

WALDEN

WINTER/SPRING 2011

ALUMNI MAGAZINE

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

Dear Walden University Alumni,



Matt Roth

●●● 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
Valescia Lee-Collick
Office of Alumni Relations

Visit www.myWaldenAlumni.com today to join fellow alumni and friends.

Volume 6, Number 1
Winter/Spring 2011

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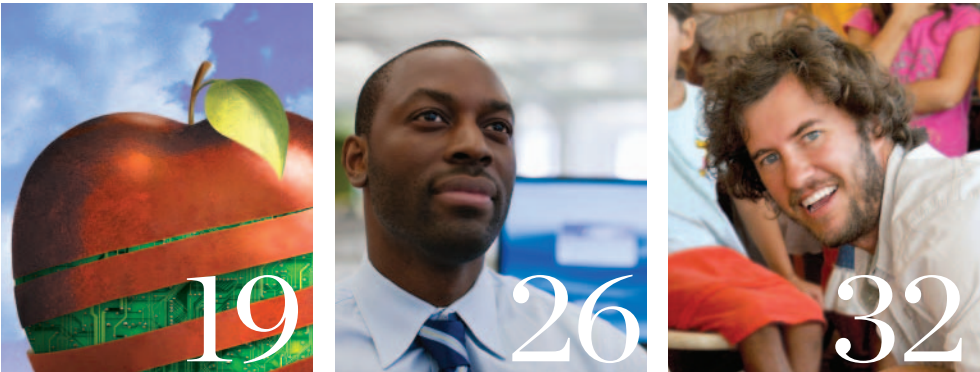
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BEYOND THE DEGREE

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

“ I can look beyond a tattoo symbolizing number of people killed and see a human being on a path of heartbreak. ”

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.

A registered nurse who has followed diverse career paths—including



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.



The Graduate:

Joy Bliss '92

The Degree:

Ph.D. in Administration/
Management
(now Ph.D. in Management),
Health Services

The Job:

Chief Operating Officer,
Aesthetica Plastic & Laser
Surgery Center, in
Honolulu, Hawaii

Using Social Media to Promote Your Cause

INSIGHTS BY DR. J. ANTHONY SNORGRASS



● ● ● **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.

Dr. J. Anthony Snorgrass '09 | Ph.D. in Public Policy and Administration

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

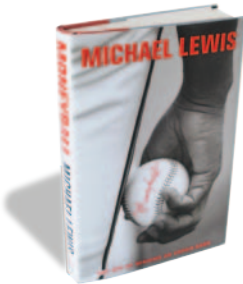


● ● ● As chief academic officer of Walden University, David Clinefelter often thinks about how the Internet and other advances in communications technology are changing the way we work. When he does, he turns to books that help him recognize Walden’s potential and use technology effectively.

Although he applies what he learns from these books to an educational setting, their ideas are relevant wherever you work. He recommends them to anyone looking for new approaches and better results.

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.

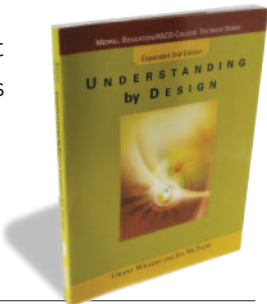


THE LONG TAIL: WHY THE FUTURE OF BUSINESS IS SELLING LESS OF MORE by Chris Anderson

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 McTigue

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. —A.D.



For more career resources, visit CareerCenter.WaldenU.edu.

Q & A

Four for the Faculty

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



What is the most **exciting advancement** in your field right now?



What are **the benefits** of an advanced degree in your profession or field?



What's the **greatest lesson** your Walden students have taught you?



How do you make sure students are **gaining knowledge** they can immediately apply?

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.

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.

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.

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.

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.

The challenges in American higher education are **daunting**, and the political and economic environment is unstable at the state and national levels. Administrators and staff, with the skills they can gain by earning a solid terminal degree in higher education leadership, can overcome these challenges.

Many of my Walden students have **taught me** it's not my experiences that are brought to the instructional table; rather, it's their rich career experiences and insights that I appreciate and honor. One must help students appreciate the values, talents, and experiences they bring to our common learning for much lives in them already.

Facts and data, while important, are often fleeting. Theory that successfully informs and enlightens practice, however, is almost timeless. I strive to find balance between theory and practice, knowing full well that my students will encounter different circumstances, people, and levels of resources tomorrow, next year, and 10 years from now. I strive to educate for the long haul.

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.

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.

Teaching at Walden has increased my **own levels of compassion** and deepened my understanding of the challenges our students overcome every day.

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.

“Teaching at Walden has increased my own levels of compassion.”



Estevan Montoya

MEET A FUTURE GRADUATE

Amanda J. Allalunis

By Pamela Corante-Hansen

● ● ● **WHERE I WORK:** Tres Piedras Community Enhancement, Inc., a nonprofit organization that I co-founded in March 2009.

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. They saw that Walden was the best university to offer this type of program.

HOW 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.

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: It’s challenging, but it lives up to its promises and it’s really changing my life. I went to a traditional four-year college for my bachelor’s, but Walden’s online degree is twice as challenging, and I’m learning more than I ever thought.

Meet:
Amanda J. Allalunis

Program:
M.S. in Nonprofit
Management and
Leadership

Started:
March 2010

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.

“Geography today is not your father’s geography.”

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



Jeff Rogers

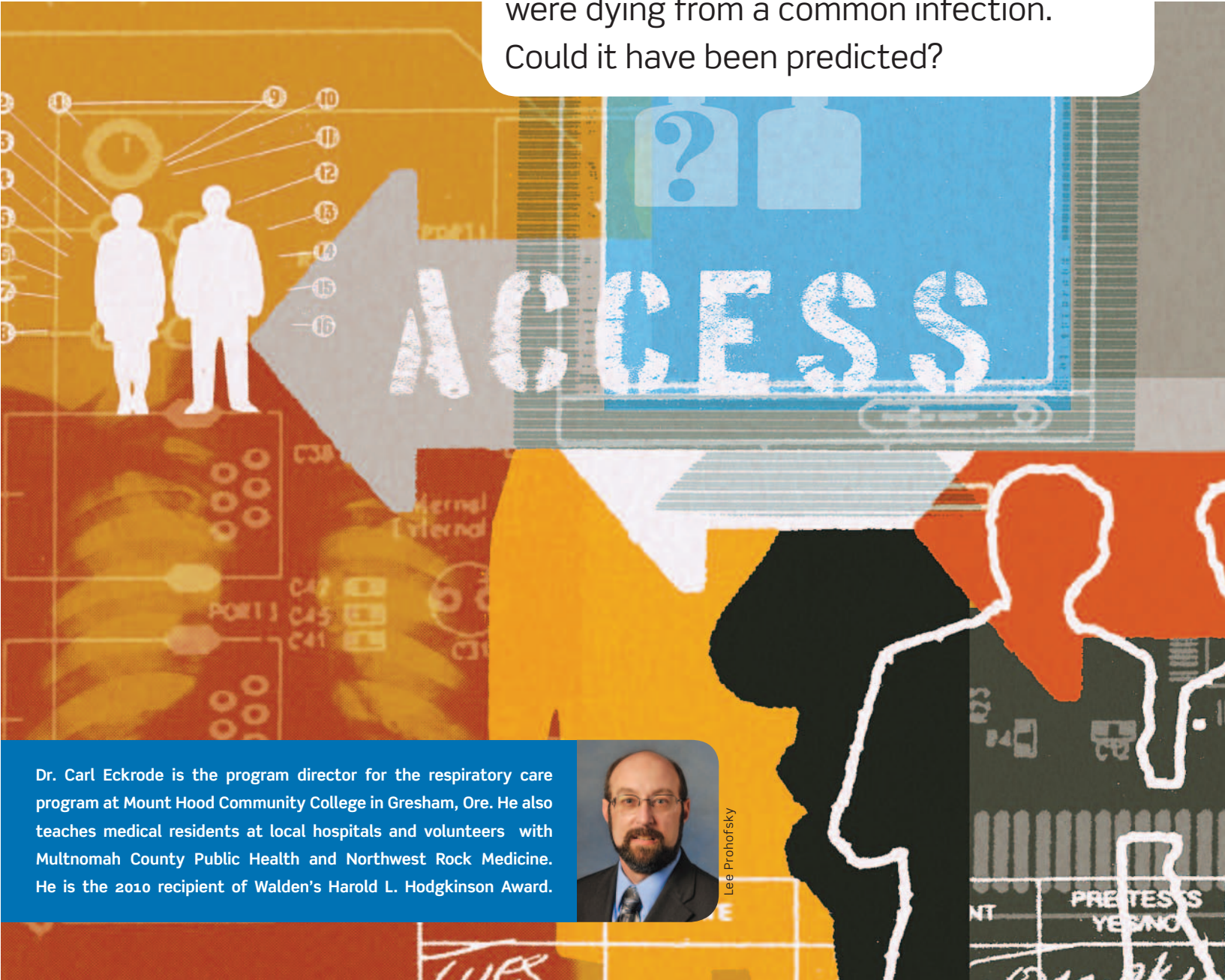
with the conflicts between the Christians and Muslims that have been occurring for centuries, although the zones of contact have shifted. An understanding of religion is critical to international relations and can provide insight into possible solutions to these conflicts. Closer to home, an example of this type of spatial conflict is the controversy about building a mosque and Islamic center near the site of Ground Zero in New York City.

HOW DOES AN UNDERSTANDING OF GEOGRAPHY ENHANCE OPPORTUNITIES FOR SOCIAL CHANGE? The World Regional Geography course gives students a “physical” foundation for understanding cultural and environmental differences, beginning on the streets where they live. It raises their awareness of how world geography is linked to vital historical movements, such as civil rights and women’s rights. They gain an appreciation of how the demolition of historical buildings in their own neighborhoods can affect an area’s landscape, or “footprint.” This awareness and understanding is critical to promoting any kind of positive social change.

MY MISSION POSSIBLE

When a Question Finds You

Dr. Carl Eckrode '10, Ph.D. in Public Health, wanted to know why so many people were dying from a common infection. Could it have been predicted?



Dr. Carl Eckrode is the program director for the respiratory care program at Mount Hood Community College in Gresham, Ore. He also teaches medical residents at local hospitals and volunteers with Multnomah County Public Health and Northwest Rock Medicine. He is the 2010 recipient of Walden's Harold L. Hodgkinson Award.

“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. “One of the bigger challenges was understanding the process of research. Then the problems became time and logistics. It was a very time-intensive process. You have to find the cracks in your life to fit it in. It takes a lot of support. I was very fortunate that my wife helped me balance the work, school, and clinical practice. But this was fun: to have a question find you, to get an answer to your question, and to make a difference for somebody. When it’s fun, it seems like your life is balanced. “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

“ One of the bigger challenges was understanding the process of research. ”



HOW IT PAID OFF From School to District

NAME: Edwina Hudson Suit '07
DEGREE: Doctor of Education (Ed.D.) with a specialization in Teacher Leadership
JOB TITLE BEFORE MY DEGREE: Assistant Principal, Willard J. Gambold Middle School, Indianapolis, Indiana
JOB TITLE AFTER MY DEGREE: Human Resources Supervisor for Teacher Placement with the Indianapolis Public School System.

HOW MY DEGREE HELPS ME MAKE A BIGGER DIFFERENCE: In this role, I can hire the most talented teachers so our students have the best education possible.
BIGGEST BENEFIT OF EARNING A DEGREE AT WALDEN: The sense of accomplishment that comes with having a doctorate. I've always wanted to move to the central district office level, and the Ed.D. helped me get there.

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

Tell us about your Mission Possible at MyWaldenImpact@waldenu.edu.



FROM THE FIELD

Of Kitchens and Cultures in Costa Rica

As told to Pamela Corante-Hansen

“We learned as much from the locals as they did from us.”

● ● ● **“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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LIFELONG LEARNERS

Inspiring Students One Word at a Time

Christine Austin '07 teaches middle school students that writing can empower them both in and outside the classroom By Jill FitzSimmons

● ● ● **EVERY NINE WEEKS** during the school year, middle school teacher Christine Austin watches a new group of students grumble and groan on their way into her Writing Enrichment class at Osborne Middle School in Hoschton, Ga.

Hers is a classroom of struggling writers who have been identified as being at risk of failing the state standardized writing test. Many have been told for years that writing is their weakness.

The Graduate:
Christine Austin '07
M.S. in Education >>
Doctor of Education
(Ed.D.)

“Ninety-nine percent of my students walk into class on the first day and dread it,” says Austin, who earned an M.S. in Education in 2007 from Walden University. A seven-year veteran of the middle school classroom, Austin sees it as her mission to not only get these kids writing but also help them see what good writing skills can do for them both in the classroom and in the world awaiting them.

Dr. Lisa Noga, M.S. in Education '04, is a witness to the transformation of Austin’s students from reluctant writers to enthusiastic learners.

“I enjoy watching her students’ confidence soar as the quarter progresses,” says Noga, whose Science Enrichment class is adjacent to Austin’s classroom. “It’s apparent that Christine has built a genuine rapport and community of trust amongst her students.”

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 Gwinett 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 may include students who are in the special education program, average students, or gifted students. Some students are in need of remediation, while others simply need to be challenged.

In developing the program, Austin applied what she’d learned while pursuing her master’s degree from Walden, which focused on curriculum instruction and assessment. She used the tools she’d gained from her studies to better plan instruction for the program, she says. Austin also says that throughout her studies, she became more aware of the concept of social impact.

“I feel like I need to be acutely aware of what my students are doing in the classroom and how, in turn, I can help them be productive members of society,” she says.

Although Austin is a devoted teacher, she admits that the profession wasn’t on her radar when she was younger. In college,



Tim Burkitt

“ 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-level alumni who want to pursue a doctoral

RE-ENROLLMENT BENEFITS

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.

degree, Austin believes that it’s in her students’ best interest that she earns her Ed.D. She says that by becoming a better teacher, she can have an even greater impact on her students.

For Austin, the reward comes when she witnesses that transformation in her classroom. When students begin to enjoy the writing process and their confidence levels begin to soar, she sees them gain a sense of pride and the strength to take on the world beyond her classroom walls.

“That’s what makes it worthwhile for me,” she says.

■ Tell us what mission your second Walden degree is helping you achieve at MyWaldenImpact@waldenu.edu.



MAKING A DIFFERENCE

Volunteers with Worldwide Impact

●●● **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 Hoop House Project, Youth Opportunities Unlimited, Inc. — Lambert, Miss.

“I volunteer my time to develop projects that have an impact on the well-being of students and their parents in my rural community. Youth and adult obesity are major health concerns here, and planting a community garden provided both 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 work of our organization, and our Web site received 514 hits on October 2 as a result.”




Jo Carney | Student, M.S. in Education
Project Coordinator, Mainland 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.”



Herzl Marouni | 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 Neswald-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.”



Elsie 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, Fla.


“For 10 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.”

WALDEN VOLUNTEERS IN ...		
Cameroon	Grand Cayman	Nigeria
Canada	Honduras	Oman
Cayman Islands	India	Saint Vincent
China	Jamaica	Saudi Arabia
Commonwealth of Dominica	Japan	South Korea
Democratic Republic of the Congo	Liberia	Sudan
Ethiopia	Mexico	Turcs and Caicos
Germany	Mozambique	Uganda
Ghana	New Zealand	United States



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

“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 Afriyie | 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.

OVERHEARD

“I’m going to call out a few people here—people like Benjamin Banks. ... Ben has been HIV-positive for 29 years—a virus he contracted during cancer surgery as a child. So inspiring others to fight the disease has become his mission.”

—President Barack Obama, highlighting Walden M.P.H. student Benjamin Banks in his July 13, 2010, remarks on the national HIV/AIDS strategy in the East Room of the White House.

“Thanks to Walden University, the vision for change among the most challenging circumstances is stronger than ever, and dignity and respect are given to those who might not otherwise have a second chance.”

—Raymond Kayal, Ph.D. in Management student, Scholars of Change video grand-prize recipient, and board member of Camillus House, which serves the homeless in Miami. Watch the video at www.WaldenU.edu/scholarsvideos.

“You have influence to let your employers know that this workforce, this current generation really wants to get involved and make a positive impact. We have called this our *pro bono* conspiracy.”

—Jaime Hiraishi with the Taproot Foundation and panelist at the 2010 Social Change Conference.

WHY I REFER

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.

“There’s so much support to help you succeed.”

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.

Refer friends, family, and colleagues at www.WaldenU.edu/refer.

Technology, Testing, and Teacher Leadership



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 crates 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 3,000 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 gives local companies an edge. “The digital revolution is not about teachers using technology; it is about enabling the student through the use of technology.”

Michael Flynn, 2008 Massachusetts Teacher of the Year and Walden Doctor of Education student, agrees. “Students must learn to be creative producers rather

than passive consumers of technology. 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

Classroom Technology Myths



When it comes to using technology in the classroom, a recent study by The Richard W. Riley College of Education and Leadership found it has a positive impact on student learning, engagement, 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 or how to effectively incorporate technology into instruction.
- 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.



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

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

are going to share their knowledge,” says Flynn, who views technology as a vehicle to extend tried-and-true teaching methods. His passion for technology has led him to offer professional development classes for colleagues on video presentations in the classroom and digital storytelling.

“If students start early, as technology evolves, they can evolve with it,” says Flynn. “We need to change the notion that technology is an accent. It is a vehicle to push student learning further than we could in conventional ways.”

Technology must be incorporated as part of the curriculum, not treated as an

add-on, agrees Eric Langhorst, 2008 Missouri Teacher of the Year and Walden Doctor of Education student.

“It is assumed that new teachers know how to use technology,” says Langhorst, who was recently named to the Tech & Learning 100 list, which recognizes individuals who have been instrumental in the creation and advancement of the use of technology in the last 30 years. “Yet teachers still must learn how to use technology in effective ways with the right classroom techniques.”

Langhorst has successfully engaged students at his junior high school by empowering them to become producers

of content in the classroom. Each year, for example, his social studies students produce a 60-second television advertisement to help Abraham Lincoln win the 1860 presidential election, which requires a broad understanding of the issues and the candidates. “They create their commercial using free video-editing software, and the finished products are shown in the classroom,” explains Langhorst. “They become active participants in the learning process.”

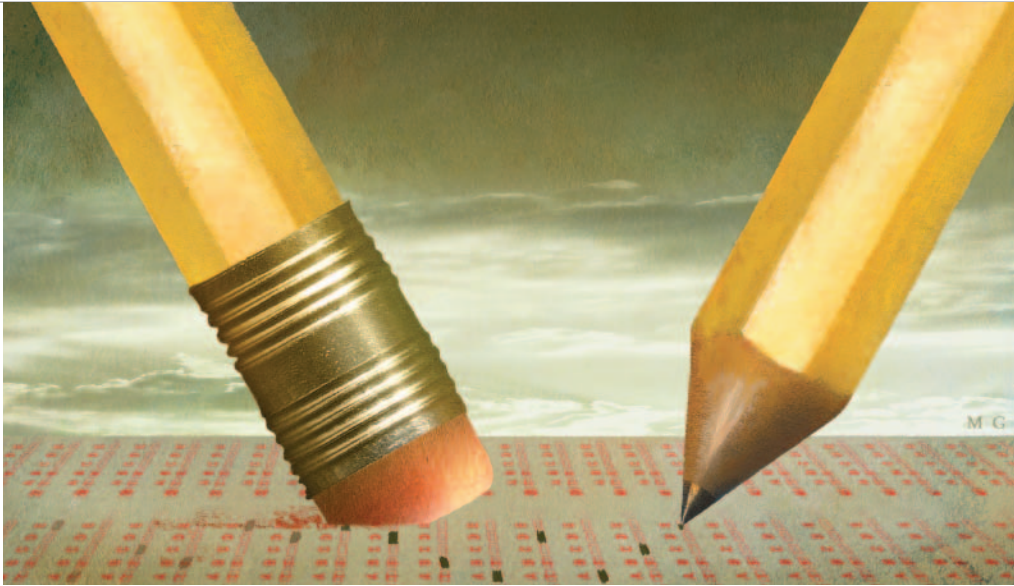
His junior high students have also gained practical, technology-driven experience by assisting Langhorst with his Doctoral Study project: creating a pre-1960 archive for a county museum. “Students are acquiring skills that benefit the community. They are using technology to organize a project and to make information more accessible,” Langhorst explains.



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 as hinder the education process, according to Walden’s top teachers.

“Testing provides a benchmark, a placeholder,” says 2008 Arkansas Teacher of the Year Paul Gray, a Doctor of Education student. “It is one indicator of progress.”

He applauds many recent initiatives, including the No Child Left Behind Act, that have focused attention on the education needs of all children, particularly the economically disadvantaged and minority

populations. But Gray admits, “The act has made the classroom a more complicated setting. You have multi-interest, multi-ability students, from advanced placement to special services, all in one classroom, and you need to teach and reach all of them. 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 plan. 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 sabbatical that accompanied his state-teacher-of-the-year honor, Gray interviewed nearly 90 Arkansas high school students at risk of failing. “These students had no learning disabilities; they should have been doing well in school,” says Gray. His findings suggest that the surveyed students are seeking more hands-on courses—75 percent of high school dropouts are kinesthetic, or tactile, learners, he says—

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

that better match their interests, such as emergency medical technician and cooking classes. “You must get students inspired and interested before you can reach them. Once you reach them, rising test scores are sure to follow,” he says.

A special educator for nearly 30 years, 2008 Nebraska Teacher of the Year Mary Schlieder, a Doctor of Education student, has spent the majority of her career teaching students with behavioral challenges, such as autism spectrum disorders and attention deficit disorder. Schlieder believes that good teaching is the key to strong test scores. “My goal in the past few years has been to improve student engagement. When students are in a classroom for 45 minutes, they disengage after the first 10 minutes,” she says.

Through active learning, including project work, vocabulary cards, and other manipulatives, Schlieder is keeping her students interested. “I am passionate that all students deserve a quality education, and the test scores will fall into place.”

She also points out that Nebraska educators spent 10 years developing state assessments. “Nebraska is one of the only states to involve teachers in the process,” Schlieder says. “It is clear that we must prepare students to be problem solvers and critical thinkers who can conduct research and interpret data.”

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.

To further improve classroom and test performances of children dealing with conditions that create behavioral and social challenges, Schlieder created Schools With Open Arms, a series of initiatives to support challenged students in the classroom. As part of that program, Circle of Friends trains student peer mentors about the characteristics of Asperger’s syndrome so they can help students with Asperger’s develop social skills and feel more comfortable in the classroom. With recently obtained federal funding, she is now assessing the effectiveness of this innovative use of peer mentors.

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.

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, 1.4 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 suggest that the cumulative effect of having a Walden teacher in grades 1–5 would have a combined gain in reading fluency of 11.6 words per minute.

Read the report at www.WaldenU.edu/tacoma.

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, took steps of her own to jump-start teacher leadership development in her state. 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 retiring,” 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 has 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 goal of broadening opportunities for the students to attend college.

Ann Marie Taylor, 2008 South Carolina Teacher of the Year and Doctor of 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 resounded 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. And Taylor’s leadership is not limited to the education system: Recently, she was responsible for getting her county to restart 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. “Let 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’re 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.”

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

What can YOU do?

Here’s what Walden’s top teachers suggest you can do to improve the education system:

Parents

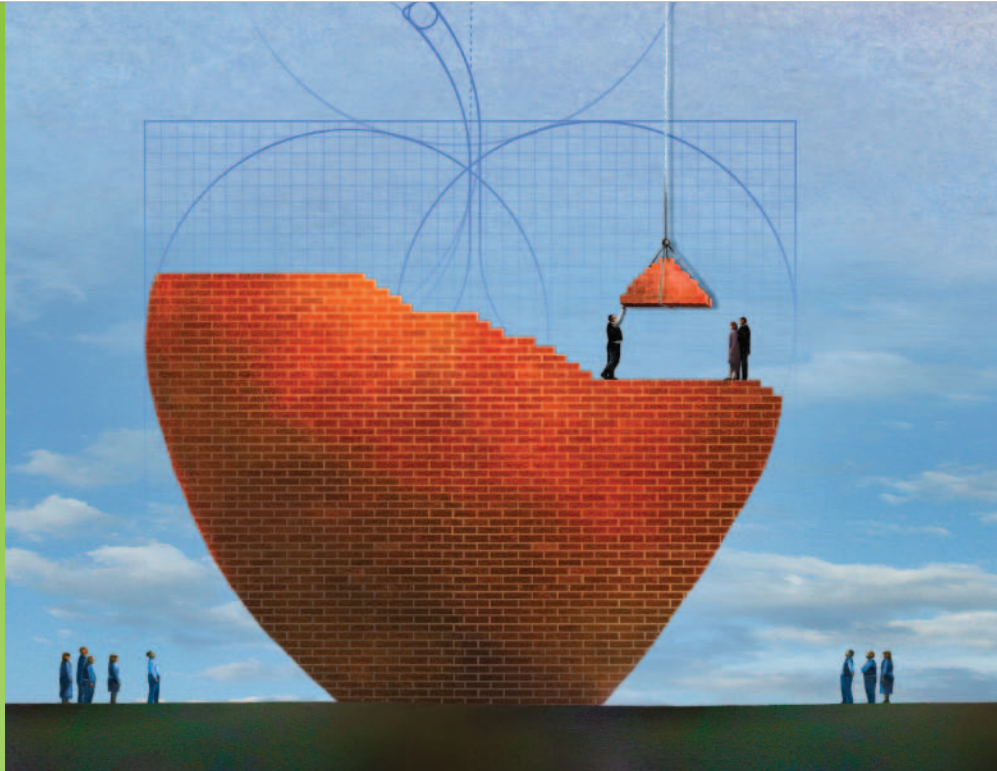
- **We need to create a dialogue with parents.** When students go home, they need to be creating instead of sitting in front of the computer playing games. If parents can see all the possibilities of technology, they can push their children to do creative work. *Michael Flynn, 2008 Massachusetts Teacher 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*



Michael Gibbs



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

● ● ● **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.

start ■

A LITERACY PROGRAM

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

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.

“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.”

Her 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?”

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. The first thing she did was connect with an education student at Walden to help her design a curriculum for reading. Eventually she had a core group of Walden colleagues assisting in writing grants and even flying to Haiti to volunteer as teachers. She credits her Walden faculty mentor and the staff of the Walden Library and Writing Center for also assisting her in developing the program.

“You must have hope and you must believe it can happen,” says Bass. She adds that Walden gave her the drive to learn more and helped her to understand that social change is not about saving the entire world but at least making a difference in some part of it. “I can’t save Haiti, but I can do my part,” says Bass. “I’m going to give these kids the opportunity that I didn’t have.”



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.

open

A SCHOOL

Erin Manzanares '06 | M.S. in Education

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.”

Estevan Montoya



“It’s important to get your idea out of your mind and start talking about it.”

change

PERCEPTIONS

Reis Woollen '10 | Bachelor of Science in Nursing (BSN)

The Idea: “To practice nursing in India,” says Reis Woollen, a native of Santa Cruz, Calif. “It was a dream come true, but it was harder than I thought to find a place where my skills and talents were welcomed and useful. I discovered that I couldn’t do direct care nursing due to language barriers and visa issues, yet I still wanted to use my profession to contribute to the greater good.”

She realized that the field she knew well, gerontological nursing, could help an Indian culture struggling with an increasingly aging population and a lack of resources to care for them. Woollen turned to Mumbai-based nonprofit organization Silver Innings to help her connect with and educate Indian nurses and other caregivers. “We began working together toward the goal of improving the care of older adults through education.”

The Impact: “In many modern Indian families, both husbands and wives are now working outside the home, which means no one is home to care for aging family members,” says Woollen. “There aren’t enough long-term care facilities in the country to answer the need.” Through her outreach, she hopes to impact perceptions of the elderly held by both the individual and the collective public. “Above all, the message we try to convey is that senior citizens have

inherent rights and value and that aging can be a positive experience.”

The outreach process can be slow at times, meeting people in small groups in classrooms or in the basement of a church, but she credits the Indian community as being open to improving eldercare. “It’s exciting to work here with professionals who want to see state-of-the-art geriatric care in their communities and are willing to learn and try new things to make that happen.”

How She Did It: Despite the initial challenges of working in a foreign country, Woollen found a way to apply her knowledge and skills as a nurse. “Choose a cause you believe in, find a way to get involved such as joining an NGO [nongovernmental organization] and then get to work,” she counsels. “Doing something feels a whole lot better than doing nothing. Don’t believe that the world’s problems are too great and there’s nothing you can do. Actually, there is always something you can do.”

In Woollen’s case, finding a partner was essential. “Investigate the organization well and make sure your personal values and goals are aligned,” she advises. “Finding a good match will ensure that you stick with it and have real satisfaction with the work you are doing.”



Steve Spartana

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 lifeblood 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.”

Watch Dorsey’s commencement address at www.WaldenU.edu/videos and see her discuss social entrepreneurship at www.WaldenU.edu/scc.

build

A NOT-FOR-PROFIT

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.”

“Pull together a pool of advisors to assist you. ... It doesn’t have to be people in the industry, but people you can trust to bounce ideas off of.”

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.

How He Did It: McLoyd wasn’t a teacher by trade or training, but he sought out 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.”

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

MAKE A DIFFERENCE BY VOLUNTEERING

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.

FIND IT.

Connect your passions with community needs and discover how you can help address these challenges.

Use the **WALDEN SERVICE NETWORK** to search for volunteer opportunities or to recruit volunteers and log your hours. WaldenU.edu/servicenetwork

DO IT.

One hour, once a month or one day a year—it all makes a difference. There are countless opportunities to advance social change.

GLOBAL DAY OF SERVICE can be your one day a year. Join the entire Walden community to make a greater difference and demonstrate how positive social change can impact the world. WaldenU.edu/globalday October 1, 2011

SHARE IT.

Help inspire others to become change makers by spreading the word about how you’re making a difference today for tomorrow.

Showcase your impact by sharing how you’re contributing to your community. **TELL US YOUR STORY TODAY.** MyWaldenImpact@waldenu.edu

Learn more about Walden’s social change mission at WALDENU.EDU/SOCIALCHANGE.

WALDEN UNIVERSITY
A higher degree. A higher purpose.



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.



“It’s important for people to take the time to figure out how their skill sets match their passions.”

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 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 taking 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.



Lee Prohovsky

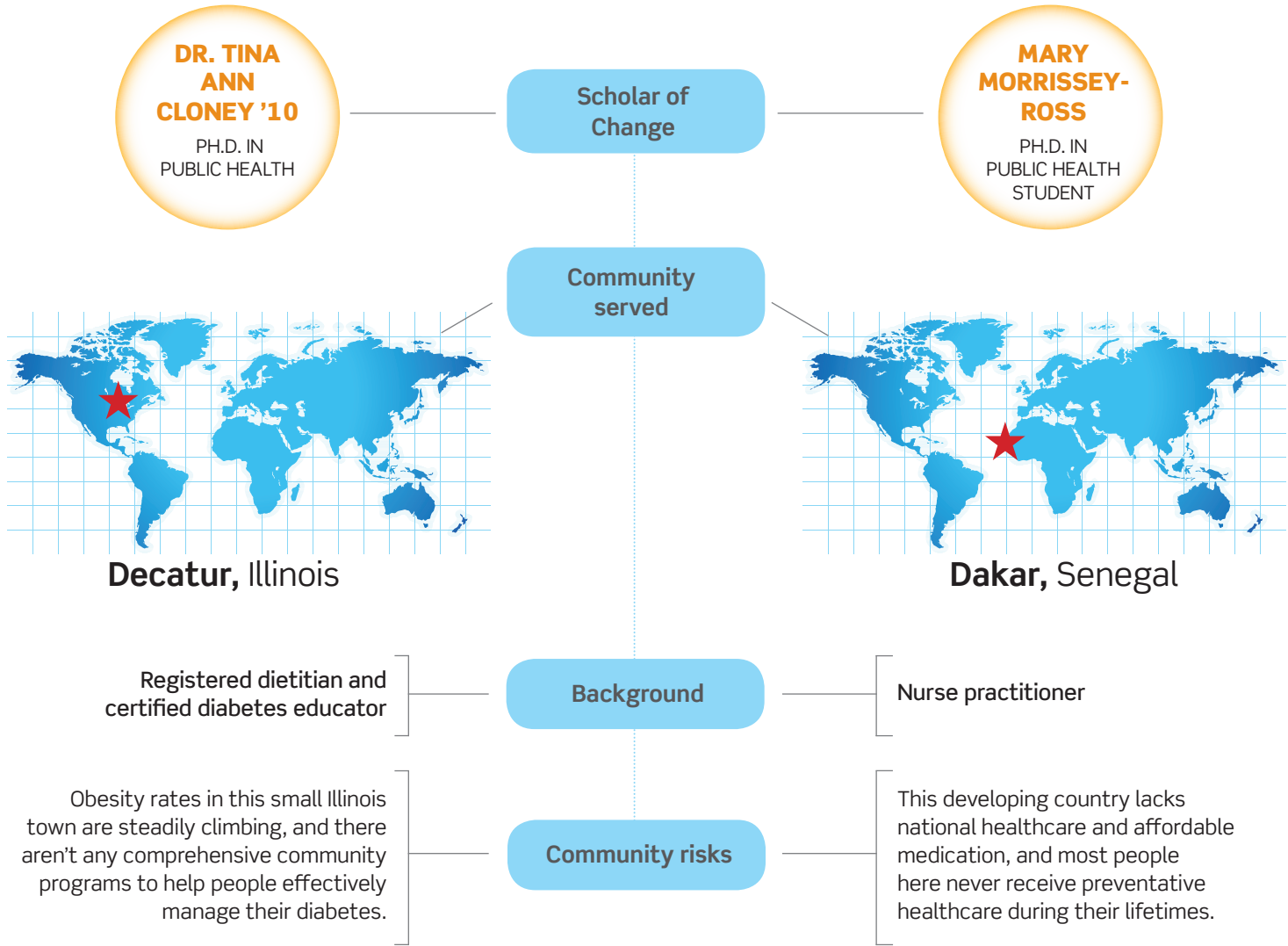
“It’s really never too early or too late to get involved in some form of service. I think it creates a change that affects all of your life in positive ways.”

Watch an excerpt of Blake Mycoskie’s address at www.WaldenU.edu/videos.

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.



Watch the 2009 and 2010 Scholars of Change videos at www.WaldenU.edu/scholarsvideos.

Celebrating the Volunteer Spirit



● ● ● ● **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 with 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

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

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 18 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.”

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



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

One Day, 455 Cities

● ● ● ● **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.



NEA Academy Chooses Walden



● ● ● ● **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.”

Learn more at www.WaldenU.edu/nea.



Peter Howard

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

TAKE YOUR PLACE IN THE WALDEN SOCIAL NETWORK

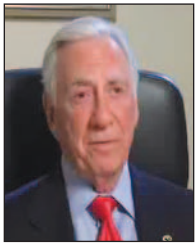
by connecting with the thousands of alumni, students, and faculty and staff members who have already joined us online.

- The Walden Facebook group has almost 6,000 fans. If you aren’t already among them, join at www.facebook.com/waldenu.
- Be sure to join the Walden University group at www.linkedin.com and Twitter (<http://twitter.com/waldenu>).
- And don’t forget to join myWaldenAlumni, Walden’s official online alumni community at www.myWaldenAlumni.com. Refresh your profile for networking and get access to library services, the alumni directory, and photos of fellow graduates.

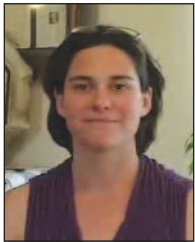
However you choose to get involved, a social network is a great way to be a part of the growing community of Walden learners who share your professional background and commitment to social change.

Social Change Makers

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.



- 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.)



- **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.



- **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.)



- 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.

Watch the videos at www.WaldenU.edu/scholarsvideos.



How Ivy Zwicker '07 changed paths at her organization to influence the lives of more people affected by autism

By Amy DerBedrosian

● ● ● **IVY ZWICKER '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 Zwicker, 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 Zwicker, 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 further the mission. This business is so energizing for me."

NEW SKILLS MEAN GREATER IMPACT

In the past year, Zwicker'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 Zwicker, 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 M.B.A. changed everything. ... It's inspiring to be able to help people by having a different skill.”

The Autism Treatment Center opened its outpatient facility while Zwicker 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, Zwicker says, "I could create a *pro forma* and say, 'This is when we'll see a profit. This is what we'll look like in one year, two years, three years. This is what we'll look like 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 Zwicker 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. Zwicker 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."



Pottery, says **IVY ZWICKER**, is part of the "meaningful living/meaningful work" program she started. "Making pottery offers opportunities for the adults with autism in our program to express themselves and earn a modest income," she explains. "It also enhances fine motor skills and creative thought." Zwicker and the center's director, Alonzo Andrews, who is a student in Walden's Ph.D. in Psychology program, are shown here with one of the pottery pieces.

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 Zwicker, the person you nominate should be someone who's 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
Undecided 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 Master of Arts in Teaching (M.A.T.)
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

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

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

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.

Refer someone to Walden at www.WaldenU.edu/refer.

1 degree, many careers

Ph.D. in Public Policy and Administration

See the **diverse mix of careers** held by graduates who all completed the same degree program.

1. Dr. Clarissa Arellano ’o8
GOVERNMENT AFFAIRS DIRECTOR
Pikes Peak Association of REALTORS
Colorado Springs, Colorado

2. Dr. Cynthia A. Brown ’10
DIRECTOR OF SECURITY
Naval Support Activity Washington
Washington, D.C.

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. Olawale Maiyegun ’07
DIRECTOR, DEPARTMENT OF SOCIAL AFFAIRS
African Union
Addis Ababa, Ethiopia

8. Investigator
Dr. Matthew O’Deane ’07
SAN DIEGO COUNTY 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

Accolades

The professional activities of Walden’s alumni are having a significant impact on their organizations, communities, and disciplines. Here are some recent highlights.

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.

Timothy Emhoff ’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 Maryland State Department of Education. As a finalist, Emhoff 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.

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 ’97
Ph.D. in Education
Awarded the South Carolina Health Education Professional of the Year by the South Carolina Association of Health Education.

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)
Presented her practicum project, “Didactic and Simulation Education a Partnership: Together They Stand for Success,” at the National Black Nurses Association Conference held Aug. 3-8, 2010, in San Diego, Calif.

Dr. Ruthy Watson ’08
Ph.D. in Public Health
Presented her doctoral research, “Obesity Prevention, Healthy Nutrition, and Physical Activity: What does the Pastor Think?” at the Ninth Annual Conference on Health, Illness, and Disease at Oxford University.

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.

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.

Rebecca Graetz ’08
B.S. in Business Administration
Master of Business Administration (M.B.A.)
Serves as online advocate for faculty and eCollege administrator for Argosy University’s Twin Cities Campus.

Dr. Marsha Lyle-Gonga ’08
Ph.D. in Public Policy and Administration
Joined the faculty at Austin Peay State University in Clarksville, Tenn., as an assistant professor of political science.

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 13-16, 2010.

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

Dr. Sandra Bartholomew ’06
Ph.D. in Management
Named vice president for enrollment management at Randolph College in Lynchburg, Va.

Barry Bartle ’05
Master of Business Administration (M.B.A.)
Named regional vice president of operations for Pacific Office Properties Trust Inc., a real estate investment trust based in Phoenix, Ariz.

Dr. Bruce Dart ’05
Ph.D. in Health Services
Named director of the Tulsa City-County Health Department.

Dr. Arthur Ogden ’95
Ph.D. in Education
Named vice president of development of the United States Sports Academy.

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.

Jeannette Bryant ’09
Master of Public Health (M.P.H.)
Applied her knowledge of behavioral issues and human relationships in her new book, *The Cheating Ways* (www.lulu.com).

Dr. Dawn-Marie Turner ’07
Ph.D. in Applied Management and Decision Sciences
(now Ph.D. in Management)
Authored two papers in the *International Journal of Knowledge, Culture, and Organizational Change Management*: “Leveraging the Value of an Organizational Change Management Methodology” (Vol. 9, Issue 9) and “Towards a Global Definition of Best Practice in Change Management” (Vol. 9, Issue 8). Turner serves as president of Turner Change Management, an organizational change company.

Maureen Kroning ’07
Master of Science in Nursing (MSN)
Authored the book, *Fundamental Nursing Skills Made Simple* (Kendall Hunt Publishing, 2010).

Dr. Jack S. Monell ’05
Ph.D. in Human Services
Completed his first book, *Delinquency, Pop Culture, and Generation Why* (CPCC Press, 2010).

Dr. Roger A. Gerard ’01
Ph.D. in Applied Management and Decision Sciences
(now Ph.D. in Management)
Co-authored *On the Mend: Revolutionizing Healthcare to Save Lives and Transform the Industry* (Lean Enterprise Institute, 2010).

■ We want to hear from you!
Share your accomplishments at
MyWaldenImpact@waldenu.edu.



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.

Plant the seeds of *inspiration*

Earning her Walden degree inspired REBECCA BARTON '09, MSN, to return and start work in a doctoral program. She refers friends to Walden because her coursework in both programs has helped her become a better teacher. "I got so much out of it that I'm a totally different person now."

Learn more about Rebecca Barton and her experience as a Walden student on page 18 of this issue of Walden alumni magazine.

What have you gained from your Walden education?

Inspire your colleagues, friends, and family members who share your commitment to lifelong learning and social change by referring them to Walden. You can help enrich their lives and the Walden community by doing so.

Plant the seed. Watch inspiration grow.

Visit www.WaldenU.edu/refer or call 1-877-209-1357 to refer someone you know to Walden today.



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