants to make better presentations. By stressing the need to start with your desired outcome, it reminds you to focus on what’s important rather than getting dazzled by the abundance of information that technology makes available.

For more career resources, visit CareerCenter.WaldenU.edu.
## Four for the Faculty

Extraordinary Faculty Award recipients answer front-of-mind questions.

<table>
<thead>
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<th>Question</th>
<th>Answer</th>
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| What is the most exciting advancement in your field right now?          | With healthcare reform, patients will seek care in a variety of settings. So we will see an increase in demand for nursing care outside of such traditional settings as a hospital or clinic. | Dr. Mary Tilbury  
College of Health Sciences |
| What are the benefits of an advanced degree in your profession or field? | Advanced degrees open so many doors for nurses. You can be a direct care provider, you can teach, or you can be a manager or an executive. One of the other fields growing significantly is nursing informatics. Walden can prepare nurses to meet this opportunity. | Dr. Edward Garten  
The Richard W. Riley College of Education and Leadership |
| What’s the greatest lesson your Walden students have taught you?         | I am amazed at how many balls my students have in the air. The majority of nurses are parents. Many are caring for aging parents. Others occupy leadership roles in community initiatives. And all while working full time. | Dr. Rhonda Neswald-Potter  
College of Social and Behavioral Sciences |
| How do you make sure students are gaining knowledge they can immediately apply? | Students provide me with a current view of what’s going on in the practice arena by describing and analyzing their roles and responsibilities in classroom activities and assignments. It’s important to me that students truly feel that they are growing and developing and learning information that’s meaningful to them in their job settings. | |

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### Extraordinary Faculty Award recipients

#### Dr. Mary Tilbury  
**College of Health Sciences**

With healthcare reform, patients will seek care in a variety of settings. So we will see an increase in demand for nursing care outside of such traditional settings as a hospital or clinic.

#### Dr. Edward Garten  
**The Richard W. Riley College of Education and Leadership**

We're seeing a more holistic approach. The courses in our new Ed.D. specialization in Higher Education Leadership will allow students to synthesize, integrate, and better appreciate the whole universe that constitutes contemporary post-secondary education.

#### Dr. Rhonda Neswald-Potter  
**College of Social and Behavioral Sciences**

Interpersonal neurobiology. What excites me is the potential for the integration of nonverbal media in the counseling sessions. For example, art, clay, and sand tray interventions complement neural integration by providing a vehicle for accessing and expressing right-brain experiences.

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The Ph.D. in Counselor Education and Supervision is essential for someone aspiring to teach graduate-level counseling courses. A terminal degree also offers opportunities for research not easily attainable for someone who stops at the master’s level.

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My goal is to help students engage in more progressively complex ways of understanding and create narratives of how that knowledge applies in a professional setting. I look to see whether students are interacting and taking responsibility for their learning and developing coherent debates about both course material and personal meaning.

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"Teaching at Walden has increased my own levels of compassion."
MEET A FUTURE GRADUATE

Amanda J. Allalunis

By Pamela Corante-Hansen


WHAT I DO: As president, everything! I’m trying to get a community center built where I live, in Tres Piedras, N.M. Right now, there’s a post office and the U.S. Forest Service—that’s it. There’s no gas station, no grocery store, no place for the community to get together. We need a physical place to launch a successful community-building effort. Our mission includes a technology center within the community center to provide broadband access for all residents.

WHAT PEOPLE IN MY ORGANIZATION THINK ABOUT WALDEN: They’re the whole reason I’m in the program. They wanted me to get a degree that would go beyond my bachelor’s in business—specifically, one that targeted nonprofit management. And my writing skills have improved in all aspects. Why is geography increasingly important today? Whatever your field, geography gives you a greater understanding of the world in which you live and function. In the work world, you must interact with an increasingly diverse group of people who bring different experiences and perspectives. We begin Walden’s World Regional Geography course with a discussion of each student’s home area—their place in the world—and then relate their own experiences to the broader geography of the region.

WHEN I STUDY: I cram in my studying after the kids go to bed. My son is 5, my daughter is 2, and we have a three-month-old baby (as of October 2010).

WHAT I’VE LEARNED ALREADY: I’m only in my third quarter at Walden, but everything I’ve learned so far has been an amazing help in my work with the community. I’ve gained knowledge about the legal environment, finances, and volunteer management. And my writing skills have improved in all aspects.

WHAT INSPIRES ME: It’s my community that inspires me to work this hard. Some of the poorest people here are the most generous human beings you’ll ever meet. They are amazing and kindhearted.

WHAT I TELL OTHERS ABOUT WALDEN: As president, everything! I’m trying to get a traditional four-year college for my bachelor’s, but Walden’s M.S. in Nonprofit Management and Leadership is life-changing.

WHAT I WANT TO MAKE A DIFFERENCE: I hope to increase education and employment opportunities for the people of Tres Piedras. A large portion of the population lives without electricity or running water. The nearest school is a three-hour bus ride away. We want the kids who are homeschooling to have better access to the Internet.

WHY IS GEOGRAPHY INCREASINGLY IMPORTANT TODAY? Whatever your field, geography gives you a greater understanding of the world in which you live and function. In the work world, you must interact with an increasingly diverse group of people who bring different experiences and perspectives. We begin Walden’s World Regional Geography course with a discussion of each student’s home area—their place in the world—and then relate their own experiences to the broader geography of the region.

ONE OF YOUR AREAS OF INTEREST IS THE GEOGRAPHY OF RELIGION. WHY IS THIS FIELD SO SIGNIFICANT? The geography of religion asks a number of important questions: Where are belief systems found? Are religious beliefs still spreading in certain areas? Are they colliding? How is religion expressed in the landscape and buildings? What is sacred space? We are all familiar

MEET THE FACULTY

Dr. Elizabeth Leppman

By Nancy Grund

THE DAUGHTER OF A GERMAN IMMIGRANT, Dr. Elizabeth J. Leppman recalls a steady stream of international visitors to her childhood home in Moorestown, N.J., which sparked her early interest in geography. After beginning her career as a cartographer with Rand McNally, Leppman traveled and published widely. She currently teaches geography through Walden’s Center for Undergraduate Studies and edits the online journal Geography of Religions and Belief Systems.

HOW HAS THE STUDY OF GEOGRAPHY CHANGED IN RECENT YEARS? Geography today is not your father’s geography. Geography no longer is simply about teaching the location of countries, states, or cities. Students must grasp the far-reaching effects of the “hows” and “whys” of location. For example, Southwest Asia and Northwest Africa are among the world’s largest sources of petroleum, which has all types of implications for the rest of the world.

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W A L D E N U . E D U
In 1998, I was a newly minted respiratory therapist working in an intensive care unit where I observed very unusual circumstances: Streptococcus pneumoniae was taking the lives of a lot of people in their 30s. I asked a therapist with three decades of experience about this, and he commented that it happens every once in a while. I wanted to know when this was going to happen again and why. If we could predict it, people could get their vaccinations. They could protect themselves. “The question remained in the back of my mind: Could we predict this? I had a question, but I didn’t know how to pursue the answer. I needed to gain research skills. Walden’s Ph.D. program gave me the tools to answer the question. I had some very good classmates and teachers who showed me how to do research and how to refine my question.

“The question remained in the back of my mind: Could we predict this? I had a question, but I didn’t know how to pursue the answer. I needed to gain research skills. Walden’s Ph.D. program gave me the tools to answer the question. I had some very good classmates and teachers who showed me how to do research and how to refine my question.”

““Powerful computers at the consumer level made it possible for a small team of us to take a very large data set and analyze it. I was surprised, but we found that there was no predictable pattern. I would have loved to find a pattern, but I’ve answered my question, and I’ve been privileged to work and speak with people I might not otherwise have encountered. The high point was my dissertation defense and having an answer to share with my community, having something to teach. Now, I’m writing a paper to disseminate the findings in professional journals.”

“I’ve come to appreciate that I may not find patterns, and I have more respect now for randomness and chaos. In healthcare, we can’t predict all events, but we can help people prepare. Vaccination is a great effort, and my research puts more strength behind this. If anything, it’s made me an even stronger advocate for vaccination. You can’t wait for an epidemic to get vaccinated because you don’t know when it’s coming.”

—As told to Amy DerBedrosian

Tell us how your degree paid off at MyWaldenImpact@waldenu.edu.
•••

"OPEN-FIRE COOKING IS A WAY OF LIFE for the Bribri, the indigenous people of Cahuita, a small city on Costa Rica’s Caribbean coast. With good intentions, the local government built new homes with indoor cooking space, despite the fact that the Bribri prepare family meals in vented, open kitchens. We rebuilt two kitchens so that they better reflected the cultural standard. Our mission also included cultural exchange classes with this gentleman’s children and grandchildren. The family living room we’re in doubled as our classroom. Then the kids would go into the town and show friends their new notebooks, pencils, and books. Because of that, the class slowly grew in size as children from the town started coming to the lessons, hoping to receive their own school supplies. We learned as much from the locals as they did from us. This is a culture built on trust, unity, respect, and most of all, love."

—Dr. Walter McCollum ’03, Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management) Senior Director of Organizational Development, Sodexo North America

Submit your photos from the Field to MyWaldenimpact@waldenu.edu.

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WALDEN UNIVERSITY
A higher degree. A higher purpose.
Christine Austin ‘07 teaches middle school students that writing can empower them both in and outside the classroom. By Jill FitzSimmons

On the first day of class, Austin asks her students whether writing is important. They have a hard time understanding why we need to write, she says. Instead of making sure sentences are constructed with fluency and meaning, students today rely on the "tech talk" they’re accustomed to in text messages and email. Many young people are losing the art of effective communication and are tossing aside the foundations of the English language, Austin adds.

Her classroom is unique to Gwinnett County—and there’s a reason for that. Austin saw the need for such a program and put it together four years ago. Students in the sixth through eighth grades are identified based on need and then assigned to Austin’s class. Classes are made up of reluctant writers who are grouped in various groups to help them see what good writing skills can do for them both in and outside the classroom. The program is designed to empower them both in and outside the classroom.

"I’m a lifelong learner... I will always be in school."

she explored several majors. It wasn’t until her junior year at the University of Georgia in Athens that she decided to go into education as a means of marrying her love of writing and literature with the joy of helping people and learning.

"I’m a lifelong learner," says Austin, a go-getter who had two babies while earning her master’s degree. "I will always be in school.”

While continuing to work full-time and teach an online high school language arts class, Austin has returned to Walden to earn her Doctor of Education (Ed.D.) to become an expert in instructional strategies for low-performing writers. The best way to do so, she says, is to immerse herself in the literature and be with people with similar goals.

"In the online learning environment, it’s important to have a strong foundation of colleagues who have a similar focus," says Austin, who often called university faculty members with questions or reached out to other Walden students. "Walden does an excellent job of really emphasizing that strong camaraderie.”

A recipient of Walden’s Presidential Scholarship, which is awarded to master’s graduates, are you considering a doctoral degree? Apply by March 14, 2011, for a $5,000 Presidential Scholarship. Learn more at www.WaldenU.edu/scholarships.

And for all alumni, don’t forget the benefits of re-enrolling in another degree program at Walden, including a 15 percent tuition reduction on your program of choice. Turn to page 44 to see which of our program offerings might keep you on the path of lifelong learning.
Across the United States and Around the World, Walden University alumni, students, and faculty members are making a positive impact on their communities by volunteering on Walden’s annual Global Day of Service and throughout the year.

Evelyn Jossell | Student, Ed.D. Guardian Angel Community House Project, Youth Opportunities Unlimited, Inc. — Lambert, Miss.

“As volunteer my time to develop projects that have an impact on the well-being of students and their parents in our rural community. Youth and adult obesity are major health concerns here, and planting a community garden provided access to fresh produce and much-needed exercise.”

Freida Pemberton | Ph.D. in Health, 1996 World Wide Holistic Health Outreach, Inc. — Valley Stream, N.Y.

“As the volunteer administrator and healthcare provider, I have arranged and been an active participant in a health promotion and disease prevention program in Benin, Ghana, and Togo. Walden’s Global Day of Service was phenomenal in bringing volunteers together and keeping everyone energized to make a social impact and positive difference in the world. Six volunteers were able to tap into their networks to share the activity of which I am most proud is participation in the annual Science and Engineering Fair of Houston. This allows us to see the remarkable research done by local middle and high school students and to encourage their continued interest in these fields.”

Jo Carney | Student, M.S. in Education Project Coordinator, Manford Regional High School/Support Our Troops — Linwood, N.J.

“Our project is about sustaining the warrior, regardless of personal feelings about the war. I did not set out to change the world, only to help out a few lonely soldiers by providing cards, letters, and supplies until they come home; we have wrapped, packed, and shipped more than 4,000 pounds of much-needed supplies and touched the lives of so many soldiers in Iraq and Afghanistan that it is unbelievable.”

Herzi Harouni | Ph.D. in Applied Management and Decision Sciences, 2010 American Society for Quality — Houston, Texas

“As co-chair of the society’s community outreach program, I have been privileged to be a part of numerous activities that make a difference. The activity of which I am most proud is participation in the annual Science and Engineering Fair of Houston. This allows us to see the remarkable research done by local middle and high school students and to encourage their continued interest in these fields.”

Rhonda Neswold-Potter | Faculty Member, College of Social and Behavioral Sciences Age to Age Counseling, PC — Albuquerque, N.M.

“I own a for-profit business that offers a lot of free services to the community, including our participation in the national Depression Screening Day project. We offered information and support related to depression and mental health and wellness, and we had a Walden student work on this with us.”

Elise Gaber | Ph.D. in Applied Management and Decision Sciences, 1994 Rotary Club of Kirksville — Kirksville, Mo.

“My Rotary Club partnered with the Kirksville Arts Association and Kirksville-interact, our high school Rotary club, to raise approximately $1,000 for two projects: Ray’s Reading Room in New Orleans and the Shelterbox international disaster relief project.”

Anthony Leisner | Faculty Member, School of Public Policy and Administration WorkNet Pinellas — Tampa, Fl.

“For six years, I have served as a volunteer member of the board of directors of WorkNet Pinellas, a nonprofit that moves people from welfare and unemployment into meaningful work. We also mentor youth aging out of foster care, train people in sustainability-related careers, help noncustodial parents reconnect with families through employment, and provide funding for job training.”

Susan Blesh | Student, M.B.A. Alzheimer’s Association — Williamsport, Penn.

“As Alzheimer’s disease is prevalent in my area, but resources for family members and caregivers are not readily available. I am captain of our group in the Memory Walk. Alzheimer’s is an awful disease, and I am passionate about spreading the word, raising money, and finding a cure.”

James Afrify | Student, Ph.D. in Public Health Hamashiah Aldersgate Orphanage — Kona, Ghana

“I was the key person who founded an NGO called Aldersgate Foundation, and the Hamashiah Aldersgate Orphanage became one of our main projects. We are catering to the education of the children, feeding and caring for them, and helping them develop spiritually. Our foundation’s regular volunteering services are putting smiles on the faces of needy people.”

Find or post volunteer opportunities at www.WaldenU.edu/servicenetwork.
A Transformative Experience

NAME: Rebecca Barton

DEGREE EARNED: Master of Science in Nursing (MSN), Education BSN Track. Currently working on a Doctor of Education (Ed.D.) with a specialization in Higher Education and Adult Learning.

CURRENT JOB: Assistant professor of Classroom and Clinical Nursing at the Raymond Walters College, University of Cincinnati, in Blue Ash, Ohio.

HOW DID YOU LEARN ABOUT WALDEN? I wanted something where I didn’t have to be in class at certain times on certain days. My daughter was 5 and I had to find a program I could take while working and that wouldn’t interfere with my family. I found Walden online and talked to an enrollment advisor. At that point, I’d been diagnosed with multiple sclerosis, so an online degree program worked best for me.

WHEN DID YOU KNOW THAT WALDEN WAS THE RIGHT PLACE FOR YOU? It was getting my first A. I had been out of school for so long that when I got that A, I thought, “Wow, I can do this!” Also, the Walden degree was more affordable and the support services were always there to help. There’s so much support to help you succeed.

WHY DO YOU REFER OTHERS TO WALDEN? I got so much out of it that I’m a totally different person now. It’s amazing to see the difference in how I teach now compared to three years ago. The coursework in both the MSN and Ed.D. programs has really improved my teaching ability.

There’s so much support to help you succeed.

State Teachers of the Year Attending Walden Take on the Toughest Challenges.

By Nancy Grund

No matter where you live, what you do for a living, or whether you have school-age children (or grandchildren), education—from kindergarten through high school—affects you. The quality of your local school system can dictate who buys a house in your neighborhood, what the long-term economic forecasts are for your area, and where employers choose to locate their businesses.

As parents, policymakers, community members, volunteers, and leaders in businesses and nonprofits, we can all play an active role in improving our education system. The Richard W. Riley College of Education and Leadership at Walden University has long been leveraging the power of teaching and technology to prepare educators to make a difference. Here, several of America’s state teachers of the year—among the more than 60 who are Walden students—weigh in with solutions from their own classrooms and suggestions for ways we can partner with schools in our own communities.
Equipping Students with Technology Tools
Technology surrounds us at home and at work, yet many students have little or no access to it in the classroom. Walden’s top teachers recognize that technology is a critical component in preparing students for the 21st-century workplace, and they are working to bridge the technology gap in classrooms around the country.

Byron Ernest, 2010 Indiana Teacher of the Year and a Walden Doctor of Education student, may have earned his undergraduate teaching degree in the pre-computer era, but he has evolved into a technology leader. Using his high school classroom as a model, he is leading his district’s effort to turn traditional classrooms into 21st-century learning environments.

“Technology in the classroom is not about unloading rates of equipment in the classroom;” Ernest says. “We must look at why we are using technology and how it engages students.

“For a current research project, we have collected data on 3,500 corn plants to study rootworm resistance;” he explains. “We keep the data on Wiki sites. Every day our students are sharing information and collaborating with Ph.D. researchers at companies like Monsanto.”

Ernest says that relevancy excites students, and media literacy skills.

“The digital revolution is not about teachers using technology to support learning, and the development of 21st-century skills. Findings from Educators, Technology and 21st Century Skills: Dispelling Five Myths include:

• Teachers who use technology frequently report greater benefits to student learning, engagement, and technology skill development than teachers who spend less time using technology to support learning.
• Teachers who have completed their initial certification or licensure since 2000 do not believe their pre-service programs taught them how to teach 21st-century skills.
• There is little association between a teacher’s years of experience and the frequency of technology use in the classroom.
• Teachers who use technology frequently report greater benefits to student learning, engagement, and technology skill development than teachers who spend less time using technology to support learning.
• Teachers who have completed their initial certification or licensure since 2000 do not believe their pre-service programs taught them how to teach 21st-century skills.
• There is little association between a teacher’s years of experience and the frequency of technology use in the classroom.

Find out the five myths at www.WaldenU.edu/fivemyths.

Classroom Technology Myths

1. Teachers who use technology frequently report greater benefits to student learning, engagement, and technology skill development than teachers who spend less time using technology to support learning.

2. Teachers who have completed their initial certification or licensure since 2000 do not believe their pre-service programs taught them how to teach 21st-century skills.

3. There is little association between a teacher’s years of experience and the frequency of technology use in the classroom.

4. Teachers who use technology frequently report greater benefits to student learning, engagement, and technology skill development than teachers who spend less time using technology to support learning.

5. Teachers who have completed their initial certification or licensure since 2000 do not believe their pre-service programs taught them how to teach 21st-century skills.

The magic happens when you reach children in ways that are not in the lesson plan.”

2008 Missouri Teacher of the Year Eric Langhorst makes his students producers, not just consumers, of content.

“Learning is more meaningful when students produce something they can share.”

Eric Langhorst makes his students producers, not just consumers, of content. The idea is to give kids authentic learning experiences using technology,” says Flynn, who served on the steering committee of the Commonwealth Readiness Project, which culminated in a 10-year strategic plan for education in Massachusetts. One of the project’s main findings: that the K-12 system must help students boost their technology and media literacy skills.

Flynn is taking that mandate to heart. In his second-grade class, students write, edit, and record stories, incorporate music and sound effects; and then synchronize them to iPods in the school’s Listening Center. “Instead of listening to professionally produced materials, students can now hear stories produced by their classmates,” Flynn says. “Learning is more meaningful when students create something they can share.”

In science class, his students create presentations on topics such as the weather that are broadcast to the whole school.

“Technology provides the incentive for students to learn more since they need to know the subject matter in depth if they are going to share their knowledge,” says Flynn, who views technology as a vehicle to extend tried-and-true teaching methods.

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TECHNOLOGY, TESTING, AND TEACHER LEADERSHIP

60+

State Teachers of the Year Call Walden Home

Walden University is proud to be the higher education choice of more than 60 state teachers of the year. Top teachers in 33 states—from Alaska to Florida and states in between—four U.S. international territories, and the Department of Defense Education Activity have selected Walden to continue their education. In addition to earning graduate degrees, they share their expertise with Walden students and faculty in the online classroom and doctoral residencies.

Watch videos of state teachers of the year from Iowa, Louisiana, Maine, Missouri, Montana, Nebraska, Nevada, and New Mexico at www.WaldenU.edu/topteachers.

Two Sides of Testing

Why is standardized testing at the heart of the education debate?

a. It may work against disadvantaged students.

b. It can limit teacher input and creative freedom in the classroom.

c. It may not be a valid measurement of student or school success.

d. All of the above.

If you answered all of the above (and maybe came up with a few answers of your own), you have a basic understanding of some of the challenges facing classroom teachers, who are charged with preparing students for success at every level. Yet testing can help as well hinder the education process, according to Walden’s top teachers.

“Testing provides a benchmark, a placeholder,” says 2018 Arkansas Teacher of the Year Paul Gray, a Doctor of Education student. “It’s a monumental task.”

Acknowledging that teaching is part art, part science, he explains, “The magic happens when you reach children in ways that are not in the lesson plans. A skilled veteran teacher can take a prescriptive curriculum and make it interesting and broader.” He expresses concern, however, that many teachers do not have the talent or experience to make that leap, especially if they are following strict curriculum directives to meet testing requirements.

During the 2016–17 school year, Gray taught in the inner city of Little Rock. “You would have 35 teachers and 712 students, found:

35 teachers and 712 students, found:

• Students of teachers who graduated from Walden’s M.S. in Education program taught by Walden-master’s-educated teachers with those students taught by non-Walden-master’s-educated teachers.

Results of the study revealed a greater impact by Walden teachers on their students’ reading success. Key highlights of the study, which evaluated three years of data on 35 teachers and 712 students, found:

• Students of teachers who graduated from Walden’s M.S. in Education program with a specialization in elementary reading and literacy had gains in reading fluency that were, on average, 14 percent greater than students of non-Walden-master’s-educated teachers.

• Gains were largest in first grade, where students of Walden teachers averaged 5.4 more words per minute than other students.

• The positive impact Walden teachers had on student reading fluency translated into more efficient use of instructional time. The findings reported that the cumulative effect of having a Walden teacher in grades 1–5 would have a combined gain in reading fluency of 13.6 words per minute.

To that end, each student at her high school is paired with a teacher who serves as the student’s mentor for four years, offering academic advising, counseling, and mentoring. An open academic period each school day provides time for students to receive special instruction, access assignments, and prepare for testing.

When students are in a classroom for 45 minutes, they disengage after the first 10 minutes.”

Linking Teacher Learning to Student Success

In a unique collaboration with Tacoma Public Schools in Tacoma, Washington, Walden University sponsored a study that compared the reading fluency of students taught by Walden-master’s-educated teachers with those students taught by non-Walden-master’s-educated teachers.

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Read the report at www.WaldenU.edu/tacoma.
Leadership for Teaching and Learning, believes all teachers should make the biggest difference.”

Doyle and a colleague created a branch of the national Milken Educator Network to “embrace and uplift the teaching profession and work with annual Milken Educator Award winners to promote change,” she says. The network sponsors a Teachers of Promise Institute for prospective teachers, pairing them with top-notch educators to talk about their future careers and all facets of education. “Even as college students, aspiring teachers must begin viewing themselves as leaders,” Doyle notes. “Before they set foot in the classroom, we can help them learn to become team players.”

The road to leadership was not as direct for Doyle. “I learned by trial and error when leaders of my own school team began reining,” she says. “Many teachers feel that they do not have a voice in decision-making, but the input of those on the ground level can make the biggest difference.”

Recognizing that teacher leadership will become even more vital in the years to come, Doyle created her own mentoring program to cultivate leadership skills in young women. The Girls Rising Onto Womanhood (GROW) program is designed to help at-risk middle school girls build social and academic skills. Doyle helps students with their homework assignments and organizes volunteer activities and outings, such as a trip to Washington, D.C., with the students with their homework assignments and organizes volunteer activities and outings, such as a trip to Washington, D.C., with the students.

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“Every day you bring everything you have to students and hope they take something away with them.”

Parents
- We need to create a dialogue with parents. When students go home, they need to be creating instead of sitting in front of the computer playing games. If parents can see all the possibilities of technology, they can push their children to do creative work. Michael Flynn, 2008 Massachusetts Teacher of the Year
- Our first duty as teacher leaders is to seek ways to improve learning. Teachers must find ways to work cooperatively with parents to make learning a collaborative enterprise. Stephanie Doyle, 2009 Virginia Teacher of the Year

Employers
- Employers need to spend time in the classroom. I would like a CEO to see what I do for a day or a week. CEOs need to see firsthand what a complex environment the classroom truly is. Paul Gray, 2008 Arkansas Teacher of the Year
- Somehow we need a better flow of information from the business world to the K-12 and higher education system. We don’t communicate enough. Interesting conversations are not happening. Mary Schlieder, 2008 Nebraska Teacher of the Year

Community Members
- Without the right people making decisions on the school board or in the state legislatures, the battle for education is uphill. As registered, informed voters, we can all be involved by exercising our right to vote. Ann Marie Taylor, 2008 South Carolina Teacher of the Year
- There is a growing disconnect between what children need and what they get. The business community is vocal about the skills they are seeking. We must create a digital partnership with local business and community members to give students those skills. Eric Langhorst, 2008 Missouri Teacher of the Year

Listen to Teacher Leaders

Think back to your grade school days. Whether it was the second-grade teacher who won you over with kindness or the high school teacher who helped you finally understand algebra, chances are that one of your teachers made a difference in your life. Now those teachers are getting the chance to lead change in their schools and districts without leaving the classrooms they love.

Stephanie Doyle, 2009 Virginia Teacher of the Year and a Walden M.S. in Education student specializing in Administrative Leadership for Teaching and Learning, believes all teachers should have the opportunity to become leaders. “They have a pulse on the community, something that is often lacking at the administrative level,” says Taylor. “You cannot promote change or enlist followers without it.”

A commitment to service and mentoring is essential for aspiring teacher leaders, she adds. “You must show your servant’s heart and prove that you are not afraid to get your hands dirty and fight for the underdog.”

Taylor’s first mentor, who taught students with severe and profound disabilities, was a strong advocate for the underdog, and her lessons resonated with Taylor, an elementary special education teacher. “She taught me that every day you bring everything you have to students and hope they take something away with them.” From incorporating music in her teaching to offering lessons in a game-show format complete with prizes, Taylor is breaking down barriers to reach the children in her special education classes.

Recognizing the value of mentoring in her own professional development, Taylor obtained state funding to create a mentor training program. Now in its third year, the program has certified some 350 teachers as mentors to work with and support first-year special education teachers throughout South Carolina. Taylor’s leadership is not limited to the education system: Recently, she was responsible for getting her county to reconstitute a Special Olympics program that ended nearly two decades ago.

“One of the best pieces of advice I ever got as a new teacher was to follow your interests,” says Deborah Tonguis, 2009 Louisiana Teacher of the Year. “I think those areas that you love find you. And that’s what happened to me. It’s almost like the Walden program found me and screamed at me, ‘Yes, you are a teacher leader, and let’s see where you can go from here.’”

“In teacher leadership we are there to develop and create opportunities for teachers to become better teachers and to empower them,” Tonguis adds. “We know it’s going to translate into a better life for our students.”
WHY IS IT THAT SOME IDEAS FLOURISH INTO TANGIBLE REALITY WHILE OTHERS NEVER MAKE IT PAST A FLEETING THOUGHT?

What is it that separates the serial entrepreneurs and inventors who bring their ideas to life from those of us who find ourselves still standing on the sidelines? Often it can be an emotional catalyst that propels us into action. Cheryl Dorsey, president of the global nonprofit Echoing Green and a frequent Walden speaker, describes this emotional calling “the moment of obligation.” While training to be a pediatrician at Harvard Medical School, Dorsey experienced such a moment when she was faced with a crisis in infant mortality in inner-city Boston. “We all see problems every day, but every once in a while, there’s that one problem you absolutely can’t look away from,” recalls Dorsey. “For me, it was this notion that these babies were not getting a chance in life.” With the assistance of Echoing Green, which provides financial support and other services to social entrepreneurs, she launched a mobile health unit called the Family Van.

Have you experienced your moment of obligation? Whether your goal is to change your neighborhood or the world, for it to have a real impact, you’ll need to share and build on your idea to turn it into a force for social change. The following stories from members of the Walden community illustrate the personal experiences that motivated these individuals to transform their ideas into actions, as well as practical tips for you to consider when you’re ready to make your move.

DISCOVER HOW FOUR WALDEN AGENTS OF CHANGE TRANSFORMED THEIR THOUGHTS INTO ACTION—AND HOW YOU CAN DO THE SAME. By Lori Putnam

The Idea: As a child growing up in Haiti, Andrise Bass taught herself to read and write. As an adult, she made it her personal mission to help children avoid exploitation and abuse by launching a literacy program in a country where just over half the population can read. She partnered with the local government and grassroots organizations to implement the Lire Program in 2008, relying on Walden faculty members and colleagues to assist her. In its first year, the program helped more than 150 children begin to read.

“The children need knowledge like they need food and clothes,” says Bass. It is through education, she believes, that many children can escape poverty including some who, like Bass, were child laborers. Ultimately she would like Lire to become a U.N.-sanctioned program whereby literacy kits could be provided in refugee camps and other regions struck by natural disasters. “Where there are no schools or books is where Lire needs to be,” she adds.

The Impact: After the devastating Haiti earthquake in January 2010, fellow Walden classmates flew to the country to help Bass restart the program. “Before the earthquake we would go to churches and schools,” says Bass. “After the quake, we still teach but it is very difficult. Most of the people who helped in the program don’t have a place to live, either.”

How She Did It: To implement a reading program in a country ranked 177 out of 200 in literacy, Bass had to make use of every resource at her disposal. She next goal is to have enough equipment to build a permanent facility for the program. “We must know how to read and write,” she adds. “What good is bringing technology and resources to this country if we can’t read?”

Andrise Bass | Ph.D. in Public Policy and Administration Student

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Connect: With Volunteers Online

One way to share your idea is to join the Walden Service Network. This online community of Walden students, alumni, and faculty and staff members connects volunteers with volunteer opportunities. Visit often to learn about more volunteer opportunities in your local community or to find support for your idea for social change.

Register for free online at www.WaldenU.edu/servicenetwork.
The Idea: “Learning should be fun,” says Erin Manzanares, who came to teaching after a career in New York theater. “I spent two years in public schools, and after two years, I knew I didn’t want to be in that system. What I saw happening was that everything was becoming segmented. For instance, there would be reading for an hour, then math for an hour. It was almost as if students had these blinders on. There were so many challenges that I felt were preventing us from succeeding, both students and staff.” So Manzanares decided to open a different kind of school, one where children are involved in project-based learning and where topics are approached creatively and comprehensively.

The Impact: In fall 2010, Manzanares welcomed her first class of six students at La Puerta School for the Arts, Sciences and Agriculture, a nonprofit, private school with a multi-age classroom serving a largely rural community in New Mexico. Children and teachers focus on learning every aspect about a topic to create deeper and more meaningful connections.

“Our theme for this year is roots,” says Manzanares. From studying the transformation of seed to plant to following the birth of chicks through adulthood, students at La Puerta have a creative framework from which to base their learning. What’s more, Manzanares encourages hands-on learning in what is a heavily agricultural community. Tending to a chicken coop, for example, challenged students to incorporate math, science, and the visual arts in ways that go beyond textbook learning. The simple act of suggesting improvements to the coop to better accommodate the chickens has given students the opportunity to realize that they, too, can help make a difference, says Manzanares.

How She Did It: A self-described planner, Manzanares emphasizes the importance of writing down goals. “You can have goals, but once you write them down, it makes them more powerful,” she says. Her first set of goals focused on building her credentials as an educational leader: “I started by earning my teaching certification, then gaining additional experience in the classroom, and finally completing my master’s degree.”

Next, she started investigating how others founded schools. A key first step, she discovered, was registering with the state as a nonprofit organization. This led her to create a board of directors, which may sound intimidating but was something she approached by simply asking the assistance of family and friends. She went to local community members and asked them to join as well, which helped to expand her network of supporters.

“It’s important to get your idea out of your mind and start talking about it,” adds Manzanares. “It was really scary for me to say to people that I was starting a school. I knew once I said it, I had to do it. Then my idea had a life of its own.”

The Courage to Fail

What would you attempt to do if you knew you could not fail? This was the question posed by Echoing Green CEO and Walden commencement speaker Cheryl Dorsey to recent graduates last July. Although failure has the ability to stop us dead in our tracks, said Dorsey, without the possibility of failure, there would never be an opportunity for a breakthrough innovation.

Other words of advice from Dorsey:
- “You are enough. You are an abundance if you have the courage to embrace your unique gifts and talents and are not afraid to unleash them on the world.”
- “Failure is not a dirty word or a socially unacceptable outcome that has to be talked about in hushed tones. Reaching for something that seems improbable but means everything to you is the very definition of opportunity, and that is the lived experience of all social change movements.”
- “Failure is ultimately nothing more than a state of mind—your state of mind. It’s so easy to fall prey to doubts and fears. Build a community around you that will love you, stand for you, and be your fiercest champion.”
Eric McLoyd ’09 | Master of Business Administration (M.B.A.)

The Idea: "When i was in college, I was part of a mentoring program that paired seniors with underclassmen," recalls Eric McLoyd. "Through that experience, I discovered that many minority students who started college weren't graduating. I decided I wanted to address that problem even before students get to college. I thought a program for high school students that focused on character development could address this issue."

How He Did It: McLoyd wasn’t a teacher by trade or training, but he sought advice and guidance from others and, as a result, was able to launch an organization to foster student achievement. He looked to his immediate network of family and friends, many of them educators, to help him turn his idea into a viable program. "Pull together a pool of advisors to assist you," he advises. "It doesn't have to be people in the industry, but people you can trust to bounce ideas off of."

Next he requested meetings with individuals working in nonprofits in the Chicago area to help him define his goals and create his mission statement. He also suggests seeking out local organizations and business schools that can provide consulting services for little or no cost for individuals starting businesses. McLoyd expanded his own network of experts when he enrolled in Walden’s School of Management to earn his M.B.A. "I had spoken to people about strategies, but I didn't have the knowledge to create a business plan," recalls McLoyd. "I didn't know the language of business."

Finally, he advises defining your idea thoroughly. "Do research and find out what organizations or people may already be addressing your issues, and reach out to them for feedback," he says. "Many times they may be doing similar work, but still there is a niche that is overlooked."

McLoyd created the not-for-profit organization Planet W.U.N. in 2004 and implemented a successful character development program at a high school located on Chicago’s south side. Three years later, he merged his organization with The Giving Tree, a consulting company that trains early childhood educators.

The Impact: Today McLoyd’s organization works with local Chicago schools to provide customized professional development for teachers that addresses specific challenges in their classrooms. In addition to training, McLoyd and his partner and wife, Bridgett Scarborough, are spearheading the development of the Rogers Park Youth Zone to increase after-school programming and reduce youth-led violence.

“When you've put your idea into action, let us know at MyWaldenImpact@waldenu.edu.”

Walden University does more than encourage positive social change—we actually put it into practice. Join Walden community members around the world who engage in service projects that bring Walden’s social change mission to life.
Start Small to Succeed in Social Change

WHY VOLUNTEERING IS LIKE DIETING, HOW A FOR-PROFIT MENTALITY CAN SUSTAIN YOUR SOCIAL CHANGE MISSION, AND OTHER OBSERVATIONS FROM SOCIAL ENTREPRENEUR BLAKE MYCOSKIE

BLAKE MYCOSKIE LAUNCHED TOMS SHOES after seeing the hardships faced by children without shoes in Argentina. His for-profit company offers a unique one-for-one business proposition: With every pair of TOMS shoes you purchase, the company will give a pair of new shoes to a child in need.

The founder and chief shoe-giver of TOMS spoke to Walden about finding inspiration, staying motivated, and the importance of learning from the experiences of others.

YOU STARTED TOMS EVEN THOUGH YOU DIDN’T HAVE ANY EXPERIENCE IN SHOES OR FASHION. WHAT WOULD YOU SAY TO SOMEONE IN A SIMILAR SITUATION?

B.M. When I was starting my first businesses and I had no expertise, I tried to find people who would take interest in what I was doing and mentor me. To proactively seek out mentors is a great thing at any age. People in my company are in their mid-40s and have mentors because it’s important. You can only learn so much through trial and error, on the job, and through school. Having someone who’s been there, done that, and has already made the mistakes is a great thing. The other thing that I probably have learned the most from is reading biographies of people in the space I want to be. When people write a biography, they obviously had a certain level of success. So they don’t have insecurity about telling all the mistakes they made. When you read about someone’s mistakes, you learn from their mistakes and, you hope, don’t make them yourself.
If someone has a great social change business idea but hasn't been an entrepreneur, what are the first steps they should take?

B.M. Some basic education is important. There are great books on writing business plans. There are great books on what has made other startup companies successful. It's really not that different from company to company. They saw a need. They saw a problem. They saw something they didn't think was right in the world. And they started small. If you think about any big company today that you really respect, I guarantee it wasn't a well-funded startup. Every single one of them started in a garage with people, with their credit cards. I truly believe that creativity comes out of necessity. When you don't have money and stuff to fall back on—or the experience—you sometimes get a more creative thought, which leads to a breakthrough in business.

How does someone decide whether a social change idea should become a nonprofit or for-profit business?

B.M. There isn't a hard-and-fast rule. But just because you're nonprofit doesn't mean you can't act like a for-profit. I think if nonprofits acted more like for-profits, they would have a lot more success. I see a lot of nonprofits that just because they're nonprofit, their branding is bad. Their PR campaign makes no sense. They don't have the same level of excellence that a for-profit does because a for-profit is worried about going out of business or losing money.

What is one of the greatest lessons you've learned along the way to growing your successful businesses?

B.M. I think one of the big things is just to keep it simple. One of the reasons why TOMS works is because it has a very simple message and a very simple idea. Therefore, it can be spread easily. We've been able to grow our business because people have told the story for us. Think of all of the great pop songs. They're simple. The great products, they're simple. I've learned in starting any business that the more you can reduce the features, or the more you can reduce the ideas around it and simplify it, the better.

Those who don't want to start their own organization can volunteer with one that already exists—and Walden alumni do this at a rate above the national average. What advice do you have for them when getting involved?

B.M. The biggest thing is that it's really never too early or too late to get involved in some form of service. I think it creates a change that affects all of your life in positive ways. Specifically, do it with people you love and care about and work with, because there's a real community that forms when you serve with someone else. It's something that I have experienced talking to people on trips all over the world and with my own staff. You get such a joy, not just from what you're doing, but from the relationships and the people you're doing it with. I think that sometimes we're so disconnected, especially in this day and age. We're more connected than we've ever been because of technology, but we're more disconnected in the types of personal relationships we have and the amount of time we sit in a room and talk and spend time together. Service is a great way to connect with human beings the way that we did a long time ago. I think that's a very positive thing and something we need more of.

How much time should someone spend volunteering?

B.M. In a weird way, volunteering is like dieting. If you go on a diet, you do this extreme thing that causes you to lose weight. You're going to have this great feeling, but it's not really something you could do the rest of your life. Then you're going to feel worse when you gain it all back. I think volunteering is the same. If you try to get too deep, and you get engrossed in it to the detriment of your other life commitments—family, school, work—it's not going to be sustainable. You're going to feel guilty later because you're not doing it. So I always tell people it's better to just enter slowly than to go really hard and fast, with volunteering or with service or even companies, to have a level of commitment that is truly a lifestyle change or a sustainable change.

You've spent a lot of time abroad. What advice do you have for someone considering volunteering in the developing world?

B.M. You have to be careful because you could do it, and then the rest of your existence could seem a little bit bland compared to that emotional experience. People come on shoe drops with us, and it's usually a pretty jarring experience. And they come back to the United States and live with this kind of guilt that they've seen what's going on in Haiti. I think you have to be responsible with your emotions that way. Now, some people can go to Haiti, volunteer for two weeks, go back into work on Monday, and just have it as a nice memory, like a vacation. Some people, it gets so much into their core that it's going to affect them. People need to be prepared for that potential effect on their life. By doing it in smaller doses at first, you at least start to get an understanding of your ability to make that commitment before you make too big of a commitment that you can't continue.

If someone wants to do good in the world but hasn't been pushed into action by an experience like the one you had in Argentina, how can they identify a specific cause?

B.M. I think you have to just follow your passion. If you get involved in a project but you're not fully engaged and passionate, over time it will wane and won't be as fulfilling. I tell people, "Don't rush into something because you just feel the desire. Really take your time and do a little bit of volunteering in different groups and see what really connects to you." So I think it's important for people to take the time to figure out how their skill sets match their passions.
Combating Diabetes from Decatur to Dakar

Two award recipients share their approaches

IT’S THE SIXTH LEADING CAUSE OF DEATH IN AMERICA, and some 246 million people live with it worldwide. During the 2009 Scholars of Change video contest, Dr. Tina Ann Cloney and Mary Morrissey-Ross received grand prize recognition for their work to prevent and treat diabetes in two very different communities.

DR. TINA ANN CLONEY
Decatur, Illinois

MARY MORRISSEY-ROSS
Dakar, Senegal

Decatur, Illinois

Dakar, Senegal

Community risks

Community served

Background

Nurse practitioner

Registered dietitian and certified diabetes educator

Obesity rates in this small Illinois town are steadily climbing, and there aren’t any comprehensive community programs to help people effectively manage their diabetes.

This developing country lacks national healthcare and affordable medication, and most people here never receive preventative healthcare during their lifetimes.

Community

Scholar of Change

The first step

Help members of the Decatur community manage diabetes and prevent diabetes-related complications.

Primary goals

Small group classes and individual counseling sessions on diabetes management.

Treatment tools

Machines for measuring blood sugar levels and blood pressure.

Community participation

Alliances with community doctors who refer their patients, and word of mouth.

Funding

The International Diabetes Federation provides funds and health education materials, and Ross spearheads a community fundraising campaign in the U.S.

Continuing the mission

Morrissey-Ross has trained people in Senegal to conduct screenings while she is out of the country, and provides blood sugar machines and additional equipment.

Personal obstacle

The language barrier. Morrissey-Ross always has a translator with her while meeting with patients and conducting screenings.

Biggest impact of the program

Identifying people with diabetes who did not know they were living with the disease.

Extreme weight loss and a reduction of the risk of diabetes in Decatur.

The American Diabetes Association now recognizes the program, which has expanded to serve home health agencies, and is planning to add a prediabetes component.

Morrissey-Ross partnered with a Senegalese health association to conduct diabetes screenings and brief local doctors on how to refer their patients for screenings and follow-up care.

Develop a sustainable method to prevent, identify, and treat diabetes in Dakar.

The language barrier. Morrissey-Ross always has a translator with her while meeting with patients and conducting screenings.

Not acting earlier. Cloney was concerned to learn some of her patients have lived with diabetes for more than 30 years, yet never had the opportunity to get help until recently.

The language barrier. Morrissey-Ross always has a translator with her while meeting with patients and conducting screenings.

Biggest impact of the program

Extreme weight loss and a reduction of the risk of diabetes in Decatur.

Identifying people with diabetes who did not know they were living with the disease.
Celebrating the Volunteer Spirit

Social Change Conference 2010

Last year, more than 63 million individuals volunteered in the U.S. This all-time high for volunteerism is remarkable given the uncertain economy and even more uncertain job market. Sparking and nurturing the spirit of volunteerism was the focus of the Social Change Conference, held on October 27, 2010. Joining featured speaker Jim Dickinson, of Business Volunteers Unlimited Maryland, to address the theme of “Volunteerism: Encouraging Individuals to Effect Societal Change” were Marina Kim of Ashoka U, Jaime Hiraishi of the Taproot Foundation, and Dr. Gary Kelsey, a faculty member at Walden’s School of Public Policy and Administration.

Kelsey encouraged organizations to provide a clear pathway for individuals to become volunteers. “People are so busy, and their lives are so complex, that unless we reach out in a way that makes volunteering accessible to them, it can be a challenge,” he said.

Once volunteers connect with an organization, Dickinson emphasized, there needs to be a volunteer policy that encompasses more than simply how to recruit volunteers but also considers how to keep them engaged and working collaboratively with staff. “Think through how you can empower staff to understand the value of volunteers and how to tap into their potential,” he added.

Understanding the amount of time and resources required for a volunteer project is another key to success for both the volunteer and the organization. “We actually found that 75 percent of our nonprofit applicants have unrealistic expectations,” said Hiraishi, who specializes at the Taproot Foundation in promoting pro bono service within professional schools. She also pointed out that even a small amount of volunteer service, when combined with others, can have a major impact. Using the example of an annual graduating class of 120,000 M.B.A.s, she said, “If each of them dedicated just 5 percent of their billable hours to pro bono service, that would be about 1.6 million hours, which would essentially create a marketplace of about $2.2 billion.”

In the end, one of the most important catalysts to volunteering is helping individuals see doing so as part of their overall identity. “That’s actually a hugely important part of why people do volunteer and make a difference,” Kim said. “They see it as part of who they are, and what they do, and it’s not necessarily just their career that defines who they are.”

“Even a small amount of volunteer service, when combined with others, can have a major impact.”

To watch the hour-long video of the Social Change Conference in its entirety, visit www.WaldenU.edu/service. To share stories of your own volunteer work, please email MyWaldenImpact@waldenu.edu.

The Walden community made a difference in 455 cities across the United States and around the world on Oct. 2 as students, alumni, faculty members, and staff—plus their friends and family members—volunteered together on Walden’s 2010 Global Day of Service. Their diverse service projects ranged from beautification and restoration of beaches and schools to feeding the hungry, supporting U.S. troops, and raising awareness of important health and education issues. The level of participation in the 2010 Global Day of Service, along with the Walden community’s year-round volunteering, helped Walden surpass its goal of reaching 400,000 hours of volunteer service in 2010. Whenever you volunteer, be sure to log your hours on the Walden Service Network at www.WaldenU.edu/servicenetwork.

Volunteers in Baltimore helped refurbish the Friendship Academy of Engineering and Technology.

One Day, 455 Cities

Walden’s Richard W. Riley College of Education and Leadership has a new educational partner: the NEA Academy, the professional development arm of the National Education Association. The NEA Academy chose Walden as one of its three online education partners after conducting extensive research on more than 110 online master’s degree programs. Through this new collaboration, NEA members who enroll in Walden’s M.S. in Education or M.S. in Instructional Design and Technology programs may receive special benefits.

“Our future is dependent upon the effectiveness of our educators and their success in today’s public school classrooms,” said Lily Eskelsen, vice president of the National Education Association. “Partnering with Walden’s Riley College of Education and Leadership reflects the NEA’s commitment to helping educators master their craft with access to quality higher education.”

To learn more, visit www.WaldenU.edu/nea.
CCNE Accreditation for Nursing Programs

THE COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE) recently put its stamp of approval on Walden’s bachelor’s degree program in nursing. In its first year of eligibility, the Bachelor of Science in Nursing (BSN) Completion Program earned CCNE accreditation for five years, the maximum period for a new program. The national agency, which is recognized by the U.S. Secretary of Education, also reaccredited Walden’s Master of Science in Nursing (MSN) program for another 10 years—the maximum length of time it will extend accreditation status.

Expand Your Social Network

THE VOTES ARE IN: Five students and alumni have been named grand prize winners in Walden’s 2010 Scholars of Change video competition. Each Scholar of Change is applying his or her education and experiences to bring about positive social change in a variety of ways and places.

• As a board member of Camillus Health Concern, Inc., Ph.D. in Management student Raymond Kaval Sr. uses his business experience and education to advocate for the poor and homeless in Miami.

• Melissa Thomas is helping to combat health disparities in the Amish and Mennonite communities in Appalachian Ohio. Since graduating from Walden with a Ph.D. in Public Health in 2007, she has focused on breast cancer screening and education, and has enabled more than 1,000 women to obtain mammograms at no cost.

• Science educator and musician Keith Smolinski, a Walden Ed.D. student from Woodbridge, Conn., writes original songs to teach students about science in accordance with state and national standards.

• Reis Woollen ’10, Bachelor of Science in Nursing (BSN) Completion Program graduate, works for the Silver Innings Foundation in Mumbai, India, where she is training healthcare providers and family members to care for the country’s elderly population, using an evidence-based and culturally appropriate approach. (See more about Woollen on page 29.)

• Earning her M.S. in Education from Walden, led teacher Erin Manzanares ’06 to found La Puerta School for the Arts, Sciences and Agriculture in her hometown of Abiquiu, N.M., located in one of the nation’s poorest counties. (See more about Manzanares on page 28.)

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Social Change Makers

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Watch the videos at www.WaldenU.edu/scholarsvideos.
How Ivy Zwickr ’07 changed paths at her organization to influence the lives of more people affected by autism

By Amy DerBedrosian

Ivy Zwickr ’07, M.B.A., IS ALWAYS ON THE MOVE. At the Autism Treatment Center in San Antonio, Texas, she’s risen from an entry-level position to become the director of operations overseeing all business functions for six group homes, a school, and an outpatient rehabilitation facility serving both adults and children.

But Zwickr, who also holds a bachelor’s degree in psychology, doesn’t stop at staffing and budgeting. Some days, she’s in the garden she transformed into an outdoor classroom to help people with autism connect with their environment. It’s part of a program she created that involves horticultural therapy as well as pottery and piñata making.

“I don’t have to do this, but it’s something I want to do,” says Zwickr, a self-described “high-energy person” who is also a certified herbalist and an avid gardener. “I won’t box myself in and just look at the numbers and do the financials. I want to be in touch with all of our programs intimately. I want to be there every day.”

In the past year, Zwickr’s commitment and ability to get things done have earned her both Walden’s Outstanding Alumni Award and recognition by the San Antonio Business Journal as one of her city’s “40 Under 40” rising stars. She attributes much of her success to her M.B.A. degree.

“The M.B.A. changed everything. Before, if I had an opinion, I couldn’t back it up, even if I knew what was best for the company. With the M.B.A., I can present things differently. I’m more precise in how I work with senior managers,” says Zwickr, who was promoted to her current position after earning her advanced degree from Walden. “The trust level went up when I was able to substantiate what I said with numbers. Talking businessperson to businessperson has really made a difference—I am able to do more for our programs. It’s inspiring to be able to help people by having a different skill.”

The Autism Treatment Center opened its outpatient facility while Zwickr was enrolled in the M.B.A. program. The courses she took in accounting, economics, and nonprofit management helped her make projections about the new facility.

As a result, Zwickr says, “I could create a pro forma and say, ‘This is what will look like in one year, two years, three years. This is how much we will do if we serve this number of people. It gave us the ability to make decisions. Without these skills, I wouldn’t have been as good as the company needed me to be.’

When Zwickr looks at financial data, what she really sees are the adults and children who rely on the center 24 hours a day, 365 days of the year. Zwickr says, “We have a mission to continue to serve adults and children and to be there all their lives. There are so many people who need our help every day.”

“THE M.B.A. CHANGED EVERYTHING. ... IT’S INSPIRING TO BE ABLE TO HELP PEOPLE BY HAVING A DIFFERENT SKILL.”

An M.B.A. for Change

NEW SKILLS MEAN GREATER IMPACT

The M.B.A. has given Zwickr the confidence and the skills to influence the lives of more people affected by autism. With an M.B.A. degree, she can present her ideas with a new level of precision and substantiation. Now she is able to make decisions with numbers, which she uses to create pro formas and projections. This ability to make data-driven decisions is crucial to her success as a leader in the field of autism treatment.

The M.B.A. changed everything. Before, if Zwickr had an opinion, she couldn’t back it up, even if she knew it was best for the company. With an M.B.A., she can present things differently. She is more precise in how she works with senior managers. This has resulted in increased trust from the company, as Zwickr is able to substantiate what she says with numbers.

Zwickr’s success is not only due to her M.B.A. degree, but also to her passion and dedication to the causes she supports. She is always on the move, from her garden classroom to her office, always striving to make a positive impact on the lives of those affected by autism.

Nominate the Next Alumni Award Winner

Do you know a graduate whose career, volunteer service, or philanthropy exemplifies Walden’s mission of social change? If so, be sure to nominate that person for the Outstanding Alumni Award, the highest honor Walden bestows each year.

Like Ivy Zwickr, the person you nominate should be someone who has made exceptional contributions to his or her profession, discipline, or community since earning a Walden degree. Nominations will open in March and the winner will be recognized during Walden’s summer commencement weekend in July.

Show your own commitment to social change by helping to choose the next recipient of the Outstanding Alumni Award. For complete details about the award criteria and the nomination process, go to www.myWaldenAlumni.com/outstandingalumni.
Walden Programs at a Glance

Walden University offers degrees at the bachelor’s, master’s, and doctoral levels to help working adults like you accomplish your personal goals and prepare for career advancement. Now is the perfect time to re-enroll and share information about Walden’s offerings with your friends, family, and colleagues.

(new programs in bold)

CENTER FOR UNDERGRADUATE STUDIES
B.S. in Interdisciplinary Studies
Undeclared major

THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP
Ph.D. in Education
Doctor of Education (Ed.D.)
Education Specialist (Ed.S.)
M.S. in Early Childhood Studies
M.S. in Education
M.S. in Higher Education
M.S. in Instructional Design and Technology
B.S. in Child Development
B.S. in Educational Studies
B.S. in Instructional Design and Technology Endorsement Programs
Teacher Preparation Program with a Certificate in Instructional Design and Technology

COLLEGE OF HEALTH SCIENCES
School of Health Sciences
Ph.D. in Health Services
Ph.D. in Public Health
Master of Healthcare Administration (M.H.A.)
Master of Public Health (M.P.H.)
M.S. in Clinical Research Administration
M.S. in Health Informatics
B.S. in Healthcare Management
B.S. in Health Studies

COLLEGE OF MANAGEMENT AND TECHNOLOGY
School of Management
Ph.D. in Management (previously Ph.D. in Applied Management and Decision Sciences)
Doctor of Business Administration (D.B.A.)
Master of Business Administration (M.B.A.)
Master of Information Systems Management (M.I.S.M.)
M.S. in Accounting
M.S. in Accounting and Management
M.S. in Leadership
M.S. in Management
M.S. in Project Management
B.S. in Accounting
B.S. in Business Administration
B.S. in Communication
B.S. in Computer Information Systems
B.S. in Information Technology

School of Psychology
Ph.D. in Psychology
M.S. in Forensic Psychology
M.S. in Psychology
B.S. in Psychology
Psychology Certificates

School of Nursing
Post-Master’s Certificates in Nursing
Master of Science in Nursing (MSN)
Bachelor of Science in Nursing (BSN) Completion Program

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
School of Counseling and Social Service
Ph.D. in Counselor Education and Supervision
Ph.D. in Human Services
M.S. in Marriage, Couple, and Family Counseling
M.S. in Mental Health Counseling

School of Psychology
Ph.D. in Psychology
M.S. in Forensic Psychology
M.S. in Psychology
B.S. in Psychology
Psychology Certificates

SCHOOL OF PUBLIC POLICY AND ADMINISTRATION
Ph.D. in Public Policy and Administration
Master of Public Administration (M.P.A.)
M.S. in Nonprofit Management and Leadership
B.S. in Criminal Justice
B.S. in Political Science and Public Administration
Public Policy and Administration Certificates

For more information on education licensure and professional accreditation, visit www.WaldenU.edu/educlicensure.

For more information about Walden’s programs, including a complete list of program specializations, go to www.WaldenU.edu.

1 degree, many careers

Ph.D. in Public Policy and Administration
See the diverse mix of careers held by graduates who completed the same degree program.

1. Dr. Clarissa Arellano ’08
   GOVERNMENT AFFAIRS DIRECTOR
   Pikes Peak Association of REALTORS
   Colorado Springs, Colorado

2. Dr. Cynthia A. Brown ’10
   DIRECTOR OF SECURITY
   Naval Support Activity Washington
   Fort Belvoir, Virginia

3. Dr. Stephen J. Dubernas ’09
   MANAGEMENT ANALYST,
   DISTRIBUTION OPERATIONS
   Headquarters Defense Logistics Agency
   Fort Belvoir, Virginia

4. Dr. Scott Kerwood ’08
   FIRE CHIEF
   Hutto Fire Rescue
   Hutto, Texas

5. Dr. Robert (Bob) Fong ’09
   PROFESSOR OF CRIMINAL JUSTICE
   AND HOMELAND SECURITY
   Military Education Program
   Vincennes University
   Vincennes, Indiana

6. Dr. Camilius C. Egeni ’10
   DIRECTOR, CORPORATE SERVICES
   Department of Environment
   Iqaluit, Nunavut, Canada

7. Dr. Glawale Maiyegun ’07
   DIRECTOR, DEPARTMENT OF SOCIAL AFFAIRS
   African Union
   Addis Ababa, Ethiopia

8. Investigator
   Dr. Matthew O’Deane ’07
   DISTRICT ATTORNEY’S OFFICE
   Bureau of Investigation, South Bay Division
   Chula Vista, California

9. Dr. Malika Reed Wilkins ’10
   DIRECTOR, MARKETING
   AND COMMUNICATIONS
   State Road and Tollway Authority
   Atlanta, Georgia

For more information about Walden’s programs, including a complete list of program specializations, go to www.WaldenU.edu.
The professional activities of Walden’s alumni are having a significant impact on their organizations, communities, and disciplines. Here are some recent highlights.

**Accolades**

**Awards**

- **Dr. Lisa Lamb** ‘10
  Ph.D. in Psychology
  Presented with a proclamation from the mayor of North Las Vegas, Nev., declaring Aug. 14, 2010, as a day in her honor acknowledging her lifelong learning, efforts as an administrator in the Clark County School District, and her goal to open a comprehensive counseling facility.

- **Monica Hardy** ‘08
  M.S. in Education (M.S.Ed.)
  Named Teacher of the Year at Washington-Wilkes Primary School in Washington, Ga.

- **Dr. Shelley Hamill** ‘07
  Ph.D. in Education
  Awarded the South Carolina Health Education Professional of the Year by the South Carolina Association of Health Education.

**Promotions**

- **Roxanne Bowen** ‘10
  M.S. in Psychology
  Joined the faculty at Walters State Community College in Morristown, Tenn., as a counselor.

- **Dr. Andrea Novak** ‘10
  Ph.D. in Public Health
  Selected for a five-year grant administered by the University of North Carolina at Chapel Hill School of Nursing to adapt her dissertation research to the primary care setting.

- **Teresa Santilli** ‘10
  Master of Science in Nursing (MSN)
  Joined the faculty at Kent State University, Salem, Ohio.

- **Dr. Robert B. Fong Sr.** ‘09
  Ph.D. in Public Policy and Administration
  Is now an adjunct faculty member at Vincennes University (Ind.), teaching classes in criminal justice and homeland security. Fong also works with Vincennes University’s Military Education Program, which allows military personnel to earn college degrees from remote locations.

**Presentations**

- **Dr. Jonna Cooley** ‘09
  Ph.D. in Psychology
  Co-presented “Contact Theory and Attitudes Toward Gay Men and Lesbians” at the 118th Annual Convention of the American Psychological Association.

- **Cynthia J. Hickman** ‘09
  Master of Science in Nursing (MSN)

**Publications**

- **Dr. Bianca Elliott** ‘10
  Ph.D. in Education
  Is writing a book about her journey from high school dropout to achieving her educational goals.

- **Jeanette Bryant** ‘09
  Doctor of Education (Ed.D.)

- **Tia Campbell** ‘08
  Master of Science in Nursing (MSN)
  Named vice president of the National Association of School Nurses, a nearly 15,000-member association.

- **Dr. Robert B. Fong Sr.** ‘09
  Ph.D. in Public Policy and Administration
  Selected for a five-year grant administered by the University of North Carolina at Chapel Hill School of Nursing to adapt her dissertation research to the primary care setting.

- **Dr. Maisha Otway** ‘07
  Doctor of Education (Ed.D.)
  Is assistant principal of a high-performing elementary school in the Atlanta metro area and works as the instructor of the ESOL endorsement courses in Fulton County Public Schools. Otway is also a vested board member for the Los Niños Primero program, which provides academic education for at-risk Latino children ages 3 to 6.

- **Elizabeth Pratt** ‘07
  Master of Science in Nursing (MSN)
  Selected by the Arkansas Board of Nursing and the National Council of State Boards of Nursing (NCSBN) to participate on the National Council Licensure Examination (NCLEX) item development panel of subject matter experts held in Chicago July 23–26, 2010.

- **Eben Shaw** ‘07
  M.S. in Education (M.S.Ed.)
  Appointed principal of Leavitt Area High School in Turner, Maine.

**Promotions**

- **Dr. Mason Kuhn** ‘09
  M.S. in Education (M.S.Ed.)
  Named one of three finalists for the Presidential Award for Excellence in Mathematics and Science Teaching by the Iowa State Department of Education. As a finalist, Kuhn is eligible for consideration as the state winner of this award, which is administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy. The award is the highest recognition that a K–12 mathematics or science teacher can receive for outstanding teaching in the United States.

- **Mason Kuhn** ‘09
  M.S. in Education (M.S.Ed.)
  Named one of three finalists for the Presidential Award for Excellence in Mathematics and Science Teaching by the Iowa State Department of Education. As a finalist, Kuhn is eligible for consideration as the state winner of this award, which is administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy. The award is the highest recognition that a K–12 mathematics or science teacher can receive for outstanding teaching in the United States.

- **Dr. Dr. Andrea Novak** ‘10
  Ph.D. in Public Health
  Selected for a five-year grant administered by the University of North Carolina at Chapel Hill School of Nursing to adapt her dissertation research to the primary care setting.

- **Teresa Santilli** ‘10
  Master of Science in Nursing (MSN)
  Joined the faculty at Kent State University, Salem, Ohio.

- **Robert B. Fong Sr.** ‘09
  Ph.D. in Public Policy and Administration
  Is now an adjunct faculty member at Vincennes University (Ind.), teaching classes in criminal justice and homeland security. Fong also works with Vincennes University’s Military Education Program, which allows military personnel to earn college degrees from remote locations.

- **Tia Campbell** ‘08
  Master of Science in Nursing (MSN)
  Named vice president of the National Association of School Nurses, a nearly 15,000-member association.

- **Dr. Mason Kuhn** ‘09
  M.S. in Education (M.S.Ed.)
  Named one of three finalists for the Presidential Award for Excellence in Mathematics and Science Teaching by the Iowa State Department of Education. As a finalist, Kuhn is eligible for consideration as the state winner of this award, which is administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy. The award is the highest recognition that a K–12 mathematics or science teacher can receive for outstanding teaching in the United States.

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How I Did It

ROBERT CHAVEZ ‘09

DEGREE EARNED: M.S. in Psychology

HOW I PAID FOR IT: Student loans and need-based scholarships from Walden University

HOW LONG IT TOOK: 18 months

WHAT ELSE I WAS DOING AT THE SAME TIME: I sustained traumatic brain injuries during my time in the U.S. Army. I was involved in a jeep accident while serving in South Korea and also was injured by several explosions that occurred when my unit was engaged in the invasion of Panama. I am now permanently disabled. I also suffer from post-traumatic stress disorder. While earning my master’s, I balanced attending weekly therapy sessions, teaching adults to read, and raising my daughter, who was 15 then, as a single parent. When doctors and administrators at the Department of Veterans Affairs told me that I would never be able to sit in a college classroom or earn a college degree because of my disabilities, I had to ask myself what I wanted to do with my life: Am I going to be stagnant or am I going to move forward?

WHEN I STUDIED: I got up at 4 a.m. each day to study before I took my daughter to school.

WHERE I STUDIED: I made a quiet place for myself in the family den, following Walden’s advice for doing so to a T. My study space has everything I need on hand so I’m not distracted. That includes a rare coin awarded to me by a former senior commander and a four-pound box of red licorice. The coin reminds me that difficulty can be overcome even when it seems overwhelming and to never forget where I came from or the people who encouraged me. The licorice is to remind me that not all of life is about studying and research. Life’s simple pleasures can be as important as a peer-reviewed journal.

MOST CHALLENGING PART: At one point during my studies, the doctor working with me in my biofeedback treatments left the VA hospital. Without therapy, I couldn’t focus. I had to read material repeatedly, watch DVDs over and over. I studied until 1 a.m. and got up at 4 a.m. to continue. I didn’t want my naysayers to know I was struggling.

WHAT I LEARNED: I volunteer at a battered women’s shelter. My degree has changed my perspective when working with these women. Prior to earning my degree, I couldn’t understand why women, or anyone, would allow themselves to live in these abusive circumstances. My classes at Walden helped me to better understand other cultures and perspectives and further fostered a desire to give back. It’s like the books I read came alive to me.

BEST THING OTHERS DID TO HELP ME: One commander gave me a pep talk, saying he couldn’t believe that I, one of his best soldiers, would allow anyone to discourage me.

HIGHEST POINT: When I got that diploma in the mail, it suddenly registered what I had accomplished.

MY NEXT BIG CHALLENGE: I am pursuing a Ph.D. in Psychology with a specialization in Health Psychology from Walden. I eventually want to start a nonprofit to help people better cope with the stress in their lives. Using my life experiences, I will show them that when someone says you can’t accomplish something, yes, you can. —J.F.

Tell us how you did it at MyWaldenImpact@waldenu.edu.

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