

WALDEN

WINTER/SPRING 2013

ALUMNI MAGAZINE

Disruptive Ideas



Alumni are shaking up the status quo

The New Rules for School Nurses

Transforming Students' Health

The Smart Classroom

How Technology Accelerates
Learning Outcomes

Call a Minga

Free The Children's
Co-Founder on Volunteering

Dear Walden Alumni,

●●● YOU'RE ONE OF MORE THAN

61,000 ALUMNI. Successful graduates from

Walden work in organizations around the world and share your dedication to positive social change. Are you tapped into this incredible community of lifelong learners?

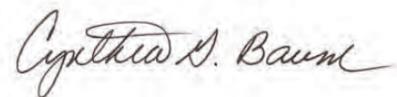
I bring up this remarkable statistic as a reminder: Reach out to connect with fellow alumni, not only to further your career, but to continue your professional development, conduct new research, serve your community, and mentor others who are looking for advice and support.

You can meet one graduate who is staying connected on page 16. Dr. Patrick Burtch is mentoring students and continuing the research he began at Walden. You can also read, on page 18, the stories of four alumni whose experience at Walden gave them the knowledge and confidence to be "disruptive innovators" and use novel insights to change their institution or industry for the better.

As alumni who embody the scholar-practitioner model, you are prepared to make a disruptive innovation of your own. By combining what you've learned at Walden with your life experiences and collaboration with other alumni, you can make an even greater difference.

Reconnect today at www.myWaldenAlumni.com.

Sincerely,



Cynthia G. Baum, Ph.D.



WALDEN

ALUMNI MAGAZINE

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Winter/Spring 2013

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WALDEN

ALUMNI MAGAZINE



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BEYOND BORDERS

Rebuilding Communities



Volunteerism led **Dr. Shannon Irvine '12** to found Mosaic Vision to help AIDS orphans in Uganda

By Jennifer Eberbach



●●● **A BLOSSOMING YOUNG WOMAN STANDS BEFORE DR. SHANNON IRVINE**

'12. Dorcas was a child when they first met in Uganda, but she is now a high school student who talks about becoming a lawyer. Her brother Daniel just started his first year of college. Their futures wouldn't have been possible without Irvine's intervention in 2005.

When she first met the siblings, they were living alone in a crumbling mud home that was a breeding ground for insects and disease. And Dorcas, who is HIV-positive, was becoming sicker each day. AIDS orphans will compose nearly 40% of future adults in Uganda. "I remember holding Dorcas and telling her she had to become a leader for her community," Irvine recalls. "Walden inspired me to act, boldly knowing that I can influence social change, one child at a time."

Today, Irvine and her husband, Micah, run the nonprofit Mosaic Vision, which has supported more than 300 AIDS orphans since its inception in 2004. She fleshed out its mission a year after participating in her church's trip to Uganda, where she met Dorcas and Daniel.

Child-headed households are common in Uganda. One of Mosaic Vision's primary goals is to place caretakers,

often widows, in child-headed homes or support grandparents who have already stepped in to help. It starts with the basics—rebuilding homes to stave off disease-carrying insects and initiating community-oriented projects like rainwater collection.

“Impacting two people ignited a flame for me.”

But children remain the focus of the nonprofit. Mosaic Vision also covers the costs for children to attend school and access medical care. These basics, paired with a guardian, are necessary not only to allow these children to grieve the loss of their parents, but also to allow them to continue to learn before becoming fully independent adults.

Irvine, who earned her M.S. in Psychology from Walden in 2007 and completed her Ph.D. in Psychology in November, traveled to Uganda in June 2012 as a culmination of her dissertation research on the prevalence of post traumatic stress disorder (PTSD) among orphans in Uganda.



In a sample of 800 children, “we discovered that nearly 12% of children orphaned by AIDS have PTSD. The only comparable group are frontline soldiers in Afghanistan,” Irvine reports. While the problems are very real, Mosaic Vision's impact is, too. “It's exciting to see the children go from a hopeless situation to become leaders and change agents for their communities.”

Irvine plans to continue her research in Uganda to figure out the best ways to treat children with PTSD and other emotional disorders. “I'd like to get scholars involved in studying the effectiveness of different treatments so our research can become a model for rural communities in Africa,” she explains.

Beyond research, Irvine also stresses the importance of mobilizing local community leaders, since she is based in California. “We're very involved, but we really rely on our Ugandan staff to

make it a Ugandan organization,” she explains. “These leaders have become examples in the homes of orphans, which is the first part of organic change in their communities.”

Her next goal is to open a counseling center. In the meantime, the nonprofit is focused on locating funding and training Ugandan staff members to address mental health issues.

Although she runs the nonprofit full time, Irvine was formerly a CEO who dedicated her vacation time to philanthropic projects. “The more I went, the more I realized that this is what I'm called to do,” she says. “I knew I needed to make a difference. I wanted to earn my degree to assist people more proficiently.”

Have you gone on an international trek? Tell us the details by emailing myWaldenImpact@waldenu.edu.



Studio E Photography

The Road Map to Success

INSIGHTS AS TOLD TO CLAIRE BLOME

●●● **YOU DON'T HAVE TO BE AN EXECUTIVE TO APPLY BUSINESS STRATEGIES TO YOUR LIFE AND ACHIEVE PERSONAL SUCCESS.**

Take it from Michael J. Hitchcock, the author of *Personal Happiness: A Business Strategy* (Lulu.com, 2011), who works as a consultant to help business leaders transform their organizations by choosing a strong, capable management team and developing plans for growth. Here, he outlines a plan to help you accomplish any goal you set.

Michael J. Hitchcock '11 | Master of Business Administration (M.B.A.)

1 COMPLETE A GAP ANALYSIS. Your gap analysis should offer a clear picture of what you have and where you'd like to go. Start by looking at three categories: your financial situation, how family and colleagues perceive you, and your career assessment. Next, look to people you admire. What do they have that you'd like in your life? Focus on the attainable. I started my bachelor's degree seven years ago with the vision to set an example for my children. Write down what you want and call it your vision statement.

2 WRITE A MISSION STATEMENT. The best mission statements are so simple a child could memorize them. Let's say you want to earn your master's or doctorate—whatever the next step in your educational journey might be. Your vision could be an image of you receiving your diploma. Your mission is to choose the degree. Whatever you hope to achieve, remember that your mission statement should be direct. Let it be your guide and your mantra.

3 LIST ACHIEVABLE GOALS AND OBJECTIVES. You've already translated what you want (your vision) into how you'll get there (your mission). Goals are milestones to achieving your mission, while objectives are steps to achieving each goal. By breaking down your vision into increasingly smaller parts—mission, goals, and objectives—you make your dream achievable. Now, set clear goals. Following the example above, your goals may be to complete your first class, then your first semester, and your first year. Each is a big deal. Follow this list of goals with detailed actions for each—the objectives you'll meet, including choosing a degree, applying for financial aid, getting accepted, and pinpointing your start date.

4 WRITE YOUR ACTION PLAN—IN PENCIL. Consider it your map to success and the tool that will demand accountability. It is your timetable: a list of chronological, logical steps with clear due dates to help you achieve your goals and objectives. It should be an ever-changing document. For example, my quest for a bachelor's degree morphed into pursuing an M.B.A. and now a Doctor of Business Administration at Walden. Next, post your vision and mission statements where you're bound to read them daily. They will give you a sense of purpose and keep you focused on the big picture. Now, go get what you want.



WHY I REFER

Combining Passion and Rigor

NAME: Dr. Jennifer Sears '10

DEGREE EARNED: Ph.D. in Education

CURRENT JOB: Instructional System Specialist Personnel at Hohenfels Elementary School, Department of Defense Education Activity in Germany

HOW DID YOU LEARN ABOUT WALDEN? In winter 2005, a colleague was talking about starting a master's program in reading. The military has connections to several universities, but I hadn't heard of Walden. I saw that Walden is accredited by the same governing agency as the Department of Defense schools. Having been involved in the accreditation process at my school, I know how rigorous it is.

WHEN DID YOU KNOW WALDEN WAS RIGHT FOR YOU? I didn't know what it would take, being a U.S. student overseas. Attending residencies gave me the first glimpse at what would be required and the opportunity to work intensively with faculty and other students in small groups.

WHAT DID YOU TAKE AWAY FROM THE PROGRAM? I learned that I really enjoy research. I'm very passionate about my topic of literacy, and getting my Ph.D. gave me an opportunity to train teachers, present at workshops, and write. I also learned a lot about becoming a mentor.

WHY DO YOU REFER OTHERS TO WALDEN? Walden is a fantastic choice for the working person. I also truly believe in social change. It's what my colleagues and I do daily with children of military personnel. I have six colleagues who earned their master's degrees at Walden after I referred them or had discussions with them before they enrolled. They saw the great learning opportunities I had with Walden, and they've also learned it firsthand. — A.D.

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

LIFELONG LEARNERS

Taking a Stand

Influenced by her career as a paralegal, **Ginger L. Jenkins '11** is now an advocate for plaintiffs and their families in the judicial system

By Christine Van Dusen



Carlos Amoedo

●●● **THE TESTIMONY WAS ALMOST TOO MUCH FOR GINGER L. JENKINS '11 TO BEAR**, but it was her job to listen to every word in the trial of a man accused of sexually abusing a 12-year-old girl. The defendant sat stone-faced, showing no remorse.

Jenkins was serving as a volunteer for CourtWatch Florida, a nonprofit that sends observers into courtrooms to evaluate legal proceedings related to domestic violence and child abuse.

Though it was upsetting to hear the details of the case, Jenkins knew she was in the right place. With her 20-year career as a paralegal and her B.S. in Psychology from Walden, she was uniquely positioned to go beyond the legal details and understand the emotions behind the case. "I wanted justice for this child," Jenkins says. "I knew I had to promote positive social change."

To that end, Jenkins is back at Walden pursuing her M.S. in Forensic Psychology with a specialization in Psychology and Legal Systems. When she graduates in 2013, Jenkins' goal is to work as a criminal profiler to help solve difficult and cold-case crimes or serve as an anti-terrorism investigator. "Increasing my knowledge will help me work with adult and juvenile offenders, conduct assessments, and interpret findings for the criminal judicial system," she says.

Jenkins, a first-generation college student from Orlando, had initially planned to become a nurse. But that focus changed when she took a part-time job as a legal secretary and was inspired by litigators who brought domestic abusers to trial. "I found myself intrigued by their ability to challenge the court and find justice for the client," she says.

She went on to launch her own business in 2004, Global Legal Resolution Services, a paralegal service that assists major law firms, solo practitioners, and the private sector in preparing for trials,

developing new legal departments, and working with employees to improve productivity.

But as she spent more time working on cases and being present in the courtroom, she realized there was more to the legal profession than briefs, proceedings, and arguments. In one case, she helped a rebellious and self-destructive 17-year-old girl mend her relationship with her parents and enroll in college to study nursing. "I encounter a lot of families going through difficulties," she says. "It's natural to become involved."

As a result, Jenkins decided to pursue her undergraduate degree in psychology. After graduating in 2011, she began

volunteering with CourtWatch Florida, an opportunity she found through the Walden Service Network.

“My goal is to motivate others to live a life of excellence.”

"The moment I realized my academic work would positively impact the community I serve was when I volunteered as a court watcher," she says. "I go into a

courtroom, sit through hearings on domestic violence, and analyze whether everything is being handled appropriately. Is the judge paying attention to and addressing the victim and the offender? Is a court advocate present to support the defendant?"

She knew she could be a better court observer and play a more important role in the legal process if she obtained her M.S. in Forensic Psychology. The field involves practicing psychology as a science within the criminal court system. Days are spent offering therapy to families in the court system, investigating child abuse reports, and evaluating child custody agreements.

"Forensic psychology is used in so many different places, like education systems, corporations, and law enforcement and corrections," she says. "I think a lot of people get stuck where they are, and there's not a lot to motivate them. Walden continues to encourage me. My goal is to do the same for others."

The Graduate:
Ginger L. Jenkins '11
B.S. in Psychology >>
M.S. in Forensic Psychology

Tell us why you've returned to Walden for another degree at myWaldenImpact@waldenu.edu.



Siobhan O'Brien Photography

Creating a Network of Support

Dr. Kenneth D. Allen '11 is on a mission to research and create support systems for GLBTQ youth across the country

●●● **"I WAS ON MY WAY TO GET COFFEE ONE MORNING** in Arlington, Va., where I lived with Scott, my partner of 21 years, when I saw a teenage boy walking with a suitcase. I asked, 'Where are you going?' And he replied, 'To a homeless shelter.' His parents had kicked him out of his home in Georgia—because he was gay.

"He was not the first youth I have encountered who left home as a result

of sexual orientation: For more than a decade I have worked on adolescent and pediatric issues in San Diego, Portland, and Washington, D.C., where I met countless kids who have been bullied, ostracized, oppressed, and forced into homelessness as a result of their sexual orientation. In fact, one study found that up to 35% of all homeless youth are sexual minorities.

"Compelled to find a way to help this population, I started looking for psychological studies on developmental theory and resilience among adolescents and found thousands of studies, but when I narrowed my search to 'gay' or 'bisexual' or 'transgender,' all sexual minorities, the research was almost nonexistent. I was astounded—much has been written about the higher incidents of suicide, depression,

anxiety, and high-risk behavior of this group, such as drug and alcohol abuse, but relatively few studies have been done that show us how to actually help them cope. I wanted to change that.

"I decided to pursue a Ph.D. in Psychology to focus on evidence-based studies that look at the developmental experience of sexual minorities. I chose Walden for its commitment to social change. It was a great choice: I was so inspired by the support I received from my professors that I decided to create The National GLBTQ Youth Foundation while pursuing my degree at Walden.

"The foundation focuses on securing funding to increase the amount of psychological literature on gay, lesbian, bisexual, transgender, and questioning

(GLBTQ) youth. We need a road map to help these kids, and scientific studies are the start. Since its inception in 2010, three studies have been funded, including one I completed while studying at Walden that looked at the lack of social programs for this population throughout the U.S.

"Available research reveals that empathic peer support is critical to helping this group navigate adolescence—so it was distressing to find that 13 states have no such programs at all. This means if you're a gay teenager and live in Georgia,

"I chose Walden for its commitment to social change."

like the young man I met that morning, there are no support groups for you to turn to in your community. That study, published in

a peer-reviewed psychology journal, will raise awareness—and hopefully lead to an increase in the number of peer support programs for sexual minorities.

"During the first year of operations, the foundation was chosen as one of GlobalGiving's charities. These funds will fuel more studies, more awareness—and more help for GLBTQ youth. That is my mission and thanks to Walden, it's possible." — *As told to Liz Welch*

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A MAGNIFIED WORLD

The digital whiteboard makes computer images larger and more lifelike. It also gives students a place to interact on "virtual field trips," use a camera to zoom in on science samples, and collaborate on math problems.

LIFELINE TO LEARNING

Netbooks, paired with Google Docs, allow students to access documents, presentations, and websites and share them with other students. As a result, they are more involved in the curriculum and their self-esteem goes up. This technology combination also leads to self-directed and continuous learning: "Kids can collaborate together after school," Hendricks explains.

MULTIPLE CHOICE

iPads provide an array of options for creating digital presentations and projects, engaging with ebooks, and learning through apps. They make learning new skills fun and more student-centered: Children can choose what they want to learn, create, or play.

MAKING A DIFFERENCE



The Smart Classroom

By Camille LeFevre

Chris Hendricks '11 layered his fifth-grade classroom with technology to improve participation and learning outcomes

●●● **CHRIS HENDRICKS '11 HAS MADE LEARNING A 24/7, ENGAGING, AND EXCITING REAL-WORLD EXPERIENCE** for his students. The fifth-grade teacher at Glenbrook Elementary School in Pulaski, Wis., uses netbooks, iPads, a Smart Board, a document camera, and Google Docs to teach. "The classes I took at Walden helped me relate with the world my students will someday work in," he says. "I firmly believe each student has unique skill sets that allow them to be successful." In April, Hendricks received a 2012 Golden Apple Award for outstanding teaching from the Green Bay Area Chamber of Commerce's Partners in Education program in part for creating this technology-laden learning environment. Here, the M.S. in Education graduate explains the value of these technologies.



All images: Peter Howard

OVERHEARD

“You have experience, life lessons, and now advanced degrees under your belt, making you part of a highly privileged and powerful minority on this planet. It is no exaggeration to say that the world is depending on you.”

— Dr. Óscar Arias Sánchez, the former president of Costa Rica, to graduates at Walden University’s 48th Commencement Ceremony in Minneapolis, Minn.

“It is vital to volunteer: not only are you helping someone else, you are also helping yourself grow as a person.”

— Briana Kelley '11 on the value of volunteerism. Read her story on the Walden Service Network.

“If your child comes home complaining about being teased or taunted, you have to take it seriously. Really hear what’s happening.”

— Dr. Colleen Logan, the program coordinator for Walden’s M.S. in Marriage, Couple, and Family Counseling, during an interview with *The Wall Street Journal’s* “This Morning” radio program.



Ever After Photography

HOW IT PAID OFF

From Data Collector to Readiness Leader

NAME: Angelo Orlanes '09

DEGREE: B.S. in Business Administration

TITLE BEFORE MY DEGREE: Senior analyst at Kaiser Permanente, Greater Southern Alameda County, California

TITLE AFTER MY DEGREE: Accreditation, regulation, and licensing consultant at Kaiser Permanente

HOW MY DEGREE HELPS ME MAKE A LARGER IMPACT: I now have a solid foundation in business and am more confident. In my current position, I coordinate survey readiness activities for our hospitals and other healthcare services. These surveys ensure Kaiser Permanente meets joint commission standards, an accreditation that allows Kaiser to receive federal funding for Medicare and Medicaid patients, and make sure we meet all state laws. My interactions with leadership have increased in this role. I meet monthly with directors, nurse managers, and occasionally the chief operating officer about regulatory visits, survey readiness, risks, and vulnerabilities.

BIGGEST BENEFITS OF EARNING A DEGREE AT WALDEN: I've received two promotions along with increased responsibilities and recognition from senior leadership. I'm also setting a standard for my children. It's an expectation now for them to go to college. The message I continually deliver is that one should never stop learning. I believe that education opens doors.

How did earning your degree change your career? Share your story at myWaldenImpact@waldenu.edu.



●●● **“MY LOVE FOR FISHING DEVELOPED WHEN I WAS A CHILD IN KENTUCKY.** My aunt and grandfather taught me everything from using tackle correctly to selecting bait. I share my love of the outdoors and fishing with students by sponsoring the Union Grove Fishing Club, which I started in 2000. I instruct students about bait and casting techniques. We have also gone whitewater rafting, had bonfires, held cookouts, driven paddleboats, swam, and ridden horses. We fish or do another outdoor activity once or twice a month. What I learned at Walden encouraged me to take learning beyond the classroom. I love being able to interact with students outdoors and allow them to make connections with each other.”

— Darby Steele '06, M.S. in Education graduate, Doctor of Education (Ed.D.) student, and a teacher at Union Grove High School in McDonough, Ga.

Send photos of yourself making a difference to myWaldenImpact@waldenu.edu.

MEET A FUTURE GRADUATE

Lt. Col. Craig A. Jones

By Camille LeFevre



●●● WHERE I WORK:

In the U.S. Army Pacific Contingency Command Post at Fort Shafter, Hawaii, as a senior telecommunications officer. My mission is to support humanitarian assistance/disaster relief in the Asia-Pacific region with satellite transmission, digital voice, and data services. We also extensively support switching, routers, and video teleconferences from anywhere we happen to be located.

WHAT MOTIVATED ME WHILE DEPLOYED:

From March to December 2011, I deployed to Iraq to serve with a police transition team linked with the Baghdad provincial police headquarters. My duties included training focused on leadership and technology that allows police stations around Baghdad

Meet:

Lt. Col. Craig A. Jones

Program:

Doctor of Business Administration (D.B.A.) with a specialization in International Business

Started:

March 2009

to interact virtually. At the same time, I focused on completing my doctoral prospectus. Most of my research was accomplished during non-duty hours. Honestly, nothing motivates me more than working on something that stimulates my curiosity to learn and to be the best I can be.

WHAT I WILL RESEARCH:

I will examine the barriers between electronic collaboration and security cooperation among the Association of Southeast Asian Nations (ASEAN) member militaries. I travel throughout

the Southeast Asian region extensively with the Army, which affords me the opportunity to conduct various field observations, discussions, and ultimately interviews with fellow military officers. The purpose of collecting this information is to confirm that regional security cooperation is valued by ASEAN prior to comprehensively researching technical solutions that enhance and strengthen regional security.

HOW I BALANCE IT ALL: It is extremely difficult to maintain a coherent and predictable schedule due to the nature of military missions. Strategic partnerships throughout the region mean the Army in the Pacific supports numerous bilateral and multilateral training exercises with the Philippines, Thailand, Australia, New Zealand, Tonga, Marshall Islands, Micronesia, Guam, South Korea, and Japan. Given the breadth of responsibility, I honestly have taken administrative leaves of absence when work and research conflicted.

WHY A D.B.A. IS IMPORTANT: Higher education has always motivated me. With more than 23 years of active military service, an M.B.A. in International Business, and a D.B.A. in International Business in December 2013, I look forward to a new chapter in my life.

WHAT I PLAN TO DO AFTER GRADUATING:

I intend to retire from the military and start the next phase of my life as a civilian. My wife and I are interested in employment that will keep us in the Asia-Pacific region, working with U.S. embassies, nongovernmental organizations, or global telecommunication companies.

WHAT I TELL OTHERS ABOUT WALDEN:

Walden is an extraordinary institution for military service members because it understands the unpredictable struggles soldiers face. Having the ability to implement a nontraditional timeline that fits my battle rhythm is just what Walden offers.

“Walden is an extraordinary institution for military service members.”



Quarterman Photography

MEET THE FACULTY

Dr. Sandra Rasmussen

●●● LIFE AS AN ADDICTION THERAPIST AND A FACULTY MEMBER HAS INTERSECTED

more than Dr. Sandra Rasmussen could have imagined. Not only is she the clinical director of Williamsville Wellness in Hanover, Va., a residential treatment center for people with alcohol, other drug, or gambling problems, she has taught at Walden for more than 13 years in the School of Health Sciences and the School of Psychology. As a published author and a board member of Walden’s *Journal of Social Change* and the *Journal of Social, Behavioral, and Health Sciences*, Dr. Rasmussen offers advice to alumni who aim to be scholar-practitioners.

HOW DO YOU INTEGRATE YOUR WORK AT WILLIAMSVILLE WELLNESS INTO THE COURSES YOU TEACH?

It’s exciting to share clinical information about challenging cases with my students. For example, we see a great deal of online sports

betting. It’s probably much more insidious than alcohol in terms of the brain reward. The Internet is instant, instant, instant. You can win or lose on your smartphone. Technology really enables gambling; patients report staying in their rooms for days, gambling on their computers. If I have a tough case, in confidence, I’ll share and ask my students how to manage it.

“Walden’s mission of social change energizes me to practice, manage, research, and be a scholar-practitioner.”

In a sense, I practice what I teach every day.

WHAT IS YOUR TAKE ON THE TEACHER-STUDENT RELATIONSHIP?

I address my students as colleagues. We are doing a lot of the same things in our professional lives. I try to come across

as a very approachable coach, and they are the players. Inviting them to connect beyond the classroom helps them realize we are colleagues.

WHAT DO YOU HOPE TO ACCOMPLISH AS AN ADDICTION SPECIALIST?

Recovery is the focus of my writing, research, and presentations. Recovery is a different, better way of life with purpose and meaning. In the field of addiction, recovery is not emphasized as much as prevention and treatment. Like I said in the title of a paper I recently wrote to become a fellow for the American Academy of Health Care Providers in the Addictive Disorders, “Recovery Is an Idea Whose Time Has Come.”

WHAT ADVICE DO YOU HAVE FOR ALUMNI?

Walden students and graduates aren’t complacent. It’s an exciting time to be an instrument of social change. Continue that intensity. Experience and express it. Enrich and extend this mission beyond Walden. I really like the written word. I believe that we need to share, to disseminate our findings, our work. Publishing is one way to take it to the people. It’s work—and you may get rejection after rejection, but I think it’s a professional responsibility.

HOW HAS TEACHING AT WALDEN IMPACTED YOU?

Walden’s mission of social change energizes me to practice, manage, research, and be a scholar-practitioner. It isn’t about trial and error; it’s about having a rigorously researched and sound plan for change. I’m constantly invited to be the best me I can be, and I encourage my students—past and present—to be the same.

CONNECTIONS

Learning by Mentoring

Dr. Patrick Burtch '11 explains how mentoring fuels his professional work and furthers his mentees' studies

By Amy DerBedrosian

●●● **WHEN DR. PATRICK BURTCH '11 MENTORS** students at Walden, everyone involved grows and learns. Passionate about teaching, he believes in sharing the insights he's gained through 25 years of experience in city management and by earning his Ph.D. in Public Policy and Administration.

Mentoring also gives him an opportunity to expand his own knowledge. "I want to learn on a regular basis; I'm constantly reading journal articles. Mentoring contributes to that process," he explains.

Burtch, who is an adjunct professor at the University of Phoenix and has also been a guest lecturer at the University of Michigan and the University of Toledo, works full time as the city manager for Jackson, Mich. He's also conducting a research study, using data from the city and the skills he developed at Walden, to determine whether eliminating dilapidated housing in his community can raise property values.

No matter what he tackles professionally, he continues to make time to mentor students who are working on their dissertations, an experience he recalls vividly. "Mentoring is imperative at this stage," Burtch says. "I try to be a tough editor without discouraging them.



Karen Muse Photography

Many students struggle—as I did—with the feeling that they'll be unable to complete their Ph.D. I tell them that I worked a full-time job and did this, too, so I know it's possible."

Burtch relies on email, phone calls, texting, and LinkedIn to communicate with his mentees. He's become a close friend with one in particular, a police officer named Richard Jackson based in Nashville, whom he met in their first residency. "It's a long-standing relationship," he says. "We've become best of friends. There's a lot of that kind of connection. It's just part of what you do."

Burtch encourages other alumni to stay in touch with their

faculty members and ask them about assisting students. Recently, he became a Walden Alumni Ambassador, which will allow him to share his professional and educational experiences more widely.

"I believe in what Walden is doing. I was drawn to the scholar-practitioner model because I wanted to learn from people who worked in the public sector and bring an academic, research-based approach to public administration," Burtch says. "If I had 30 people call me for mentoring today, I would answer. I believe in it that much."

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“If I had 30 people call me for mentoring today, I would answer. I believe in it that much.”

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FOUR WALDEN GRADUATES SHARE HOW THEY'VE REINVENTED THEIR CAREERS TO BECOME SOCIAL CHANGE AGENTS IN THEIR SCHOOLS, BUSINESSES, AND COMMUNITIES

By Camille LeFevre

●●● **SOME INNOVATION IS SLOW AND STEADY, LIKE DEVELOPING VACCINES, NEW FARMING METHODS, OR AN ENERGY-SAVING LIGHT BULB.** But every once in a while, someone breaks with the status quo to create radical change—a disruptive innovation. For Walden graduates, pursuing positive social change, progressive or disruptive, is part of their DNA. Here, four alumni share how they've applied the scholar-practitioner model to break with business as usual for the better.



“Our approach is: Let’s learn. We want to give you the tools to lead and influence so you can take these new skills back home to make a positive impact on your community.” — Arnita Taylor

Kristen Graham

Tag Leadership: You're It!

Traditionally, leaders are developed at the top of an organization. **Arnita Taylor '12** has turned this tradition on its head: She develops leaders at all levels of an organization, specifically women she calls “tag leaders.”

“Tag leaders are people who work in their communities to start things on their own whether it’s by joining or forming an organization to address a need or create awareness,” she explains. “I learned about tag leaders in one of my textbooks at Walden.” Although these leaders may not have any formal leadership training, through networking or “tagging” others, they create partnerships that enhance and enrich their communities.



“Research studies show that if women are going to grow as leaders, it needs to be at the hand and heart of other women,” Taylor continues. To become one of those women, she founded Eight Ministries in Keller, Texas, while she was an M.S. in Leadership student. In the fall of that year, Taylor began holding leadership seminars at the local library. Her attendees have ranged from academics and professionals to stay-at-home moms. Her goal is to help women become better leaders to maximize their relationships and mentor those around them.



Her curriculum for Eight Ministries and its seminars focuses on the four things she believes every leader should know: conflict (“It’s ever-present, and we need to manage it”); change (“Life is an evolutionary process. We need to be able to take ourselves emotionally, psychologically, and behaviorally through the change process”); communication (“Leaders need to be direct and clear, as everyone hears through their own filter”); and character (“Lead from the inside out, from your experiences and beliefs”).

Also part of Taylor’s vision? Enjoyment. “A learning environment should always be fun,” she explains. “The topics we’re covering are serious. We give people a vast amount of information to process during the seminars. Our approach is: Let’s learn. We want to give you the tools to lead and influence so you can take these new skills back home to make a positive impact on your community.”



Printz Photography



The Canine Connection

After a student disciplinary hearing four years ago, a principal in **Dr. Laurel W. Olexa’s** school district wearily turned to her and said, “We need to find new ways to reach difficult students.” Instead of simply attributing disruptive behavior to a troubled home life or a student’s psychological or physical challenges, he explained, we need new approaches to engage students in more productive behaviors. Olexa, who graduated from Walden in 2001 with a Ph.D. in Psychology, had an idea.

Olexa accompanied her “the change was amazing,” she recalls. All of a sudden, the children weren’t slouched or begrudgingly attending counseling sessions. “They were alive, engaged with the dog, and conversing with me and each other,” Olexa says. “I thought, ‘Wow. This really works.’”

It works because Opie and Oz (Olexa’s other trained and certified therapy dog) serve as curly, fluffy gateways through which the students can “let down their guard and open up,” she explains. “Kids will



“We’re not only teaching the students a skill ... they’re also learning to take pride in how their work makes others happy.”

— Dr. Laurel Olexa

Olexa was already taking her trained and certified therapy dog, a cockapoo named Opie, to nursing homes where he enlivened elderly residents. What if she took him to the Saugerties Central School District in New York where she works as a psychologist? The first day

she sat on the floor, hold a dog in their arms, and start talking. The conversation starts out about the dog and then gets into issues they’re dealing with.

“Walden taught me to think outside the box,” she says. After she saw

improvements in children who interacted with the dogs, she took the initiative a step further. She now works with special education teachers to teach students to sew dog and cat beds. To date, they've made more than 200 beds, which they've donated to animal shelters.



“We’re not only teaching the students a skill—and some are now

so proficient with a sewing machine they’re doing the whole bed themselves,” Olexa says, “They’re also learning to take pride in how their work makes others happy. And it all comes from their enthusiasm for Opie and Oz.”

Since she started bringing her dogs to school, other staff members have had their dogs trained and certified. Their positive influence also goes beyond her room. Students who rarely speak greet Opie and Oz in the hall. “I walk in the door with the dogs,” says Olexa, “and it’s cause for celebration!”

Empowering Consumers

Clint Berry '09 wants to see profits that serve people; to do that he launched Experiment Inc. in 2009 near his home in Anaheim, Calif. Through the nonprofit, he’s developing connections between consumers, businesses, and nonprofits for the greater good. The disruptive question he’s asking is: Would you be more likely to shop at a business if you could request that a percentage of the proceeds from your sale goes to your favorite nonprofit? Berry’s willing to bet you would.

Entrepreneurs by nature are more than busy, but he founded the company while an M.B.A. student at Walden. During his studies, he wrote a plan for a café where patrons chose a humanitarian project to receive a percentage of the payment for their food order. He later designed a program to allow customers to present a coupon to support a social cause when making a purchase at a local business. “The merchant would staple the receipt to the coupon and at the end of the month settle up with us,” Berry explains.

But the question still remained: Were these designs simple enough to allow consumers to directly impact nonprofits with every purchase? In 2012, Berry decided to revamp the program, go digital, and launch Experiment’s most innovative project to date: a smartphone app for its project called Mark It Place.

The mobile app connects consumers with nonprofits when they make a purchase at a participating business that has agreed to donate up to 20% of each purchase. As of last fall, more than 40 businesses in the Glendora, Calif., area and 30 businesses in Riverside, Calif., have made a commitment to Mark It Place. The nonprofits involved range from the American Heart Association and World Wildlife Fund to local organizations like Shepherd’s Pantry and Stepping Stones for Women.

“The app enforces triple bottom-line economics: for people, planet, and profit,” he explains. “It teaches consumers to think differently and realize they have power to make businesses become more socially aware and responsible.”



Martin Herbst



Conversely, he adds, “The app is also a great way for businesses to attract new customers!”

In collaboration with his seven-member team, Berry has developed the Experiment website into a tool kit that allows individuals to raise money for their favorite causes in everyday ways. Users can see how much they have donated, nonprofits can sign up as partners and monitor their proceeds, and businesses can participate.

Eventually, Berry wants to nationalize the program. “I’d like anyone who is flying into one of the top 50 cities in the U.S. to be able to find and patronize a business or restaurant that’s part of Mark It Place in support of their favorite nonprofit,” he says.

“Oftentimes, entrepreneurs are willing to risk their time and resources because of potential returns on their investment,” Berry continues. “Our team of social entrepreneurs is unique in that we’re taking the same risks, but the reward is for others. I chose Walden because of its focus on social change, which was already my sole motivation for business. Today, Mark It Place is in perfect congruence with Walden’s values.”

“I chose Walden because of its focus on social change, which was already my sole motivation for business.”

— Clint Berry



Eleanis & Elder Photography

Results Through Relationships

“My school is Title 1, which means 80% of our students live in poverty,” explains **Deb House**, a 2005 M.S. in Education graduate who teaches seventh grade in Citrus Heights, Calif. “I started thinking about the factors that separated my students from those in go/go/go schools,” schools in which 90% of students live in poverty, but 90% perform at the 90% percentile.

Through her research, House came up with two critical needs: parent involvement and direct feedback to students. In response to the first, she wrote and received a Nell Soto grant for training from the Sacramento City Unified School District’s groundbreaking Parent Teacher Home Visit Project. Her objective? To visit with students and their parents on “their own turf.”

Today, she attempts to visit each one of her 68 students. “Sometimes we meet in the students’ homes, and they show me their family pictures and trophies, and we talk about their hopes and expectations. Sometimes we meet at Starbucks. But every visit makes a difference. They realize I care, that I’ll



“I made a commitment to do whatever it took to help my students be successful.” — Deb House

be paying attention to them. They know they’ll be successful on some level.”

Another outcome from her home visits is that House’s students are rarely disruptive. As a result, they learn more. “Not every student is wildly successful,” she says, “but they’re learning.”

Beyond initial relationship building, the home visits also impact how House makes assignments to students. “I gathered a lot of data that made me realize everyone’s home isn’t a great environment for homework,” House says of the research she did while a student at Walden. “When I started making home visits, I gained even more insight that has affected my classroom policies. We now have homework help available before school each morning for students who need either a quiet place to work or a credentialed teacher who can provide help.”

Once students are in school, House makes a point to continue the personal partnerships by offering tailored feedback. Three times a year, in conjunction with weekly reviews of items in students’ goal-setting binders, she meets with students individually to discuss test scores, grades,

and goals. “Students begin to realize what they’re capable of and what they need to do to achieve more,” House says. “They’re enthusiastic when they see how they’re meeting their goals.

“In the first class I took at Walden, we spent a lot of time reflecting on our lives as teachers,” she continues. “We were asked to write a personal goal statement. I made a commitment to do whatever it took to help my students be successful. Both home visits and goal setting do that.”

House’s positive work has also spread beyond her own classroom. Other teachers in her school have adopted her innovative goal-setting system for their students, and 13 of her colleagues make home visits. House is also a trainer for the National Parent Teacher Home Visit Project.

“I’m highly motivated to continue this work, because I know what a difference it makes,” she says. “When a student makes the leap from basic to proficient and high-fives me or gives me a fist bump and shouts out ‘This is the year!’ ” House adds, “I know that relationship building really does matter.” ■



David Stover

The New Rules for School Nurses

SCHOOL NURSES DO MUCH MORE THAN WRAP WOUNDS AND TREAT COLDS—
AND **TIA CAMPBELL '08** IS HELPING THEM TRANSFORM THEIR ROLES

By Amy DerBedrosian

●●● **DEBORAH ZELLER '10** saved a life by clearing the obstructed airway of a choking child. **NORMA BERGEY '10** helped a parent understand the symptoms of a potentially fatal allergic reaction to potatoes. **TIA CAMPBELL '08** worked closely with a family whose first-grader was diagnosed with Type 1 diabetes, giving them the peace of mind that a qualified nurse would care for their child at school. “What I love about school nursing is seeing the dramatic difference you’re making for a family,” says Campbell.

These Master of Science in Nursing (MSN) graduates and experienced Virginia school nurses are seeing more students with significant medical needs and chronic illnesses. Children come to school with a range of conditions, including asthma, autism, diabetes, and potentially fatal

allergies. Some days, the school nurse’s office seems more like a small-scale hospital emergency room—a long way from the traditional image of a nurse who checks a child’s temperature or bandages a scraped knee.

“Sometimes parents don’t know what school nurses do because they haven’t spent much time in the office or don’t have children with frequent health issues,” says Campbell, who worked as a school nurse in the Hanover County Public Schools and Richmond Public Schools for more than 11 years before becoming a school health specialist for the Virginia Department of Education (VDOE) in 2005. “Parents who have students with chronic illnesses realize the high level of care their children receive during the school day.”

Today, families rely on school nurses to offer care that enables their children to attend class and learn. And yet, this community perspective of nurses’ duties still does not fully detail their responsibilities. What’s more, school nurses beginning their careers may not receive the training they need to prepare them to meet the laws and regulations that govern their work.

Campbell vividly recalls her own start in school nursing. “I was shown an office and equipment, and then I had to learn everything on my own,” she says. “School nurses start their careers with no idea that they’re supposed to do anything beyond see the child who walks through the door. I slowly came to understand the local policies and state laws.”

Campbell knew she had to make a change. She didn't know at the time that her positive impact would spread through the state of Virginia and play an integral role in her earning Walden's 2012 Outstanding Alumni Award.

Preparing School Nurses for Success

After beginning her research, Campbell discovered that her own introduction to school nursing was all too typical. "There was everything from 'Welcome to your office, have fun' to much more thoughtful programs where you're assigned a mentor or can shadow someone," she explains. Across the state, "most orientations were brief. I felt I needed to help make a positive change in school nursing."

Campbell, a longtime leader in the National Association of School Nurses (NASN) and its current vice president, started writing tips in a notebook, creating a month-by-month calendar of tasks and deadlines for Virginia school nurses. When she became a Walden graduate student, her notes evolved into an online orientation, featuring practical information and advice to help school nurses succeed. Ultimately, she transformed those notes into her capstone project, "Online Orientation for School Nurses."

"From the minute I started my master's program, I knew this was going to be my



Karen Kasmauski/Corbis

capstone project," Campbell says. "A child needs to be healthy to learn. That's why having a school nurse with the most current knowledge is important."

Her orientation consists of short modules introducing the history, practice and professional standards, and legal requirements of school nursing. It also covers the immunizations and medical exams students must have before they can enroll in school.

Campbell designed the program in modules. "Nurses can do small snippets at a time or stop and start as needed," she explains. "I opted not to include a test; it was more important for people to have access to information." The training also includes a video and a PowerPoint presentation so nurses can download additional information.

Campbell has published an article about the project in *The Journal of School Nursing* and presented information to packed rooms at state and national conferences. School nurses throughout Virginia now use the program, and some school districts have made it mandatory. It's also become a model for leaders in other states, who have adapted the training to their districts.

Next, she plans to add and update modules to reflect recent changes in school nursing practice and Virginia law. In the meantime, she leads face-to-face sessions to keep school nurses current and continues to field inquiries from other states. Campbell also spreads the word about school nursing in her career as a school health specialist for VDOE by responding to questions from teachers and parents and providing technical assistance to school nurses.

"For those without resources, my orientation provides a beginning. Seasoned school nurses have also taken it to refresh their knowledge," she says. "The orientation helps people feel more comfortable in their role. It's made them more mindful of the regulations and practices of school nursing, which makes students safer."

Campbell's work on the orientation for public school nurses also inspired a similar program for private institutions. Zeller, a nurse at St. Andrew the Apostle Catholic School in Clifton, Va., and president of the

member at Hampton University College of Virginia Beach, and VASN past president who nominated Campbell for the Outstanding Alumni Award. Bergey says, "We're so proud of Tia. She's a changemaker. Her project has made a tremendous difference for school nurses."

Balancing Challenge and Care

Training is only one challenge school nurses face today. The financial strains on schools and families nationwide have also

impacted the school nurse's office. Budget cuts have made fewer school nurses available to students. Campbell notes that NASN recommends providing one school nurse for every 750 healthy students. But schools aren't meeting this goal, even as the number of students with more serious health issues continues to rise.

"Any momentum we had in maintaining the ratio has been stymied," says Campbell. "In Virginia, we average one school nurse for just under 1,000 students. We've ranked 18th to 25th nationally. Our biggest ratio is one nurse for 3,200 students."

That leaves school nurses with too little time for individualized attention, community education, and preventive care. "We have a wealth of information, but we're busy reacting to what comes through the door," Campbell says.

"A child needs to be healthy to learn. That's why having a school nurse with the most current knowledge is important." — Tia Campbell

Virginia Association of School Nurses (VASN), developed her own orientation and turned to Campbell for mentoring and guidance. "Tia's orientation provides the core framework for someone coming into school nursing. It is a starting point for continuing professional education," says Zeller.

Campbell has also been a mentor to Bergey, who is the school nurse at George W. Carver Intermediate School in Chesapeake, Va., an adjunct faculty



Karen Kasmauski/Corbis

Some schools don't even have a registered nurse in the building. Campbell reports that school districts are hiring licensed practical nurses at a lower cost but who offer a more limited range of practice. In states without a mandate for school nurses, other staff members may serve as substitutes. "The person in the school nurse's office may not be a nurse," Campbell cautions. "It's important that the office is identified appropriately, and parents know what level of healthcare is provided."

There's good reason to have highly qualified nurses in schools. "School nurses are the access point to the healthcare system for many students," Campbell explains. "Parents rely on the school nurse to say it's time to see a physician or that you can wait this out."



Arthur Tilley/Getty Images

"A lot of parents do this because they don't have health insurance, can't afford a copay, or can't take time off from work," Bergey adds. "In this economy, they don't have a lot of resources."

The alumni remain confident that school nurses can overcome today's challenges as well as others that might arise. "School nurses are self-starters," Zeller says. "We have an excitement and a passion to help kids. Every day is challenging, but you really make a significant impact on the lives of students."

Caring for Children, Families, and Communities

Like many school nurses, Bergey, Campbell, and Zeller started out in another aspect of nursing. Bergey was a nurse in a hospital intensive care unit and both she and Campbell worked in an emergency room. Zeller was a critical care nurse for many years and also worked in psychiatric nursing, home health, and community health. Each was attracted to school nursing for the same reason, one that's common among nurses in this setting:

They wanted the same schedule as their children. Only later did they discover school nursing involves much more.

"Tia's project has made a tremendous difference for school nurses." — Norma Bergey

"My mother was a school nurse, and I thought she had the easiest job. Then I realized a school nurse takes care of the child, the family, and the community," Bergey says. "I've been a nurse for 31 years. Being a school nurse has been my hardest career, but also the most enjoyable one."

Campbell found that school nursing offered the same adrenaline rush she'd felt in the emergency room. "You need assessment skills and communication skills," she says. "You have to know the latest healthcare practices and laws. You always have to be prepared because you never know who will come through the door."

Zeller views her role as a generalist, specializing in the care of children in school. "School nurses really are community educators who ensure individual and population needs are met," she explains. "You have a very broad practice. You have to know about acute and chronic care, public health, and one-on-one pediatric care. You're a community educator. Your role is to help parents better advocate for their children's health and education." ■

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Craig (left) and Marc (right) Kielburger founded Free The Children, Me to We, and We Day.

Brad Newton

Call a Minga

CRAIG KIELBURGER, WHO CO-FOUNDED FREE THE CHILDREN, ME TO WE, AND WE DAY, WITH HIS BROTHER **MARC**, SHARES HOW YOU CAN INTEGRATE SERVICE AND VOLUNTEERISM INTO YOUR DAILY LIFE

●●● **SERVICE SHOULD BE SO INNATE THAT YOU HAVE A SPECIAL TERM**

FOR IT. A “minga” is the term Craig and Marc Kielburger use to describe when communities gather to complete a large task in a short amount of time to benefit everyone in the community. It’s considered a social responsibility. That is the essence of the mission of Free The Children, which was founded in Canada more than 17 years ago by the brothers, who have created programming and building projects in more than 45 countries, built more than 650 international schools and school rooms, and sent \$16 million worth of medical supplies around the world. Before their rousing plenary speech at the residency in Atlanta, Craig sat down to talk about their mission and how you can apply the same principles to your life.

WHY DID YOU TRAVEL TO SOUTHEAST ASIA IN 1995?

CRAIG I read a newspaper story on child slavery that inspired me to go to my class and seek their help. Over the summer months, this group of seventh-graders held car washes and bake sales and bottle drives—every type of fundraiser you could imagine. In September, when I was just starting the eighth grade, I realized this wasn’t a passing phase. I’d set up this fledgling group, this tiny charity, wanting to help, so I sat down with my parents. I had it all planned out. I asked if I could take two months off school and travel through Southeast Asia. Of course they said no, but I persisted. Eventually they allowed me to make that trip with a chaperone. That trip changed my life.



WHAT DID YOU TAKE AWAY FROM YOUR EXPERIENCES IN SOUTHEAST ASIA?

CRAIG I was shocked that slavery still existed. I had learned about the Underground Railroad to Canada, something in history. But there are 27 million slaves in our world today. The more I learned, the more I realized how little people knew. I wanted to meet these kids and bring their stories back to other young people. I wanted to raise awareness. The trip ranged from literally going to brick kilns

Craig reads with a student in Kenya.

where entire families were working sometimes for generations to pay off debts to visiting kids who had worked in the sex trade. Children were literally marching through the streets protesting child labor. It was a shock to see this reality. Bringing those stories home inspired the work we do.

“ You have the ability to make the world a better place every single day. Seize that opportunity.” — Craig Kielburger

WHY WERE YOU MOVED TO ESTABLISH FREE THE CHILDREN WHEN YOU RETURNED HOME?

CRAIG When we first started Free The Children, we never set out to start a charity. The first thing we did was call a well-known group and say, “We want to help.” There was a lot of confusion. One group actually said, “Well, if you want to help, do you know where your parents keep their credit card?” That was the attitude. That’s where Free The Children’s two-part mission came from: On one hand, yes, it’s freeing children from slavery and poverty, but on the other hand, it’s also freeing kids from the idea they’re too young to make a difference.

WHY ARE “ME TO WE” AND “WE DAY” SO NOVEL?

CRAIG We talk about freeing children to fulfill their potential. The challenge was the fact that this was so new. There was always something in college and university you could get involved with, but elementary school kids? Middle-school kids? Having

people calling upon them to get involved was novel. This was the first time someone ever said to them, “You’re 10. You can make a difference.” It spread like wildfire. Now we have one of the largest causes on Facebook in the world. One hundred thousand kids attend We Days every year: Massive stadiums full of youth who earn their way in through volunteerism.

WHAT WORDS OF WISDOM WOULD YOU SHARE WITH OUR ALUMNI WHO BALANCE FAMILIES AND CAREERS TO HELP THEM MEET THEIR OWN GOALS FOR SOCIAL CHANGE?

CRAIG I know how they feel. I did an executive M.B.A. It was designed so that you continue your work while pursuing your studies. I can appreciate that it is not easy. It’s a challenge. We try to make it as easy as possible to make a difference in the world. You will never win the quantity race when it comes to time with your kids. But you can certainly win the quality race and have the most meaningful experiences with your families. Carve out a summer to volunteer with your kids. Take a look at an international service trip.



View an excerpt of their plenary speech in Atlanta at www.WaldenU.edu/Kielburgers.



Marc and two Kenyan students collect water from a clean water station built as part of Free The Children’s holistic and sustainable Adopt a Village development model.

MANY OF OUR ALUMNI DEVELOPED LASTING FRIENDSHIPS IN THEIR PROGRAMS. WHAT DO YOU RECOMMEND THEY DO TO STAY IN TOUCH?

CRAIG My classmates were split between three countries. We became the closest group of friends, which is extraordinary because we are very diverse. The greatest advantage of the program was the connections that I made with others. You form such great bonds. One common interest was service. We sought out experiences that built these great friendships. Find a common bond. It doesn’t have to be academic. In our case it was service. The best thing I walked away from the program with was lifelong friends.

HOW HAS YOUR WORK CHANGED HOW YOU AND PEOPLE AROUND THE WORLD VIEW VOLUNTEERISM AND CHARITY?

CRAIG Before, I might have volunteered on an occasional Saturday afternoon or written a check at tax time. Today, I make daily lifestyle choices: How I shop, the career I pick, how I give my time, how I live my life. When I look at Walden’s mission, it’s intertwined with social change and a higher purpose. I love that idea. It shows that change in the world is also in your education. It’s also in your career path. Hopefully, it will also be how you shop, how you vote, and the type of life you live. As an individual, you have the ability to make the world a better place every single day. Seize that opportunity.

■ Find your passion to volunteer—or discover new opportunities—by visiting www.WaldenU.edu/servicenetwork.

SPOTLIGHT



Building a Community Garden

Dr. Anthony Moyer '11 brought his community together to create an outdoor classroom that promotes healthy eating and educates students

By Amy DerBedrosian

●●● **NEAR THE BUS DROP-OFF AREA IN FRONT OF WILLOW LANE ELEMENTARY SCHOOL IN MACUNGIE, PA., IS AN UNEXPECTED SIGHT:**

a raised-bed garden that produces an abundance of fruits and vegetables. Though it honors the building's presence on former farmland, the garden has the greater goal of enhancing student learning as an outdoor classroom.

"I'm a believer in providing hands-on, project-based learning opportunities for children," says Dr. Anthony Moyer '11, the principal at Willow Lane and a Doctor of Education (Ed.D.) alumnus. Inspired by the Edible Schoolyard Project that restaurateur Alice Waters started to involve students in growing and sharing healthy foods, Moyer's school launched its own project two years ago. Parents, teachers, and students were enlisted to raise funds and put the raised garden beds in place.

Students have planted seeds, tested soil, charted and monitored the growth of fruits and vegetables, and created journals and videos about the garden. They've also learned about sustainable gardening and healthy eating. Activities in the outdoor classroom support the school's science, technology, engineering, arts, and mathematics (STEAM) initiative and meet the goals of the East Penn School District curriculum.

"We've used the foods we harvested in the cafeteria salad bar," Moyer explains. "Students have learned about proper nutrition, and why it's important to eat healthy foods. Children are getting excited about eating lettuce and broccoli, and they now want to grow their own food



at home." In the future, the school may sell its harvest at local farmers markets and donate the proceeds to charity or distribute the produce directly to needy residents.



Create an Outdoor Classroom in Your Community

- 1. Enlist school leaders.** Don't overlook this important first step, Moyer cautions. "You need interested teachers and parents, but if you have leadership involved, the rest will fall into place."
- 2. Clearly communicate your goals.** "You will need a core group with a passion for the project," he says. "In any school, you'll find parents who want their children to come home excited about what they learned."
- 3. Don't hesitate to start.** Moyer's school held two fundraising dinners and sold raffle tickets to pay for the 10 raised garden beds—but you could move forward even sooner. "It doesn't cost a lot of money," he explains. "All you really need is a shovel. You can enrich your soil with composted scraps from your cafeteria and collect seeds from your home garden. We constructed raised beds on a Saturday in March thanks to the support of a collaborative team of students, parents, and staff."
- 4. Be creative with the curriculum.** "When students go outside, their senses are stimulated," Moyer explains. "It's experimental, experiential, and engaging."

Building Their Networks

ALUMNI AMBASSADORS ARE CONTINUOUSLY CONNECTED

to the Walden community. Not only are they leaders and innovators in their fields, they also take time to talk to current and prospective students about their Walden experiences, their goals as lifelong learners, and their personal missions to effect positive social change. Learn about the Ambassadors featured in this issue:

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Iara O. Paz '11

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Shannon D. Pickett '10



Save the Date!

WALK ACROSS THE STAGE during our 50th Commencement Ceremony Aug. 17, in Minneapolis, Minn. Visit www.myWaldenAlumni.com/commencement in the coming months for more information. Registration will open in the spring. If you can't join in person, mark your calendar now and plan to watch the live webcast on www.WaldenU.edu with family and friends.

Continue Your Research

ACCESS THE ALUMNI LIBRARY. Log on to myWaldenAlumni today to continue your research and use expanded tools and resources, including Academic Search™ Alumni Edition, Business Source® Alumni Edition, and ProQuest Alumni Edition.

Designed for the academic-based research needs of post-college professionals, these databases provide abstracts and full-text articles for thousands of journals and magazines, including peer-reviewed resources.

Alumni can still use many public resources of the Walden Library. Go to library.waldenu.edu to view guides, watch archived webinars, and send reference questions.

Scholars of Change Share Their Missions

MEET THE 2012 SCHOLARS OF CHANGE winners, four students and one alumna who are driven to improve the lives of people in their communities and abroad—from Oregon to India—by using the tools they've learned at Walden to effect positive social change.

"At Walden, I discovered my passion: Strengthening families and changing lives," says **Nnenna Franciamore**, a Ph.D. in Education student from Bronx, N.Y., who established Solid Foundations Preschool and Solid Foundations for Healthy Families to provide licensed day care services and free workshops for parents.

Kimberly Portanova-Feibus '12, an M.S. in Mental Health Counseling graduate from South Abington Township, Pa., discovered the opportunity to positively impact children's lives with equine-assisted therapy through her coursework field experience at Marley's Mission, which reset her professional course. Her current goal is to expand its outreach to the children's parents.

Linda Sheppard's passion to volunteer has led her to take a number of roles: The Ph.D. in Psychology student from Hillsboro, Ore., leads medical teams to Haiti; works with a nonprofit in Guatemala to make education accessible for local children; and organizes fishing trips for students in Portland. "Walden

University's focus on positive social change has helped me spread this passion to others," she says.

Ranin Soliman's drive to make a difference in the lives of children at the Egypt Cancer Network encouraged her to pursue an M.S. in Health Informatics. Her studies led her to create a database that enhances patient safety and reduces medical errors. "I believe knowledge is most valuable when put into action for the greater good," Soliman says.

"Homelessness demands a response," explains **Jodi Vermaas**, an M.S. in Mental Health Counseling student from Clermont, Fla., who established the nonprofit Priority One Worldwide to stabilize the day-to-day living conditions of orphans in India. The nonprofit also supplies free mental health services to the children. "I am thankful Walden supports its students in taking action," she says.

Watch the 2012 videos at www.WaldenU.edu/scholarsvideos.

WHY I Refer...



"I explained to my team that pursuing an education is very doable with a full-time job. They saw how well Walden worked for me. I feel good because I've mentored them. I love that they say it's been a good experience for them."

— Tammy Marrs '05

Volunteers Make a Worldwide Impact

●●● **ALUMNI, STUDENTS, AND FACULTY IN MORE THAN 700 CITIES** in 15 countries volunteered Oct. 6, during the

seventh annual Global Day of Service. They participated in more than 150 community service projects that ranged from health

screenings to cleaning up roads, beaches, and parks. Below, we highlight two events:

Dr. Chantrell Anita Bruton '12 led a project titled "A Book Lover's Birthday Bash!" in Cairo, Ga., to spark a love of reading in elementary school children, provide parents with teaching resources, and celebrate her birthday. "Walden's

mission of social change motivated people to join a fun and meaningful literacy event for children in my community," she says.

Monica Dunnagan '11 led a festival that benefited Mercy Housing in Lynnwood, Wash., an organization that provides affordable housing for families, seniors, and people with special needs. "Walden's commitment to social change has not only inspired and encouraged my studies, but has also inspired others from all corners of the globe," she says.

We know you volunteer all year. Visit the Walden Service Network to log your hours and find new opportunities at www.WaldenU.edu/servicenetwork.



Dr. Chantrell Anita Bruton (center) with members of her Global Day of Service team.

Fuel Your Career

●●● **CAREER RESOURCES WAS YOUR NO. 1 REQUEST** in the 2012 *Walden* magazine survey. Visit Career Insider at myWaldenAlumni.com today to develop your own page of career guides, blog articles, company research, and industry profiles. As alumni, you receive free and unlimited access to this comprehensive resource.

The media-rich tool is also an interactive environment. Ask a question about an article or start your own conversation about an industry or trend on the discussion board to talk to other professionals directly.

Career Insider also offers résumé and cover letter samples and advice, videos, daily news feeds, salary information and recruiter insights, and archived webinars.



Learn more at www.myWaldenAlumni.com/careerinsider.



Share Your Story

●●● **TELL US ABOUT YOUR PROFESSIONAL ACCOMPLISHMENTS,** social change efforts, and the impact your degree has had on your career by submitting your story through Facebook. Visit tinyurl.com/mywaldenimpact.

ON MY NIGHTSTAND

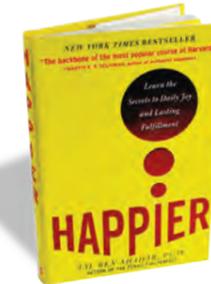
Rethinking Yourself and the World



●●● **Ink on the page is of great importance to Dr. Leo Parvis '98, who earned a Ph.D. in Health Services and the 2007 Outstanding Alumni Award, whether it's in his textbooks for teaching diversity and global studies at Dunwoody College of Technology in Minneapolis, his stamp-filled passport, or the sweeping selection of books piled on his bedside table. A methodical reader who takes notes as he goes, these volumes are among his dog-eared favorites:**

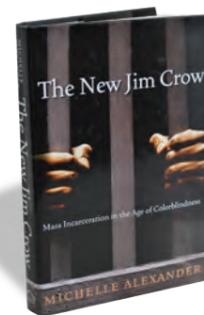
HAPPIER: LEARN THE SECRETS TO DAILY JOY AND LASTING FULFILLMENT by Dr. Tal Ben-Shahar

I use this book for a class on the psychology of positive thinking. Written by a Harvard professor, *Happier* uses science, research, spirituality, and self-help to show how happiness can be learned. You won't want to put it down—except to do the exercises at the end of each chapter.



THE NEW JIM CROW: MASS INCARCERATION IN THE AGE OF COLORBLINDNESS by Michelle Alexander

This book argues that the idea of "colorblindness" is a fallacy, as illustrated by the country's high rate of incarceration and the discrimination suffered after sentences are served. I teach my students about the state of diversity in the United States, and this book helps me engage them with essential discussion questions about racial justice.



CHINA 2.0: THE TRANSFORMATION OF AN EMERGING SUPERPOWER AND THE NEW OPPORTUNITIES

by Dr. Marina Yue Zhang with Bruce W. Stening

This is a good primer for Americans who want to understand how the Internet is changing China's politics, its economy, and the way its citizens connect and collaborate. Zhang gives an honest portrait without jeopardizing herself or betraying her country.



What's on your nightstand? Share your top reads by emailing myWaldenImpact@waldenu.edu.

... AGAIN and Again



“Walden is a fantastic choice for the working professional. I have six colleagues who earned their master's degrees at Walden after I referred them or had discussions with them before they enrolled. They saw the great learning opportunities I had, and they've also learned it firsthand.”

— Dr. Jennifer Sears '10

SPOTLIGHT



Class of 2012 alumni cheer for Walden during the Minnesota Alumni Reception in August.



Linda Choong '10 and Dr. Gary Piercy '07 connected in Houston.



Dr. Mila Cselenszky '12 and Dr. Olga Zbarskaya '12 at the Minnesota Alumni Reception in August.



Dr. Roblena Walker '12 and Carol Chateau '12 with Dr. Walker's sister, Ph.D. in Management student Robbie L. Walker, in Atlanta, Ga.



Meena Williamson '11 with her husband, Jesse, at the Maryland Alumni Reception in Baltimore.



Alumni gathered in Houston, Texas, in May 2012.



Maryland alumni gathered in Baltimore in June.



Dr. Bill Kight '10 networked with alumni in Maryland this summer.



2013 Alumni Events

Get ready for a variety of events that will increase your professional face-to-face networking opportunities and bring fresh perspectives from the Walden community. Join fellow alumni in these select cities:

MARCH
Arlington, VA

JUNE
Houston, TX

AUGUST
Minneapolis, MN

OCTOBER
Baltimore, MD

NOVEMBER
Atlanta, GA

Visit www.myWaldenAlumni.com/events to learn more or to register for an event.

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Imagine the networking power if there were more alumni in the world like you!

Visit www.WaldenU.edu/refer and recommend others to Walden today.

Thank you for inspiring others to explore Walden University.

WALDEN UNIVERSITY
ALUMNI ASSOCIATION

Accolades

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

Appointments

Dr. Robert D. Boyden '10
Ph.D. in Public Policy and Administration
Named the chairman of the American Board of Registered Investigators, an executive advisory board for the American College of Forensic Examiners Institute.

Dr. Charles O. Odeyale '93
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Leads President Barack Obama's executive order on educational excellence for African Americans to promote and foster the use of development project activities for education, training, research, and service.

Dr. John Henry Felix '75
Ph.D. in Public Administration (now Ph.D. in Public Policy and Administration)
Serves as the national chair of the 75th anniversary of President Franklin D. Roosevelt's founding of the March of Dimes Foundation in 2013.

Awards

Chris Hendricks '11
M.S. in Education
Won a 2012 Golden Apple Award from the Green Bay Area Chamber of Commerce's Partners in Education program in April. Read more about the teacher at Glenbrook Elementary School in Pulaski, Wis., on page 10.

Dr. Jonas Nguh '11
Ph.D. in Public Health
Won the Volunteerism and Service award from Nurse.com Nursing Spectrum's 2012 Nursing Excellence program. He volunteers to lead teams to remote areas in Alaska, Kenya, Sudan, and South Africa to provide vaccines and supplies.

Deborah Zeller '10
Master of Science in Nursing
Received the Outstanding Private/Parochial School Nurse (PPSN) Award from the National Association of School Nurses in recognition of her significant contributions to school nursing. Read more about her on page 27.

James Richard "Dick" Jordan '09
M.S. in Education
Received a 2012 GIANTS Award from Idaho first lady Lori Otter in April, in recognition of his work to link industry and the economic future of Idaho to the classroom through science and technology.

Brian W. Nelson '06 and Rebecca McLelland-Crawley '04
M.S. in Education
Each received the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) in June, the highest recognition a K-12 mathematics or science teacher may receive for outstanding teaching in the United States.

Presentations

Dr. David Kenneth Waldman '11
Ph.D. in Public Policy and Administration
Presented "Democratic Governance: Understanding Democratic Governance and Its Effect on the Educational Development Policy" at the Association for Middle Eastern Public Policy and Administration's "International Conference on Democratic Governance: Challenges in Africa and Asia" in August in Philadelphia.

Benjamin Banks '10
Master of Public Health
Spoke on a panel at the United States Food and Drug Administration in May as an ambassador for the Elizabeth Glaser Pediatric AIDS Foundation.

Dr. Lisa P. Stevens '10
Master of Public Health
Discussed improving clinician understanding of and engagement with the Affordable Care Act with White House staff members last fall.

Promotions

Dr. Earl Metzler II '12
Doctor of Education
Named the superintendent for School Administrative Unit 55 in New Hampshire in August.

Rose Tran '12
M.S. in Education
Appointed the assistant principal of Fulton Learning Center in Rockport, Texas, in July.

Jonathan Bowser '11
Master of Business Administration
Started as the director of Cumberland County Economic Development in Pennsylvania in April. He also serves as the vice president of the Cumberland Area Economic Development Corp.

Dr. Gudeta Fufaa '11
Ph.D. in Public Health
Awarded a post-doctoral fellowship at the National Institute of Diabetes and Digestive and Kidney Diseases. She is an epidemiologist and data manager at the Arizona Department of Health Services in Phoenix.

Dr. Joseph P. Murray '11
Ph.D. in Public Policy and Administration
Appointed the chief of the Dearborn Fire Department in Michigan in July.

Tina Tvedt '11
Master of Healthcare Administration
Started as executive director of Redwoods Rural Health Center in California in March.

Dr. Tracy A. Harris '10
Ph.D. in Education
Named the vice president and dean of the College of Southern Maryland's Leonardtown campus.

Dr. Gayle D. Jones '09
Ph.D. in Public Health
Named the director of the Georgia Department of Public Health's Comprehensive Child Health Services Unit, Maternal and Child Health Program.

Carol Brown '07
Master of Science in Nursing
Joined Shorter University's School of Nursing in Rome, Ga., as a full-time faculty member.

Shontarius Aikens '06
Master of Business Administration
Named the accreditation manager for the College of Business at North Dakota State University in July.

Dr. Madeline (Lynne) Foord '04
Ph.D. in Education
Joined the MGH Institute of Health Professions as the Boston graduate school's first director of the Prerequisites for Health Care Professions program.

Publications

Dr. Stephen Chris Edwards '12
Doctor of Education
Published the book *Teaching Genius: Redefining Education with Lessons from Science and Philosophy* (Rowman & Littlefield Education, 2012).

Dr. Christina Spoons '12
Master of Public Administration and Ph.D. in Public Policy and Administration
Co-wrote the article "Lessons Learned From the 2011 Flooding in Thailand" with Dr. Mark Gordon in *PA Times* (July 19, 2012) about the serious challenges flooding presents in Thailand.

Dr. Dayner Azzellino '11 and Dr. Moussa Berete '11
Doctor of Business Administration
Co-authored the book *Building a Sustainable Business Strategy: A Guide for Managers and Business Students* (Lambert Academic Publishing, 2012).

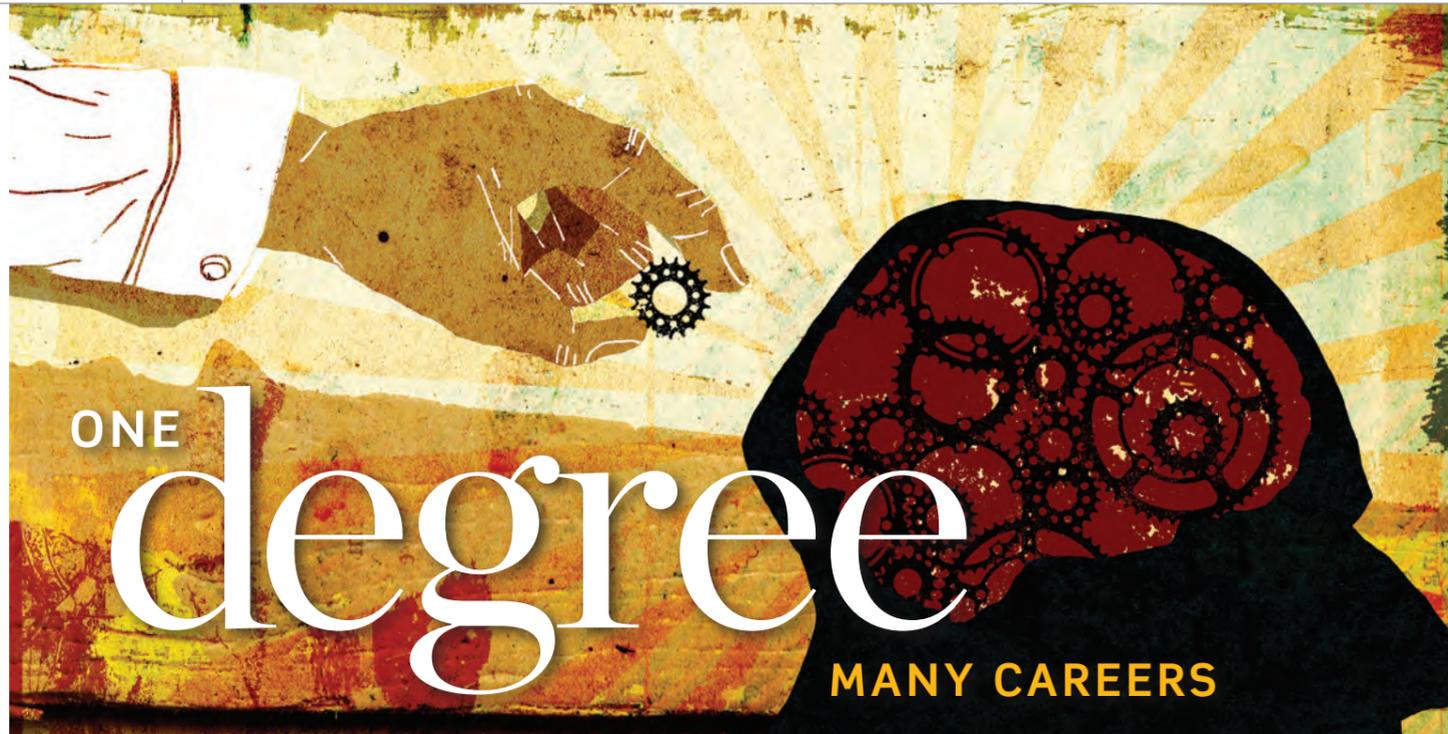
Joanne Souza '09
M.S. in Psychology
Co-authored the article "Ultimate Causation in Evolved Human Political Psychology: Implications for Public Policy" in the *Journal of Social, Evolutionary, and Cultural Psychology* (Vol. 6, Issue 3).

Dr. James B. Huntington '07
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Authored the book *Work's New Age: The End of Full Employment and What It Means to You* (Royal Flush Press, 2011).

Dr. Leo Parvis '98
Ph.D. in Health Services
Co-wrote the ebook *Path to Professorship: A Plan* (Amazon Digital Services, 2012) to help readers gain skills to teach at the college level. Read his book choices on page 41.

Dr. Richard Leonard '93
Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)
Authored his third textbook, *Fundraising for Sport and Athletics* (FIT, 2012), to help readers plan, design, and execute fundraising programs.

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



Okun Arabacioglu

M.S. in Mental Health Counseling

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

Christy Alten-Osmera '11

PROGRAM DIRECTOR and
COUNSELOR, ADOLESCENT UNIT
Keystone Treatment Center
Canton, S.D.

Deborah J. Brown '11

DIRECTOR OF ADULT OUTPATIENT
SERVICES
Twin Oaks Community Services
Berlin, N.J.

Rotisha S. Hall '12

GUIDANCE COUNSELOR
Cumberland County Schools
Fayetteville, N.C.

Masako Hashimoto '11

SENIOR RECRUIT CONSULTANT
and CAREER DEVELOPMENT
ASSISTANT
YT Resolution Services, LLC
and Purchase College,
State University of New York
New York and Purchase, N.Y.

Kerissa Nelson '10

FAMILY FACILITATOR
SOS Children's Village Stony Hill
St. Catherine Parish, Jamaica

Lotes Nelson '11

PSYCHOTHERAPIST
Teen Health Connection,
Carolinas HealthCare System
Charlotte, N.C.

Dr. Angelyn Nienhuser '12

OWNER
Private Practice
Sidney, Neb.

Iara O. Paz '11

THERAPIST
Yelverton's Enrichment Services
Raleigh, N.C.

Shannon D. Pickett '10

CLINICAL THERAPIST
NorthEast Health Services
Boston, Mass.

Arthur "Todd" Sainsbury '10

PROVISIONAL PSYCHOLOGIST
Alberta Health Services
High Level, Alberta, Canada

Programs at a Glance

Are you thinking about earning another degree to help you accomplish your personal goals and prepare for career advancement? Do you know a family member, friend, or colleague who would benefit from Walden's programs? Have a look at our current program offerings and see what inspires you.

(New programs in bold.)

DOCTORAL

Business Administration (D.B.A.)
Counselor Education and Supervision
Education (Ed.D.)
Education (Ph.D.)
Health Services
Human Services
Management
Nursing Practice (DNP)
Psychology
Public Health
Public Policy and Administration

MASTER'S

Accounting
Accounting and Management
Addiction Counseling
Adult Learning
Business Administration (M.B.A. and
Executive M.B.A.)
Career Counseling
Clinical Psychology
Clinical Research Administration
Criminal Justice
Criminal Justice Leadership and Executive
Management
Early Childhood Studies
Education (M.S.Ed.)
Emergency Management
Forensic Psychology
Health Informatics
Healthcare Administration (M.H.A.)
Higher Education

Human Resource Management

Human Services

Information Systems
Information Systems Management
Information Technology
Instructional Design and Technology
Leadership
Management
Marriage, Couple, and Family Counseling
Mental Health Counseling
Nonprofit Management and Leadership
Nursing (MSN)
Project Management
Psychology
Public Administration (M.P.A.)
Public Health (M.P.H.)
Public Policy (M.P.P.)
Teacher Preparation Program with a
Master of Arts in Teaching (M.A.T.)

BACHELOR'S

Accounting
Business Administration
Child Development
Communication
Computer Information Systems
Criminal Justice
Educational Studies
Forensic Psychology
Health Studies
Healthcare Management
Human Services
Information Technology

Instructional Design and Technology
Interdisciplinary Studies
Nursing (BSN) Completion Program
Political Science and Public Administration
Psychology
Public Health

EDUCATION SPECIALIST

Administrator Leadership for Teaching
and Learning
Adult Education

Assessment, Evaluation, and Accountability

College Teaching and Learning
Curriculum, Instruction, and Professional
Development

Early Childhood

Educational Leadership and Administration
(Principal Preparation)
Educational Technology

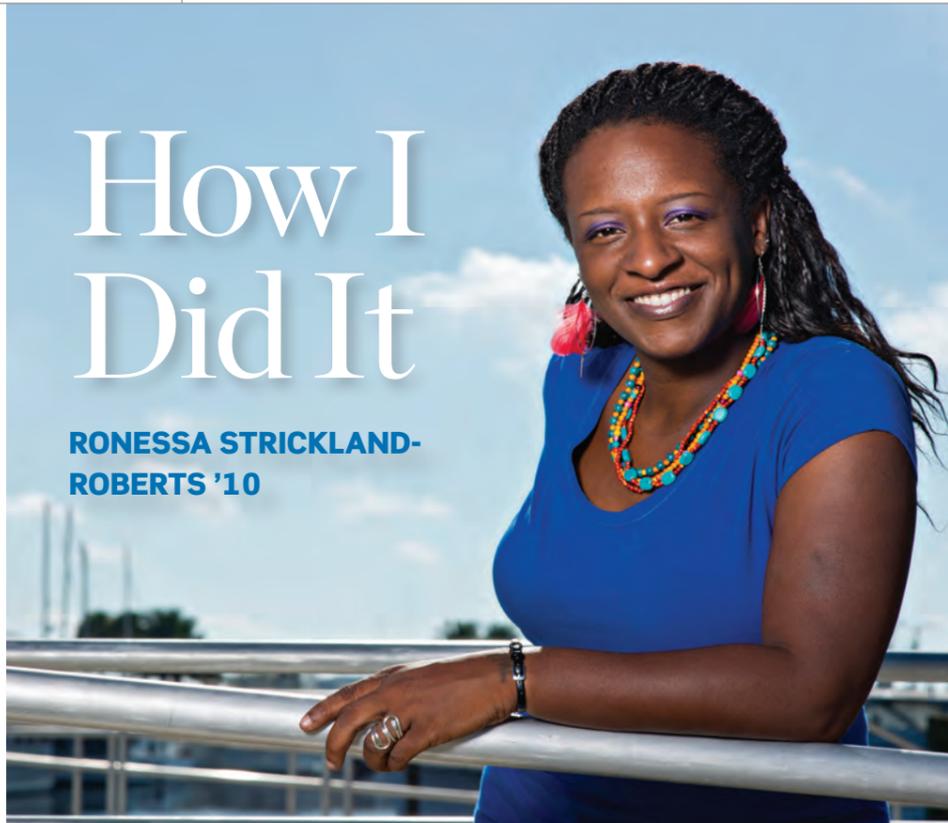
Leadership for Social Change in Education

Reading and Literacy Leadership
Special Education
Teacher Leadership

For more information about
Walden's programs—including
more than 45 certificates and full
lists of program concentrations—
visit www.WaldenU.edu.

How I Did It

RONESSA STRICKLAND-ROBERTS '10



Focus Studios

DEGREE EARNED: Master of Public Health

CURRENT PROGRAM: Ph.D. in Public Health

HOW I PAID FOR IT: Student loans and full-time positions at the Orange County Health Department and Planned Parenthood of Greater Orlando.

HOW LONG IT TOOK: Two years

WHAT ELSE I'VE DONE AT THE SAME TIME: I'm currently a program manager at Planned Parenthood. I also started my own nonprofit, Inspiration and Change Inc., in January 2011 to provide education and services that take a holistic approach to poverty and health disparities in my community.

HOW I FOUND TIME TO STUDY: I do my coursework very late at night. Fortunately, I'm a night person, but I definitely don't get a lot of sleep. I also take full advantage of technology. I have an iPhone and an iPad, and they allow me to do schoolwork while I'm away from home. Technology is my biggest lifesaver.

HOW MY FAMILY HELPS: My mom lives three hours away and comes to help out a lot, and my kids understand why I'm doing this. I have a 14-year-old and a 21-year-old. It's hard when you don't have time to do the things you want to do with your family, but they understand I won't be in school forever.

MOST CHALLENGING PART: The time commitment is always a challenge. But if I say I'm going to do something, I do it.

WHAT KEEPS ME MOTIVATED: I had my daughter when I was 15. I want my children to have more opportunities. I realized I had to lead by example, which made me more determined in my own career. I always knew I wanted to keep people healthy. My degrees are part of my goals. I plan to be involved in research, so a Ph.D. will give me much more credibility; people will see I've met a high standard.

HIGHEST POINT: I really enjoyed the residencies and meeting the faculty. A lot of them are in Florida, so I've been in touch with them since.

BIGGEST CHANGE IN MY LIFE SINCE GETTING MY DEGREE: My degree has helped me help others. I'm doing interventions with teenage girls to prevent pregnancy and STDs. This is a direct result of getting my master's degree from Walden. Also, I'd always dreamed of starting my nonprofit, but I wanted to make sure I was fully prepared; I have the confidence to do it now. Passions are great, but you need a foundation of knowledge and a plan to make an impact.

“The more I learn, the better the services I can provide for my community.”

MY NEXT BIG CHALLENGE: Finding the time for my dissertation! I'm writing it on trauma and HIV acquisition. I hope it will help health departments and clinics understand what they can do to be effective. The more I learn, the better the services I can provide for my community. — A.D.

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



SOCIAL CHANGE STARTS AT THE WALDEN SERVICE NETWORK

AS A GRADUATE OF WALDEN, YOU'RE A SOCIAL CHANGE AGENT.

Make a point to positively impact your community all year long. Visit the Walden Service Network to:

- > Post projects and recruit volunteers.
- > Locate local volunteer opportunities.
- > Explore global projects using the international search feature.
- > Create a volunteer profile to share your background and expertise.

Alumni, faculty, staff, and students have already logged more than 660,000 volunteer hours on the Walden Service Network. Join them today to discover and share new opportunities to make a difference.

Visit www.WaldenU.edu/servicenetwork today.



Get Inspired and Inspire Others!

The Walden Service Network features stories of alumni and students who volunteer. Share your volunteer story to be featured for the great work you do! Email myWaldenImpact@waldenu.edu.

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